

Research on the Application of Flipped Classroom Mode on Intermediate and Intermedia and Advanced Chinese Courses for Foreigners

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Abstract: There are endless discussions from all walks of life on the use of the Internet to integrate various resources “Internet +”. The integration of the Internet with the times has become an inevitable trend in the development of modern industries. Thus, the teaching model of flipped classroom came into being. The flipped classroom teaching model is a product of modern education informatization. It has obvious advantages such as individualized learning and promotion of teaching interaction, and it is highly respected by all walks of life. The research and experiment of the flipped classroom teaching model in the education circle are also increasing day by day. Attempts to use the flipped classroom teaching model in international Chinese teaching are constantly being proposed and practiced. At present, the flipped classroom teaching model has made bold attempts in the oral, listening, writing, intermediate and advanced Chinese comprehensive courses and young teacher training in international Chinese teaching, and has achieved good teaching results. In September 2016, the author received a non-degree intermediate and advanced class Chinese comprehensive course teaching task during the college internship. Compared with other course types, the teaching of comprehensive Chinese courses is relatively boring and has certain difficulties. After discovering some problems in students' learning in the early stage of teaching, the author decided to try to use flipped classroom in the intermediate and advanced comprehensive Chinese courses for foreigners. Teaching model to solve these problems.

1. Introduction

The progress of the times has made the new generation of information technology represented by the mobile Internet closely related to our work, study, and life, and its influence is increasing. With the combination of education and the Internet, the application and development of multimedia technology, mobile learning has now become an inevitable learning trend. In this context, the “flipped classroom” (or Inverted Classroom) has caused a sensation in the education industry and has attracted the attention of the majority of educators. Especially in recent years, many teaching experiments related to the flipped classroom teaching model have been carried out around the world. At the same time, my country's “Ten Year Plan for the Development of Educational Informatization (2011-2020)” pointed out that “Develop international Chinese teaching and culture, promote high-quality digital education resources, support the internationalization of Chinese education and cross-cultural education exchanges, and promote the construction of online Confucius Institutes. Actively spread the excellent culture of the Chinese nation.” In this educational background, we should also follow the development trend of “Internet +” and actively try to combine network resources with our own development to achieve the sustainable development of education informatization. In the international Chinese language teaching academia, many front-line teachers have tried flipped teaching. Among them, scholars have done experiments in writing, oral, grammar, listening, intermediate and advanced Chinese comprehensive courses, and young teacher training in teaching Chinese as a foreign language, and the results achieved are also various. After screening these documents, no scholars have been found to try to use the flipped classroom teaching model in the middle and advanced integrated Chinese courses teaching.

2. The Feasibility of Applying the Flipped Classroom Teaching Model in the Intermediate and

Advanced Integrated Chinese Courses for Foreigners

Compared with the traditional classroom teaching model, the flipped classroom teaching model has its own unique characteristics. Although experts and scholars have different understandings of the flipped classroom teaching model, they maintain the same basic process of the flipped classroom teaching model, and some teaching processes have been adjusted due to the nature of different disciplines. After in-depth understanding of the traditional classroom teaching mode and the flipped classroom teaching mode and referring to the implementation of the flipped classroom teaching mode by many scholars, the basic implementation steps of the flipped classroom teaching mode are proposed. We can intuitively feel the difference between the two through the basic flowchart. The basic process of the traditional classroom teaching model is: students preview the text at home and have a general understanding of the knowledge to be learned. Classes are mainly taught by teachers, in order to achieve the purpose of students' basic understanding of what is being taught. During class, teachers may re-explain the areas where the students are more confused, or give some guidance to some students with learning difficulties. The internalization of student knowledge is mainly achieved by completing homework after class. The evaluation and feedback of learning effects are also mainly judged by students' homework. In the flipped classroom teaching mode, students learn by watching micro-videos and materials issued by the teacher within the specified time before class. For areas that are confused during the learning process, they can ask teachers or classmates for help online, and they can also solve problems on their own through the Internet. You can also complete the test or pre-class tasks assigned by the teacher by discussing with classmates. The teacher can determine the key points in the class and design related tasks or teaching activities by grasping the students' test situation and the completion of the pre-class tasks. . In the classroom, the teacher answers questions in one-to-one and one-to-many ways, and according to the type of tasks, allows students to process independently or study in group cooperation to achieve the purpose of knowledge internalization. After class, the teacher evaluates and feedbacks on the students' learning situation to realize the consolidation and development of knowledge. But in different subjects, the teaching process of teachers will have certain changes.

When reading texts or answering questions, they often have more or less inaccurate understanding of the pronunciation of words, words, and phrases, and they mainly focus on the pronunciation and language of Chinese four tones, flat tongues, and voiceless sounds. The sound changes. Although the pronunciation can be close to the correct pronunciation after correction, the problem will reappear in the sentence or speech flow. Some students are affected by the negative transfer of the mother tongue, some students are not timely due to the influence of speech flow, some students have formed fossilized phenomena that are difficult to change, and some are affected by the expression of sentences . This requires teachers to grasp the pronunciation of the students, and be able to speculate on the reasons for this situation based on the situation, and correct errors appropriately. In terms of grammar, the most likely problem is that there are a large number of postpositions of attributives or adverbials in sentences. The main reason is the influence of the mother tongue. Teachers should emphasize the difference between Chinese and their mother tongue to increase students' attention. The inaccurate grasp of grammatical knowledge is another problem for them. Students often have a situation of "knowing what is happening and not knowing why". This may be caused by teachers' low requirements for the grammar that international students need to master, and students' fear of difficulty, and they can often rely on their own sense of language and guesses to be sure that they are not separated from each other. First of all, we need to get rid of students' fear of difficulty, and try our best to show the grammar in a more systematic and interesting way. Students' interest in grammar is the ultimate "magic weapon" for us in class. According to their understanding, the misuse of punctuation marks is also a major "feature" of this class. Of course, this situation may also apply to all classes of international students. Punctuation marks are a new product of the times, but the wrong use of punctuation can sometimes have different or opposite expressions, and even have very different effects. It is necessary to cite some special cases, counterexamples and sentences that students appear in the text or expressions as templates, so that students can be "vigilant" about punctuation.

3. Instructional Design for the Application of the Transfer-to-Class Teaching Model in Integrated Chinese as a Foreign Language

The successful implementation of the flipped classroom teaching model includes two links before and during class, and some also include after class. Instructional design, video recording, pre-class self-study and pre-class testing are the main preliminary tasks for the implementation of the flipped classroom teaching model. The activity design in the intensive learning phase of the class is also indispensable, and some may also involve review after class. The pre-class links mainly include teaching object and teaching objective analysis → teaching resource integration → platform content design → independent learning → simple test → effect feedback → online communication → online answer. After analyzing the teaching objects and teaching goals in the early stage, we need to integrate teaching resources. The integration of teaching resources is mainly to integrate the textbook resources, network materials and other learning resources of the course, to make the courseware content of the pre-class teaching platform and to make the classroom content and activity arrangements that need to be used in the classroom based on predictions and feedback through student evaluations. The book “Progress” has a CD-ROM. The CD-ROM mainly provides recordings of texts and after-school essays. Correspondingly, there are targeted vocabulary and grammar exercises and comprehensive exercises. It also provides expression training related to the theme of the text. The expression training part is further divided into three modules: text discussion, data search for exercises, and picture talk. These materials and exercises provide valuable materials for the design of the teaching plan of the self-learning platform before class, and they are very useful for reference. Search for relevant content on the Internet, such as story materials, video materials, and some movies and programs. Some topics related to it can be added to the teaching content. Upload self-made teaching courseware. There are mainly recording materials, PPT and videos.

4. The Teaching Evaluation of the Flipped Classroom Teaching Model Used in the Comprehensive Chinese as a Foreign Language Course

The prerequisite for the implementation of the flipped classroom teaching model is that students have a good Chinese proficiency and can autonomously express topics. This group of students is basically at the intermediate and advanced Chinese level, and is not suitable for the teaching of elementary Chinese level students. The author's teaching practice chooses the middle and senior student groups. In the early stage of teaching, all aspects of the conditions are not very suitable for the development of flipped classroom teaching. It can only be carried out in the second half of the semester when the students' Chinese proficiency is slightly improved, and the running-in between teachers and classmates is a little deeper. Let alone try to use it. The author believes that compared to students with intermediate and advanced Chinese proficiency, students at intermediate and advanced Chinese proficiency are more suitable to use the flipped classroom teaching model. First of all, the intermediate and advanced level teaching objects generally have a deep language foundation, but also have strong self-study ability, and can complete the learning of video content or micro-courses. Secondly, international students with intermediate and advanced Chinese proficiency have a certain level of Chinese expression and self-control. They can preview before class, express their opinions smoothly in class, or use some non-verbal means and the help of others to complete the purpose of communication. This type of student group is more suitable for flipped classroom teaching mode.

In the practice of flipped classroom teaching, it is found that the practice of applying the flipped classroom teaching model to the whole class in the teaching of integrated Chinese as a foreign language has not achieved the expected results. The main reason is that there are too many video materials that students need to study independently, the time that students need to spend on self-study and testing is too long before class, and the course schedule of this class is relatively tight, which is not easy for students to accept. After the improved teaching practice in sub-modules, students' enthusiasm for learning new words and text content and satisfaction are not as good as

other modules' reflections. Although to a certain extent it reflects the student's tendency to refuge easily, but it also shows that Therefore, we also need to work hard on the content that students are not willing to learn. The refining of teaching content must not only be "simplified" but also "refined", and pay attention to "quantity" as well as "quality". This tendency also explains that in the teaching of integrated Chinese as a foreign language, try to avoid using the flipped classroom teaching mode in the whole class and choose partial content flipping. If you must use the flipped classroom teaching model in the whole class, try your best to choose the teaching content, and it is best not to expand the classroom content too deeply.

In addition to having good professional qualities, teaching skills, and multimedia application skills, teachers also need certain data statistics and analysis skills and the ability to observe and discover problems, and they have to spend a lot of time and energy. Especially the ability to select information and make videos. At the same time, it is a great test for teachers to possess these abilities. For students, the number of class hours and the concentration period of time each week are different, and there are other pressures to complete tasks assigned by different teachers. Although the flipped classroom teaching model uses the pre-class time for autonomous learning, it must coordinate the arrangements of other parties and cannot concentrate all of them on the same time period. Class schedules are concentrated in intensive time periods, so the flipped classroom teaching model can only be tried once a week. Dealing with these problems well also gives students plenty of time to internalize knowledge.

5. Conclusion

The flipped classroom teaching model in the application of comprehensive Chinese courses in teaching Chinese as a foreign language has been welcomed by students because of its novel teaching methods. In actual operation, the teaching videos recorded with PPT in the early stage involve vivid explanations of grammar points, new words, and text content. These video courseware help students deepen their knowledge for the first time in the process of independent learning. After the video is over, the students' self-learning content will be tested by means of a link to the learning platform. In the classroom, PPT is used to explain the parts where students have a higher error rate, so that students can internalize the knowledge they have learned again. Various presentation methods of classroom teaching content help students consolidate the knowledge they have learned. In the actual teaching process, it is proved that the flipped classroom teaching mode is feasible to implement in the intermediate and advanced Chinese comprehensive courses. The author believes that the flipped classroom teaching model is generally very suitable for teaching Chinese as a foreign language. Finally, this article puts forward specific implementation strategy recommendations based on research.

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