

# *Practice of Online and Offline Blended Teaching Curriculum in Korean Chinese Education Based on Flipped Classroom*

Shu Han<sup>1,a</sup>, Chang Qiu<sup>1,b,\*</sup>

<sup>1</sup>*Institute of International Education, Liaoning University, Shenyang, Liaoning, 110036, China*  
*<sup>a</sup>jojobetter@163.com, <sup>b</sup>wdqc0402@126.com*

*\*Corresponding author*

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**Abstract:** Since the 21st century, with the deepening of education reform, "flipped classroom" as a new teaching method has attracted high attention from countries around the world. Especially in foreign language teaching, flipped classrooms, with their flexible learning methods, greatly enhance learners' learning enthusiasm and enhance learning efficiency. On the basis of analyzing the current situation of Chinese language teaching in South Korea, this article conducted a more in-depth study on the application status of "online and offline" blended flipped classrooms in China. This article provided a detailed analysis from two aspects: teaching design and teaching implementation and student feedback. Combined with practical teaching practices, it was proved that "flipped classroom" can better promote the development of students' Chinese language. This article focused on case studies, supplemented by empirical analysis. The language skills test scores of the experimental group students were higher than those of the control group. For example, class 3 of the experimental group achieved a high score, while the highest score in the control group was only 71 points. This article has certain reference significance for Chinese language teaching in South Korea, and has certain reference significance for teaching other languages.

## 1. Introduction

In the context of global economic integration, the role of Chinese language is becoming increasingly prominent worldwide. In South Korea, due to the increasingly frequent economic and trade exchanges between China and South Korea, research on Chinese is also constantly heating up. Therefore, how to effectively improve students' comprehensive English proficiency is a question worth exploring. On this basis, this article applies the "flipped classroom" teaching model in Chinese language teaching in South Korea. Flipped classroom is a teaching form mainly based on preview and deepening learning in the classroom. Its purpose is to solve the problem of passive and low participation of students in traditional teaching, and to enhance their language application ability with more active learning methods.

This article is based on blended learning theory and adopts a combination of qualitative and quantitative research to explore the effectiveness of flipped classroom teaching. Firstly, this article adopts a new course model that includes online video observation, real-time interactive discussions, and face-to-face teaching. Secondly, this article compares the performance of two groups of students in Chinese listening and writing. Finally, the teaching mode based on student feedback and teaching effectiveness is evaluated and optimized. Through the research in the above aspects, not only can the implementation effect of the Korean Chinese teaching model be determined, but also a certain theoretical and practical basis can be provided for the promotion of this model in the teaching of other languages.

## 2. Related Work

The current flipped classroom Chinese teaching model can improve students' practical language proficiency and cultivate their ability for self-directed learning. Che Hui conducted a study on the analysis of time construction errors and acquisition order among Korean international students with advanced Chinese proficiency [1]. Han Chunhua provided the path and difficulties faced by the public development of preschool education in South Korea from the perspective of educational equity [2]. Wang Jiatong conducted a review of entrepreneurship education policies in higher education in South Korea based on his research on the "Five Year Plan for Entrepreneurship Education in Korean Universities" [3]. Zhang Jian studied the current situation of Chinese language education publications entering the Korean market [4]. Lee A Y explored Korean language education cognition for North Korean refugees based on social network analysis [5]. Sun W studied the manifestation of a single cultural phenomenon in traditional Chinese and Korean language textbooks for immigrant children [6]. Cui H explored multilingual planning for Korean Chinese bilingual families [7]. Wang S conducted a correlation analysis between the learning status of Korean students in Chinese universities and learning media [8]. Gong YF studied the teaching of Chinese as a foreign language for non Chinese learners in Chinese Mainland [9]. Joo S J studied the language ideology of traditional Korean language learners [10]. Although they have conducted extensive research on Chinese education in Korea, there is currently little in-depth practice and systematic evaluation of Chinese teaching in Korea, and most of them focus on theoretical analysis, with relatively little research on its practical application effects. The research results of this article can make up for the shortcomings in this area and provide empirical basis and guidance for future teaching work.

Korean Chinese language teaching mainly adopts a combination of online and offline methods, combining the advantages of traditional classroom teaching with the convenience of modern information technology. It plays a very important role in improving teaching effectiveness and enhancing students' learning experience [11]. Firstly, through abundant online resources, the blended education model greatly expands the time and spatial boundaries of learning. Students are no longer limited by the time and space of the classroom. They can access teaching videos, conduct real-time discussions and use electronic courseware at any time through the Internet platform according to their own curriculum arrangement and progress. It adapts to the lives of contemporary college students and promotes their learning enthusiasm and autonomy. Secondly, students can use online textbooks for preview before class, thereby making the classroom time more focused on discussion, practice, and solving difficult problems. This teaching method can improve students' mastery of knowledge, enhance their mastery of knowledge, and enhance their application ability. Furthermore, through the introduction of online components, blended learning provides teachers with more diverse teaching methods and approaches. Through online platforms, teachers can provide real-time feedback and testing on students' learning and progress, and adjust teaching

accordingly. In addition, the use of multimedia and interactive technology in the teaching process can increase the interest and attractiveness of classroom teaching, and stimulate students' learning motivation. In addition, the hybrid teaching mode of online and offline is of great significance for personalized education of students.

### 3. Methods

#### 3.1 Course Content and Structural Design

At this stage, the project team first defines the curriculum system of flipped classroom and designs detailed online and offline activities, including preview videos, interactive discussion questions, and practical assignments, covering the training of students' four basic abilities in Chinese listening, speaking, reading, and writing. Before class, students must first watch the videotape in order to participate more deeply in the discussion and activities of the course.

The improvement rate of academic performance can be calculated as the percentage of improvement in student academic performance:

$$P = \left( \frac{S_H - S_Q}{S_Q} \right) \times 100\% \quad (1)$$

Among them,  $P$  represents the improvement rate;  $S_Q$  is the student's test score before the experiment;  $S_H$  is the student's test score after the experiment.

#### 3.2 Online and Offline Teaching

##### (1) Developing and deploying online teaching resources

The hybrid teaching method of online and offline has greatly optimized the structure and learning process of the classroom, and it has led the traditional "lecture practice" model to develop towards the direction of "preview-discussion-deepening". A complete set of Chinese and English learning videos has also been designed, covering everything from basic phonetics to complex grammar structures, enabling better implementation. Each film is accompanied by detailed teaching instructions and problem discussions, to help students better examine themselves while watching the film. In online courses, through role-playing and group discussions, students can gain a deeper understanding and application of film techniques. All registered students can watch videos on the teaching platform and then enter traditional classrooms.

The student engagement index represents the level of activity of students on online platforms:

$$I = \frac{V+H}{D} \quad (2)$$

Among them,  $I$  is the participation index;  $V$  represents the total number of video views;  $H$  represents the number of times homework has been completed;  $D$  is the total number of course days.

##### (2) Implementing offline interactive courses

Offline teaching is conducted in an interactive manner, such as role-playing, group discussions, and thematic assignments, to enhance students' English language proficiency, and to train their language expression skills by simulating real-life situations. Before each offline class, the teacher can make appropriate adjustments to the course based on the online learning effectiveness of the students.

### 3.3 Learning Progress Tracking and Evaluation

The newly launched exam system includes online tests, oral tests, and written assignments. This system can assist teachers in instantly understanding the academic progress and effectiveness of students, and ensure that each student can achieve the ideal Chinese level before graduation.

Teaching interaction frequency:

$$F = \frac{N}{T} \quad (3)$$

Among them,  $F$  represents the frequency of interaction;  $N$  is the total number of interactions;  $T$  is the total classroom time.

### 3.4 Feedback Mechanism and Course Optimization

The opinions of students are regularly collected and meetings are held with teachers to continuously improve teaching content and methods. Finally, based on the survey results and the actual situation of students, teaching content, teaching strategies, etc., are improved to better meet their actual needs. Based on feedback from students, teaching content and methods are continuously optimized. These measures include making appropriate adjustments to the duration and content of the film, improving the level of interaction in offline teaching, and providing more guidance for different types of students. After each repeated course, it is reevaluated to ensure continuous improvement of teaching quality.

Standardized test score changes are used to analyze changes in student scores:

$$\Delta S = M_Q - M_H \quad (4)$$

Among them,  $\Delta S$  is the change in score;  $M_Q$  is the average score of the test before the experiment;  $M_H$  is the average score of the test after the experiment.

## 4. Results and Discussion

### 4.1 Teaching Experiments

#### Step 1. Setting control experiments

This article sets up an experimental group (using flipped classroom mode for learning) and a control group (using traditional teaching methods) to evaluate the teaching effect of flipped classroom.

#### Step 2. Data collection methods

The data presented here includes three aspects: language proficiency test scores, course completion rate, and student self-assessment questionnaire scores. It can be seen that both groups of students do not give high evaluations in all aspects. The academic performance data of the experimental group students are shown in Table 1, while the academic performance data of the control group students are shown in Table 2. These data facilitate subsequent analysis and evaluation.

#### Step 3. Statistical analysis and interpretation of results

The degree of improvement in Chinese proficiency among students in the experimental group and the control group is statistically analyzed. This article focuses on Korean Chinese language learning students to test their effectiveness. SPSS (Statistical Product and Service Solutions) software is used for t-test and analysis to examine whether flipped classroom teaching has a significant impact on children's Chinese proficiency. At the same time, this article also analyzes the

content of open feedback from students to understand their views and acceptance of this new teaching method. With the help of data analysis tools, teachers can track the activity trajectory of each student online, discover their differences in learning habits and abilities, and provide targeted guidance and support. On this basis, a teaching model of "tailored teaching" is adopted to better adapt to students at different levels and enable them to achieve maximum development. Overall, the blended online and offline teaching mode of Chinese language teaching in South Korea not only promotes student interaction and provides personalized teaching support, but also greatly improves the teaching experience and effectiveness of students. The application of this model in foreign language teaching has good reference significance for the teaching of other languages and disciplines.

Table 1: Performance data of experimental group students

Class	Language skills test score	Course completion rate	Student self-assessment questionnaire score
1	65	70%	3.5
2	62	68%	3.3
3	68	75%	3.7
4	60	72%	3.2

Table 2. Performance data of control group students

Class	Language skills test score	Course completion rate	Student self-assessment questionnaire score
1	63	71%	3.4
2	67	69%	3.6
3	64	73%	3.5
4	61	70%	3.3

#### Step 4. Application of research results

Based on research findings, this article can further improve teaching strategies and curriculum design, and adopt targeted teaching suggestions and improvement strategies. The results of this article can also be provided to educational institutions and decision-makers to promote the development of Chinese language teaching in Korea.

## 4.2 Experimental Comparison

After one week, the performance data of the experimental group and the control group students are re evaluated. One week later, the performance data of the experimental group students is shown in Figure 1. One week later, the performance data of the control group students is shown in Figure 2.

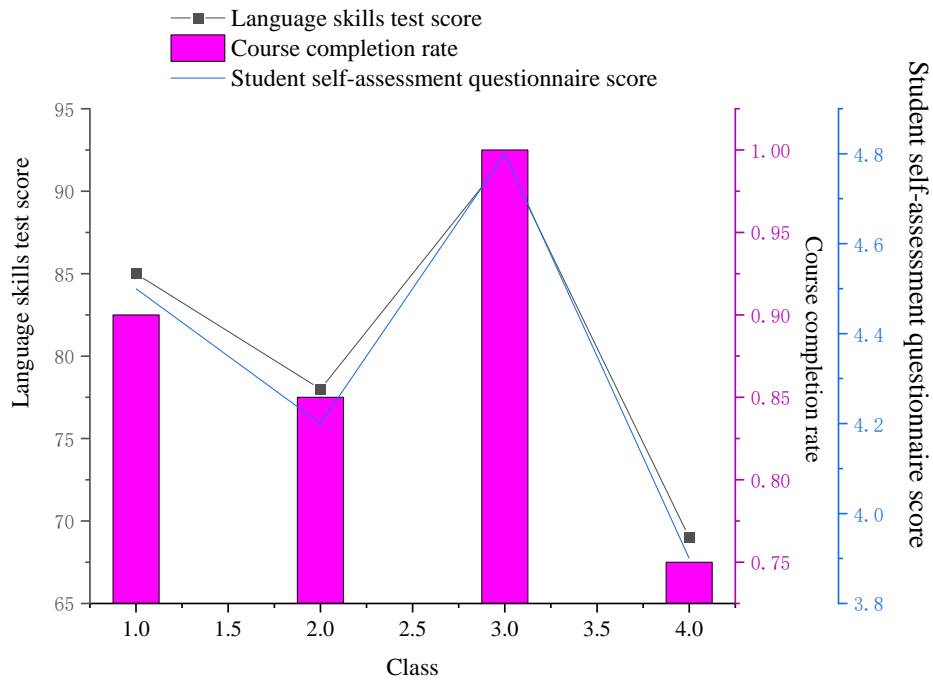


Figure 1: Performance data of experimental group students after one week

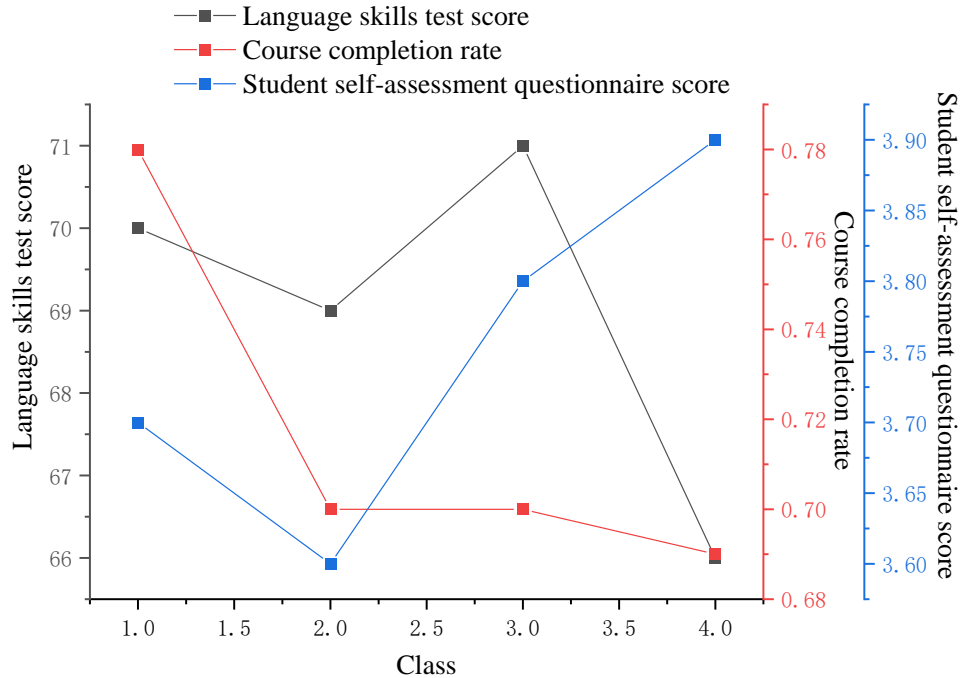


Figure 2: Performance data of control group students after one week

For overall performance:

The results show that there are significant differences in language skill test scores, course completion rates, and student self-assessment questionnaire scores between the experimental group (Figure 1) and the control group (Figure 2).

Language skills test score:

The language skills test scores of the experimental group students are higher than those of the control group. For example, class 3 of the experimental group achieves a high score, while the highest score in the control group is only 71 points.

Overall, the language skills test scores of the experimental group are better than those of the control group.

Course completion rate:

In addition, students in the experimental group also have a high completion rate of the course. Taking class 3 as an example, the completion rate of the experimental group's courses is 100%, while the control group reaches 70%.

The completion rate of the experimental group's courses is higher than that of the control group, which also suggests that the students in the experimental group have better performance in terms of learning enthusiasm and continuity.

Student self-assessment questionnaire score:

In terms of student self-evaluation questionnaire scores, the experimental group students generally score higher than the control group students in the self-evaluation questionnaire.

Exploration conclusion:

The results show that the language skill test scores, course completion rate, and self-evaluation questionnaire scores of the experimental group are significantly better than those of the control group, indicating that the teaching or intervention methods of the experimental group have a positive impact on students' Chinese learning ability and classroom participation.

Furthermore, this article explores the listening and writing situations of the experimental group students. The listening and writing scores of the experimental group students before and after the experiment are shown in Figure 3. Class 1 scores 65 points in listening before the experiment, 78 points in listening after the experiment, 68 points in writing before the experiment, and 75 points in writing after the experiment; class 2 scores 72 points in listening before the experiment, 85 points in listening after the experiment, 70 points in writing before the experiment, and 78 points in writing after the experiment. After the experiment, the students' listening and writing scores improve.

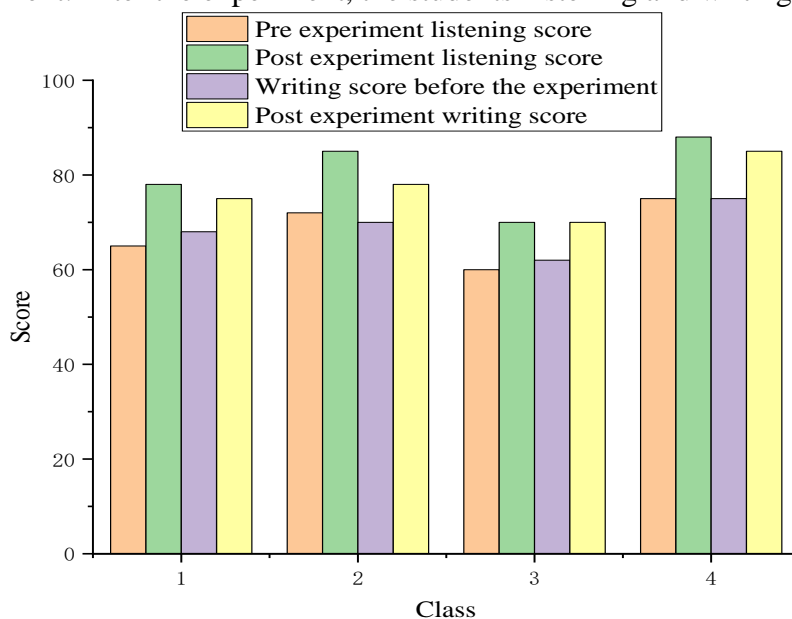


Figure 3: Listening and writing scores of experimental group students before and after the experiment

## 5. Conclusions

This article took Chinese education in South Korea as an example, taking "flipped classroom" as the starting point and aiming to improve the Chinese proficiency of Korean learners, and conducted empirical analysis on it. This article intended to take online teaching videos and offline interactive courses as the research objects, and comprehensively use various research methods such as quantitative academic achievement and qualitative feedback to evaluate the implementation effect of this model. The results of this study indicate that the Chinese dictation ability of the experimental class has significantly improved. This article also has certain limitations. Firstly, the sample size of this article is relatively small, which cannot fully reflect the overall situation of Chinese language education for Korean students. Secondly, due to the short research period, it is not possible to understand the effects of flipped teaching mode on students' long-term learning habits and abilities. Further research can be conducted to explore the long-term effectiveness of flipped classroom teaching. If the sample size and research duration can be further increased, a more accurate evaluation can be made. It can also be attempted to apply the new teaching method of "flipped classroom" to the teaching of other subjects and languages to test the universality and effectiveness of this model.

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