

Teaching Strategies of Flipped Classroom Mode in Comprehensive Teaching of Chinese as a Foreign Language

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Abstract

Flipped Classroom is a new teaching method which is mainly guided by constructivism and learning theory, which is based on modern educational technology, and has been paid more and more attention by educators. Through relevant literature methods and field investigation methods in the comprehensive teaching of Chinese as a foreign language, this study analyzes the problems of low Chinese level, insufficient teaching resources and imperfect teaching management measures in Chinese teaching for foreign students. The study puts forward the implementation of flipping classroom teaching strategies. It tries to improve network resources, build teaching evaluation system and set up a supervision group to participate in teaching Chinese as a foreign language and its management, which will play a positive role in improving students' Chinese level and quality.

Keywords

Flipped Classroom Teaching; Chinese as a Foreign Language; Comprehensive Curriculum; Teaching Strategies.

1. Introduction

Educational science research in recent years shows that the "deep integration" of modern information technology and education and teaching should not only be "gradual repair" such as improving teaching methods and learning methods, but also realize "structural reform of the education system" and carry out structural reshaping before, during and after class in the teaching process. In order to speed up the construction of high-level undergraduate education and comprehensively improve the ability of personnel training, In October, 2018, the Ministry of Education issued the "Opinions of the Ministry of Education on Accelerating the Construction of High-level Undergraduate Education and Comprehensively Improving Personnel Training Ability". It is believed that "taking the development of students as the center, promoting the learning revolution through teaching reform, actively promoting small class teaching, mixed teaching, turning over the classroom, vigorously promoting the construction of intelligent classrooms, and constructing a teaching mode combining online and offline", and proposed to "explore the implementation of network, digital, intelligent and personalized education, promote the formation of a new form of 'Internet plus's higher education', with modern information technology to promote the quality of higher education to improve 'track change overtaking'", "we plan to build a batch of high-quality massive open online course, to vigorously strengthen the promotion and use of Massive Open Online Course (MOOC) in colleges and universities in the central and western regions, and form a ubiquitous environment that can be learned from time to time"(Chen Baosheng, 2018).

2. The Theoretical Basis of the Flipped Classroom

Flipped classroom teaching is a new teaching mode, in which course teachers provide learning resources in the form of teaching videos; Students watch and learn learning resources such as teaching videos before class, and teachers and students complete homework answering questions, cooperative inquiry and interactive communication together in class in an information environment. Flipped classroom teaching is mainly guided by constructivism and learning theories and based on modern educational technology. From teaching design to recording of teaching videos, online self-study, cooperative learning, personalized guidance, teaching evaluation and other aspects, it subverts traditional teaching. Some scholars also believe that the teaching video is not the core of the flipped classroom, and the subversion of the traditional teaching process and the thinking based on "student-centered" are the real meaning of the flipped classroom teaching.

MOOC has ups and downs. However, flipped classroom teaching and learning analysis have now become a part of campus life. The teaching mode of flipped classroom is to use precious classroom time for advanced cognition, to study more actively based on projects, to solve the challenges faced by students through cooperation, or to gain in-depth understanding of the theme by mastering other applications in life.

3. Practical Problems in Teaching Chinese to Foreign Students

According to the school-running level orientation of "accelerating the development of international medical education" in our school, the international medical education in our school has developed rapidly in recent years and has begun to take shape. Apart from a few foreign students who come to study in the school to study languages, the vast majority of students come to receive medical education, and the Chinese level of these students is usually zero.

According to the requirements for language teaching of medical courses, foreign medical students studying in China are generally divided into English teaching and Chinese teaching, with slightly different requirements for their Chinese. For foreign students who study medical courses in English, the requirement for them in Chinese is that they must pass the on-campus Chinese examination equivalent to HSK Level 2 before entering medical courses and must pass HSK Level 4 before graduation. For foreign students who study medical courses in Chinese, the requirements are even higher. They must pass the New Chinese Proficiency Test (HSK) Level 4 before becoming the medical major. According to the current Chinese curriculum system for foreign students in our school, no matter whether their medical courses are taught in English or Chinese, they usually spend one year studying Chinese. The time for learning Chinese is short, but the task is heavy.

Chinese learning involves four elements: pronunciation, vocabulary, grammar and Chinese characters, of which comprehensive lessons are the most important. Its comprehensive expression ability is an important yardstick to measure a person's language level. However, due to limited class hours and fast teaching speed, some students cannot keep up with the speed of digesting, absorbing and internalizing their language ability. Even students with strong ability to accept and comprehend, due to the negative transfer of their mother tongue, their pronunciation is more or less stiff or foreign-accented. Once the wrong pronunciation is fixed, it is difficult to correct, especially for students who teach medical courses in English, the situation of "petrification" is even more serious. In addition, if the entry is late due to objective factors such as visas, after missing the classroom teaching training of pronunciation introduction, the teacher did not have the time and energy to make up lessons for individual late students, and there were not many ready-made high-quality Chinese learning resources on

the internet, so the students' learning was even more inadequate, thus affecting the subsequent learning confidence and enthusiasm.

In January 2019, the first batch of clinical students (81 in total) graduated from our school. Unfortunately, 15 people did not pass HSK-4 and did not obtain their bachelor's degree, accounting for 18.52%. We must face up to reflect on the reasons and seek effective solutions, including curriculum, number of class hours, teaching methods, etc.

In addition, in April 2014, The Language Committee and the Education Department of the Autonomous Region issued the "Notice on Doing a Good Job in Putonghua Proficiency Test for All College Students in Ordinary Colleges and Universities." All college students in ordinary colleges and universities have been required to take part in the Putonghua Proficiency Test (hereinafter referred to as the "full test work"), requiring non-normal colleges and universities to complete the Putonghua Proficiency Test Station before December 2015, and all college students to take part in the Putonghua Proficiency Test from Grade 2015 onwards. However, our school's work in this area is slow and there is no substantial progress at present.

4. Literature Review

Flipped classroom is a new form of classroom teaching organization in recent years. Jon Bergmann and Aaron Sam's, two chemistry teachers who originated from Rocky Mountain Forest Park High School in Colorado, found that many conceptual knowledge points or operation methods do not require teachers to explain them endlessly in class, and learners can learn and experience them according to their own personal experience. Therefore, they uploaded videos combining real-time explanation and PPT demonstration to the Internet for students to learn, and then the influence became more and more great and attracted public attention. By 2011, Due to the landmark promotion of Salman Khan and the Khan Academy Khan founded, "Khan Academy" provides free high-quality teaching videos, overcoming the important obstacles to the implementation of "flipped classroom". This has greatly lowered the threshold for teachers to implement "flipped classroom". After 2012, with the widespread rise of Massive Online Open Courses (MOOCs) in the world, flipped classroom, as an innovative teaching mode corresponding to it, has really attracted widespread attention.

Previous studies abroad on flipped classroom mainly focuses on the application of flipped classroom in teaching practice, the comparative study with traditional teaching mode, and the exploration of the application effect of flipped classroom combined with other teaching methods or technologies. They are mainly applied research, and there are also related research focusing on introducing the development of learning resources such as videos and flipped classroom implementation steps. In some areas abroad, several years of flipped classroom teaching experiments have been carried out, which are relatively mature and have formed some fixed models. I have accumulated some research and practical experience, but they are still scattered and lack a systematic summary of the connotation, characteristics, constituent elements, advantages and disadvantages of flipped classroom.

In China, the research on "flipped classroom" has been warming up since 2013. With the enhancement of China's comprehensive national strength and the continuous improvement of its international status, the cause of teaching Chinese as a foreign language has made great progress. Generally speaking, the development trend of teaching Chinese as a foreign language is comprehensive, scientific, socialized, emotional and networked. Under the background of "Internet plus", educational informatization is urging various disciplines to update and iterate, and Chinese as a foreign language is no exception.

However, compared with other foreign languages, especially English teaching, the domestic attempt and research on "flipped classroom" in teaching Chinese as a foreign language are very limited. Thankfully, many scholars and teachers have begun to try new teaching modes in the

face of many difficulties and achieved good results. Zheng Yanqun (2014) pays close attention to teaching Chinese as a foreign language and modern educational technology from a macro perspective, providing a broader vision for teachers and researchers. Sun Rui (2015), Bai Didi (2014) and Chang Jinghui (2015) applied "flipped classroom" to the practice of teaching Chinese as a foreign language, and proved the adaptability of the new teaching mode to teaching Chinese as a foreign language with experiments and data. Hu Zhenying (2017) and Long Li (2015) introduced the specific operation of the Chinese as a foreign language flipped classroom through cases. Ye Huali (2014) introduced in more detail the application of North American flipped classrooms in teaching Chinese as a foreign language, providing lessons for domestic colleagues and introducing many excellent foreign Chinese learning resources. Chen Haifang (2015) emphasizes the combination of micro-class and flipped classroom. Zhang Xin (2015) believes that the task-based teaching method is very consistent with the teaching mode of flipped classroom. Li Wenjing (2016) studied the feasibility of the application of flipped classroom in teaching Chinese as a foreign language through teaching practice.

It can be seen from previous studies that the combination of flipped classroom and teaching Chinese as a foreign language is possible. Flipped classroom can be applied to different types of teaching and different levels of teaching Chinese as a foreign language. Its effect on cultivating students' autonomous learning and improving teaching effect is obvious, and it is also in line with the "student-centered" teaching thought and guidance advocated by us. I believe that with the improvement of the network environment, relying on micro-classes, online open courses and massive open online courses, there is still great potential and space for the development of Chinese as a foreign language flipped classroom.

5. Specific Implementation Content of Chinese Language Teaching

The main contents of our research are the teaching of primary Chinese comprehensive courses, mainly focusing on the basic introduction knowledge of Chinese comprehensive courses.

(1) Prepare the materials and equipment needed to carry out the flipped classroom, including teaching materials, micro-class videos, superstar fan-ya network teaching platform, implementation plan, teaching implementation plan and class hour arrangement, etc.

(2) Select the 2019 level clinical medicine international student preparatory class Chinese comprehensive course to try out first, observe the effect, sum up experience and then implement it into other Chinese as a foreign language course again.

(3) After implementation of flipped classroom teaching twice, summing up experience, repeated analysis and demonstration, a demonstration curriculum of flipped classroom teaching reform has been established to fully promote the student-centered flipped classroom teaching mode in the foreign student curriculum of our school.

(4) Change the traditional teacher-led teaching mode, carry out online and offline mixed teaching, build online open courses, and explore the flipped classroom teaching mode in teaching Chinese as a foreign language.

(5) In teaching Chinese as a foreign language, establish a model curriculum for the reform of flipped classroom teaching, promote the flipped classroom teaching mode, promote the in-depth integration of modern information technology and teaching, improve the teaching quality, realize the optimization of teaching effect, and promote the development of students.

6. Flipped Classroom Teaching Strategies

There are four teaching strategies for the comprehensive use of cognitive theory and construction theory of pedagogy to select topics and design. First of all, prepare the software and hardware needed to implement the flipped classroom, including training teachers,

integrating teaching contents, screening teaching priorities and difficulties, making micro-courses, setting up cases and problems, and establishing "Chinese Comprehensive" online courses on the school's existing Super Star Pan Ya online teaching platform; The second is to build an evaluation system to comprehensively evaluate the teaching effect in various ways, including real-time evaluation of the teaching process, experimental evaluation, knowledge competition evaluation, questionnaire survey evaluation, etc. The third is to carry out flipped classroom teaching in 2019-level clinical medicine international student preparatory class, sum up experience, and then apply it to 2020-level teaching. The fourth is to set up a steering group to supervise the whole process of the reform, so as to ensure that the reform can proceed smoothly and achieve the expected results.

7. Conclusion

This study is of positive and significant significance for broadening teachers' teaching and research ideas, broadening teaching and research horizons, promoting the change of teachers' teaching concepts, improving teaching methods, improving the quality of teaching Chinese as a foreign language, enhancing the soft power of teaching Chinese as a foreign language in our school, and providing strong support for accelerating the rapid development of our school.

Under the background of "Internet plus", every Chinese teacher must consider and take seriously the deep integration of modern information technology and Chinese education and teaching, focus on the development of students, stimulate students' motivation for autonomous learning as much as possible, improve the teaching effect of courses, and promote the informatization of Chinese teaching in our school. The research significance is reflected in the following aspects:

(1) Flipped the classroom conforms to the current trend of educational informatization, conforms to the cognitive laws of modern people, and is conducive to the construction of a better teacher-student relationship.

(2) In the flipped classroom mode, originally, the content taught in the class was completed before the class through network technology. Without reducing the transfer of basic knowledge, it can enhance the interaction between teachers and students in the classroom and students' learning motivation, complete the extension of teaching and learning time by maximizing the preview time, stimulate students' learning potential, promote students to master basic knowledge and skills, learn learning methods and skills, and realize the deep internalization of knowledge, thus improving learning efficiency.

(3) The improvement of teachers' ability to apply modern information technology, the promotion of Chinese teaching informatization, the construction of online open courses and other teaching resources can not only meet the current teaching needs, but also be used as a follow-up resource bank.

(4) Provide teaching assistance resources for the "full test work" of the school.

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