

The Application of Blending Learning Method in Teaching Chinese as a Foreign Language

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ABSTRACT

Applying blending learning method to teaching Chinese as a foreign language can help students better adapt to different language environments and effectively utilize educational resources to improve teaching efficiency. To this end, teachers should use teaching software and tools suitable for blending learning environments, provide personalized learning paths for students, and design projects for the practical application of culture and language. This enables students to apply Chinese in practice, collect data and analyze their learning behavior and effectiveness using a Learning Management System (LMS), and form formative and summative evaluations. Subsequently, we will assist teachers in continuously adjusting their teaching strategies, thereby effectively promoting the innovative application of blended learning methods in teaching Chinese as a foreign language.

KEYWORDS

Blending learning; Teaching Chinese as a foreign language; Application

1 Introduction

In the new era and new stage, the rapid progress of technology and the development of globalization are driving the teaching reform of language education. As an important channel for academic exchange and cultural transmission, teaching Chinese as a foreign language urgently requires innovative educational methods to meet the needs of the times. The blending learning method combines traditional teaching with modern technology, creating an interactive and diverse learning platform that significantly expands teaching resources, increases student participation, and enhances the sustainability of teaching effectiveness. This paper will delve into the application value and specific strategies of blending learning in teaching Chinese as a foreign language. This aims to provide practical and feasible methods for Chinese language educators as a foreign language, helping them effectively utilize modern technology to cope with contemporary educational changes.

2 The Application Value of Blending Learning Method in Teaching Chinese as a Foreign Language

2.1 Combining Online and Offline Activities, to Help Students Better Adapt to Different Language Environments

The blending learning method has shown outstanding performance in helping students adapt to the changing language environment in teaching Chinese as a foreign language. Specifically,

blending learning integrates online and offline teaching activities, creating a diverse learning environment that combines direct teacher guidance with self-directed online learning. In this mode, students can answer their questions in real time through traditional classroom interaction, while online learning can review and deepen their learning at their own pace firstly. Secondly, the multimedia teaching resources of online learning platforms, such as videos, audios, and interactive simulation activities, make up for the lack of resources in traditional classrooms. Again, by watching Chinese videos covering different regional cultures, students can gain a deeper understanding of cultural and dialect differences between regions, thereby promoting their language practice and cross-cultural communication skills.^[1] Finally, blending learning allows students to connect with peers from around the world through online forums and chat rooms. Communicating with others can help them apply what they have learned in a real language environment and continuously improve their practical language skills. In short, the unique teaching structure of blending learning method balances the differences between different learning environments and provides students with flexible and varied learning paths.

2.2 Combining Online Resources with Traditional Classroom Teaching can More Effectively Utilize Educational Resources, to Improve Teaching Efficiency

The application of blending learning method in teaching Chinese as a foreign language has effectively optimized the allocation of teaching resources and significantly improved the efficiency of teaching. Firstly, blending learning not only covers traditional textbooks and exercises, but also extensively integrates multimedia content, practical language application scenarios, and culturally relevant materials. By integrating online and traditional classroom teaching resources, the effectiveness of these resources can be comprehensively improved. Secondly, in this teaching system, traditional classrooms mainly serve interactive activities that require direct teacher participation, such as oral practice, role-playing, and cultural discussions; Online platforms can provide students with rich audio-visual materials, interactive exercises, and self-learning modules, greatly enriching their learning methods. Again, teachers can also assign and grade homework through online platforms, saving valuable classroom time and allowing them to spend more time on enhancing classroom interaction and personalized teaching. Finally, blending learning emphasizes the practical application of language and a deep understanding of cultural backgrounds.^[2] Through virtual or simulated language environments such as online communication meetings and virtual tourism, students are able to use Chinese in a context that is close to reality. This flexibility also allows teachers to make immediate adjustments based on teaching needs and student feedback, making teaching more in line with students' actual needs. In addition, the diversification of online teaching resources greatly supports students' personalized learning needs, enabling them to learn according to their individual needs; The learning style and pace of individuals depend on the selection of the most suitable learning materials and activities.

3 Application Strategies of Blending Learning Method in Teaching Chinese as a Foreign Language

3.1 Using Teaching Software and Tools Suitable for Blending Learning Environments to Provide Students with Personalized Learning Paths

Teachers should carefully select and integrate various online teaching resources and tools to create a personalized learning environment that is both interactive and rich in content for students. Firstly, teachers need to select online platforms and tools suitable for teaching Chinese as a foreign

language. These tools should have features that support multiple forms of interaction, such as video conferencing, real-time chat, discussion boards, and online testing, allowing students to effectively communicate with teachers and peers in a virtual environment. ^[3] Secondly, teachers should use these tools to design personalized learning paths for students. Teachers should provide students with teaching materials and activities at different levels based on their specific learning needs and abilities. For junior students, videos of basic language exercises and grammar explanations should be provided; For advanced students, diverse cultural lectures and complex language application tasks should be provided. At the same time, teachers should monitor students' learning progress and performance in real time, and adjust course content and teaching strategies accordingly to ensure that students can learn efficiently at their own pace. Thirdly, teachers should encourage students to use these online tools for self-directed learning. Teachers can set up online challenges and interactive games to stimulate students' learning motivation, thereby increasing the fun of learning, enhancing students' participation and self-learning ability. In addition, teachers can also organize regular online meetings to discuss problems encountered by students during the learning process and provide targeted guidance and assistance.

3.2 To Design Cultural and Language Practical Projects That Enable Students to Apply Chinese in Practice

Teachers can design projects closely related to Chinese culture and language application, and guide students to combine classroom learning with specific real-world situations, thereby enhancing the practical value of learning and deepening students' understanding of Chinese language and culture. Firstly, teachers need to identify project themes that are consistent with teaching objectives. The theme should cover a wide range of cultural elements and practical language application scenarios, such as business Chinese communication, celebration activities of traditional Chinese festivals, appreciation of ancient Chinese poetry and other activities. Secondly, teachers need to design specific project tasks to guide students to use the language skills acquired in the classroom to complete various tasks, such as making videos about traditional Chinese festivals, writing business emails, or conducting simulated shopping conversations. Thirdly, in order to effectively support these projects, teachers should integrate rich online and offline resources and tools. ^[4] Online resources such as virtual language laboratories, video production tools, and online collaboration platforms can provide students with more opportunities to practice language skills and promote cooperation and communication among classmates in completing project tasks; Offline activities such as group discussions and role-playing need to be conducted under the direct guidance of teachers to ensure that students can effectively use the language they have learned in practical communication.

3.3 To Collect Data Using a Learning Management System (LMS), and to Analyze Student Learning Behavior and Outcomes

Teachers can use modern technological means to collect and analyze students' learning data, and adjust teaching methods and content accordingly to meet students' specific needs. Firstly, teachers need to collect key data on students' online learning process through platforms such as Learning Management Systems (LMS), including homework completion time, test scores, and course material access frequency, in order to understand students' learning progress, strengths, and difficulties. If the data shows that students have difficulties in pronunciation practice, teachers can provide targeted additional pronunciation exercises or one-on-one tutoring to help students overcome the difficulties. Secondly, teachers can use data analysis to measure the effectiveness of

teaching content and activities. Teachers can analyze students' participation and feedback on specific teaching videos or teaching units, gain insights into which teaching content can best stimulate students' interest, and which content needs to be adjusted or updated, so that teaching design can more accurately respond to students' learning needs and preferences. Thirdly, data analysis also supports teachers in fine-tuning teaching strategies, such as adjusting course pace, reallocating learning time and resources, or introducing new teaching methods. If the data indicates that students perform poorly in self-study modules, teachers can appropriately increase synchronous teaching time to ensure that students can effectively learn under the direct guidance of teachers and solve the problems encountered.

3.4 To Continuously Adjust Teaching Strategies by Combining Formative and Summative Evaluations

Teachers should combine formative evaluation with summative evaluation, continuously monitor and adjust teaching strategies, and ensure consistency between teaching activities and learning outcomes. On the one hand, teachers' formative evaluation should run through the entire teaching process to monitor students' learning progress and provide immediate feedback, helping students understand their own learning status and make corresponding adjustments. In the practice of teaching Chinese as a foreign language, formative assessment includes various forms such as online language exercises, simulated dialogues, and mid-term feedback on group projects, in order to timely assess students' learning outcomes. If online platforms allow teachers to receive students' homework in real-time and provide timely language advice to help students quickly understand and correct mistakes. On the other hand, summative evaluation is arranged at the end of the learning cycle, usually including comprehensive tests, project reports, or oral expression, which can comprehensively reflect students' language ability and cultural understanding level. [5] In blending learning, summative evaluation needs to balance the effectiveness of online and offline activities to ensure the fairness and comprehensiveness of evaluation criteria. In addition, teachers should conduct in-depth analysis and practical application of the evaluation results. Teachers should adjust teaching content, teaching methods, and resource allocation based on formative and summative evaluations. For example, if data analysis reveals that some students encounter difficulties in specific language structures, teachers should add relevant exercises or adjust teaching methods in the curriculum to promote the improvement of teaching effectiveness. In this way, formative and summative evaluations can be effectively combined to construct a cyclic and iterative learning evaluation framework for students, and also enable teachers to flexibly adjust teaching strategies based on students' specific performance. This in turn significantly improves the overall quality and efficiency of teaching Chinese as a foreign language.

4 Conclusion

The blending learning method effectively combines traditional classroom teaching with modern technological means, greatly enriching teaching resources and forms, and significantly enhancing the interactivity and flexibility of teaching, providing solid support for the practice of teaching Chinese as a foreign language. The successful implementation of blended learning demonstrates the enormous potential of educational technology in promoting language learning and cultural exchange, and also foreshadows its continued development prospects in the global education field. In the future, educators need to constantly explore and innovate to better adapt to changes in teaching and learning environments, thereby promoting the continuous improvement of the

quality of teaching Chinese as a foreign language.

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