

Cross-Cultural Communication in the Post-Epidemic Era - A New Paradigm of Hybrid Teaching and Learning Based on SPOC Flipped Classroom

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Abstract. The COVID-19 epidemic has ravaged the world, and the resulting international disputes have demonstrated the importance of cross-cultural communication. The trend of friendly communication and cooperation among countries is a great trend, and with the increasingly significant influence of China in the international arena, the demand for intercultural communication talents in the whole society is increasing. At present, the overall level of intercultural communication is low, especially for non-English majors. How to cultivate and improve the intercultural communication ability of college students within an effective teaching time frame has become a priority task for intercultural studies. The long-standing bottlenecks of traditional classroom teaching are the key reasons that prevent effective learning from occurring. In this regard, this study firstly compares and analyzes the shortcomings of traditional classrooms, explores the teaching connotation of "intercultural" communication courses, and builds a new hybrid teaching paradigm based on SPOC flipped classroom using modern education technology, integrating online courses, social cooperation and mobile learning into classroom teaching, aiming to comprehensively improve college students' The aim is to improve the intercultural communication ability of college students, and to provide feasible theoretical suggestions and practical references for improving the effectiveness, humanity and practicability of "intercultural communication" classroom teaching.

Keywords. Post-epidemic era; Intercultural communication; SPOC; Flipped classroom; Hybrid teaching

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1. Introduction

The outbreak of COVID-19 epidemic has caused international turmoil, a crisis rooted in misunderstandings and divisions among people due to cultural differences in the process of globalization. The American anthropologist Edward T. Hall, in his classic book "*Silent Pneumonia*", has written about the crisis. T. Hall, who first used the term "intercultural communication" in his classic book "*The Silent Language*," is the founder of the discipline of intercultural communication. As a new trend in international education, intercultural communication not only focuses on the role of

education in promoting culture, but also focuses on the differences between different cultures, so that students from different cultural backgrounds, countries and regions can communicate with each other, break through individualism, and accept and appreciate each other's cultural differences. The ultimate goal of intercultural communication is to achieve cultural integration between cultures and to realize the unification of cultures with high values. In the present time, intercultural communication may provide more useful insights for resolving global crises and enhancing international communication and cooperation.

In the Post-epidemic era, school teaching will encounter more challenges and opportunities. With the changing pattern of economic globalization and the increasing influence of China in the international arena, the development of internationalization of higher education should shift from economic drive to cultural understanding and build a new model of diversified and sustainable international development of higher education, so as to improve the diversity of internationalization of higher education. [1]The viewpoints of scholars such as Mei-de Xu show that the ultimate goal of internationalization of higher education should be to promote cultural integration, enhance mutual cultural trust and crack the clash of civilizations. In order to follow this trend, many schools have started to seek new methods of classroom teaching reform to enhance the intercultural communication ability of college students. For example, MOOC has been introduced into college classrooms to innovate classroom teaching mode and enrich learners' experience by providing diverse learning resources. Research has found that the classroom experience integrated into MOOC can enhance learners' metacognition to a certain extent, mainly in self-evaluation and reflection on their original cognition, learning methods and learning effects. [2]But at the same time, the disadvantages of MOOC also emerge, mainly in terms of high dropout rate, single teaching mode, single terminal device for learning MOOC, and no major breakthrough in educational philosophy compared with traditional classroom teaching. SPOC (Small, Private Online Courses) is a term used by American scholars Armando Fox and David Patterson in 2013. SPOC (Small, Private Online Courses) is a more refined and niche type of online open courses developed by American scholars Armando Fox and David Patterson in 2013 on the basis of MOOC. [3]It not only inherits the advantages of MOOC, but also makes up for the shortcomings of traditional teaching. The comparison between the two is shown in Table 1.

Table 1. Comparison of MOOC and SPOC

	MOOC	SPOC
Study Scale	Large scale, for the public	Small scale, for enrolled students
Learning Style	Full online video viewing and piecemeal learning	Online and offline learning and classroom teaching
Teacher-student interaction	Less online discussion and interaction	Online and offline combination, frequent interaction
Learning Resources	Microlearning, PPT, course documents, etc.	Learning resources can be updated in real time
Course Pass Rate	Lower (<5%)	Higher (>95%)
Teaching adaptability	The number of students and their differences make it difficult to guarantee the effectiveness of the lessons	Smaller number of students, more homogeneous, focus on improving teaching effectiveness

In this regard, this study uses modern educational technology to build a new paradigm of blended teaching based on SPOC flipped classroom, integrating online courses, social cooperation, and mobile learning in classroom teaching, with the principle of cultivating college students' self-efficacy, motivation, and ubiquitous learning ability to comprehensively improve their intercultural communication skills.

2. A comparative analysis of SPOC flipped classroom blended teaching and traditional teaching mode

The product of information needs is at odds with the increasingly outdated traditional educational model. In order to better support intercultural communication classroom teaching in the Post-epidemic era, we need to break through the bottleneck of traditional teaching and ensure the "student-oriented and teacher-led" education ideology, and help students improve their language knowledge system, critical thinking and innovative thinking in the learning process. By re-examining the traditional classroom teaching, analyzing its structural elements and core educational concepts, and constructing a hybrid teaching model based on SPOC flipped classroom in the context of education informatization, we can cultivate cross-cultural communication talents with both Chinese and international perspectives.

2.1. Comparison of classroom teaching structure elements

Professor Ke-kang He divides the elements of teaching structure into teachers, students, teaching contents (teaching materials) and teaching media. [4]The relationship between the elements of teaching structure and the proportion of the elements vary from one teaching model to another. The traditional teaching model has been based on the teaching-centered teaching philosophy, in which teaching and practicing language knowledge around the textbook take up almost all the class time, and the teacher's continuous output activities and students' prolonged passive learning do not meet the conditions for effective learning in the classroom. Students are enclosed in the classroom and in the process of knowledge transfer, and their learning minds are thus confined.

The SPOC flipped classroom teaching model has a cognitive element based on the structural element of teaching, which points to the development of students. In the SPOC flipped classroom model, teachers are not only the transmitters of knowledge, but also the designers and developers of course resources, reconstructing the sequence of learning activities through the online learning space. In the flipped classroom, students are not only "consumers" but also "producers" and "decomposers" in the ecosystem, transforming from passive recipients of teaching content to subjects of information processing. The interpersonal interactions in the classroom are complex, not only real-time interactions but also delayed interactions, not only interpersonal interactions between individuals but also interpersonal interactions between groups, which make the teaching situation attractive and dynamic.

2.2. Comparison of classroom teaching model concepts

The traditional teaching model takes "test-taking" as the goal, which is contrary to the essence of language learning in terms of curriculum implementation and teaching content selection, and is detached from the language communication context. As a result, what students learn is more about preparation for exams and higher education, while their basic intercultural communication skills in listening, speaking, reading, writing and translating are not improved, and it is difficult to transfer knowledge and apply it innovatively. The traditional teaching mode of dogmatic and static does not meet students' individual and professional needs, and students' motivation is lacking, and the learning inside and outside the classroom cannot be effectively unified.

SPOC flipped classroom blended teaching mode is based on behaviorist theory, constructivist theory and cognitive theory, etc. As a discipline developed by interdisciplinary cross-fertilization, the intercultural communication course needs to solve possible cultural integration problems through learning various theories, and more importantly, it needs to cultivate the comprehensive foreign language skills of college students. Blended learning can combine a variety of network technologies with practical learning tasks to achieve educational goals, in order to adapt to the learning needs of different students and increase the interest of the course. The vivid communicative scenes provided by multimedia help students to use higher-order thinking to solve problems and improve their ability to use knowledge in a comprehensive way by building a good language use situation.

2.3. Comparison of classroom teaching practice process

The traditional classroom mainly adopts the orderly teaching, the lecturer according to the syllabus for students to give a comprehensive explanation and answer questions and solve problems. The teacher mainly lectures and the students listen to the lecture and take notes, but there is little interaction between the teacher and the students. The teacher is well-prepared to plan the content of the lesson in detail, and uses multimedia technology and board books to present a comprehensive teaching content. Such a "standardized" model leads to a self-imposed routine, and students' enthusiasm for learning and exploration will be weakened.

SPOC flipped classroom hybrid teaching integrates online learning and face-to-face classroom teaching, and gives students a multi-dimensional learning experience from the perspective of cultivating international composite cross-cultural communication talents. [5]Based on the original traditional teaching mode, the SPOC platform is used to adopt a hybrid teaching method that combines online and offline learning, which is divided into three stages: before class, during class and after class. During the class, teachers improve classroom participation and revitalize the classroom by issuing tasks, communicating and interacting, and summarizing, etc. After the class, a diversified and multi-level evaluation system is established to provide feedback to students, thus helping to improve classroom quality and optimize classroom teaching effects.

3. A new paradigm of "cross-cultural communication" SPOC flipped classroom hybrid teaching

Through comparative analysis with traditional teaching models, this study is dedicated to deconstructing the traditional classroom with effective learning objectives. However, as the post-epidemic era brings more serious challenges to intercultural communication, the focus of intercultural communication classroom teaching should also change with the new situation. This paper proposes a new blended teaching paradigm of "intercultural communication" SPOC flipped classroom in the context of the post-epidemic era, and the following is a specific discussion of the teaching content.

3.1. Pre-lesson drive-learning from history, using the "new" as a guide

As China interacts more and more closely with the rest of the world, teaching under cross-cultural communication gradually shows problems such as loss of Chinese culture, emphasis on language rather than competence, and lack of thinking and political elements. [6]Combined with the changing values in the post-epidemic era, classroom teaching should focus more on understanding Chinese culture and telling Chinese stories, all of which can lay a solid foundation for future intercultural communication. During the emergence of modern nation-states in the West, the power elite and intellectual elite found history to have a unifying effect on the nation, so the element of history in classroom teaching is essential. Comparative learning through history is more dynamic in the process of cross-cultural learning. Learning about traditional culture and historical discourse before class has a better driving effect than mere lecturing, and students will think more and more deeply as a result.

SPOC blended teaching prepares rich micro-lesson resources for students before class to meet their individual needs and improve their internal drive for learning. Through the reasonable configuration of Internet technology + micro-lesson resources, more positive and effective interactions between students and teachers will occur in the classroom context. These micro-lesson resources are carefully crafted with scientific teaching design, reasonable time planning and vivid video images. Students can complete the task list and view the micro-lesson resources for self-assessment, and the teacher can monitor the students based on their feedback, coordinate subsequent classroom instruction, and provide timely guidance for students. This "new" teaching concept and "new" educational technology can make the classroom truly belong to the students and return the classroom time and space to the students.

3.2. Facilitation during the lesson - student as body, teacher as guide

Microlearning resources provide the material foundation and prerequisites for students, then face-to-face teaching under the flipped classroom is the soul of this teaching mode, which is the main reason why it can subvert the traditional teaching mode. The face-to-face teaching process in the classroom is mainly the process of communication and interaction, answering questions and solving problems, and internalizing knowledge, which lays a solid foundation for the integration of knowledge later. According to Bloom's theory of classification of educational objectives, the ultimate goal of learning is to achieve analysis, evaluation and innovation. [7]Students have already achieved initial understanding and memorization of knowledge through microlearning resources before the class, and in the classroom they have to develop higher-order thinking skills and achieve the application and innovation of knowledge. With students as the main body, we introduce teaching strategies such as case-based teaching, shared co-teaching, and project-based teaching, promote task completion through diverse forms of individual and group collaboration and competition, and use computer-assisted technology to provide learning contexts that are truly student-centered and enhance students' learning effectiveness, thus promoting effective after-class practice and sustained enthusiasm for learning. [8]

The teacher and the students are complementary to each other, and it is essential to clarify the role and positioning of the teacher and to play a guiding role in flipped classroom face-to-face teaching. Teachers should strive to reach students' motivation to think so that knowledge is developed in application. In the cross-cultural communication classroom, identifying the cognitive functions and cultural connotations of metaphors is the focus of teaching. Teachers should provide relevant typical cases, bring into play students' sense of inquiry, and guide them to solve problems. At the same time, teachers should keep abreast of students' discussions and further clarify and strengthen the important and difficult points of teaching, so as to help students adapt to the new model better and faster.

3.3. Post-lesson extension - knowledge construction as the main focus, practical application as the guide

The SPOC flipped classroom blended teaching mode builds a knowledge network with strong interactive function, deepens the social interaction between students and teachers, reconstructs the learning community in the blended environment, provides rich resources and interdependence for learners' knowledge construction, expands the knowledge extension, and deepens their understanding on the basis of the original knowledge background. The students gradually build up their own knowledge system by deepening their understanding on the basis of their original knowledge background.

In the SPOC flipped classroom hybrid model, the teaching process is basically task-driven, focusing on the process of constructing students' knowledge input and output, supported by online "adaptive learning" and offline personalized instruction, to develop students' practical skills. According to Vygotsky's nearest developmental zone, students are provided with appropriate scaffolding in the teaching process to strengthen their ability to apply their knowledge. Based on what is carried out before and during class, teachers design relevant extension tasks around the learning topics according to students' learning levels and submit them to the SPOC platform to compensate to some extent for the deficiencies of online learning in a formal way. The continuous reflection and discussion of knowledge in a dynamic community allows language knowledge to be internalized into students' practical skills and promotes effective learning.

4. Conclusion

The world environment has changed subtly in the Post-epidemic era, and the demand for intercultural communication professionals is increasing throughout society. Teaching reform of intercultural communication is not an easy task to focus on cross-cultural differences comparison and to focus on breaking cultural stereotypes. In response to the booming development of modern education technology and the concept of flipped classroom teaching, a new paradigm of blended teaching based on SPOC flipped classroom is proposed to form communication and interaction between multiple

dimensions and levels, so that students can communicate with each other, exchange ideas, negotiate together, and collide more sparks of thinking with the support of information technology. The course will make full use of learning resources inside and outside the classroom to achieve effective teaching, explore the innovation of education model in improving the humanistic, interactive, effective and practical teaching of culture courses represented by "intercultural communication", and promote the development of education teaching reform in the context of information technology.

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