

The Application Path of the Blended Differentiated Teaching Model in International Chinese Teaching

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Abstract: As an organic combination of blended teaching model and differentiated teaching model, the blended differentiated teaching model can not only effectively break through the time and space limitations in the offline implementation of differentiated teaching, truly extend the classroom to online platforms, but also help students build personal learning resource libraries and promote personalized learning. Taking the international Chinese course teaching as an example, this paper focuses on exploring the specific application paths of the blended differentiated teaching model in this course. It aims to fully arouse students' learning interest, enhance learning effects, meet the diversified needs of international Chinese teaching, significantly improve teaching quality, and effectively provide new ideas and practical support for the reform and innovation of international Chinese teaching.

Keywords: Blended differentiated teaching model; International Chinese teaching; Application path

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1. Introduction

With the gradual increase in the number of people learning Chinese, the learner groups have gradually shown diverse characteristics, such as diverse cultural backgrounds, different learning motivations, and varying language foundations. This has brought unprecedented challenges to international Chinese teaching. The traditional “one-size-fits-all” teaching model is obviously unable to meet the personalized and diversified learning needs of all students. This will not only directly affect the quality of students' learning, but also may dampen their interest in learning, resulting in unsatisfactory teaching effects. Therefore, with the upsurge of “Internet + education”, the mixed differentiated teaching model has gradually come into people's vision and slowly penetrated all aspects of international Chinese teaching. It aims to effectively integrate the advantages of online and offline teaching based on students' individual differences, provide students with a more flexible and personalized learning environment, to effectively solve the long-standing problems in international Chinese teaching and promote the reform,

innovation, and development of international Chinese teaching.

2. Current status of international Chinese teaching

For a long time, international Chinese teaching has been mainly conducted offline, with teaching activities organized through teacher-student and student-student interactions in classroom settings. Consequently, relevant research on international Chinese teaching has primarily focused on traditional teaching models. In terms of curriculum design, most arrangements are centered around the physical classroom environment. Meanwhile, textbook content rarely incorporates online teaching elements, and teachers usually do not assign online learning tasks to students. Regarding teaching and learning theories, scholars' research has mostly concentrated on traditional classroom scenarios. Studies on teacher training and development have also mainly focused on improving teachers' instructional skills in traditional classrooms, with less attention paid to enhancing their online teaching capabilities^[1]. Typically, teachers adopt a model of “centralized lectures + in-class practice + interactive consolidation” to help students understand and master knowledge points. Although such teaching models can meet the learning needs of most students, as the scale of international Chinese teaching continues to expand, its drawbacks have become increasingly evident.

In recent years, with the deepening integration of information technology and education, the blended teaching model has gradually permeated international Chinese teaching due to its advantage of effectively integrating online and offline teaching. However, due to insufficient experience and inadequate teaching capabilities in this area, teachers face the following problems in the practical application of online-offline blended teaching models: Firstly, teachers neglect students' individual differences. College students from different countries have significant cultural differences, which means their learning processes will not be smooth. Secondly, the repetition of teaching content between online and offline sessions may restrict the effective stimulation of students' learning interest, resulting in unsatisfactory learning outcomes in both online and offline settings. Thirdly, the utilization of resources is simplistic^[2]. Despite the abundance and diversity of online resources, some teachers merely limit their use to uploading teaching materials to online platforms and assigning independent preview tasks to students, rarely designing personalized teaching activities based on students' varying learning needs. This may hinder the full utilization of high-quality resources. In addition, the effectiveness of international Chinese teaching may be directly affected by multiple factors, such as cultural background and learning habits. Some scholars have actively explored differentiated teaching methods to cater to the personalized learning needs of students from different countries^[3,4].

3. Application paths of the hybrid differentiated teaching model in international Chinese teaching

The hybrid differentiated teaching model is an organic combination of the blended teaching model and the differentiated teaching model. Specifically, it means that teachers flexibly use various modern information-based teaching methods in all teaching links before, during, and after class, while closely integrating online and offline teaching. Moreover, they need to carefully organize teaching according to students' different learning styles, interests, etc., to provide students with a good personalized learning platform and space, and achieve a twice-the-result-with-half-the-effort teaching effect^[5].

3.1. Pre-class experience

Before class, teachers not only distribute guided learning plans to students through online platforms and share learning resources with them, but also conduct targeted online Q&A sessions for the problems students encounter during pre-class preview, aiming to create a personalized learning environment for students and make full preparations for the subsequent formal classroom teaching. Specifically, first of all, teachers will build a class-shared learning resource library through online platforms, aiming to provide students with diversified learning materials in addition to traditional textbooks to support them in completing pre-class preview tasks with high quality. This resource library not only allows students to view and download rich learning materials anytime and anywhere, but also encourages them to upload high-quality learning resources independently, thus forming a good atmosphere of co-construction and sharing of learning resources between teachers and students, and among students. For example, students can collect and upload learning resources related to international Chinese courses to the resource library to provide vivid materials for other students^[6,7].

Secondly, in the guidance link, teachers will formulate personalized learning guidance plans and release them regularly on the cloud class every Monday and Wednesday. The guided learning plans are based on the teaching syllabus of international Chinese courses, and at the same time, skillfully integrate high-quality course resources from China University MOOCs and other materials for students to watch, providing them with diversified learning choices. In addition to the materials provided by teachers, students can also build personalized learning material libraries according to their own learning needs. To meet the learning needs of students with different foundations, teachers will fully consider students' individual differences when selecting materials. For example, for Korean students with weak Chinese character foundations, teachers will push MOOC videos with double subtitles of pinyin and Korean letters to help them quickly adapt to the Chinese character learning environment and effectively overcome language understanding barriers; for Korean students with a certain Chinese character foundation, teachers can provide them with MOOCs with trilingual subtitles including Korean, pinyin, and Chinese, to help them consolidate their knowledge of Chinese characters and meet their diversified and personalized learning needs^[8].

3.2. In-class learning and practice

As an important link to deepen students' learning effects, teachers should play key roles such as "instructors" and "assistants" in the in-class learning and practice link. In weekly in-person classes, teachers will not only systematically check students' online learning results and understand their preview situation, but also use discussion areas, online instant messaging tools, etc., to timely reply to a series of problems that students may encounter in the learning process. In actual classes, teachers will skillfully design problem chains around the teaching content to guide students to think deeply about problems, making them the masters of the classroom, while teachers will make supplementary explanations or give tips at key points according to students' answers^[9]. Taking the teaching of the grammatical structure of "ba" sentences as an example, first, teachers can design a series of questions from easy to difficult for students to think independently or explore in groups, then encourage students to correct each other's mistakes and make sentences in life-like situations, so as to deepen students' understanding of the grammatical structure of "ba" sentences and lay a solid foundation for their subsequent practical application^[10,11]. After basically completing the explanation and practice of knowledge points, teachers will divide students into several groups according to their differences and carefully design a series of individual or group activities to fully stimulate students' learning interest, while respecting their cultural differences and interests. For example, for students with strong independent learning ability, teachers can carefully assign

individual tasks, such as Chinese character calligraphy copying, Chinese short essay creation, etc.; for students who are good at team cooperation, teachers should carefully design a series of team cooperation activities, such as Chinese debate competitions, situational drama performances, etc. ^[12]

3.3. After-class consolidation

The after-class consolidation link, as an important part of the learning chain, should not be ignored by teachers and students. In this link, in addition to assigning basic consolidation exercises to students, teachers should also design personalized practice tasks for them and provide expanded learning materials to meet students' personalized learning needs. For example, for some students with strong language ability and great interest in Chinese culture, teachers should push a series of relevant materials through online platforms and carefully design discussion questions; for students with a weak Chinese foundation, teachers should focus on helping them consolidate basic grammar and knowledge, and push supporting exercises and targeted intensive training audio ^[13]. Moreover, according to students' interests and based on their learning progress, teachers can encourage students to independently design after-class tasks, such as making Chinese learning handwritten newspapers or recording Chinese learning short videos, which can fully stimulate students' subjective initiative in learning and improve their learning efficiency. As an important part of the after-class consolidation link, evaluation should also actively implement the hybrid differentiated teaching model. Teachers should effectively break through the previous single score-oriented evaluation model and build a diversified and three-dimensional evaluation system to consider students' Chinese proficiency test scores, and at the same time, evaluate students' learning effects and teachers' teaching effects from multiple dimensions, such as students' learning attitude, learning interest, cooperation ability, innovation ability, and classroom participation. Only in this way can a scientific basis be provided for the adjustment and optimization of subsequent teaching strategies, ensuring that the evaluation results are comprehensive and objective, and finally achieving the teaching purpose of promoting learning and reform through evaluation ^[14,15].

4. Conclusion

To sum up, the application of the hybrid differentiated teaching model in international Chinese teaching not only helps to significantly enhance students' learning interest and improve the efficiency of offline classes, but also effectively narrows the gap in learning levels among students, enhances the overall teaching quality of international Chinese courses, and promotes the achievement of personalized teaching goals. However, the widespread application of the hybrid differentiated teaching model also faces potential challenges. For example, teachers need to simultaneously possess information-based teaching capabilities, cross-cultural sensitivity, and differentiated teaching design literacy, which places higher requirements on teacher training. Some students, due to weak autonomous learning abilities or limitations in technical conditions, find it difficult to adapt to online learning sessions, which may lead to a polarization of teaching effects. Additionally, the development and maintenance of high-quality teaching resources require substantial investment in human and financial costs.

In the future, the reform of international Chinese teaching should be continuously deepened in the following aspects: First, construct a supportive system for the collaborative development of "teachers-platform-students", forming a positive interaction through regular teacher training, optimization of intelligent learning platforms, and cultivation of students' autonomous learning abilities. Second, strengthen empirical research, track students' learning trajectories with the help of big data analysis technology, and dynamically adjust teaching strategies.

Third, promote interdisciplinary cooperation, draw on achievements from fields such as educational technology and cognitive psychology, and continuously improve the theoretical framework and practical paths of the hybrid differentiated teaching model. Only in this way can we truly realize the educational ideal of “teaching students in accordance with their aptitude” and provide more efficient and inclusive learning experiences for Chinese learners worldwide.

Disclosure statement

The author declares no conflict of interest.

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