

# Research on the Application of "Blended" Teaching Mode in Teaching Chinese as a Foreign Language

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**Abstract.** The traditional teaching mode of teaching Chinese as a foreign language is limited to class time and low classroom efficiency. It is difficult to realize the practice of "intensive explanation and more practice" in teaching Chinese as a foreign language. Combining digital learning with traditional teaching and exploring from the perspective of online teaching is an extremely important development direction. Based on the current situation of small class in teaching Chinese as a foreign language, the article puts forward the basic process of the Blended teaching mode suitable for the Chinese as a foreign language classroom. Using the method of questionnaire survey and contrast experiment to compare the traditional teaching mode with the Blended teaching mode, it is found that the introduction of " Blended" teaching mode can increase students' participation in the class and the opportunities for teachers and students to interact and enhance the teaching effect.

## 1. Introduction

Blended teaching is a concept advocated by the educational technology community today. It refers to "optimizing the selection and combination of all teaching elements to achieve the teaching objectives. Teachers and students in the teaching activities, various teaching methods, models, Strategy, media, technology, etc. are used skillfully according to the needs of teaching to achieve a realm of art." In order to further strengthen the position of Chinese character teaching in teaching Chinese as a foreign language, correctly and rationally use the concept of Blended teaching, build a Blended Chinese character Teaching is an effective way to solve the current problems in the teaching of Chinese characters.

As China's diplomacy has become more and more powerful, the strengthening of teaching Chinese as a foreign language has also become a trend. In 2016, Li Xin <sup>[1]</sup> proposed the use of distance education technology to make up and improve the teaching system of Chinese as a foreign language, and used the distance education mode to build a learning platform. The research found that this method effectively improved the students' learning level. In 2016, Liu Songhao et al. <sup>[2]</sup> analyzed the teaching of Chinese as a foreign language in order to develop the application of abbreviations. The results show that the abbreviation is a form of practice that should be applied. In 2017, Tang Shuhong <sup>[3]</sup> combined TV programs with Chinese teaching. This paper discusses the content of communication, the form of communication and the object of communication in Chinese foreign language teaching programs. It briefly analyzes its communication characteristics and the influence of Chinese traditional culture. The research finds that this model has broad development space and prospects.

As a new type of education mode, the Blended teaching mode has great research value. In 2016, Lin Xueyan and others <sup>[4]</sup> combined the traditional teaching with the network teaching in order to change the traditional teaching mode, designed a Blended teaching model based on the flipping classroom, and conducted teaching practice and effect analysis in the "database technology" course of higher vocational education . The study found that the Blended teaching mode can effectively improve the quality of teaching. In 2017, Yang Fang et al. <sup>[5]</sup> explored and analyzed the application mode and characteristics of Blended teaching methods in English teaching. The research shows that the organic integration of online and offline teaching is the fundamental guarantee for the

implementation of English Blended teaching. The main role. In 2017, Guo Wei <sup>[6]</sup> conducted a research on the teaching mode of the Internet era, and tried to apply it based on the Blended teaching mode of mobile terminal, and applied it to the teaching practice of the pragmatic integration course of "single-chip application technology" in five-year higher vocational education. The characteristics of the Blended teaching model in the "Internet +" era, the study found that the teaching model can better adapt to students' learning habits.

This paper introduces the theoretical basis and basic meaning of Blended teaching, analyzes the classroom teaching content of mixed teaching <sup>[7-8]</sup>, discusses the content of Blended teaching, and analyzes the existing three problems in the teaching of Chinese characters. From the perspective of Blended teaching, the analysis of the improvement can be carried out one by one, and it is found that the Blended teaching can improve the existing problems of the teaching of Chinese characters to a certain extent, which is very important for the construction of Blended teaching of Chinese characters <sup>[9-10]</sup>.

## 2. Methods

**2.1 Adjust Classroom Teaching According to the Teaching Object.** Teaching object is an important part of classroom teaching. Teaching according to the subject is one of the conditions for successful classroom teaching. The teaching objects of Chinese as a foreign language can be divided into two categories: foreign students in the Chinese character culture circle and international students in the non-Chinese character culture circle. In each major category, due to different nationalities, the native language culture background and Chinese cultural background of the teaching objects are also Difference. In the specific teaching, the teacher should adjust the classroom teaching according to the object, and if necessary, modify the courseware to match the teaching.

If most of the students are Japanese students, the analysis and study of strokes and parts of Chinese characters can be appropriately reduced. The focus of teaching should be on the comparison between Chinese characters and Japanese characters. On the eve of teaching, teachers can adjust the courseware and increase the comparison of Chinese characters in two languages, especially the comparison on pronunciation. If most of the students are Korean students, the comparison between Chinese characters and Korean characters should be added.

If the majority of students are European and American students, they can present the same or similar pronunciation in their native language as the Chinese characters they teach, activate their own patterns of spelling words, and promote their learning of Chinese characters. The focus of teaching should be on helping them master the rules of Chinese characters and establishing patterns of Chinese characters. At this time, the teacher should focus on the strokes and parts of the Chinese characters, so that the students can remember that the Chinese characters are composed of parts, and the writing of Chinese characters is regular.

**2.2 The Meaning of Blended Teaching.** With the deepening of education informatization, Blended teaching has gradually gained attention. It is not a new teaching mode. It advocates the introduction of digital teaching mode without abandoning the traditional teaching mode, and combines the advantages of the two to achieve the best teaching effect.

Blended teaching is to upload the teaching and teaching links in the traditional classroom to the learning platform through micro-lectures and other resources. Students obtain basic knowledge through online self-learning. Taking precedence over difficult point , error-prone counseling and organizing classroom activities in class time. It has played a good role in adapting to the development of the information age and improving classroom efficiency, cultivating students' autonomy in learning and improving the fun of learning.

**2.3 The Great Significance to Construct a Blended Teaching of Chinese Characters Teaching.** There are three problems in the teaching of foreign Chinese characters. The teaching methods of foreign Chinese character classroom teaching need to be improved. The teaching media needs to enrich the network resources of foreign Chinese character teaching to be enriched and perfected. The academic research of foreign Chinese character teaching needs to be deepened. According to

the meaning of Blended teaching, Blended teaching is a mixture of various teaching resources. Therefore, in actual teaching, teachers do not have to be too rigidly attached to the teaching materials, and can choose various teaching resources to supplement according to the teaching needs.

According to the meaning of Blended teaching, Blended teaching is a mixture of independent learning and cooperative learning, and is a mixture of various teaching media. Therefore, in the actual teaching, teachers can improve the classroom teaching of Chinese characters based on these two points. First of all, teachers should pay enough attention to the teaching of Chinese characters, and let students also realize the importance of learning Chinese characters for learning Chinese. In the classroom teaching, a combination of self-study and cooperative learning can be adopted. Self-directed learning is guided by the construction of attention learning theory, which not only gives full play to the leading role of teachers, but also highlights the students' dominant position in the learning process and guides students to actively learn Chinese knowledge. Cooperative learning is to give full play to the spirit of cooperation among students and to complete the Chinese character classroom exercises for teachers. In Chinese character teaching, It is necessary to use a large number of teaching media such as text, pictures, videos to achieve better teaching results.

According to the meaning of Blended teaching, Blended teaching is a mixture of various teaching resources, which is a mixture of independent learning and cooperative learning. Therefore, the network teaching resources should be supplemented by the content of the textbooks, and some content that is not available on the textbooks but students want to learn or difficult content to improve the teaching of Chinese characters. Students' learning of online resources can be seen as autonomous learning of students and supplementary learning outside of classroom learning. The reasonable arrangement of network resources requires the joint efforts of teachers and students. Teachers can prepare the teaching resources of the network in advance and adjust the teaching content according to the feedback from the students.

### **3. Experiment**

Students from Class 1 and Class 2 of Elementary Chinese Language of X University were selected as subjects for a four-month experiment. Class 1 was the control group which adopt the traditional teaching mode, and the class 2 was the experimental group which adopt the Blended teaching mode, questionnaire survey and level test to observe the learning situation of the two classes of students after the experiment.

The experimental process is divided into three steps. The first step: test the Chinese character ability of all students before the experiment to record the students' level ability. The second step: the traditional group teaching mode will not be described here. The experimental group is divided into three parts: pre-class, in-class and after-class. Before the class, the teachers provided micro-lectures and ppt and other learning resources for the class of experimental students. Students completed self-learning before class. If they have questions, they can communicate with teachers in time through the online platform. In the class, teachers organize classroom tests based on student learning, and conduct classroom activities and discussions in groups to help students internalize knowledge. After the class, the students complete the corresponding exercises and if they have questions, they can also communicate with teachers in time through the online platform. Step 3: After the end of the experiment, a questionnaire survey was conducted on the students in the experimental group to investigate their acceptance of the blended teaching model and various evaluations. Step 4: Organize a unified classroom test before the end of the experiment to compare the changes in the level of students' Chinese characters.

### **4. Results and Discuss**

Experimental results: Compared with the control group, the average score of the students in the experimental group was 85 points, and the average score of the students in the control group was only 73 points. The scores of the students in the experimental group were significantly higher than those in the control group. The interview results show that 85% of the students in the experimental

group support the Blended teaching mode, and hope that other single skills courses such as speaking and writing also try this mode of teaching; 90% of students believe that the Blended teaching mode can improve the level of the Chinese; But 30% of students believe that the pre-class learning of the Blended teaching mode has increased their learning burden and took up a lot of time. The results showed that the blended teaching mode has basically been recognized by students, and it can enhance students' sense of classroom participation, improve the level of Chinese learning, and facilitate the teaching of Chinese as a foreign language.

Through the study of the above experiments, we found that the application efficiency of the blended teaching in teaching Chinese as a second language is inseparable from the participation of students' independent learning ability. There is a close relationship between the quality of the blended teaching and the level of self-learning. Self-learning ability can improve the quality of students' learning under the Blended teaching mode, and the ideal teaching mode can help students improve their self-learning ability. However, Blended teaching increases the workload of teachers and requires teamwork of more teachers, it should be noted that the value of teamwork should not be neglected in this teaching mode. Integrate teacher resources and share the results of micro-lectures to facilitate the smooth progress of this teaching model.

Network teaching enters the campus. It is not an alternative to traditional teaching. It is constantly colliding with traditional teaching, gradually integrating in the collision, continuously supplementing and perfecting in the integration, and forming an effective and feasible teaching environment in the context of information technology. Method system. Blended teaching advocates combining the advantages of traditional teaching with the advantages of digital teaching. The advantages of the two are complementary so as to obtain better teaching results. As an emerging teaching model, its experimental research in Chinese teaching is still at a very early stage. We hope that this article will attract more scholars' attention to the hybrid teaching model and introduce it into other fields of teaching Chinese as a foreign language.

## 5. Conclusion

Teaching Chinese as a Foreign Language is accompanied by the establishment of New China, and China's foreign exchanges have gradually increased. As the world enters the information age, the entire language science is becoming more and more important in the century. China's economic development has advanced by leaps and bounds in recent years, and its international status has rapidly increased. In line with China's strong development, the global Chinese language is heating up, and Chinese is gradually becoming a strong language. The teaching of Chinese as a foreign language is a teaching object with its own characteristics at an appropriate time. Through appropriate teaching methods and appropriate teaching media, it provides the teaching content of Chinese teaching and Chinese teaching. Seeking the unique principles and laws of blended teaching of teaching Chinese as a foreign language, and explore a scientific and reasonable teaching plan that is simple and easy in teaching Chinese characters.

The biggest advantage of the blended teaching mode is that it can combine the two advantages of the traditional learning mode and the network learning mode, that is, it can not only play the leading role of the teacher to guide, inspire and monitor the teaching process, but also fully reflect the students' initiative as the main body of the learning process, enthusiasm and creativity. The blended teaching mode embodies new learning concepts that will change the way students learn, the teaching strategies and roles of teachers in this emerging learning model.

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