



# Three-stage Blended Chinese Teaching Online and Offline for International Students: A Case Study on Chinese Teaching for International Students in S University

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DOI: 10.32629/jher.v3i2.758

**Abstract:** With the application of information technology in the field of education, the blended teaching, which integrates the advantages of traditional teaching and network teaching, has attracted increasing attention from the academic community at home and abroad. Chinese teaching for international students must fully take into account students' instrumental motivation, learning difficulties, behavioral characteristics and knowledge structure in learning Chinese, and adopt a whole-course, all-area, and all-space teaching mode. The "online + offline" blended teaching can change the previous teaching method of focusing on the classroom, and gradually focus on the whole chain of three stages before class, during class and after class. In this way, in-class knowledge acquisition can be combined with extra-curricular practical experience, and online personalized learning guidance can be combined with offline centralized training exercises. This will help to realize the transformation of language knowledge into language ability, focus on creating situations, strengthen exploration and collaboration, promote knowledge transfer, promote students' personalized knowledge construction, improve the interest and quality of Chinese language learning for international students, and improve international students' understanding of Chinese language and culture. identity. It also contributes to the dissemination of Chinese voices and Chinese stories.

**Keywords:** Chinese for international students, blended teaching, three-stage teaching

## 1. Introduction

The development of academic education for international students in China has become an important part of the strategy of realizing China's education brand. In 2010, the Ministry of Education issued the "Initiative of Studying in China", which set the development goal of building China into a major country for studying in China and providing education commensurate with economic development. Up to now, China has become the largest destination country for international students in Asia, and non-Chinese students have become the majority of international students[1], especially medicine. Chinese teaching for international students in medical colleges and universities is different from Chinese teaching for Chinese majors, which is facing the transformation from "learning Chinese" to "learning Chinese with Chinese", the prominence of information technology in teaching, and the breaking of the boundary between the classroom and the extracurricular. Chinese teaching has been paid more and more attention by medical colleges and universities.

## 2. Research background

### 2.1 Status quo of Chinese teaching for international students in China

First of all, with the increase in the number of international students in China, there is a serious shortage of qualified teachers for Chinese teaching, which posed direct effect on the level of Chinese teaching. Secondly, due to the differences between Chinese and foreign ways of thinking, teaching ideas and teaching methods, the problem in classroom management in Chinese teaching for students is gradually presented and has become the "the toughest problem" of Chinese teaching for international students. Third, due to the influence of their mother tongue and the extensive and profound Chinese itself, international students encounter many difficulties in learning Chinese, which discourages their learning enthusiasm and loses their learning initiative.

### 2.2 Status quo of Chinese teaching for international medical students in China

Compared with the problems existing in Chinese teaching for international students majoring in Chinese, the problems of Chinese teaching for medical students are more prominent, especially in recent years, when the number of medical students has surged, the problems are more complicated and intractable. First of all, there is not a set of systematic and

scientific Chinese teaching materials for medical students in most colleges and universities in China. Secondly, most of the teachers who undertake Chinese teaching are part-time teachers who are not Chinese majors, so the teaching mode fails to adapt to the learning characteristics of international students with imperfect teaching system. Thirdly, from the perspective of students, many medical students in China must obtain the medical license of their own country after graduation and return to China. Besides, the medical courses in school are taught in English, so students are not clear about the significance of learning Chinese and lack enthusiasm in learning Chinese except for common life terms. Fourth, from the perspective of Chinese itself, Chinese characters have different meanings in different contexts, which is difficult for international students to understand. Fifthly, online MOOC courses for international students are very scarce, and there is almost no MOOC courses for medical students.

### **2.3 Status quo of Chinese teaching for international students in S University**

First, medical students in China have unclear goals and lack of motivation in learning Chinese, resulting in low interest. This is also a common problem in Chinese teaching for other medical students in China. The second is the culture and mode of thinking of international students. The familiar teaching mode is quite different from the common teaching mode in China. Generally speaking, international students are more confident in personality, more independent and active in thinking. Besides, they are more inclined to put forward their own ideas and doubts, and more inclined to discuss with teachers.

However, the Chinese teaching of international students in schools is biased towards traditional teaching methods, and there are insufficient interactive links in the teaching process, teaching is disconnected from practice, and teachers' estimation of students' knowledge structure and learning style is insufficient. Third, the teaching evaluation method is relatively simple. Traditional teaching methods bring about the single method of teaching evaluation, which is difficult to objectively reflect the real learning status of students, and international students can not get more timely, objective and fair evaluation and feedback on their own learning status, which is also the concern of international students. Fourth, the selection of teaching materials is not systematic, single teaching materials, few learning materials, network Chinese learning resources are very scarce.

Therefore, it is necessary for us to carry out reform in Chinese teaching for international students by combining the characteristics of Chinese learning with the current new normal mode of teaching.

## **3. Three-stage blended Chinese teaching for international students**

With the application of information technology in the field of education, especially the development of the network platform, the blended teaching, which integrates the advantages of traditional teaching and network teaching, has increasingly attracted the attention of academic circles at home and abroad[2]. At the same time, with the informationization, classroom barriers have been broken, teaching activities have been led from in-class to after-class, and teaching design has been expanded from in-class to pre-class and after-class. The three-stage blended teaching is applied to the Chinese teaching of international students, and the three-stage blended teaching mode is adopted online and offline, before and after class, to create situations, strengthen inquiry and collaboration, promote knowledge transfer and improve the quality of Chinese learning of international students

### **3.1 Analysis of international students' learning situation**

#### **3.1.1 Learning motivation**

Students' learning motivation determines their learning attitude and engagement, which in turn directly determine their learning effect and achievement. The motivation of international students' Chinese learning has an obvious influence on the process of Chinese learning engagement and learning effect. International students in S University are mainly from Bangladesh and other Southeast Asian countries. Through an empirical study on the Chinese learning motivation of southeast Asian students, Yuan Yichuan et al. found that there is a significant negative correlation between the Chinese achievement of international students and their attitude towards learning Chinese, which may also be due to the low recognition of learning Chinese among the southeast Asian students [3].

Through empirical research, Wang Shenghua found that international students from Bangladesh mostly hold instrumental motivation in Chinese learning, and they are willing to study Chinese hard for awards and grants, convenience of life, and future work[4]. These students showed positive learning attitude, which is mainly reflected in coming and going to class on time, actively participating in class activities, taking notes carefully and completing homework.

#### **3.1.2 Difficulties in Chinese learning for international students**

First of all, the international students have insufficient adaptability to Chinese pronunciation and intonation, spelling, grammar and syntax. According to L1 Transfer theory, in the process of second language acquisition, learners' habit of using

their first language, i.e. their mother tongue, will directly affect the acquisition of second language and play a role of positive promotion or negative interference.

For example, under the influence of their mother tongue, Bangladeshi students often pronounce the initial consonant of a Chinese syllable t, k and p into letters d, g and b when learning Chinese. In addition, Bangladeshi students had difficulty distinguishing between the three groups of consonants in Chinese: supradental z, c, s, blade-palatal zh, ch, sh and coronal j, q, c. Pitch of voice is Chinese pronunciation feature. Pictographs are also very different from Pinyin characters, which has become a difficult point for Bangladeshi students to learn Chinese. Because Bengali and English are non-tonal languages, and the text belongs to the alphabetic writing, which forms a negative transfer to their Chinese tone and writing literacy learning, as a result, a foreign accent and tone of voice and intonation is formed. Consequently, the characters are difficult to recognize, write and memorize. Students will be overwhelmed by the difficulty, thus influencing their learning attitude and input.

A bigger challenge may come from Chinese grammar. Chinese is a meaningful language. On the basis of following the basic grammatical rules, the language will be flexibly organized according to the meaning and situation to be expressed. For international students, the learning of Chinese grammar is generally subject to mother tongue, Chinese rules and real situation, making it more difficult for them to learn Chinese.

### **3.1.3 Characteristics of learning behavior of international students**

S University attracts most international students from Southeast Asian countries such as Bangladesh. Bangladesh was once a British colony and was deeply influenced by the West. They have active thinking in class, like to ask questions, dare to express their opinions and like to interact with teachers. But at the same time, these students present a casual attitude, that is, they study as they want and vice versa with perfunctory attitude.

Without teachers' supervision in class, there is a lack of pre-class preview and after-class practice with declining learning initiative. Students mainly use their mother tongue to communicate with each other, limited Chinese is adopted in daily communication. What they learn in class is not transferred to the actual situation in time.

## **3.2 Analysis of teaching materials and contents**

Currently, Chinese teaching materials for medical students lack systematicness and scientificity. To solve this problem, based on the current teaching materials used in the school, the content module is expanded and analyzed and integrated with other teaching materials. The content is divided into three modules: conversational module, theme speech and investigation. Depending on different online and offline modes, targeted design is carried out to promote the cultivation of students' systematic thinking and knowledge expansion.

## **3.3 Three-stage blended teaching design**

According to the analysis of students' learning situation, it is necessary to take full account of students' instrumental motivation, learning difficulties, behavioral characteristics and knowledge structure, and adopt a whole-process, whole-domain and whole-space teaching mode. At present, the hybrid Chinese teaching mode of "online + offline" will become the new normal of teaching, and online teaching combining "Internet +" and "language intelligence +" technology will become an important development direction of Chinese education[1].

Instead of focusing on classroom teaching, we gradually focus on the combination of pre-class, in-class and after-class teaching. In-class knowledge acquisition is combined with extracurricular practical experience, online personalized learning guidance is combined with offline intensive training exercises, and language knowledge is transformed into language ability. As Li Yuming said, an excellent student is not necessarily a student who does well in class. Experiential learning is an important means for students to go out of class to acquire knowledge and know a real country. An important thing in experiential learning is the deep integration of learning content and practice[1].

Therefore, according to the repeated retrieval theory, repeated retrieval plays a key role in long-term memory. Feedback during the retrieval process can promote the retention of memory[5]. It is a beneficial exploration of Chinese language education and teaching for international students to place the cultivation and training of Chinese language knowledge acquisition skills in the three stages of pre-class, in-class and after-class, deeply integrate online and offline teaching modes, repeatedly extract knowledge and skill information and feedback, and lead to more efficient learning.

### **3.3.1 First step before class**

Teachers record teaching videos based on knowledge and release them to students through the school's online learning platform and cloud platform. At the same time, online learning platform wechat group and other information tools are used to timely detect learning content, so as to track students' understanding of problems, and build a platform for teacher-student communication before class to complete students' self-study and examination.

### 3.3.2 Second step in class

In class, we set different tasks according to the first-step problems and students' grasp of the content. Through the transformation of the roles of teachers and students, multi-level and repeated interactions such as task-driven, student-centered, teacher-guided partner learning projects and cooperative learning are carried out to complete the mastery of key and difficult knowledge points and promote the personalized knowledge construction of students.

### 3.3.3 Third step after class

We assign after-class tasks according to different themes, such as the content of the conversation module. We assign tasks for students to randomly conduct Chinese conversation with Chinese students or other people in real situations, and make a report after keynote speech and investigation. Different types of tasks are uploaded in video or audio format through online learning platforms or wechat groups, discussion among students, teacher comments and expansion. Through the online and offline three-stage blended learning, knowledge are constantly consolidated and expanded. In a flexible context, language learning is more real and language application is more creative, gradually changing from rote memorization and imitation learning to application, analysis and creative application of advanced learning

## 3.4 Multiple evaluation method

In order to further promote students' learning enthusiasm and initiative with consideration of the fact that international students attach great importance to the characteristics of evaluability, objectivity and fairness, the evaluation mechanism should be adjusted and coordinated. The evaluation of online and offline students' learning process adopts measurable evaluation standards for process evaluation based on the evidence.

In order to ensure the smooth implementation of online and offline three-stage blended teaching, multiple evaluation methods are formulated for different teaching links and learning methods, and different evaluation tables and scoring standards are designed. Timeliness, effectiveness and assessability are emphasized in the evaluation process, and feedback and diagnosis are emphasized, while summative and criticism are ignored. As a result, a closed loop from teacher teaching, student learning to assessment can be developed to jointly promote the improvement of Chinese teaching level of medical students and their ability and interest in learning Chinese.

## 4. Conclusion

Constructivism advocates that learning is conducted to guide students to grow (construct) new experiences from their original experiences[5]. When teaching is no longer just knowledge teaching, instead, it combines students' individual experience and continuously extracts feedback through repeated extraction theory to form experience accumulation and self-knowledge construction.

Chinese teaching for international students must break the traditional Chinese teaching model. Online and offline interaction can be made through information tool. Knowledge learning before class through video, monitoring and partner learning and to integrated knowledge learned in class to after-class practical life can be adopted. Besides, the video uploading learning platform can be adopted for the three-stage blended learning and teaching among teachers and students. Only in this way can we realize the advanced learning from rote memorization and imitative learning to application, analysis and creative application.

To strengthen the learning motivation of international students, break through the difficulties in learning Chinese, improve their interest in learning Chinese, promote their personalized knowledge construction, enhance their identity of Chinese language and culture, which is conducive to propaganda of Chinese voices and Chinese stories.

## Acknowledgments

This research is the research result of the 2018 Ningxia Hui Autonomous Region Teaching Reform Research and Practice Project: Experimental Research on Third-Order Blended Teaching in Chinese Teaching for International Students (Project No.: NXBJG2018046).

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