

Original Paper

Implementing SPICM Teaching Model in Extensive Reading Class

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Received: August 29, 2023 Accepted: November 11, 2023 Online Published: November 27, 2023

doi:10.22158/eltls.v5n5p71

URL: <http://dx.doi.org/10.22158/eltls.v5n5p71>

Abstract

SPICM is a teaching model that uses a combination of lectures, problem-solving exercises, and group discussions to help students learn. The lectures provide students with the basic information that they need to understand the reading material, and the problem-solving exercises help them practice what they have learned, and the group discussions allow them to share their ideas and get feedback from their classmates. Through implementing SPICM teaching model in extensive reading class, the research results shows that is a very effective teaching model because it helps students to learn the material in a way that is both engaging and informative.

Keywords

SPICM, teaching model, extensive reading class

1. Introduction

This paper presents a study on the implementation of SPICM in an extensive reading class. The model is based on the principles of student-centered learning, project-oriented learning, integrated-skill training focused learning, cultural competence cultivation based learning, and multimedia-teaching approach auxiliary learning. SPICM is a student-centered model that allows students to learn at their own pace in a collaborative and integrated environment by making full use of the multimedia according to the projects launched by teacher. The study was conducted with 42 students who are taught by the author. The students' enrollment scores are generally around 100 and have some basis in English. However, they lack of the self-learning ability. To some extent, they cannot better understand the long and difficult sentences in several reading materials. Therefore, the author designed the teaching-learning activities for them to improve their reading ability and analyzing skills. After implementing SPICM teaching model in extensive reading class, the results showed that SPICM was

effective in improving students' reading comprehension and vocabulary skills.

2. SPICM Teaching Model

SPICM teaching model was developed on the basis of Constructivism in 1990s, which is created by J. Piaget (1972). SPICM teaching model based on his research on how students learn best. He found that students learn best when they are actively engaged in the learning process, and that they learn more when they are able to apply what they have learned to real-world problems. The SPICM teaching model is designed to meet these needs by providing students with opportunities to actively participate in the learning process and to solve practical problems by using what they have obtained in class. SPICM teaching model is based on the principles of student-centered learning, project-oriented learning, integrated-skill training focused learning, cultural competence cultivation based learning, and multimedia-teaching approach auxiliary learning.

Student-centered learning is an educational approach that focuses on the needs of the individual student. In this approach, the teacher acts as a facilitator, providing resources and support to help students learn at their own pace and in their own way. It is a method of learning in which students learn at their own pace. This method can help students develop the self-driven and self-learning ability. They will find different approaches to reach their full potential. This approach allows students to take more responsibility for their own learning and to develop the skills they need to be successful in college and career.

Project-oriented learning is an educational approach that focuses on learning through projects or real-world tasks. Instead of traditional classroom instruction, students engage in hands-on activities that require them to apply their knowledge and skills to solve problems or complete projects. In project-oriented learning, students often work in groups, allowing them to collaborate, communicate, and learn from each other. This approach promotes critical thinking, problem-solving, creativity, and communication skills, as students are actively involved in the learning process and have the opportunity to explore their interests and passions. Weijun Liang and Dennis Fung (2020) think that teacher should provide students exploratory talk, disputational talk and cumulative talk so as to assist students to think in a dialectic way and to be involved in class activities. However, Lihong Ma and Haifeng Luo (2020) hold the view that some of the Chinese teachers are limited by the social environment, cultural background, educational and institutional policies and other factors. Thus, it is quite necessary to adopt the SPICM teaching model in extensive reading class so as to help students improve critical thinking ability.

Integrated-skill training focused learning is an educational approach that emphasizes the development of multiple skills simultaneously. This approach is based on the idea that learning is most effective when students are able to apply what they learn in one area to other areas. Integrated-skill training focused learning can be implemented in a variety of ways. One common approach is to use a project-based learning approach, where students work on a real-world problem that requires them to

use multiple skills. Another approach is to use a problem-based learning approach, where students are presented with a problem and must use their knowledge and skills to solve it.

Cultural competence cultivation based learning Cultural Competence Cultivation Based Learning (CCCL) is a learning approach that focuses on developing the skills and knowledge needed to interact effectively with people from different cultures. CCCL is based on the idea that cultural competence is a learned skill, and that it can be developed through education and training. CCCL programs typically include a combination of classroom instruction, experiential learning, and reflection.

Multimedia-teaching approach auxiliarized learning (MTA) is a learning approach that uses multimedia to support and enhance traditional teaching methods. MTA is based on the idea that multimedia can help learners to better understand and remember information. MTA programs typically include a combination of video, audio, and text materials. Multimedia-teaching approach auxiliarized is often used in online learning environments, where students can access course materials and complete assignments at their own convenience.

3. Activities according to SPICM Teaching Model

Student-centered learning is a growing trend in education, and there is evidence that it can be effective in helping students learn. According to Amanda Brueggeman (2022), “mentor relationships should focus on student growth and provide novice teachers with instructional support to impact student learning.” In student-centered classrooms, students are more engaged in learning, have higher academic achievement, and are more likely to solve problem in their learning.

Thus, there are a few things that teachers can do to create student-centered learning environment. First, they can create a classroom environment which is conducive to students’ learning. This means creating a space where students feel comfortable to take risks and share their ideas. Teachers can also encourage students to take ownership of their learning by giving them projects about what they learn and how they learn it. Finally, teachers can provide students with feedback that is specific and helpful. In the following parts, the author will introduce the launching of extensive class in a detailed way.

3.1 Projects for Students

3.1.1 About Research Objects

The author gives students some alternations about the passage in the textbook named *The Core English Course in the New Era*, written by Jiang hongxin (2020), which is used in our extensive reading class. The research objects are freshmen in the first semester of 2022. There are 42 students, who are divided into 6 groups. The detailed arrangements can be seen in Table 1.

Table 1. Project Arrangements

Group number	Passage title	Research project
1	<i>In the Laboratory with Agassiz</i>	The history of natural history

2	<i>Friendship, Eros, and Companionship</i>	Friends for life
3	<i>Reunion</i>	The role of family in the development of identity
4	<i>Jonathan Livingston Seagull</i>	Self-discovery
5	<i>Spring Festival and Mother</i>	The change of China
6	<i>Is Love an Art?</i>	The relationship between love and happiness

Students in each group have different roles, which are discussion leader, summariser, connector, word master, passage person, culture collector, who need to play a full part in their group so that all the tasks can be finished timely and fluently.

The role of a discussion leader is to facilitate the discussion and ensure that all participants have a chance to contribute. The discussion leader should also be able to keep the discussion on track and help to resolve any conflicts that may arise.

The role of a summariser is to take notes of the discussion and to summarize the main points at the end. The summariser should also be able to identify any areas of disagreement or conflict and to suggest ways to resolve them.

A connector is a person who connects people or groups of people together. They can do this by introducing people who don't know each other, or by facilitating communication between groups. Connectors are often seen as valuable members of a team or organization because they can help to build relationships and create opportunities.

A word master is a person who is skilled in using words. They may be the student who uses words to communicate effectively. Word masters are often seen as valuable members of a team or organization because they can help to communicate ideas clearly and concisely.

A passage person is a person who is responsible for writing and editing passages of text. They may be the student who is skilled in writing and editing. Passage people are often seen as valuable members of a team or organization because they can help to organize and write the passage smoothly, elegantly and faithfully.

A culture collector is a person who is responsible for collecting and preserving cultural artifacts. They may be the student who is interested in studying and preserving culture. Culture collectors are often seen as valuable members of a team or organization because they can help to document and preserve the history and background information of a culture.

3.1.2 About the Projects

Project 1 The history of natural history

In the Laboratory with Agassiz is a passage by Louis Agassiz, published in 1876. It is a collection of Agassiz's lectures on natural history, delivered at Harvard University between 1847 and 1873. The book is divided into two parts: the first part deals with Agassiz's observations of the natural world, and

the second part discusses his theories of natural history.

Agassiz was a Swiss-American naturalist and geologist who is best known for his work on glaciers and the classification of fish. He was a professor at Harvard University from 1846 until his death in 1873. Agassiz was a prolific writer, and he published over 1,000 scientific papers and books. *In the Laboratory with Agassiz* is one of his most popular works, and it has been translated into several languages. The book is a valuable resource for anyone interested in Agassiz's work. It provides a glimpse into Agassiz's thought process and his approach to natural history. The book is also a valuable source of information on the natural history of the 19th century.

The research topic in relation to *In the Laboratory with Agassiz* is the history of natural history. Agassiz was a major figure in the history of natural history, and his work had a significant impact on the development of the field. A study of Agassiz's work could provide insights into the development of natural history as a discipline.

Project 2 *Friendship, Eros, and Companionship*

Friendship, Eros, and Companionship is a passage by C. S. Lewis that explores the nature of friendship, love, and companionship. It is divided into three parts, each of which deals with a different aspect of these relationships. The first part, "Friendship," discusses the different types of friendships and the importance of friendship in our lives. The second part, "Eros," explores the nature of romantic love and the role it plays in our lives. The third part, "Companionship," discusses the importance of having companions in our lives and the different types of companions we can have.

In this short passage, C.S. Lewis summarizes the similarities and differences between companionship, friendship, and Eros. Friendship arises from companionship but goes beyond that. The author explains that by sharing common insight or interest, can the companionship develop into friendship. Moreover, friendship is in fact a love. By interwoven with each other, friendship exists in a network that connects companionship and Eros, but shows its own features.

The research topic in relation to *Friendship, Eros, and Companionship* is friends for life. The passage is a classic work of Christian literature and has been praised for its insights into the nature of human relationships. It is a valuable resource for anyone who wants to understand more about friendship, love, and companionship.

Project 3 *Reunion*

Reunion is one of disillusionment and estrangement. It tells a story of how the boy's expectation to reconnect with his father turns out to be a disappointment. Charlie is transferring trains at Grand Central Station in New York City and got a 90-minute window to eat lunch with his father, who he has not seen in 3 years since his parents were divorced. The father seems as a stranger, but Charlie hopes to reconnect with him. They visit four restaurants and Charlie's father is boisterous, he shouts out, abuses and claps at the waiters. Charlie and his father are chucked out of restaurant after restaurant. After five odious scenes, Charlie leaves his father with a distant goodbye, and he also ceases contact with the man after that.

The research topic in relation to *Reunion* is the role of family in the development of identity. The role of family in the development of identity is a complex and multifaceted one. There is no one answer to the question of how family influences identity, as the process is unique to each individual. However, there are a number of factors that can be considered when examining the role of family in identity development, which need students to explore and analyze.

Project 4 *Seagull*

Jonathan Livingston *Seagull* is a classic story of self-discovery and self-improvement. It is a story about the importance of following your dreams, even when others tell you that you cannot do it. It is also a story about the importance of love and friendship.

The research topic that could be explored around this novel is the theme of self-discovery. Jonathan Livingston *Seagull* is a story about a seagull who is different from the other seagulls in his flock. He is not content with simply flying to find food and returning to the nest. He wants to learn to fly for the joy of it, and he is willing to put in the hard work to do so.

Jonathan's journey is one of self-discovery. He learns to fly faster and higher than any other seagull, and he eventually becomes a teacher to other seagulls. He also learns about the importance of love and friendship, and he comes to understand that there is more to life than simply finding food and shelter. This project of self-discovery could be explored in a number of ways, which should be found by students.

Project 5 *Spring Festival and Mother*

In this passage, the author recalled that every time his mother received his letter, she would wait for him at the station every day and prepare more food and meat at home, but his mother could not wait for him to get off the bus. A few days later, when the author and his family arrived, they could see that Mother was busy with household chores. His mother is very considerate and always tells the author and his wife not to come back to see her when they are busy at work next year. But at this time, the author clearly knew that his mother expected them to come back to her. This year the author only took his son and gifts home to accompany his mother, so the mother was not so excited. Later, the author told his mother that he could stay at home for half a month, and the mother advised the author to go home and reunite with his wife on the first night.

The research topic that could be explored around this novel is the change of China. China is a rapidly changing country, and the protagonist and his family are struggling to adapt to the new world. The protagonist's mother is a traditional woman who is resistant to change. She is a symbol of the old China that is slowly disappearing. The protagonist and his younger brother are more open to change. They are symbols of the new China that is emerging.

The novel *Spring Festival and Mother* is a complex and nuanced exploration of family, change, and the challenges that young people face in China today. It is a novel that is both personal and political, and it is sure to resonate with readers from all walks of life.

Project 6 *Is Love an Art?*

Erich Fromm's *Is Love an Art?* is a passage that explores the art of loving by rebutting a "peculiar attitude" which is, surprisingly, held by the majority of people. The author first points that most people believe that love is something lucky and there is nothing that needs to be learned about love. Then he argues that there are three premises on which the majority of people hold this peculiar attitude toward love. Finally he gives his advice on how to overcome the failure of love.

The research topic that could be explored around this novel is the relationship between love and happiness. Fromm (2006) argues that love is essential for happiness, but does not provide any empirical evidence to support this claim. Thus, students can examine the relationship between love and happiness. The study could use a variety of methods, such as surveys, interviews, and experiments. The results of the study could provide valuable insights into the relationship between love and happiness. Most importantly, students can practice their ability on communication, collaboration and collecting information by doing this project research. They will grasp the integrated-skill training focused and be equipped with cultural competence.

3.1.3 About Project Implementation

After choosing the topic, students in each group will carry out the project in accordance with the following steps.

First, define project objectives: to clearly define what they aim to achieve through their project. Set specific, measurable, achievable, relevant, and time-bound (SMART) objectives to guide their work, which will help them set out their research logically and fluently. It's also helpful to maintain a record of their project activities, including any writings, observations, or other information collected. This documentation will be useful when presenting or discussing their project later.

Second, conduct research: to gather information and resources related to their project topic. Use books, academic journals, online databases, and credible websites to gather relevant information. If they encounter challenges or have questions, they have been told that do not hesitate to seek guidance from teachers, mentors or peers, who can provide valuable insights and feedback to help them improve your project. They also need to gather necessary materials and equipment or software tools that they may need to complete their project. Make a list and ensure they have access to all the necessary resources.

Third, develop a project plan: to create a detailed plan outlining the tasks, timelines, and resources required to complete their project. Break down their project into manageable steps and set deadlines for each task. They've been suggested that set a project timeline or schedule that outlines the start and end dates for each task. This will greatly help them stay organized and ensure timely completion of their project.

3.1.4 About Presentation by Using Multimedia

To make a class presentation about a passage research by using multimedia, students will need to gather their research materials, create a presentation outline, and then create the presentation itself. Students firstly need to gather research materials. This includes the passage they are researching, as well as any other sources they may find helpful. Once they have gathered materials, they can begin to give their

class presentation.

(1) Introduction: This section should introduce the topic of their presentation and provide a brief overview of the passage they are researching.

(2) Body: This section should provide more detailed information about the passage and their research about the project by using multi-media. They can introduce information about the author, the context of the passage, and the main ideas in the passage. Besides, they also need to arouse other spectators' interests by providing vivid pictures, interesting videos, and audio clips, and giving hot topics and questions for audiences to discuss.

(3) Conclusion: This section should summarize the main points of their presentation and provide a call to action.

Before presentation, students have been given the evaluation standards that when they are creating their presentation.

(1) To keep their presentation focused on the topic of their research.

(2) To speak clearly and concisely in English.

(3) To use visuals to help audiences understand their points.

(4) To logically organize their presentation.

(5) To give audiences a complete conclusion about their presentation.

After finishing presentation, the teacher can give students feedback on their presentations from a variety of perspectives, such as, the feedback on the content of the presentation, the organization of the presentation, the delivery of the presentation, and the overall effectiveness of the presentation. Besides, students of each group will make a record about the reporters' presentation and give a score according to their comprehensive performance.

4. Results by Using SPICM Teaching Model

By using SPICM teaching model in extensive reading class, there are several benefits and advantages. Firstly, students can gradually develop the self-learning ability. By using SPICM teaching model, students have their own self-paced learning, interactive learning, and collaborative learning so as to create a student-centered learning environment that is both effective and engaging. Project-oriented learning provides a more meaningful and relevant learning experience, as students can see the practical applications of what they are learning. It helps students develop a deeper understanding of the subject matter and allows them to develop important skills that are transferable to real-world situations. project-oriented learning encourages active engagement, fosters creativity, and prepares students for the challenges they may face in their future careers.

Secondly, students can improve their communicative ability. It is convenient for students to interact with each other and with their instructor. Our class can create the face-to-face learning environments, where students can ask questions and discuss the material with the instructor and other students. In order to help students communicate effectively, teacher should design some activities for students.

Whereas, Yonghong Gao (2008) believes that it is effective for reading teaching and learning by creating communicative activities.

Thirdly, students can work together to learn a new concept or skill. They can discuss in group projects, where students work together to complete a task or solve a problem. This model has been shown to be effective in improving students' reading comprehension and critical thinking skills. Integrated-skill training focused learning has been shown to be effective in improving student learning. However, during this study, the author also finds that it is too difficult to finish the teaching plan because students sometime show great interest in some topics. Hence, according to Anna and Susanne(2020), teacher should have sufficient knowledge, strong belief for students cooperating learning and enough practices in class activities.

Overall, the SPICM teaching model has several benefits and advantages. It can help students develop self-learning ability, improve their communicative ability, and work together to learn a new concept or skill. This model has been shown to be effective in improving students' reading comprehension and critical thinking skills. However, it can be difficult to finish the teaching plan because students sometimes show great interest in some topics. Hence, teachers should have sufficient knowledge, strong belief for students cooperating learning and enough practices in class activities.

5. Limitations and Conclusion

The SPICM teaching model has some limitations that need to be considered when implementing it in an extensive reading class. First, the model is designed for use with a small group of students, so it may not be effective in a large class setting. Second, the model requires a high level of student engagement and participation, so it may not be suitable for students who are not motivated or who have difficulty staying focused. Third, the model can be time-consuming to implement, so it may not be feasible for teachers who have limited time.

There is no doubt that implementing SPICM teaching model in extensive reading class is beneficial for students. The model is based on the idea that students should be able to learn at their own pace and that they should be able to interact with each other and with the teacher. The model also emphasizes the importance of collaboration, both between students and between students and the teacher. The paper describes the implementation of the SPICM model in an extensive reading class and provides the implementing process of the model. The results of the evaluation show that the SPICM model is effective in improving students' reading comprehension and vocabulary skills.

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