

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

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Abstract: With the further development of global integration, the communication between countries in the world is getting closer, which puts forward higher requirements for Chinese teaching mode. Teaching Chinese as a foreign language is a bridge connecting Chinese and foreign cultures. Relevant educational institutions should keep up with the development trend of the era and continue to innovate teaching content and methods. Colleges and universities should give full play to the advantages of the Internet and education, realize the integration of teaching mode and network technology for international students, break through the limitations of time and space, and allow students to obtain high-quality Chinese education. In view of this, this paper briefly summarizes the application significance of the online and offline integrated teaching mode in teaching Chinese as a foreign language, analyzes the characteristics of the online and offline mixed teaching mode and the construction strategy of the teaching mode to improve the teaching quality of Chinese as a foreign language.

Keywords: Online and offline; Chinese as a foreign language; Teaching strategy

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1. Introduction

With the development and application of information technology, online and offline integrated teaching mode is gradually applied. The teaching of Chinese as a foreign language for international students is faced with many challenges. It is of great significance to explore and practice the online and offline teaching mode of Chinese courses for international students. The iterative upgrading of information technology and its popularization in the field of education have changed the traditional Chinese teaching mode and reconstructed the teaching ecology of Chinese education. Under the new historical background, actively invest in the research of online and offline teaching modes to promote the high-quality development of teaching Chinese as a foreign language, which is in line with the needs of future development. Under the new situation, the reform of Chinese education is an important opportunity and an important task of the era.

2. The application significance of online and offline integrated teaching mode in teaching Chinese as a foreign language

2.1. Promoting the globalization of Chinese learning

The integrated online and offline teaching of Chinese as a foreign language is a new mode of language education, which can effectively promote language learning on a global scale ^[1]. By giving full play to the advantages of the combined teaching of Internet and education, learners can access the resources of teaching Chinese as a foreign language anytime and anywhere through the online platform, and can experience a richer Chinese social culture and language environment, which provides a broader cultural experience for Chinese learners. This not only expands the channels for learners to learn Chinese, but also promotes the process of internationalization of Chinese learning. In addition, the online platform also provides a platform for students to exchange experience, learn from each other and share knowledge, which can promote the co-construction and sharing of teaching resources, and promote the cooperation and development of international Chinese education around the world.

2.2. Promoting the deep integration of Chinese language teaching and information technology

The digital transformation of education is an inevitable trend in line with technological innovation and industrial change. Under the background of this trend, blended teaching has become a teaching method explored by teachers. It promotes the application of regional chain, artificial intelligence and big data in teaching Chinese as a foreign language, and speeds up the informatization and digital transformation of Chinese teaching ^[2]. Through big data technology, online platforms can provide students with a personalized learning experience; With the help of virtual reality, multimedia and other means, it can provide students with more diversified and authentic learning experience, and improve students' sense of authenticity in language learning. At the same time, online teaching provides teachers with more flexible teaching management tools, teachers can dynamically grasp students' learning progress, and timely adjust teaching strategies accordingly to improve the overall teaching effect.

2.3. Promoting Chinese culture to the world

The combination of online and offline Chinese teaching enables learners from all over the world to contact and learn Chinese through the Internet, and promotes the international dissemination of Chinese culture. The Chinese language contains rich Chinese culture, and international students can deeply understand the connotation of Chinese culture through language learning ^[3]. At the same time, teachers can also use the online platform to integrate excellent educational resources and integrate excellent traditional culture into Chinese teaching. In addition, the online education platform can promote cross-cultural communication between teachers and students as well as between students. Students from different countries and cultural backgrounds can communicate with each other on the online platform, which can promote the spread of different cultures and provide a more diversified and open academic environment for Chinese learning.

3. The characteristics of online and offline mixed teaching mode

3.1. The mixing of the teaching environment

Teaching environment can usually be divided into three categories, namely, social teaching environment, after-class teaching environment and classroom teaching environment. Under the traditional Chinese teaching mode, the classroom teaching environment is the main position for international students to study in China. In this mode, students' Chinese learning usually relies excessively on the teaching of teachers in the classroom, and the

classroom teaching environment occupies a large proportion of their Chinese learning environment ^[4]. The mixed online and offline teaching mode breaks the original Chinese learning ecological environment, and students need to learn Chinese in the interaction of classroom teaching and online environment ^[5]. At the same time, students go into the social environment and complete some practical assignments. Under the blended teaching mode, students learn languages in different teaching environments, which can increase the time and opportunities for foreign students to learn Chinese and effectively improve their Chinese communication level.

3.2. The mixing of learning styles

Traditional Chinese teaching is mainly based on offline teaching by teachers. Although teachers usually adopt group cooperative learning in offline teaching, after-class learning involves little or no learning. In the mixed mode of online and offline Chinese teaching, a variety of learning methods such as face-to-face centralized learning, independent learning and group cooperative learning are adopted ^[6]. Students need to collect and sort out learning resources according to the learning list arranged by the teacher and complete the tasks assigned by the teacher by using the online platform. In offline teaching, students can complete collective learning and communicative exercises under the guidance of teachers. After class, students are required to complete review tasks, homework and test. In this process, the situational teaching method, project-driven teaching and group cooperative teaching are interspersed in the whole language learning process.

3.3. Mixing of teaching resources

Under the mixed teaching mode of online and offline, both paper resources and digital resources are in the same position. Relevant teachers should not only make effective use of teaching materials, but also develop digital resources and teaching materials such as micro lessons and Chinese question bank, and develop online Chinese courses ^[7]. At the same time, in teaching practice, teachers should integrate a large number of online Chinese learning resources, select high-quality resources to recommend to students, and share resources through online teaching platforms, so that students can broaden their horizons based on the learning of specific teaching content, promote the development of students' linguistics in a more far-reaching direction, and promote the construction of online and offline mixed teaching ^[8].

3.4. Mixing of assessment methods and evaluation methods

Under the blended teaching mode, the assessment methods become more diversified, and teachers can comprehensively evaluate the learning effect of students by combining online assessment and offline assessment ^[9]. In addition, the evaluation methods have become comprehensive. The online and offline hybrid teaching emphasizes process evaluation, pays attention to students' performance in learning activities, and the evaluation subjects are diversified. Teacher evaluation is no longer the only one. The application of multiple evaluation methods such as student self-evaluation, mutual evaluation and teacher evaluation can ensure the fairness and objectivity of evaluation results.

4. The application strategy of the online-offline integrated teaching mode in teaching Chinese as a foreign language

4.1. Building the integration of offline teaching and online platform

With the innovation and development of science and technology, various Internet-based platforms for teaching Chinese as a foreign language are emerging. According to the teaching practice, teachers can construct the

teaching mode of “online + offline + online”^[10]. Specifically, teachers can upload relevant learning materials such as made learning courseware, collected learning resources and edited short videos to the online teaching platform for students to preview and use before class. In the offline teaching process, based on mastering students’ preview, teachers should explain the important and difficult contents, answer questions for students, and correct students’ errors. Homework can be carried out online, specifically by online answers and offline checks to help students consolidate what they have learned. In addition, through the analysis of students’ learning data on the online platform, teachers can comprehensively grasp students’ learning ability and learning interest according to the analysis results, and then provide personalized teaching guidance and training programs for students^[11]. For example, when teaching students about “pronunciation,” teachers can provide students with PPT, pictures, audio and video resources, and grasp students’ interest in different kinds of teaching resources through online statistics of students’ download data. After class, teachers can lead students to appreciate traditional Chinese music to help students understand the principle of Chinese pronunciation, assist students to practice the pitch, intensity and length of Chinese tones, and improve the accuracy of students’ pronunciation.

4.2. Building an integrated learning community

Usually, due to different social and family backgrounds, the Chinese proficiency of international students is also uneven, which increases the difficulty of teaching Chinese as a foreign language. Building an integrated learning community can mobilize students’ initiative, stimulate students’ interest in learning, and gradually narrow the difference in Chinese proficiency among students. On the one hand, students from the same language family or the same nationality are too concentrated, which is not conducive to their second language acquisition. Therefore, students from different language families or different countries can be regrouped into a learning community to promote them to complete learning tasks together and increase their learning motivation. Adopt peer to peer mutual assistance, each international student is equipped with a Chinese “language partner,” create a small learning community, and study together in a fixed time every week; Follow the principle of proximity, and arrange students who are close to each other or dormitory in the same community. Its advantage is that communication between students is more convenient and efficient, and students can carry out various activities arranged under the online and offline teaching mode more smoothly.

4.3. Planning integrated teaching activities

Based on the teaching principles of Blending Learning, the e-learning online teaching activities are blended with offline teaching activities, which focus on teachers’ control ability of teaching and students’ active learning ability^[12]. In the teaching activity, teachers should do a good job before class and design the teaching mode activities that combine online and offline teaching of Chinese as a foreign language. In the lead-in link before class, relevant teaching resources such as pictures and videos will be uploaded to the online teaching platform for students to learn or prepare for the lesson. At the same time, combined with the uploaded materials, the layout level of the problem, as a guide to ensure that the direction of students is accurate. In offline teaching, teachers can explain the key and difficult points of students’ learning according to their learning situation and problem solving, and introduce group cooperation, case teaching, situational teaching and other methods to guide students’ collaborative learning^[13]. For example, teachers can build a teaching model of “teaching + discussion + experience” combining cultural experience and task-based design to enhance students’ sense of participation. For example, when it comes to the learning topic of “Chinese history and culture”, teachers can design both online and offline cultural visiting tasks. Students can visit local cultural exhibitions through live streaming and

complete cultural communication tasks designed before class, encouraging students to enhance their language application and cultural understanding abilities through practical operations.

4.4. Creating an integrated teaching evaluation system

Teaching Chinese as a foreign language continues the traditional style of language teaching, and its main teaching evaluation mode is still based on teacher evaluation combined with paper evaluation. The teaching of Chinese as a foreign language pays more attention to students' application ability and practical ability, which bears the responsibility of teaching Chinese language. The fundamental goal of reforming the traditional teaching evaluation system is to build a teaching evaluation system based on formative evaluation and summative evaluation. The combination of online and offline teaching methods enriches the assessment and evaluation methods^[14]. Teachers can evaluate students according to their video viewing time, online practice completion and interaction in the online teaching process, combining multiple elements. At the same time, the traditional evaluation system of "one test" is to be changed. Teachers need to combine the characteristics of teaching Chinese as a foreign language and the mixed teaching mode to create an integrated evaluation system to ensure a more fair, objective and comprehensive evaluation of students. At the same time, teachers should give full play to the role of guidance and supervision in this process to more accurately reflect the learning process, level and effect of students.

4.5. Building an integrated teaching team

Integrated teaching is the development direction of teaching Chinese as a foreign language, and teachers are the key force to promote and implement teaching reform. Increasing efforts to broaden the source of overseas students and attracting international students from different countries and regions will help to enhance the school's international school-running ability and promote the modernization of education. However, with the increasing number of international students coming to China, there is still a certain shortage of teaching resources for teaching Chinese as a foreign language. Integrated teaching is not to weaken the importance of teachers in classroom teaching, but to change the role of teachers and promote teachers to become the instructor and leader of classroom teaching, which requires teachers to have a higher level of teaching ability^[15]. In addition to the basic teaching ability, schools should strengthen the training of teachers in the aspects of organization and management ability, teaching activity design ability, Internet application ability, intelligent equipment operation ability, etc. to build a high-quality integrated teaching team.

5. Conclusion

In short, the combination of online and offline Chinese teaching can enrich the teaching scene, give full play to the synergistic advantages of Internet and education, and then effectively solve various problems in traditional teaching. In particular, with the development of information technology, the application of artificial intelligence, big data and other technical means can effectively optimize the classroom teaching effect. The new online platform has enriched the teaching methods of teaching Chinese as a foreign language. By establishing the integration of offline teaching and online platforms, building integrated learning communities, planning integrated teaching activities and other effective measures, colleges and universities can promote the deep integration of online and offline education and provide the teaching quality of Chinese as a foreign language.

Disclosure statement

The author declares no conflict of interest.

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