

Applied Research of SPOC-Based Flipped Classroom in Second Foreign Language Cross-Cultural Teaching

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Supported by the SPOC course at school level of Yancheng Normal University in 2018 “The expansion course of cross-cultural communication competence in the second foreign language” (72031863027f).

Received 2 January 2020; accepted 5 March 2020

Published online 26 March 2020

Abstract

As an expanding course of College English, the second foreign language cross-cultural teaching is facing many problems in practice. The development of SPOC technology provides an objective condition for the application of flipped classroom and an opportunity for the cross-cultural teaching reform of the second foreign language. Therefore, it is necessary to explore the practical application of the teaching mode of SPOC-based flipped classroom to the second foreign language cross-cultural teaching, from teaching design, teaching cases, learning evaluation and assessment to curriculum evaluation, so as to achieve the goal of the flipped classroom teaching reform with students as the center and teachers as the auxiliary.

Key words: SPOC; Flipped classroom; Second foreign language cross-cultural teaching; Cross-cultural communication competence

Zhu, X. L. (2020). Applied Research of SPOC-Based Flipped Classroom in Second Foreign Language Cross-Cultural Teaching. *Cross-Cultural Communication*, 16(1), 113-120. Available from: <http://www.cscanada.net/index.php/ccc/article/view/11563> DOI: <http://dx.doi.org/10.3968/11563>

INTRODUCTION

The second foreign language (English) refers to the required college English course for students majoring in Korean, Japanese, French and other minor languages.

In *Curriculum Requirements*, the Higher Education Department of Education Ministry clearly emphasizes that “College English is a teaching system which is guided by foreign language teaching theory, with English language knowledge and applied skills, cross-cultural communication and learning strategies as the main contents, and which integrates a variety of teaching modes and teaching methods.” (The Higher Education Department of Education Ministry, 2007) The main goal of second foreign language teaching is to cultivate students’ cross-cultural communication competence, build a bridge of cross-cultural communication, so that students can use the target language to communicate successfully with people from different cultural backgrounds, which has been unanimously recognized by the foreign language world. At present, the popularity of SPOC and flipped classroom, as well as the rapid development of information technology, has also brought a good opportunity for the teaching reform of the second foreign language cross-cultural teaching.

1. THE CURRENT SITUATION OF SECOND FOREIGN LANGUAGE CROSS-CULTURAL TEACHING

1.1 Current Situation

As an expanded course of College English, the second foreign language cross-cultural teaching still takes the traditional classroom teaching mode of English language and intercultural knowledge as the main teaching mode. It has little effect on improving students’ English language application skills and intercultural communication competence, and there are still many outstanding problems.

1.2 Outstanding Problems

1.2.1 The Number of Students Participating in This Course Is Large and Their English Level Is Uneven

As an expanded course, the second foreign language cross-cultural teaching generally takes classes together.

The overall classroom cohesion is not strong because students come from different majors and classes. Moreover, because of the large gap in students' English application ability, they are difficult to adapt to the whole process of teaching in English, let alone effectively digest and internalize language and cross-cultural knowledge.

1.2.2 The Teaching Contents of Language and Cross-Cultural Knowledge Are too More While Weekly Class Hours Are Too Less

The knowledge of cross-cultural communication involves cross-cultural awareness, cross-cultural ideas, cross-cultural communication skills and other aspects. It is necessary to not only learn cross-cultural theoretical knowledge and analyze cultural differences from multiple perspectives, but also promote students to consolidate internal cross-cultural knowledge and communicative strategies. In fact, the second foreign language intercultural communication course is only an expanded part of College English, with only 32 class hours in a semester, which results in teachers and students being limited to limited classroom time in the practice of teaching and learning. It's difficult to achieve a balance between the two major goals of language teaching and cross-cultural teaching, and the effect of teaching and learning is greatly reduced.

For teachers, the model of intercultural communication teaching, which focuses on language acquisition and intercultural knowledge, is easy to operate, but for students, the inculcated teaching contents are not related to their intercultural experiences, and it is not inspiring and practical. Therefore, the second foreign language cross-cultural teaching should build an online and offline teaching mode with the core of improving students' cross-cultural communication competence, with the main content of training students' English language knowledge and application skills, and with the main teaching method of SPOC-based flipped classroom.

2. SPOC AND FLIPPED CLASSROOM

2.1 SPOC

In 2013, Professor Armando Fox of the University of California, Berkeley, created a new online learning mode, which is the current popular SPOC (small private online course). (Kang, 2014) SPOC innovates and reconstructs the traditional classroom teaching steps, uses the mature MOOC online resources and the traditional classroom to implement the flipped classroom teaching mode, realizes the personalized autonomous learning of students, and greatly improves the teaching capacity, quality and effect. Since then, the new teaching activities, designs, methods and processes that are expected to be realized in flipped classroom may be effectively implemented with SPOC as the mode and means.

2.2 Flipped Classroom

As a new inquiry teaching mode of deep integration of foreign language teaching and information technology, flipped classroom is also called "reversed classroom" and "inverted classroom" (Lage & Platt, 2000). According to Zhao Xinglong, "the basic meaning of flipped classroom is the advance of knowledge impartment and the optimization of knowledge internalization brought about by the reform of teaching process." (Zhao, 2014) The characteristics of this new teaching mode are as follows: the sector of traditional classroom knowledge teaching and acquisition process is flipped to the pre-class by the teacher in a planned way, and the students summarize their own online or offline self-learning, and the formal classroom time is centralized by the teacher to guide the students to discuss and solve the doubts encountered in the process of self-learning. On the one hand, the teacher increases the capacity of classroom knowledge; on the other hand, the students deepen and expand the understanding of self-learning knowledge through self-exploration and self-reflection before class. The advantages of flipped classroom are: flexible teaching environment, strong cultural learning atmosphere, reasonable content distribution and professional instructor.

2.3 SPOC-Based Flipped Classroom

SPOC platform is the main carrier of flipped classroom teaching, and flipped classroom teaching is an indispensable part of SPOC teaching. Therefore, "flipped classroom in SPOC environment is the product of organic integration of online learning and classroom teaching" (Wang, et al, 2016). The SPOC-based flipped classroom has changed the traditional teaching mode of the second foreign language cross-cultural teaching, provided the possibility to realize the teaching reform goal of "students as the center and teachers as the guide", and provided good support for improving students' autonomous learning ability, foreign language application ability and intercultural communication competence, which is mainly reflected in:

2.3.1 Support Multimodal Presentation of Teaching Materials and Teaching Methods

SPOC online platform supports multi-modal presentation of teaching text, image, audio, video and other multi-media resources. It can provide students with personalized learning experience such as comparison of cultural differences, case analysis, knowledge teaching and so on. The offline flipped classroom takes students' group discussion and practice as the center, and the teacher just acts as the guide and helper.

2.3.2 Support Diverse Learning Styles

SPOC online platform integrates the autonomous and inquiry learning methods, which is conducive to cultivating students' cultural curiosity and consciousness. The offline flipped classroom is a mixture of collaborative

and experiential learning methods, by which students further understand and construct a cross-cultural knowledge system in case analysis, situational practice and other teaching activities.

2.3.3 Support Diversified Learning Monitoring, Evaluation and Assessment

SPOC online platform can record in detail the process and effect of learners' online self-learning before class, and provide a variety of evaluation and assessment forms such as online self-assessment, peer mutual assessment and system automatic scoring, so as to provide the basis of process and final evaluation and assessment for online learning performance and offline flipped classroom learning performance.

3. THEORETICAL BASIS OF SPOC-BASED FLIPPED CLASSROOM

3.1 Principles of Second Foreign Language Cross-cultural Teaching

It's believed that students should use a language by following the different cultural rules in the second foreign language cross-cultural teaching. The teaching content is to let students experience the deep connotation of the culture behind the surface of the language, to promote students to internalize grammar and cultural rules, to form cross-cultural awareness and to actively improve their cross-cultural communication competence. Therefore, the principles of second foreign language cross-cultural teaching are as follows:

3.1.1 Student-Centered Principle

In the second foreign language cross-cultural teaching, teachers should focus on the students' actual needs to carry out pre-class teaching activities, effectively guide students to learn autonomously before class, and cultivate students' multi-cultural awareness, curiosity and inclusive attitude. In class, students are the center, and teachers inspire and guide students to analyze cross-cultural knowledge as well as cases and experience cultural situations, so as to cultivate students' cross-cultural thinking ability and communicative ability. After class, students are guided to reflect on the process of cross-cultural learning and practice, realize the internal construction of knowledge and meaning, and further promote the internalization of their cross-cultural language and ability.

3.1.2 Principle of Combining Knowledge Impartment With Situational Experience

In the second foreign language cross-cultural teaching, teachers teach cross-cultural knowledge in the form of micro class before class, and improve students' cultural cognitive ability and cultural empathy by analyzing and understanding cultural differences. In class, situational experience teaching is student-centered. Teachers combine teaching content and actual teaching

environment to create cross-cultural communication situations, so that students can experience the differences between native culture and target culture, and comprehensively cultivate students' cross-cultural cognition, emotion and communicative ability in practice. Teachers should combine the teaching methods of knowledge teaching and situational experience in order to diversify classroom teaching activities.

3.1.3 Principle of Cultural Comparison and Cultural Reflection

In the second foreign language cross-cultural teaching, teachers should guide students to compare and analyze the cultural differences native culture and target culture from multiple perspectives before class, such as differences in traditional customs, literature and art, diet and clothing, education and social relations, etc., so as to cultivate students' keen awareness of cultural differences and promote students to effectively consolidate the language and culture of a target country in atmosphere of cross-cultural communication. In this process, students deeply reflect on their native culture, learn to predict the cross-cultural language barriers, attitude barriers and practical barriers that may be encountered in cross-cultural communication, and think about the corresponding solutions, so that they can build an inclusive cultural view and avoid falling into the mire of ethnocentrism.

3.2 Constructivism Learning Theory and its Guiding Significance

As a cognitive theory and learning theory, the core idea of constructivism is that teaching should be "student-centered, in the whole teaching process, teachers should play the role of organizers, directors, helpers and promoters, make full use of elements of learning environment such as situation, cooperation, conversation and so on to inspire students' activeness, enthusiasm and initiative spirit, which finally realize the purpose of helping students construct the meaning of the current knowledge." (He, 1997) Its guiding significance for SPOC-based flipped classroom in the second foreign language cross-cultural teaching is as follows:

3.2.1 Focus on the Dominant Position of Students in Cross-Cultural Learning

Constructivism advocates that cross-cultural teaching should be organized and guided by teachers to implement student-centered teaching activities. Instead of becoming passive recipients and indoctrinators of cross-cultural knowledge, students should be the center of cross-cultural learning process and autonomous learners of constructing cross-cultural significance. (He, 2003)

In the process of teaching, teachers can reflect the dominant position of students from the following two aspects: first, teachers need to upload the cross-cultural micro-class video and the electronic version of self-learning task list to SPOC platform according

to the knowledge points before class. Students are encouraged to choose the cross-cultural knowledge points to learn and decide their own learning progress according to their needs. Besides, they are inspired to collect relevant cultural literature independently before class, so as to improve their existing knowledge reserve; second, interaction and cooperation should be reflected in the design of teaching mode in each stage of flipped classroom, such as active participation in discussion among students in class. In these discussions, static cross-cultural awareness and knowledge can be examined, and dynamic cross-cultural communicative obstacles and relevant strategies can be explored. Teachers and students communicate with each other in a timely manner. Students ask for help from teachers at any time while teachers should give guidance on answering questions in time.

After class, the discussion area, assignment and test module, mutual evaluation and other functions in SPOC platform should highlight the effective information interaction between students and teachers.

3.2.2 Develop the Organization and Guiding Role of Teachers

As the organizer of cross-cultural teaching and the guide of students' cross-cultural learning, teachers should closely follow the teaching center of each unit before class. With the help of SPOC platform, they can build cultural scaffolding for students from bottom to top, which is composed of Chinese and Western cultural customs, values, thinking modes and communication behaviors, so as to promote students to further understand cross-cultural knowledge and build cross-cultural significance. It's believed that "timely cultural scaffolding can help students better understand the meaning of the language, and also can better use the language in practice, to avoid the misuse of the language due to different cultures." (Zhang, 2014)

In class, teachers should closely follow the cultural scaffolding that has been constructed before the class, reasonably create cross-cultural communicative situations, guide students to intuitively perceive cultural differences and experience cultural conflicts in the real situation, and think about strategies to break through cultural communication barriers in the context of practice. In the process of students' cooperative analysis and discussion of cross-cultural cases through group discussion, situational practice and other learning activities, teachers should give full play to the role of orderly organization and timely guidance to help students improve their cross-cultural communication competence under the correct guidance.

After class, teachers should upload unit assignments and tests on SPOC platform in time, guide students to evaluate each other, collect students' learning feedback and suggestions online at the same time, and solve them in time in the next class, forming a virtuous circle.

4. TEACHING DESIGN AND CASE OF SPOC-BASED FLIPPED CLASSROOM IN THE SECOND FOREIGN LANGUAGE CROSS-CULTURAL TEACHING

4.1 Teaching Design

The teaching design is based on the construction of the website of SPOC course *Intercultural Communication in Second Foreign Language*, which is based on the platform of icourses. The contents of the website include teaching plan, teaching coursewares, videos of micro-lectures, teaching cases, videos of cultural expansion, mutual evaluation and other major modules. According to the cultural scaffolding constructed before class, the lecturer closely follows the content of each chapter, and records micro-lectures, each costs about 15 minutes and focuses on exploring a cultural knowledge point, from the elementary to the profound, according to the knowledge points. The video of each micro-lecture cooperates with the relevant teaching coursewares, assignments and tests, so that students can further understand and consolidate each knowledge point in the process of autonomous learning. The interactive discussion area is a platform for online communication between teachers and students. In this area, teachers issue questions and answer students' questions. Students can also discuss assignments, related cultural phenomena, cross-cultural cases or their own cultural experiences and reflections online.

This teaching design focuses on two basic points of teaching activities on SPOC platform and in flipped classroom. It is carried out in three aspects: self-study online before class, group discussion offline in class and interaction online after class. It mainly includes three steps:

First, determine the second foreign language cross-cultural teaching objectives, learning evaluation and assessment forms according to the students' English language level and cross-cultural learning needs.

Second, construct an in-depth framework of cross-cultural knowledge and make clear the specific content of cross-cultural teaching according to the theme of each unit and the goal of cross-cultural teaching in the second foreign language teaching textbook. Considering the students' language level and cultural learning needs, the cross-cultural teaching content is set in depth, including cultivation of cross-cultural awareness, comparative analysis of cultural differences, comparative analysis of verbal communication and non-verbal communication, analysis of verbal communication barriers, analysis of cross-cultural practice barriers, and exploration of cross-cultural communication strategies. These six levels are respectively distributed in each chapter of the second foreign language teaching textbook in the form of small knowledge points. Besides, these six levels are composed

of 16 chapters and 47 small knowledge points, which run through the training objectives of students' cross-cultural awareness and communication competence.

Third, design cross-cultural teaching activities inside and outside the class according to the clear goal and content of cross-cultural teaching. Before each class, students should learn 2-3 extended cross-cultural knowledge points online, including videos of micro-lectures, teaching coursewares, cross-cultural case analysis, etc. In class, teachers organize and guide students to achieve cooperative inquiry learning, so as to effectively complete various cross-cultural tasks, such as participating in group brainstorming, sharing relevant cross-cultural experiences, and carrying out cross-cultural practice. After class, teachers and students can make self-assessment, mutual assessment, share experience or continue to explore cross-cultural phenomena about the theme discussed in class in the interactive area of SPOC website.

From the perspective of teachers, the pre-class stage is the first stage to successfully realize the flipped classroom. Before class, teachers set clear cross-cultural learning objectives for students according to the cross-cultural teaching content of the second foreign language, so that students can reasonably arrange their own learning content and process online. Besides, teachers closely follow the teaching key and difficult points in this unit to collect and screen teaching resources, record relevant videos of micro-lectures and upload them to SPOC platform. Then, during students' autonomous learning, teachers can timely control and test their performance by assigning objective questions such as single or multiple choice questions and true or false questions.

The in-class stage is a natural connection of the pre-class stage and an important stage of realizing successful flipped classroom teaching. Teachers and students can have face-to-face interaction, discussion and exploration, guidance and explanation and other teaching activities. First of all, teachers help students to review the cross-cultural knowledge points they have learned before class, so as to pave the way for the following discussion and practice. Next, teachers can create a reasonable cross-cultural situation, organize students to carry out cross-cultural practice, and guide students to cooperate and explore cross-cultural cases. Last, teachers can summarize the key and difficult points of this chapter, and put forward 1-3 cross-cultural problems for students to interact, think, explore and guide them to find the solutions in time.

The after-class stage is the necessary stage to effectively consolidate the teaching achievement of flipped classroom. Teachers should design and upload cross-cultural assignments and tests related to this unit online, and continue to interact with students online. Teachers should go on answering questions and sorting

out students' evaluation and suggestions, so as to provide basis for the development of flipped classroom in the next unit. Teachers can monitor and urge students to complete the self-evaluation and mutual evaluation online to help them better understand and correct their deficiencies in cross-cultural learning.

From the perspective of students, instead of being passive learners before class, they are, with curiosity and freshness, free to choose and learn various cross-cultural teaching resources, including videos of micro-lectures, coursewares, audios, etc., uploaded by teachers on SPOC platform in advance. Students succeed in realizing autonomous learning and exploration, thus stimulating their curiosity and interest. After autonomous learning and exploration, students master the language and cross-cultural knowledge required by this unit. Meanwhile, they are willing to take part in group discussion in class with the problems and doubts generated in the process of self-study to get help and solution. Also, they are eager to exchange their interesting cross-cultural experiences with their classmates in class.

During the in-class stage, instead of being mechanically inculcated boring knowledge points by teachers, students actively cooperate with teachers to review and consolidate cross-cultural knowledge points they have learned by autonomous learning online. Then, students actively participate in cross-cultural situation practice, display cross-cultural language and communication skills in combination with teachers' explanation and analysis of related cross-cultural phenomena. Besides, according to the teacher's summary of the key and difficult points in this unit, students can interact with their classmates, think about and solve cross-cultural problems under the guidance of teachers.

In the after-class stage, students can complete various language and cross-cultural learning tasks assigned by teachers through online and offline platforms, such as expanded problems, unit assignments and tests. Also, they can accept evaluation from their classmates and testing from their teacher, so as to learn from others to make up for their shortcomings. Besides, students can continue to participate in online discussion on cross-cultural experiences, consolidate the cross-cultural knowledge they have learned before class, and deepen the understanding and mastering of cross-cultural experience and lessons learned.

4.2 Teaching Implementation Case

Next, take text A in unit 2 of New Horizon College English reading and writing course 1 (Third Edition) as an example to explore the application of SPOC-based flipped classroom in second foreign language cross-cultural teaching. The teaching object of this course is a natural class student major in Korean, and the SPOC platform of the school is used as the platform for uploading teaching resources in flipped classroom.

4.2.1 Stage of Knowledge Transfer Before Class

Teachers should carry out a series of preparatory work before class.

First, the teacher divides the students into five study groups, four to six in each group. The average English language level of each group is equivalent. Each group selects a student with the strongest English ability as the team leader to coordinate and organize group activities.

Second, by analyzing the selected text, teachers summarize that the theme of this lesson is a series of behaviors and ideas that a mother in America has when cleaning her daughter's room after her daughter left home for University. What is outstanding is the change of the mother's feelings and attitudes towards her daughter, reflecting the family relations of western countries. Teachers plan to take different concepts of family and culture of China and the United States as the starting point to further expand cross-cultural knowledge points, such as cultural similarities and differences in values, education concepts, family relations between China and the West.

Third, teachers select the cross-cultural teaching materials closely related to the theme of the course to make the pre-class materials. The teaching materials consist of two parts: vocabularies and sentence patterns related to the text, and cross-cultural expanding materials related to the text, which are distributed to the students in the form of list of learning task before class. The expanding materials are uploaded to SPOC platform for students to study autonomously in the form of coursewares, teaching plans, videos of micro-lectures, audios and other multimedia. After the students finish the learning of videos of micro-lectures, teachers will assign relevant questions for the students to think and prepare for the group discussion in class: Why do teenagers in America move away from their parents' home when they are 18 years old? In China, why don't teenagers usually do this when they are 18 years old? After a comparative study of the family relationship between China (four generations under one roof) and the United States (nuclear family), students have a certain understanding of language knowledge, the general idea of the text and cultural extension, which is convenient for future learning.

4.2.2 Stage of Knowledge Internalization in Class

First, teachers guide students to sort out and review the key and difficult points of language and cultural knowledge in this text.

Second, teachers organize students to interact with each other in groups, and discuss freely the doubts and problems arising from online learning, as well as new topics arising from offline communication.

Third, the teacher asks the group leader to report and show the results of the group members' autonomous learning before class, such as the common harvest, experience and obstacles. In terms of language knowledge, students have autonomously learned key words and sentence patterns online. Teachers can organize members

of each group to jointly design an English sitcom according to the theme of the text through cooperation, and then assign roles to vividly reproduce the content of the text, provided that the key words in the text are used, because vocabulary is an important carrier of culture.

After confirming that all members of each group are familiar with the important vocabularies and sentence patterns of this text, the teacher can guide the students to extend their cultural knowledge. First, teachers introduce the text and show the pictures of family members' lives in China and the United States in class. Next, the students discuss the similarities and differences and lead to the topic of family relations between China and the United States. Then let the representative of each group report the conclusions of pre-set questions for group discussion online before class. By summarizing the key points of students' answers, teachers can introduce the questions about different family structures and family cultural views in China and the west, and inspire students to further discuss the cases about the differences between Chinese and western education and social relations. As an effective way to promote the transformation of linguistic and cultural knowledge into intercultural communication competence, cases study and analysis should focus on students' exploration and practice, supplemented by teachers' organization and guidance, which emphasizes on the training of students' communicative competence. Teachers can encourage students to use fluent English to imitate cross-cultural cases for simulating practice in actual situation, so as to obtain the real experience of effective communication with people in different cultural backgrounds.

4.2.3 Stage of Consolidation and Extension After Class

First, in order to urge students to summarize and reflect on the language and cultural knowledge reviewed and discussed in class, thus forming knowledge transfer, teachers can compile the representative cross-cultural cases closely related to the differences between Chinese and western education and social relations according to the content of classroom discussion. Then teachers can upload them to SPOC platform for students to consolidate communicative skills, because case summary and reflection is a vital part to realize the sublimation of flipped teaching.

Second, teachers should also center on the theme of this text to assign unit assignments and tests for students on SPOC platform while noticing the layering principle. Teachers can set must-do and choose-to-do questions for students to finish independently, so as to avoid hitting students' enthusiasm due to the lack of differentiation in assignments and tests.

Third, teachers continue to maintain the online communication and interaction with the students, on the one hand, to provide help for the students to solve the problems encountered in the process of completing the exercise, on the other hand, to encourage the students

to evaluate the teaching effect of this flipped classroom and give suggestions, so that teachers can reflect on the teaching in time, and provide experience for the implementation of the next unit of flipped classroom based on SPOC.

Under the mode of SPOC-based flipped classroom in second foreign language cross-cultural teaching, students not only acquire language knowledge through autonomous learning and collaborative inquiry learning, but also experience the similarities and differences between Chinese and western education and social relations in the real situation. This mode of teaching language and cross-cultural knowledge can stimulate students' initiative and interest, help students improve their language communicative skills, cultivate their sensitive cross-cultural awareness, positive cultural empathy and inclusive cross-cultural attitude, and improve their cross-cultural communication competence and skills.

4.3 Teaching Evaluation and Assessment

4.3.1 Evaluation and Assessment of Students' Learning

The standard of online and offline cross evaluation and assessment is used in SPOC-based flipped classroom in second foreign language cross-cultural teaching. Online evaluation and assessment is more aimed at the performance of students' online learning, such as the situation of learning videos of micro-lectures, coursewares and teaching plans online, the situation of completing homework and mutual assessment, the situation of unit testing, the situation of performance in online discussion, etc. Offline evaluation and assessment are mainly based on students' performance in class, such as attitudes and values of viewpoints in group discussion, and their cross-cultural practice, such as degree of participation and effectiveness of cross-cultural communication.

In the process of second foreign language cross-cultural teaching, online SPOC platform has the function of provide complete teaching service and a large number of data statistics for teachers. SPOC background management system records the effective learning data of learners in detail, including the length of learning, the number of learning videos, the number of discussions, etc. It can also automatically organize and calculate the online learning data of students, and directly export the final scores according to the needs. At the same time, through this system, teachers can upload unit assignments and tests in the courseware area. They can also set up the submission time, mutual evaluation time, time of releasing scores of assignments and test as well as other related requirements respectively. Finally, students can see the scores of their homework and tests, as well as the comments received from teachers and classmates, so as to constantly reflect on themselves on this basis, and improve their cross-cultural awareness and cross-cultural communication competence.

Online evaluation and assessment are convenient for teachers to control students' unsupervised autonomous learning in a timely and efficient manner. However, it is necessary to combine students' performance in offline group discussion and effectiveness in offline cross-cultural practice to assess the situation of their mastery of language and cross-cultural knowledge more comprehensively. As the organizer and controller, teachers can dynamically observe the performance of students' collaborative discussion in class, and record their scores based on their performance in the cross-cultural practice. In class, teachers can guide students to carry out the activities of cross-cultural practice in the form of independent practice and group practice. Independent practice means that students bring the achievements of cross-cultural training to the class for display independently. Group practice refers to the achievements of cross-cultural practice are displayed in groups through the group cooperation and division of labor, such as the simulation of business negotiation, the role play in sitcoms, etc. The teacher gives a comprehensive evaluation and scoring according to the individual performance or the overall performance of the group.

4.3.2 Evaluation and Assessment of This Teaching Mode

As to the teaching mode of SPOC-based flipped classroom in second foreign language cross-cultural teaching, the feasibility is mainly reflected in the following three points:

First, before class, teachers select the teaching resources of each unit, record the videos of micro-lectures in advance and upload them to SPOC platform, which will not only solve the problem that there are too many students with different levels in class, but also help to cultivate the ability of students to learn language and cross-cultural knowledge autonomously. Before the formal class, according to their own interests, abilities and time, students can freely choose online teaching resources such as videos of micro-lectures, coursewares and teaching plans to carry out autonomous learning, and arrange their own learning schedule, which is conducive to cultivating students' interests and thinking ability in learning cross-cultural knowledge. Online teaching resources can be learned by students repeatedly, and also facilitate students to use fragmented time to focus on learning a difficult cross-cultural knowledge point according to their needs, so as to truly master it.

Second, according to the teachers' teaching requirements, students learn the relevant unit knowledge online before class freely. It will solve the problem of more teaching content but less class hours in traditional classroom, thus increasing the capacity of knowledge in class. Besides, it will help teachers to better organize and guide students, through group cooperation and inquiry learning, into in-depth discussion and expansion of

language and cross-cultural knowledge in class, so as to truly achieve the teaching goal of taking students as the center and teachers as the auxiliary part in second foreign language cross-cultural teaching.

Third, the teaching forms of teachers are flexible and the practical activities of students are rich and varied. According to the theme of each unit, teachers expand the relevant cross-cultural cases and guide the students to discuss and analyze them. Also, teachers design the relevant cross-cultural practical activities, such as cooperative and exploratory group display, group sitcom performance, and simulation of transnational business negotiation. It will help students to truly improve the language competence by using cross-cultural communication strategies on the basis of internalized language and cross-cultural knowledge. Besides, it will really improve students' cross-cultural communication competence by using the proficient second foreign language.

CONCLUSIONS

The second foreign language cross-cultural teaching is an expanded course of College English, which is an important extension of the second foreign language (English) teaching reform. It is necessary and feasible because one of the goals of the second foreign language (English) teaching reform is to cultivate and improve students' cross-cultural communication competence in language learning. The powerful SPOC online learning platform can strengthen students' knowledge metacognition, expand students' extracurricular knowledge in multiple modes, and realize the interaction and multi-channel communication between teachers and students. The development of SPOC technology provides an objective condition for the application of flipped classroom and an opportunity for the cross-cultural teaching reform of the second foreign language. Therefore, it is necessary to apply the teaching mode of SPOC-based flipped

classroom to the second foreign language cross-cultural teaching. Through the autonomous learning materials prepared carefully by teachers before class, the group discussion and cross-cultural practice among teachers and students in class, and the follow-up diversified communication between teachers and students after class, teachers and students will be able to jointly improve the teaching effect of flipped classroom based on SPOC, so as to truly improve students' cross-cultural communication competence.

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