

Research on the Effectiveness of Thenblended Teaching Mode in Modern Chinese Language Course

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Abstract: The blended teaching mode which combines the traditional teaching mode and online learning is more and more recognized by colleges and universities. College teachers keep pace with the times, and constantly explore the teaching law under the new teaching mode in order to better improve the teaching effect. This paper compares and analyzes whether there are differences between the blended teaching mode and the traditional teaching mode, so as to provide the basis for the future teaching reform.

1. Introduction

Blended teaching combines online teaching and traditional classroom teaching. Under the background of “Internet plus”, blended teaching develops rapidly. Different subjects adopt different blended teaching methods, and the teaching effect is different.

Treenity is a mature MOOC service platform in China. Treenity Teacher Edition can help teachers quickly manage students, check learning progress, supervise students' learning, correct homework, deal with students' affairs, create meeting class and interact with students, establish communication bridge between pre class preview and in class teaching, and continue classroom teaching by connecting pre class preview and in class teaching. Teachers can send pre class courseware such as teaching content, videos and exercises to students, and timely communicate with students and give prompt feedback to them. In addition, online pop-up answering and offline real-time interaction provide a perfect solution for teacher-student interaction in traditional classroom teaching. Teachers can quickly establish flipped classroom and exclusive classroom space; experience class group based on course content and teaching materials with classroom tools; precipitate and accumulate learning data to understand students' learning effect.

Modern Chinese course is a professional basic course for Chinese education major. The course objectives include: firstly, systematically teaching the basic theory and knowledge of modern Chinese common language in phonetics, characters, vocabulary, grammar and rhetoric. Secondly, training basic skills, cultivate and improve students' ability to understand, analyze and use modern Chinese common language. Thirdly, improving the students' skills to use the rules of modern Chinese and make the students correctly analyze the language phenomena of modern Chinese. At the same time, as the antecedent course of ancient Chinese and general linguistics, it lays the foundation for the future language learning. At present, the teaching of modern Chinese in Colleges and universities has the following shortcomings: firstly, the teachers put too much emphasis on the learning of knowledge and theory of modern Chinese course, but ignore the combination of

knowledge and practice, which causes vapidness of classroom teaching. Second, classroom teaching is teacher-centered, lacking communication and interaction with students, and students' enthusiasm and initiative can not be brought into play, the excessive use of lectures leads to students' low learning initiative, insufficient cognitive participation, and too large differences in learning outcomes among different students. Third, the teaching hours is insufficient, students are confined to classroom learning. Due to lack of targeted practice, students can not fully understand the learning content.

Based on the Treenity platform, this study adopts the blended teaching mode to practice the teaching of modern Chinese course, and analyzes the differences between the traditional teaching and the blended teaching mode.

2. Research Objects and Methods

This study chooses two parallel classes of 2020 Chinese education major as the research objects. One class is the experimental group, using the blended teaching mode. The other class is the control group, using the traditional classroom teaching mode. There are 40 students in the experimental group and 45 students in the control group. The opening time of modern Chinese course is the first semester of 2020-2021 academic year, 2 hours a week, a total of 32 hours.

3. The Design and Implementation of Blended Teaching Mode

3.1 Before Class

Teachers should improve the course information (including course introduction, syllabus and teaching schedule) of the Treenity platform, upload course materials (including micro video of teaching key and difficult points and ppt of each chapter), and release extended exercises. Students log on to the platform to view the information of modern Chinese course, clarify the key and difficult points, learn the teaching materials, complete the expansion exercises, and participate in the interactive discussion by using the question and answer function of the platform. Teachers use the question and answer function to understand the difficult and interesting points of learning, and timely adjust the key and difficult points of meeting class.

3.2 In Class

Teachers focus on explaining the key and difficult points, answering students' questions, using brainstorming function to organize students' discussion, using rush answer and roll call function to activate the classroom atmosphere, enhance students' learning initiative and improve students' sense of participation. Summarize the learning situation in class and arrange homework after class.

3.3 After Class

Students finish homework after class, continue to use the platform to exchange learning experience, discuss difficult problems and carry out in-depth learning. Teachers urge students to finish their tasks in time, check students' completion, organize in-depth discussions, answer students' questions, further consolidate the mastery and understanding of curriculum knowledge, and improve students' innovation and development ability and comprehensive quality.

4. Evaluation on the Learning Effect of the Blended Teaching Mode of Modern Chinese Course

1) Questionnaire survey: From the perspective of emotional attitude, a questionnaire survey on the experimental group was conducted in order to get students' feedback on the effect of blended teaching mode. A total of 40 questionnaires were distributed and 40 were recovered, with a recovery rate of 100% and an effective ratio of 100%. See Table 1.

Table 1 Results of Questionnaire Survey

| Problem | Option | Proportion(%) |
|--|---|---------------|
| 1.Are you interested in modern Chinese? | A.Be interested | 57.5 |
| | B.Commonly | 30.0 |
| | C.Uninterested | 12.5 |
| 2.What's your purpose in learning modern Chinese? | A.Master the basic knowledge of modern Chinese | 37.5 |
| | B.Preparing for postgraduate entrance examination | 47.5 |
| | C.For the exam | 15.0 |
| 3.Do you think blended learning can help you with your studies? | A.It helps a lot | 60.0 |
| | B.Help in general | 22.5 |
| | C.It didn't help | 17.5 |
| 4.Are you satisfied with the teaching steps of blended teaching? | A.Satisfied | 57.5 |
| | B.Commonly | 17.5 |
| | C.Dissatisfied | 25.0 |
| 5.Do you usually preview before class and consolidate after class? | A.Yes | 65.0 |
| | B.Sometimes | 22.5 |
| | C.No | 12.5 |
| 6.In blended learning, does group discussion improve your ability of cooperation and innovation? | A.Obvious | 47.5 |
| | B.Commonly | 32.5 |
| | C.Not obvious | 20.0 |
| 7.Are you willing to use the platform for online and offline teaching? | A.Be willing | 62.5 |
| | B.Indifferent | 27.5 |
| | C.No | 10.0 |

From the results of the questionnaire survey, the experimental group students' learning interest has been greatly improved through blended teaching, their learning objectives are more positive, autonomous learning ability, team cooperation ability and innovation ability have also been enhanced. The experimental group students are more satisfied with the blended teaching mode, and they are more willing to use the platform for online and offline blended teaching.

2) Analysis of final theoretical examination results

① Descriptive statistics

The results of the final examination of modern Chinese course are described in SPSS, and the statistical results are shown in Table 2:

| | Case | Minimum | Maximum | Average | Standard deviation |
|------------------------------------|------|---------|---------|---------|--------------------|
| Experience group | 40 | 48.0 | 98.0 | 77.063 | 10.5813 |
| Control group | 45 | 45.0 | 95.0 | 68.944 | 14.7626 |
| Number of effective cases (listed) | 40 | | | | |

The highest score of the experimental group(98) is a little higher than that of the control group(95), and the lowest score of the experimental group(48) is also a little higher than that of the control group(45). The average score of the experimental group was 77.063, which is significantly higher than that of the control group (68.944). The standard deviation of the experimental group was 10.5813, which was much lower than that of the control group (14.7626).

② Difference test

K-S test was carried out in SPSS to get the normality test table. The SIG of the experimental group and the control group was greater than 0.05, which showed that the scores of the two groups were normal distribution. See Table 3.

| | | Experience group | Control group |
|--------------------------------------|--------------------|---------------------|-------------------|
| Case | | 40 | 45 |
| Normal parameter ^{a,b} | Average | 77.063 | 68.944 |
| | Standard deviation | 10.5813 | 14.7626 |
| Extreme difference | Absolutely | .104 | .119 |
| | Positive | .054 | .101 |
| | Negative | -.104 | -.119 |
| Inspection statistics | | .104 | .119 |
| Asymptotic significance (two tailed) | | .200 ^{c,d} | .113 ^c |

Independent sample T-test was conducted on the final scores of the experimental group and the control group, and the table 4 was obtained. In the table, SIG = 0.001, less than 0.05 in the Levene test column of variance equation, we should investigate the hypothesis that the variance in the second row is not equal, SIG = 0.004, less than 0.05 in the mean square t test, which indicates that there is a significant difference between the two samples, that is, there is a significant difference in the student performance between the experimental group and the control group. See Table 4.

| | | Levene variance equivalence test | | T test for mean equivalence | | | | | | |
|-------|-----------------------------|----------------------------------|------|-----------------------------|--------|------------------|-----------------|--------------------|---------------------------------------|-------------|
| | | F | Sig. | t | df | Sig.(two-tailed) | Mean difference | Standard deviation | 95% confidence interval of difference | |
| | | | | | | | | | lower limit | upper limit |
| score | Assumed equivariance | 11.097 | .001 | 2.881 | 83 | .005 | 8.1181 | 2.8178 | 2.5136 | 13.7225 |
| | Equivariance is not assumed | | | 2.937 | 79.571 | .004 | 8.1181 | 2.7644 | 2.6162 | 13.6199 |

5. Conclusion

The blended teaching mode based on the platform of Treenity combines online teaching with traditional classroom teaching, which plays an important role in making up for the deficiency of face-to-face teaching. It is conducive to stimulating and maintaining students' learning interest and motivation, improving students' learning initiative and consciousness, and enhancing the learning effect. It is also beneficial to the students' autonomous learning ability and the cultivation of students' innovation ability.

This study found that through the "modern Chinese" curriculum resources on the Treenity platform, students can arrange preview and learning progress online according to their own learning habits. Through online PPT, video and other resources, students can make clear the key and difficult points of the classroom teaching in advance and listen to the teacher with pertinence; After class, students can review the course content online, use knowledge and self-evaluation through test

questions. Some students who have obstacles in understanding the teaching materials can also have group discussions or communicate with teachers at any time to achieve the purpose of deep learning through the collision of different views. Blended teaching enables students to participate more in the teaching process and actively interact with teachers, which is conducive to stimulating and maintaining students' positive learning emotions, gaining a greater sense of achievement from learning, and promoting the healthy development of students' personality.

At the same time, in view of the communication and feedback between students and teachers online, teachers will fully understand the problems in students' learning, so as to timely adjust the key points and difficulties of teaching and supplement teaching resources, so as to carry out targeted explanation in the process of classroom teaching and enhance the efficiency of classroom teaching. Teachers complete students' evaluation with the help of the test question resource database, test paper generation mechanism, assignment expediting and statistical analysis functions provided by the Treenity platform. Each assignment system will automatically generate statistical reports as the basis for teachers' teaching adjustment. At the same time, the evaluation method of students has also realized the transformation from focusing on the results to focusing on the process, from quantitative evaluation to the combination of quantitative and qualitative evaluation system, which plays an important role in promoting the transformation of higher education teaching evaluation system.

In short, the blended teaching mode based on the Treenity platform combines the advantages of online teaching mode and traditional classroom teaching mode. It extends the time and space of traditional teaching and breaks through the limitations of online teaching mode. It not only makes the teachers play the leading role in guiding, inspiring and monitoring students in the classroom, but also makes students fully play the main role, so that students' initiative and enthusiasm can be fully displayed. Changing passive learning into active learning is also conducive to the cultivation of students' knowledge, ability, emotional attitude and value. The online and offline blended teaching mode makes up for the shortcomings of the traditional classroom teaching process of modern Chinese in our school. The students' learning initiative, enthusiasm and innovation have been greatly enhanced, and the teaching effect has been significantly improved.

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