

Construction of a Student-Centered English Classroom: Exploration of Multiple Interaction Strategies of the Seeworld Whiteboard

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Abstract

With the emergence of new educational concepts, there is an increasing focus on starting from the perspective of students and adopting the most suitable teaching methods for different students. This article focuses on the application of the Seeworld whiteboard in English classroom teaching to carry out diverse interactions, making the classroom centered around students and forming a classroom model oriented towards the student group. Through the application of the Seeworld whiteboard in vocabulary teaching, grammar teaching, reading teaching, and writing teaching, this article elaborates on how to mobilize students' enthusiasm, increase classroom interactivity, and improve students' comprehensive English abilities while achieving corresponding goals.

Keywords

Student-centered; Seeworld Whiteboard; Multiple Interaction Strategies; English Classroom

I. Introduction

In the field of English teaching today, the traditional classroom model dominated by teacher lectures gradually reveals its limitations, making it difficult to fully meet students' personalized learning needs and cultivate their comprehensive language application abilities. The "General High School English Curriculum Standards (2017 Edition, Revised in 2020)" [1] and the "Compulsory Education English Curriculum Standards (2022 Edition)" [2] both emphasize the development of students' core competencies and advocate actively exploring effective teaching and learning methods. Against this background, the student-centered teaching concept has emerged, which emphasizes the dominant position of students in the learning process, encourages students to actively participate in classroom activities, and enables them to independently construct a knowledge system.

The Seeworld whiteboard is a fully functional modern teaching tool and an auxiliary tool for student-centered English classrooms. It has powerful and complete functions, advanced technology, and a large number of rich teaching resources and corresponding interaction methods. It can enliven the dull traditional classroom, bring new forms of multiple interactions between teachers and students and among students, greatly improve students' enthusiasm, and add luster to English teaching, thus being conducive to cultivating students' subject core competencies. Studying the multiple interaction strategies of the Seeworld whiteboard in English classrooms is beneficial for improving teaching quality and cultivating students' core competencies, so it has great practical significance.

II. Theoretical Basis for the Construction of a Student-Centered Classroom with the Help of the Seeworld Whiteboard

2.1 Constructivist Learning Theory

The learning theory of the constructivist school points out that knowledge is not imparted to learners in ready-made form. Instead, learners, with the help of others (such as teachers and learning partners) in a certain social environment, use certain learning resources and obtain knowledge through the construction of the meaning of information while completing specific tasks [3]. Various scenarios created by the Seeworld whiteboard, such as real-life dialogues, can immerse students in the context. Take the lesson "In The Classroom" from Oxford English 1AM3U1 as an example. Its teaching materials involve a large number of knowledge points about quantities and stationery supplies [4]. If these knowledge points are simply explained, students may find them boring. Based on the preparation of various materials in the early stage, the scenario of the protagonist failing to retrieve his stationery can be integrated into English teaching. Students can go on stage and directly speak out the words or sentences they can read, and work in groups to imitate the intonation in these scenarios. By continuously stimulating students' subjective initiative, the teaching of corresponding knowledge points in English textbooks can be completed. During the process of checking the protagonist's stationery, the summarized knowledge points can be applied, and students can feel the changes in emotional tone and mental state in the text.

Specifically, through counting quantities in English and other activities, students can consolidate and strengthen their basic knowledge. By carrying out interactive activities such as group discussions and cooperative inquiries on the Seeworld whiteboard platform, students can help each other. Through continuous practice, students' cognitive construction of knowledge can be deepened. For example, students can discuss in groups to formulate a weekly healthy diet plan and use the learned English expressions to explain and report it.

2.2 Humanistic Learning Theory

The humanistic learning theory focuses on students, pays attention to students' emotional needs and values, and believes that people have the nature of spontaneously exploring their inner potential and striving for perfection. The teaching task is to meet this nature. The Seeworld whiteboard provides convenience for meeting students' personalized needs [5]. When teachers conduct interactive exercises (including word spelling, grammar filling, etc.) through the Seeworld whiteboard, they can understand students' completion situations, master students' various levels, and identify their strengths and weaknesses. Based on this, personalized development suggestions and learning guidance can be provided for students at different levels.

III. Multiple Interaction Strategies of the Seeworld Whiteboard in Various Teaching Links of English Classrooms

3.1 Vocabulary Teaching Link

Vocabulary is the foundation of English learning. Traditional vocabulary teaching is often dull, and students' enthusiasm is not high. To liven up the classroom and create a tense atmosphere, teachers can set up group PK games and randomly select two students for word-breaking PK activities through the Class Optimization Master. Teachers can classify the words. The classification themes can be set by the teachers themselves, such as classification by word form, by usage, or by category. Students are required to find the words that meet the requirements within a limited time and click to eliminate them. For example, in the teaching of the unit "Can I take your order?", if students want to understand the menu, they need to be familiar with the words on the menu. In the competition activity, taking the food category as the classification standard, students are required to find the words related to "something to drink", such as "milk", "beer", "water", "orange juice", "coke", "tea", "sprite", etc., while adding words related to "something to eat" like "dumpling", "bread", "beef", "rice", "hamburger", "cake", "noodle", etc. for interference. During the activity, the system will automatically score the students' performance. The word-breaking PK activity can not only stimulate students' learning interest but also enhance their competitive awareness. With music and encouraging sound effects, it can mobilize students' emotions, ignite their passion, and liven up the classroom atmosphere [6]. In addition, the Seeworld whiteboard has a built-in dictation function, which reads words and texts in the form of audio. Teachers can select corresponding words according to specific teaching needs. They can read the words in order or randomly, and they can also set the duration for each word and the interval time. For example, if 10 words are required to be dictated before class, and each word is completed within 10 seconds, plus the time for collecting homework, the whole process can be accurately controlled within three minutes. Compared with the traditional reading method, this greatly saves time. With the help of this machine-reading method, it can also create a tense atmosphere for students, making them feel more pressured during dictation and forcing them to concentrate. However, there is also a drawback.

That is, for words with a small number of letters, such as "day", "hot", "us", etc., students generally need more reaction time. At this time, if the teacher can provide a vocal demonstration simultaneously, it can effectively make up for this deficiency and help students adapt to this machine-reading method more quickly [7].

3.2 Grammar Teaching Link

The Seeworld whiteboard can inject more teaching passion into English classes, making the classroom lively. It is more innovative and flexible than PPT.

Compared with traditional classrooms, the Seeworld whiteboard breaks the original classroom pattern, transforming students from passive "observers" to active "operators". For example, when teaching attributive clauses, the teacher first demonstrates how to use the drag function to combine sentences and their components into complex sentences. Then, students are allowed to go on the stage to try it themselves, truly mastering the attributive clauses through hands-on operation.

The gamified activities of the Seeworld whiteboard greatly increase the fun of grammar classes. In the teaching process of distinguishing relative pronouns and relative adverbs, the activity of "sending little monkeys into the castle" is created. The knowledge points are hidden in the classroom activities, and students can consolidate their knowledge through interesting games. In the answering competition, the virtual racing game mode of the whiteboard is used. Students are divided into groups to go on stage. Some students go on stage to participate in answering questions. Those who answer correctly will receive rewards, and those who answer wrongly will be "punished". The whiteboard will automatically record all the racing processes and the final answering results, allowing students to experience the joy of victory and the feeling of being punished by the referee and the opposing side.

In addition, with the help of the Seeworld whiteboard, knowledge can be combined with life practice. When explaining attributive clauses, students can describe their classmates in the group photo of the class, and other students can guess. This activity, which is close to students' life, greatly improves students' enthusiasm for participation. The Seeworld whiteboard also adds innovative elements to the reward link at the end of the course. The teacher prepares prizes in the form of virtual red envelopes. The prizes include various unexpected surprises such as exemption from homework and the reward of marking the test papers of two classmates at will, just like scratch-off lottery tickets, bringing doubts and expectations into the classroom [8].

3.3 Reading Teaching Link

Against the background of educational reform and in the general trend of the development of educational informatization, the Seeworld whiteboard is a teaching auxiliary tool that integrates information technology and classroom teaching. Its most important feature is its interactivity. Teachers can combine the concept of in-

teractive teaching with the functions of the Seeworld whiteboard in high school English reading classes. They can guide students from aspects such as teaching resources, creating situations, multi-dimensional interaction, and diversified evaluation, and cultivate students' English reading ability through teaching practice activities [9]. On the other hand, in the teaching process, teachers can fully combine the characteristics of the text and use teaching functions such as the sub-board in Seeworld Whiteboard 5, mind maps, classroom activities, and mobile teaching to mobilize students' enthusiasm and effectiveness in reading the text. This enables students to obtain a comfortable and pleasant emotional experience in reading classes, exercise their cooperative communication ability and independent exploration ability, maintain their enthusiasm for reading classes, and consciously and fully immerse themselves in the study of the article. In this process, students' comprehensive qualities such as language ability and thinking ability can be improved [10].

3.4 Writing Teaching Link

The Seeworld whiteboard also plays an important role in English writing teaching and promotes multiple interactions. According to the actual situation of school teachers and students, Zhao Qianming, in the English teaching and research group, proposed a writing teaching model that is based on the Seeworld whiteboard and uses information technology to combine the three stages of pre-writing, in-writing, and post-writing, namely "outlining before writing", "interactive correction during writing", and "assigning homework after writing". The purpose of adopting this model is to take advantage of the functions of the Seeworld whiteboard. Through the teaching of the three stages of pre-writing, in-writing, and post-writing, students' writing enthusiasm can be mobilized, enabling them to master the basic essentials and skills of writing in a real situation based on autonomous learning and cooperative learning, and thus improve their writing ability.

Before the writing class, teachers can organize relevant teaching topics through the resource library of the Seeworld whiteboard, collect writing materials, and recommend micro-videos related to the writing topic to students. In the writing class, based on the constructivist theory and the multimodal theory, teachers can integrate resources such as videos, audios, and pictures related to the writing topic with the help of the functions of the Seeworld whiteboard, create a learning atmosphere for students, and fully mobilize students' various senses. This can deepen students' understanding of English learning, enabling them to perceive English in daily life and apply English to real life. After the writing teaching, teachers can use the hierarchical assignment function of the Seeworld whiteboard to assign targeted writing tasks. According to students' performance in the class, they are divided into two different groups [11].

IV. Precautions for the Implementation of Multiple Interaction Strategies of the Seeworld Whiteboard

4.1 Reasonable Design of Interactive Activities

When designing interactive activities using the Seeworld whiteboard, teaching objectives, teaching content, and students' actual levels and interests should be considered. Interactive activities are designed for teaching key points and difficulties and are purposeful and targeted, rather than for the sake of interaction. For example, when designing vocabulary games, the game rules and the involved vocabulary should be closely related to the vocabulary of the teaching unit. The difficulty level should be appropriate. It should neither be too simple to make students lose interest in participating nor too difficult to discourage students. For instance, when teaching the vocabulary of Module 5 "Shopping" in the junior high school English textbook of the Foreign Language Teaching and Research Press, the game of "Guessing Shopping Vocabulary" is designed. When describing the characteristics of items for students to guess the corresponding English words, the difficulty should be suitable for seventh-grade students. Additionally, according to the characteristics of students, more thinking and exploratory links can be designed for students in higher grades, such as group debates and in-depth reading exchanges among groups.

4.2 Pay Attention to the Participation of All Students

It is important to value the enthusiasm of all students and prevent the phenomenon where a few students actively interact while others are left out. Learning groups should be appropriately divided, and the members of each group should have roughly the same level, ensuring that every student has the opportunity to be questioned and a platform to showcase themselves. For introverted students with weak foundations, more encouragement should be given, and all possible opportunities for communication should be created for them. When asking questions, some simple questions can be raised for them to answer, giving them a sense of accomplishment. Functions such as random calling and quick answering of the Seeworld whiteboard can be used to ensure that every student has the opportunity to answer questions. For example, during class, the random calling function of the Seeworld whiteboard can be used. The groups are arranged, and everyone in the group has the opportunity to speak. The answering time of each person is recorded, reducing the tension of students with slower thinking speeds. When asking simple questions in a certain order or rotation, students with weaker foundations can be asked to answer, and the difficulty of some thinking questions can be increased to enhance the sense of participation. Such group cooperative learning can promote the overall growth of students.

4.3 Grasp the Scale of Technology Application

Teaching software such as the Seeworld whiteboard greatly improves teaching efficiency. However, when applying it, the fundamental principle of education should not be deviated from. Technology is not used to teach and educate people directly

but as a means to achieve the goal of education. Teachers should attach importance to using technical means to optimize the effect of education and teaching, rather than allowing complex technical operations to distract students' attention, making technology deviate from its role as a teaching means and hindering the completion of teaching objectives. For example, when playing multimedia resources using the Seeworld whiteboard, problems such as blurred handwriting and messy audio should be avoided. During the process of teaching knowledge, situations such as system crashes, screen freezes, and out-of-sync audio and video should not occur. Teachers should be proficient in operating skills, as operation errors in class will affect the entire teaching process. Moreover, excessive dependence on new teaching software such as the Seeworld whiteboard should be avoided to prevent unnecessary freezes.

V. Conclusion

The construction of a student-centered English classroom enables students to acquire certain core competencies in English and improves the effectiveness of English teaching. The rich functions and strong interactivity of the Seeworld whiteboard can provide powerful support for English classrooms to achieve this goal. By adopting various interactive methods in vocabulary, grammar, reading, writing, and other aspects, the Seeworld whiteboard can fully mobilize students, encourage them to actively participate in classroom teaching, and make great contributions to the cultivation of students' autonomous learning ability and comprehensive language application ability. However, regardless of the degree of application of the Seeworld whiteboard, the principle of moderation should be noted, and the design of various interactive activities should be emphasized. Attention should be paid to involving all students in operations, and the scale of technology application should be grasped. Only in this way can the advantages of the Seeworld whiteboard be brought into full play, and an efficient and interesting English classroom centered on students can be created. At the same time, we should recognize that educational technology is constantly evolving. In the near future, the Seeworld whiteboard will be more widely accepted and favored by teachers, and it can play a greater role in English teaching, continuously promoting English teaching reform through teachers' teaching.

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