

The “SPOC + Mobile Platform” Blended Teaching Model in College English in the Context of Sino-Foreign Cooperative Education Exploring Optimization Paths for Oral English Teaching—Taking Xianda College of Economics and Humanities Shanghai International Studies University as an Example

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Abstract: The model of “SPOC+mobile platform” blended teaching is being actively used in oral English instruction nowadays, and this leads to additional shifts in oral teaching. The paper uses the example of School of International Education, Xianda College of Economics and Humanities Shanghai International Studies University, a Sino-foreign Cooperative Education School to examine the implementation of “SPOC+ mobile platform” model that is hybridized and promoted by Sino-foreign cooperation education in the reform of oral English teaching in colleges. The paper, which adopts the case analysis approach, and bilingual personnel arrangement and student cross-culture characteristics in School of International Education of Xianda, SISU, provides a deep analysis regarding its localization. It suggests that the competency of spoken English, as well as inter-cultural communication, in the students, can be enhanced with the help of this mode of practice in order to make the educational quality and the learning process effective and optimize the instructing approach and improve it further. It is hoped that the new teaching mode could have a positive effect on the oral teaching reform in future English of Sino-foreign cooperative education program.

Keywords: SPOC+Mobile Platform; Blended Teaching Model; Sino-Foreign Cooperative Education; College Oral English Teaching

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1. Introduction

Over the past few years, the accelerated globalization trend in higher education has put unprecedented demands and stringent requirements on the English oral competence of the students in the Sino-foreign cooperative education programs. Thus, the existing models of oral English teaching are not sufficient to cope with the issues of large gaps between the English backgrounds of students and poor cross-cultural communication abilities. The School of International Education, Xianda

College of Economics and Humanities Shanghai International Studies University is a key institution in the internationalization process of the university dedicated to the development of international talents. The college also has a training model of 3+1 and 2+2, where students study in dual Chinese and English academic status in their home institutions based on use of original textbooks and small classes teaching in English or bilingual formats. Since 2005, more than 2,200 graduates have gone on to study at foreign institutions with the majority of them going on to undertake their studies at the masters or doctoral level. They have also collaborated with the leading international universities by offering specialized courses like business and art design which have provided a diversified route to higher education. Nevertheless, the university also faces various challenges in its development, such as the significant differences in students' language proficiency and insufficient cross-cultural communication skills in English oral teaching.

Reformation of college English oral teaching in the Sino-foreign cooperative education under globalization background must constantly adapt to the new needs of internationalization. The current paper will discuss the path of optimizing Sino-foreign joint education of English oral teaching by conducting a detailed study of English oral teaching practices in Xianda's School of International Education. SPOC online course is a small-scale course run by a private group. It can overcome the drawbacks of teaching in large classes because of its benefits of accuracy and customization. The mobile learning platforms will be able to introduce additional opportunities of language output practice that can overcome the time-space barriers through the application of the timely feedback and simulation of the scenarios. The organic combination of the merits of online and offline learning can not only enhance the present condition of inadequate input and small output prospects of students in oral English teaching, but also give new horizons and new ways of fostering internationally competitive compound talents, and can also be replicated and scaled solutions to other similar institutions.

2. Literature Review

Conventional university English teaching often focuses on conveying knowledge of the English language while neglecting the cultivation of English application skills. Nonetheless, the Guidelines for College English Teaching (2020) clearly states that English teaching in the university is supposed to focus on the development of the English application skills, which is the skills to communicate and interact in English in learning, in everyday life, and in the workplace. Thus, the development of English oral skills is one of the major areas of university English teaching reform.

Conversely, the comprehensive advancement of information technology in the education sector has steadily rendered the model of blended teaching SPOC (Small Private Online Course) + mobile platform a major focus in the future educational change. The model has huge benefits in Sino-foreign cooperative education and language teaching since it combines both online and offline resources and streamlines the teaching processes. It also gives a new direction of change in the traditional education transformation. The following is a systematic review and analysis of relevant research:

2.1 "SPOC+ Mobile Platform" Blended Teaching Model.

A course format that was initially suggested by Armando Fox, a professor at the University of California Berkeley, is called SPOC (Small Private Online Course). It seeks to support the issue of low completion rates even after a big number of users in MOOC (Massive Open Online Course). It has entry barriers and a restricted number of students, which provides it with accurate teaching and has evolved into a fairly advanced blended learning platform. Over the last few years, as mobile internet has become popular, the education sector is also pursuing the profound combination of SPOC and mobile devices, taking advantage of the convenience and interactive nature of mobile devices to create an online-offline fusion, eliminate barriers to time and space, and slowly create a learning environment that can be accessed at any place, anytime. Students are more inclined towards self-directed learning in real-time and process-oriented feedback.

Existing studies on SPOC center primarily on two dimensions teaching model construction and teaching practice. To illustrate, the subject of the application practice of the design principles of the teaching model in the design of the course through the use of the teaching model by Taylor was elaborated by Jin Chengda (2023), who thought that the design of the multimodal oral practice activities is appropriate in terms of organization and implementation using the blended online and offline teaching structure. As another example, Hao Bei and Liu Ruifei (2022), using the practice of Xi'an Railway Vocational and Technical College as an example, on the reform of Russian teaching based on SPOC and cloud classroom, they not

only completed the cooperation between Chinese and foreign teachers but also processed data analysis tools to understand the progress of the students, and it has a quantitative foundation of cultivating the cross-cultural competence. Despite the active attempts to incorporate new models in teaching activities at many universities, applied courses in humanities and practical courses in science are the most common ones, and the research on teaching English remains insufficient. The new model of blended learning, which involves SPOC and mobile technology, is only at the exploration phase and requires continued enhancement in practice to suit the requirements of different teaching scenarios. We must keep on investigating the functions and roles of this new model in the future, fully utilize its benefits, consider the optimization of resources, enhance information literacy of teachers. Meanwhile, individual differences among students should also be considered, and effective actions should be taken to reduce academic performance polarization, and promote the in-depth development of educational and teaching reforms.

2.2 The Special Benefits of the Sino-Foreign Cooperative Education of “SPOC + Mobile Platform”.

The existing problems that the Sino-foreign cooperative education programs frequently experience include cross-cultural communication, cooperation between the faculties, and variations in the teaching standards. As an illustration, Sun Wenxue (2023) used the example of Jilin University Lambton College, examined the pros and cons of faculty development in Sino-foreign cooperative education under the conditions of digitalization, and discussed how the teacher community can be established. To address the above issues, the solution is “SPOC + mobile platform”. First, the cloud resource library can effectively coordinate the course materials of the Chinese and foreign teachers so that there is continuity of course content. Secondly, mobile devices contribute to real-time working and asynchronous discussions that serve to overcome communication barriers due to geographical and time differences.

2.3 The Benefits of Teaching a Language through the Application of “SPOC + Mobile Platform”.

This blended learning approach is especially beneficial in language lessons, because it has the potential to produce a language immersion environment. As an illustration, it can utilize mobile terminals to deliver listening resources, speech recognition training packages, or AI-powered human-computer dialogue oral mock tests to realize breakthroughs in the listening, speaking, reading, and writing skills. Moreover, based on the data on student learning behavior obtained on the platform (the number of video replays and video hotspots, the distribution of error rates in exercises, the time of maximum activity of access, etc.), teachers can make specific changes to the learning status of students. In their practice in English classes, Liu Xiaoyan and Chen Zhan (2024) demonstrated that this model much enhanced the participation and confidence of students due to the effective use of fragmented time and the formative evaluation system involving the timely feedback mechanisms. Li Xiaoyu and Li Lie (2021) suggested to increase the confidence of students in expression and language accuracy over time through micro-lesson tiered instructions and AI speech correction methods in order to correct the low rate of students speaking.

The adoption of the model of the “SPOC + mobile platform” is also based on the enhancement of information literacy among teachers, the optimization of the technical support system, and the development of the self-directed learning skills in students. The next steps in the field of exploration are the creation of intelligent algorithm-based personalized recommendation systems and the application of the virtual reality technology to the simulation of the language context. Concisely, “SPOC + mobile platform” is also shifting the scale to quality (personalization), which introduces new horizons in the balanced development of globalized education.

3. Case Study of Oral English Teaching Practice on “SPOC + Mobile Platform” at the School of International Education, Xianda College of Economics and Humanities Shanghai International Studies University.

The new model of the Sino-foreign cooperative project of Xianda College of Economics and Humanities Shanghai International Studies University, “SPOC + mobile platform” has also had a great impact on enhancing the English speaking ability of students. With the small and compact features of online courses that SPOC provides, educators develop brief video clips on different subjects (such as life and business every day), and the students are able to view them at any time and anywhere through the mobile platform without having to deal with time and space constraints. The classroom is made a communication

and interaction space. Students will be able to be confident and speak fearlessly through the structure of group discussions, mock performances, and individual presentations. The immediate feedback given by the interaction on the platform also enables the teachers to know the students and attain individualized teaching. Such a combination of online and offline instruction not only contributes to the constant increased autonomy of the student, but also allows them to gain oral communication skills and cross-cultural competencies in practice and prepares the foundation of further learning and professional growth in the global context. Special details of implementation are the following:

3.1 Teaching Model Design

3.1.1 Online Teaching Components

Learning resources on the SPOC platform are micro-lecture videos, audio files, online tests, and discussion forums. Online learning and discussions allow learners to study on their own and teachers can also track the learning process of the students, respond to their questions promptly and also give them personalized instructions.

At this moment, those online teaching materials utilized in the college in teaching oral English are mostly courseware and pre-class preparation materials like the links of micro-lessons and they are shared via QQ groups. QQ group is a convenient and stable system with a high capacity making it suitable to use it to publish and store courseware and to trace the information which is why it is well suited to group operation. This system has been operational in the college over the years and is better than WeChat. Second, based on the Chaoxing Learning Platform and the introduction of the SPOC teaching model in the courses of English reading and writing by Liu Yanlin (2018), the oral English teaching and research group has integrated SPOC and mobile platform in the oral English teaching. As an illustration, the current online platform utilized in the gathering of online works of students is Chaoxing Learning Platform. The first-year students will have to showcase a single video work per semester (interview videos, introductions to scenic spots, dubbing works, etc.) and will be able to use the Learning Platform software to upload large video attachments with the help of a QR code scanner, which is quite convenient when it comes to the tasks that require high standards of listening and speaking in oral English. The teachers are able to post tasks and receive assignments in regard to the time nodes and simultaneously, mark and summarize in regard to the pre-established online scoring criteria. Oral English group are now enjoying this software enormously in receiving mid-term and final assignments, which does not only enhance the work efficiency to a large extent, but also acts as an archive when it comes to classifying and storing assignments. Third, the application of the software Learn While Lying Down. According to the profound elaboration of the “SPOC + mobile platform”, the college started to consider a model of blended online and offline teaching officially in the second half of 2024. The school and the creators of the online software program decided to create an online learning pilot area because the first-year language students need to attain IELTS scores before they can enroll in their second-year major courses. This area tracks the time the students are studying, where they are making errors that they are concentrated on, and they also give timely feedback. Students will be able to modify their learning according to the real-time feedback, and teachers will be able to assist more precisely. Also, online learning software updates the IELTS speaking question bank on real-time and offers online AI digital speaking mock tests, which have been shown to significantly increase the IELTS speaking scores of students.

3.1.2 Offline Teaching Components

① Oral English Teaching Practice.

Teachers arrange similar practical assignments in the classroom offline in accordance with the progress of the online learning experience of the students, including group discussion, role-plays, and individual presentations. At the same time, timely interaction and feedback in the classroom is carried out by using mobile platforms, e.g., real-time voting and surveys via the Wenjuanxing software, or online random attendance checks via the Xuexitong software, to enhance student participation and learning motivation.

Beyond the classroom, the college offers students numerous practical activities, including internal international cultural festivals, international study abroad exhibitions, speech contests, dubbing competitions and vocabulary competitions. An additional innovation was done on the English Activity Practice Week, May 2025, which was successful hosting the competition writing poems in the garden, speech contest telling Chinese stories in English. The contesting was done on the basis

of points; to pass, the students were required to finish three challenges of English activities in a week. The day of the event was completely booked in all activities and competitions and the students were very much involved and excited. At the same time, with the help of the various cultural resources on campus, lectures on Chinese culture and Western culture, international food festivals were organized, and students were able to encounter and use English in their daily lives, which enhanced their language abilities in an unconscious manner. Another thing that is promoted in the school is that students should identify language partners in different activities and strive to achieve their goals and make steady progress. Outside the school, students are also proposed to engage in different kinds of competitions, including business English challenges and English speech contests, which encourages learning and competition, and thus learning and combining learning and competition.

② Oral Examination Practice

Various Oral Assessment: The oral examinations of the college are set with varying examination plans depending on various teaching purposes. To reach the IELTS language score criteria in order to be admitted to the university, two IELTS Speaking Mock Tests are organized in the first semester in an assessment plus feedback model in the first-year language courses. Each student has a special experience in preparation, which is offered by a one-on-one appointment system with a Chinese or foreign teacher. The mock exams are based on the standard procedure of the Speaking test of IELTS. The question bank comprises of well chosen questions in the question bank of this year IELTS Speaking that include various topics including introduction of self, questions and answers and discussion of the topic. The purpose is to guide the students to become very conversant with the format, content and grading standards of the IELTS test, which forms the basis of further IELTS preparation. Given the soundproofing and privacy needs of the IELTS Speaking test, the research team chose classrooms properly and ensured that they were well-lit so that the test could be administered in a quiet and uninterrupted environment. The classes are large and well-lit just like the speaking test rooms of the majority of IELTS test centers that recreates the real-life testing environment as closely as possible to the students. Moreover, the mid-term and final preparation and scoring of the mock tests allow the students to contemplate their progress and work towards improvement.

Oral English teaching of the second semester is based on the theme of Planning. Various activities and evaluations are built around three dimensions including personal development, academic development and career development. As an example, self-awareness part of personal development will involve in-class quizzes or case studies, e.g., personality type tests, learning style tests, case studies involving how to organize banquet seating depending on personality and career information. The midterm exam is a personal presentation about the subject of the introduction of desirable universities in the academic development trend. Students are required to gather and compile university information in advance, and subsequently introduce the university wholesomely, why they have selected the university, and the plans. This assists students to have time planning, understand important points and learn. The last test is the group presentation on the subject of business planning in the career development direction. Students will be grouped to show in English how to open a store, or how to assist a company with a meeting place or to select appropriate candidates to a given position under a given situation. The preparation process requires that students keep in touch with the group members and keep on progressing, which also serves to enhance their overall skills, including, but not limited to, teamwork, oral expression and time management.

Clarity of Scoring Criteria: The speaking research team follows the scoring criteria strictly, where students are rated in various dimensions such as fluency and coherence, vocabulary and grammar, pronunciation and intonation, content structure, and communication skills. Scoring criteria provide a way of teachers to evaluate the levels of students talking objectively and fairly, in particular, balance when several teachers do the assessment. The teachers who will be in charge of the assessment will ensure that they give students a detailed feedback after the exam highlighting their weak and strong areas and give them suggestions on how to improve. This feedback is timely and effective to make students objectively assess their oral performance, to understand their further direction, and to improve their learning outcomes.

3.2 Teaching Organization

In recent years, the English teaching at School of Xianda International Education has gained valuable experience in the following aspects of teaching management which have benefited all subjects such as listening, speaking, reading and writing. Its input in the reform of English oral instruction is predominantly in the form of real time and targeted nature of online practice,

the timeliness of feedback, the collaborative lesson planning between Chinese and foreign teachers, and the professional oral English orientation.

3.2.1 Differentiated Teaching Strategies

The Sino-foreign cooperative education program based on the blended learning model of the “SPOC + mobile platform” applies a tiered teaching system with reference to the level of students. The resources available in the system, including case studies and course videos, are allocated to different levels. The mobile platform allows students to learn anytime, anywhere, whereas teachers can check student learning data and make changes to their teaching strategies. This design will eliminate the restrictions of time and space, serve a variety of students' needs, open up their potential, and help them learn effectively, excel, and gain out of their learning. This practically enhances the quality of teaching and the efficiency of international talent development, which will make the cooperative education reach another level. At the same time, offline teaching is also stratified and divided according to the levels of students and offers specific advice. As an illustration, separate students by class and class, the more difficult content is offered to those students, who have already acquired IELTS scores, and those students, who have already not received any scores, are able to analyze their strong and weak points, develop confidence and gradually improve.

3.2.2 Elite Mentorship System

The School of International Education implements the mentorship system, with the help of one teacher, who mentors a group of students usually 20-30 students, and communicates and guides them regularly. This also assists the teachers in a better way to monitor the learning progress of each student, giving individual guidance and feedback on time, thus enhancing the teaching effectiveness. This is ideally consistent with the small-scale concept of SPOCs.

3.2.3 Cooperation between Chinese and Foreign Teachers.

International Education College of the school has oral English classes in which Chinese and foreign teachers teach together. All-English classes in different subjects are assigned to foreign teachers, and bilingual classes in the preparation of the English pronunciation and IELTS speaking test are offered by the Chinese teachers. There are substantial benefits of this complementary and collaborative teaching model. Through their natural language production, foreign teachers can assist students to learn the native pronunciation and learn the real local culture. By learning the knowledge base and learning peculiarities of Chinese students, Chinese teachers can work on the weak aspects of these students in particular. The classes with foreign teachers are easy and playful, whereas the classes with Chinese teachers are strict and thorough: they support each other and develop students in terms of language proficiency and cultural literacy.

3.2.4 Professionally Oral English Tasks.

Taking the “3+1” SQA AD program at Xiandan, SISU and as an example, the first year of the program focuses on language courses, while the second and the third year are dedicated to professional courses. Given a higher language requirements for students going abroad in the future, the “SPOC + mobile platform” gives a new prospect of professionally oriented oral communication activities. The nature of each major can be used to customize course content and students can preview the content repeatedly through watching micro-lecture videos and could also practice interactively at any time and location on the mobile platform. As an illustration, a business major introductory course can have a simulated business negotiation activity, where students post videos on the platform, and the teachers leave timely comments and feedbacks. The platform also allows students to work in groups and use fragmented time to discuss and refine their work. This model not only helps in the self-directed learning of students but also helps them to apply professional knowledge in oral expression in real-life situations.

3.3 Teaching Process Restructuring

The article by Xia Bing (2023), *A Study on the SPOC Blended Teaching Model of College English Based on the Learning Platform of the “U Campus”*, reveals how a digital platform can be used to provide complete process management of the pre-class preparation, in-class cooperation, and post-class consolidation. The group presentation and the online exams among others have direct reference value in developing the oral expression skills. The detailed practices of Xianda College in this regard are as:

3.3.1 SPOC Self-directed Learning (pre-class).

Teachers make pre-class preparation materials available before classes on QQ or Learning Tong platform, such as micro-lessons, courseware, and exercises. With the tasks posted by the teacher, students define what they are expected to learn, prepare, and engage in classroom works. As an example, the students may post in advance their questions in the activity discussion section, and teachers may decide to respond online or offline according to the situation on the ground. Such a method of pre-learning and post-teaching is more specific and allows focusing on the main and problematic aspects of teaching.

3.3.2 In Class: Task-Driven Classroom.

The platform can be used during class by the teachers to provide answers to frequently asked questions, brainstorming and thematic discussions on the important contents, etc., to enhance the effective learning of important and challenging knowledge among the students. This step will help students to clear up the points of knowledge, expand their thinking in solving problems, and be able to think and summarize what is taught in the classroom, which is quite helpful in enhancing classroom effectiveness.

3.3.3 Post class: Mobile Platform Extension Exercises.

Teachers give online homework after the classes according to the teaching content. As an example, the teachers of oral English will be able to use the mobile platform known as the Learn While Lying Down to set homework like vocabulary check-ins, oral English mock tests, and practice with the question bank based on the real demands of the group. This m-based platform will be able to not only support practice on the part of students, but it will also be able to offer learning progress recordings. The platform allows teachers to see the real-time records which will give them an opportunity to motivate excellent students immediately and, at the same time, to issue certain warnings to students with poor underpinnings and take necessary steps so that they can accomplish learning tasks by themselves, thereby enhancing the performance of after-class teaching.

3.4 Evaluation System Reform

3.4.1 Process-Oriented Evaluation Mechanism

The process-oriented assessment mechanism largely embraces various assessment strategies, that is, formative evaluation, summative evaluation, and dynamic evaluation. Formative assessment is aimed at looking at how students perform in the process of learning oral language on a daily basis, which include class attendance, performance in group activities, activities to practice language, and assignment completion. Formative evaluation will allow comprehending the learning status of students on time, detecting and resolving any problems, and enhancing the consistent and productive learning of students. Summative assessment mainly relies on examinations in order to verify the overall performance of the students upon learning spoken English. Summative assessment enables more objective and fair assessment of student grades as well as offer students some opportunities and platforms to demonstrate their learning outcomes. Dynamic assessment is more of a continuous adjustment and the evaluation content is reviewed in the midst of the teaching process and adjusted accordingly where necessary depending on how learning is progressing and the teaching situation. Dynamic assessment is concerned with the modification of student learning requirements and teaching goals, which is effective in enhancing the relevance of learning. Indicatively, in the spoken English course of the college, the final grade is 60 percent exam based and 40 percent coursework which is of great importance. Extracurricular projects can be used as a valuable source of the coursework grade, including dubbing, making videos that narrate Chinese tales in English, and attending AI-selected spoken English tests. Learning potential of students is aroused by various explorations, interest in learning spoken English is developed, and deeper learning is attained that will eventually enhance the results of learning.

3.4.2 Multiple Evaluation Subjects.

The evaluation subjects are also diversified, not only are the methods of evaluation diversified. First, being the primary source of oral assessment, teachers may provide full-scale assessment according to the classroom performance of students, the completion of their homework, and their academic performance, which enables the teachers to get to know the whole picture of the situation of the students and quickly find and resolve the issues. Second, the students are promoted to perform self-assessment, which will lead to the reflection and summarization of the acquired knowledge with the help of online and offline sources and platforms. Student self-assessment may enhance students autonomy and self-management skills and may

also assist students to be able to clarify their learning objectives and directions. Third, there is peer evaluation, classroom discussions, and speech contests, which enable students to assess each other and gain experience on the basis of other students. The peer evaluation allows the development of the language expression and evaluation skills of the students, their awareness of collaboration and teamwork spirit. Fourth, foreign instructors are invited to take part in oral tests. The work experience and language proficiency of the foreign teachers in Xianda College is strictly vetted. The inclusion of foreign teachers to oral assessment enables the assessment of oral proficiency of students based on various aspects, such as language authenticity, the cultural connotation, and cultural literacy. The assessment of foreign teachers offers students more global outlook and professional language instructions, which also help to enhance the oral skills.

3.4.3 Use of Intelligent Assessment Tools.

The intelligent technologies used in the college include Learning Pass, Learn While Lying Down, and iFLYTEK, which are used to capture the online oral performance of students accurately. A typical example is the ability to analyze pronunciation, fluency, vocabulary, and grammatical accuracy in real time during practice and simulations with the help of the “Learn While Lying Down” platform and rapidly produce detailed evaluation reports. Students will have access to real-time feedback through online and offline means and clearly know their strengths and weaknesses and hence improve in time. The fact that Chaoxing Learning Platform continued to be used since 2020 and the mobile platform Learn While Lying Down was used in the 2024-2025 academic year is a full indication that this model can overcome the constraints of time and space, effectively assist in improving spoken English, and make education and learning more scientific and effective.

4. Recommendations to the Optimization of the English Oral Teaching in “SPOC + Mobile Platform” Blended Teaching Model

The optimization in the blended teaching model of “SPOC + mobile platform” can be practiced in various perspectives to enhance the quality of oral teaching in English.

First, the reinforcement of teacher training is of interest. Frequent professional training may be offered to motivate teachers to thoroughly investigate SPOC theory and technology, how to create interactive activities based on the real features of students, and constantly enrich the information technology application skills and teaching design and guidance skills of teachers.

Second, it is unavoidable to enrich the functions of the teaching platform and thoroughly integrate digital technology. As an illustration, inclusion of online pronunciation test and immediate feedback on pronunciation issues; virtual reality, like ordering food, airport customs, and hotel front desk environment, which make the scene look first-person, enhancing the level of simulation and enhancing fun and effectiveness; team functionality, introducing a set of configurations that allow the students to practice in a group.

Third, teaching students how to be self-directed learners. By mentoring and inspiring students to create their own learning plans, using every possible fragmented time to read aloud and imitate, training them to adjust to blended learning better.

Fourth, develop teaching content and forms. The cross-cultural factor can also be injected into the design and implementation of the “SPOC + mobile platform” blended teaching model, considering the nature of Sino-foreign cooperative teaching, and produce more teaching material based on international exchange. Simultaneously, different types of implementation may be utilized, including simulated conferences, cross-cultural exchange activities, and various assessment strategies, to make most out of online and offline blended teaching and leave students with more practical application skills.

Finally, consider school implementation avenues. Indicatively, a Sino-foreign teacher collaborative SPOC studio can be set up to enhance the collaborative lesson planning between Chinese and foreign teachers. In the meantime, the profession-oriented oral English lesson can be reinforced further, e.g., additional case analysis and discussion in English can be introduced among business majors.

5. Conclusion

To conclude, the “SPOC + mobile platform” is efficient in integrating the online and offline teaching materials, breaking the time and space constraints of traditional education classes, offering students more diversified learning materials and tailored learning experiences, addressing the special needs of English oral teaching in the programs of Sino-foreign cooperation

education, and is more favorable to arousing the learning enthusiasm and initiative of students. In the case of English oral teaching in the School of International Education, Xianda College of Economics and Humanities Shanghai International Studies University, the analysis of the case involving English oral teaching shows that the optimization of the English oral teaching in Sino-foreign cooperative universities is primarily associated with the accurate positioning and orientation, innovation and diversification of teaching models, the adoption of differentiated teaching strategies, training of teaching personnel, extension of extracurricular. Such measures can not only contribute to enhancing the ability of students to express themselves in English orally and communicate across cultures, but also enhance the overall quality of the student in a professional sense and nurture complex talents with global competitiveness.

Nevertheless, this model has certain problems to practice, including the necessity to enhance the information literacy of teachers, the necessity to enhance the teaching evaluation process, deficiency of technical equipment, and disparities related to the self-learning capacity of students. However, the most common theme in the future teaching reforms will be blended learning. This means that we should follow the evolution of the educational technology, constantly streamline the teaching models, e.g. augment the training of the teachers, the services of the digital platform, the monitoring records of self-learning of students, the enrichment of teaching materials and the provision of a reasonable and adequate evaluation system. With concerted efforts, this model of teaching can contribute more to the Sino-foreign cooperative education programs, raise more talents who have international perspectives and competitiveness, and bring the internationalization of my country higher education to a new stage.

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