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Research on the Application of Blended Teaching in Korean Listening Course Based on Online Open Course Sharing Platform

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Abstract: *In recent years, blended teaching has brought about a revolution in school classroom. Especially since the COVID-19 epidemic, blended teaching has achieved unprecedented development. This paper introduces the application of mixed teaching mode in Korean Listening Course from the aspects of teaching reform objectives and tasks, the construction of mixed teaching mode, the specific implementation of flipped classroom, course assessment, highlights and achievements of course construction, and summarizes and reflects on its teaching effects.*

Keywords: *Korean Listening; Blended teaching; Online open course sharing platform*

Introduction

"Korean Listening 1" is a professional compulsory course for Korean language majors. It is opened in the second semester of the freshman year and is taught to freshmen majoring in Korean language. In the previous "Korean Listening" course teaching, listening practice and explanation were the main teaching mode. In this mode, the teacher's teaching content is limited, the classroom atmosphere is lifeless, and it is easy to overlook the cultivation of students' listening comprehension ability and listening skills. However, the cultivation of students' autonomous learning ability, language output ability, cooperative learning ability, thinking ability and cross-cultural communication ability has not been exercised. At the end of the semester, the assessment of students only focuses on summative evaluation and lacks formative evaluation. Obviously, the above-mentioned teaching mode can no longer meet the current talent training requirements, and it is still far from the golden class with the characteristics of "high-level, innovative, and challenging". Exploring new teaching models is imminent.

He Kekang, a professor of Beijing Normal University, first introduced blended teaching into the field of higher education in China. He combined the advantages of traditional face-to-face teaching and network teaching. While giving full play to the leading role of teachers in guiding, inspiring and monitoring teaching, he also reflected the initiative, enthusiasm and creativity of students. Since 2018, Zhejiang Yuexiu University has applied the blended teaching mode to the Korean Listening on the basis of the excellent online open course sharing platform. After more than two years of curriculum reform, the curriculum construction scheme has been continuously improved, and the curriculum resources have become rich. At the same time, the construction of the excellent online open course sharing platform of “Korean Listening 1” has been

strengthened, helping the construction of Korean "Top-quality Course" in Chinese universities.

Objectives and Tasks of Course Reform

This course aims to comprehensively reform the traditional Korean teaching classroom "rigid uniformity" collective teaching mode and boring teaching content, but to change the teaching structure. Through the integration of rich and personalized sharing platform of teaching and learning resources, the face-to-face classroom teaching mode is integrated with online learning mode, connecting "online teaching", "offline teaching", "online learning", "offline learning", "mobile micro learning", etc. Design and research “Korean Listening 1” hybrid classroom teaching mode based on the best online open class sharing platform, and test the effectiveness and feasibility of this mode through large-scale teaching.

Based on the UMOOC platform, this course rebuilds the traditional teaching mode, expands the teaching time and space, and improves students' autonomous learning ability, language output ability, cooperative learning ability, critical thinking ability and intercultural communication ability. At the same time, the formative evaluation of curriculum focuses on students' learning process and learning effect, stimulates students' learning motivation and improves the teaching effect.

Construction of Blended Teaching Model and The Concrete Implementation of Flipped Classroom

The total class time is 34 periods, of which online study time is 17 periods, accounting for 50% of the total class time. Course resources include online and offline resources. Select “Korean Listening 1” course on the school's excellent online open class sharing platform for online resources.

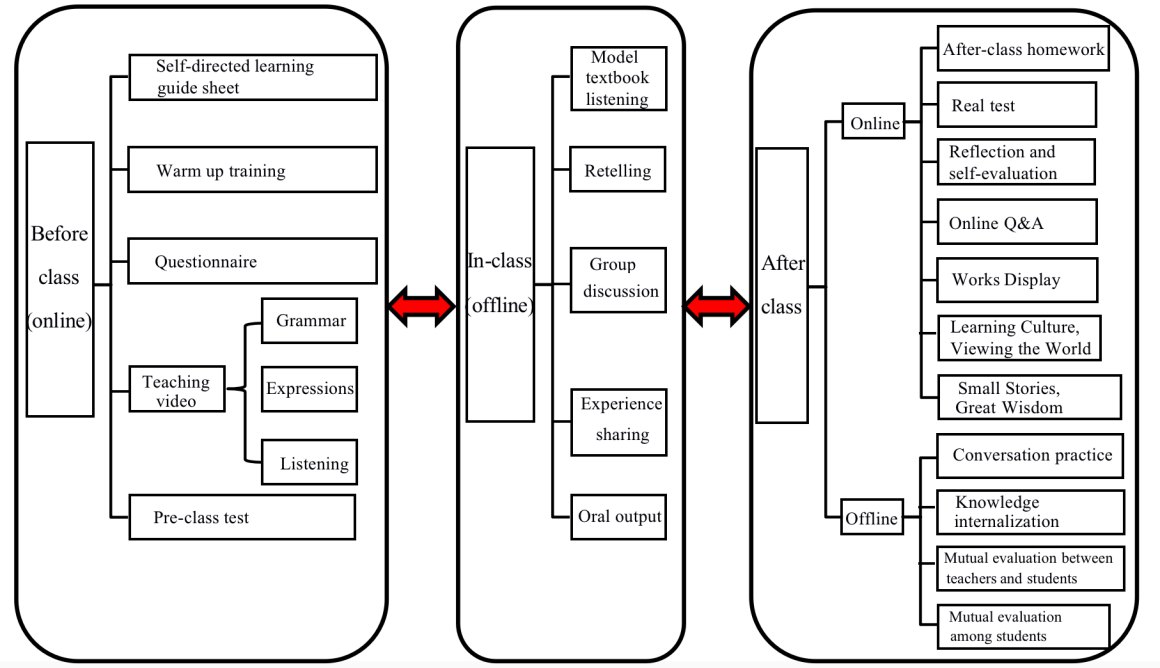

Figure 1. Online and offline hybrid teaching mode based on UMOOC

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Blended teaching process design is mainly embodied in three stages: pre-class, while-class and post-class. Based on UMOOC before class, students achieve their knowledge goals through self-directed and exploratory learning. Based on the output theory and task-based teaching, the teacher designs a student-centered cooperative learning model to realize the internalization and construction of knowledge, improve students' listening and speaking ability, cooperative learning ability, speculative ability and cross-cultural ability. Post-class based on online learning and offline oral practice activities, including online homework test, "TOPIK Question Bank", "Classroom Reflection", "Online Q&A", "Discussion Area", "Works Show"and other activities. As shown in Figure 1.

The specific implementation process of the flipped classroom based on the unit teaching design is as follows: This unit of teaching is selected from the 15th unit of the "Korean Listening Course" " 어느 계절을 좋아하세요 ?" The teaching goal is to enable students to master vocabulary and expressions related to weather, seasons, and environmental protection, and to master listening skills such as how to talk about environmental problems, solutions, and note taking. The ability goal is to improve students' listening and speaking ability, autonomous learning ability, cross-cultural communication ability and thinking ability. The emotional goal is to guide students to establish the concept of "Guided by the conviction that lucid waters and lush mountains are invaluable assets", improve students' awareness of environmental protection, and guide students to think about how to realize the harmonious coexistence of man and nature.

Teaching resources are divided into two parts: First, online teaching resources include "self-learning guides", "warm-up training", "pre-class questionnaires", "teaching videos", "after-class homework", "Real Test", "after-class reflection and self-evaluation", "Online Q&A", "Works Display", "Learning Culture, Viewing the World" and "Small Stories, Great Wisdom". These 10 parts all adopt the customs clearance mode. Second, the offline part includes example sentences and extended exercises, listening exercises, oral output exercises around unit topics, and presentation topics. The specific process of online teaching is also divided into the following four stages:

1. Before class, teachers publish independent learning guide sheets online, so that students can understand knowledge goals, ability goals, important and difficult points and learning tasks before class. After that, students can master the learning materials, namely related basic vocabulary, phrases and expressions, through warm-up training and pre-class questionnaire survey. After completing both sections, students will be able to move on to the next video. The videos are divided into three categories: the grammar points of the unit, common expressions and listening skills. Through the teaching videos of grammar points, students are encouraged to master the new grammar points in the learning materials before they practice listening. In this way, students can learn the structure of sentence structures, deformation rules and semantic functions, and complete the corresponding online exercises on grammar. Through the teaching videos of common expressions, students can be familiar with them in advance, complete targeted online exercises, and improve their listening and understanding ability. Through listening skills teaching videos, students can master relevant listening skills, break the difficult points of the course in advance, and improve their listening comprehension ability.

2. In the offline class, we mainly use the methods of listening to the model textbook, retelling and group discussion, and advocate cooperative and discovery learning. Teachers can also discuss listening experience

and skills with students, encourage students to share their learning experience actively and ask questions boldly. Let the students deeply participate in the class activities, mainly including three links: (1) listen to the gist information. The teacher first leads the students to review the listening skills they have learned, such as how to get the gist information based on the key words. Lead the students through practical exercises to reinforce the listening skills they have learned. (2) Listen for details. Through the listening skills and shorthand skills training, further lead the students to learn to capture the details of information, consolidate the listening skills. At the end of this session, the teacher will ask the students to share their notes and symbols, so as to expand their knowledge. (3) Oral output exercises. Students will perform oral English output exercises around the topic of the unit. Students will perform role play and scenario simulation in groups. The purpose of this section of teaching is to improve the students' oral expression ability and critical thinking ability.

3. After class, as an extension of the text, besides listening exercises, the teacher will also arrange various scene dialogue exercises, such as making phone calls. Students will upload the recorded dialogue video to the "Works Display" of the platform, so as to enhance the effect of language learning, change the boring learning atmosphere, and make the listening practice more real and vivid. Online teachers can provide news, lectures and other more diversified and detailed listening materials to help students experience different ways of oral expression and strengthen the learning of knowledge points. Students are encouraged to actively ask questions in the "Online Q&A Area" where teachers or other students can discuss or solve questions. At the end of each unit, there is an online self-assessment form designed to allow students to reflect in class and check their mastery of knowledge. At the same time, it is also helpful for teachers to grasp the learning progress of students in time, so as to carry out classroom reflection and improve teaching methods at any time.

4. As an extension of the theme, the online platform has set up two sections, "Learning Culture, Viewing the World" and "Small Stories, Great Wisdom", in an attempt to realize ideological education through the content of these two sections. Pay attention to the combination of ideology and education, not only to let students understand the essence of North Korean culture, but also to learn to promote the excellent culture of the Chinese nation, so as to help students establish a correct outlook on the world, outlook on life and values. Help students tell Chinese stories and spread Chinese voices in Korean. In addition, the combination of Chinese cultural allusions, fables, idiom stories and ancient poems allows students to experience and learn Chinese wisdom and enrich the concept of life. For example, in the learning process of the unit of "Restaurant Ordering", you can demonstrate Korean food culture through videos, and you can also tell students the idiom story of "abandoning food due to choking". So as to achieve the emotional goal, practice the curriculum concept in the professional teaching in the form of cultural moisturizing.

The final grade of “Korean Listening 1” includes formative assessment and summative assessment. Formative assessment includes five parts: online MOOC learning, classroom participation, online homework test, after class participation and learning achievement display. The ultimate goal of summative assessment is to evaluate the comprehensive ability of language use, and scientifically design the basic content and high-level assessment content of the test paper.

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Highlights of Course Construction

1. Integrate and optimize online and offline courses to achieve mutual complementarity, high synchronization and deep integration. First of all, online courses are taught by excellent teachers. The teaching content is concise and can be closely integrated with various online supporting exercises. The offline courses focus on output, cultivating abilities, and answering questions, and are highly synchronized with online courses. In terms of instructional design, this course gives full play to the respective advantages of online and offline courses: online courses focus on students' knowledge input to ensure that students can truly understand and learn; while offline courses focus on students' output practice and focus on application, namely through multi-link exercises, students can apply what they have learned.

2. Cultural teaching runs throughout. According to the teaching content, the curriculum objectives are determined, the cultural elements are integrated, the curriculum teaching activities are innovatively designed, and the curriculum teaching evaluation is carried out. With students as the center, the traditional Chinese culture is highly combined with the text. The flipped classroom thematic discussion method, task-driven method, group discussion method and class presentation method are adopted. Under the teacher's design and guidance, students continue to deepen the understanding of traditional excellent culture through self-learning. In this way, cultural elements are introduced into language teaching in a silent way, so as to implement the concept of whole-person education actively and explore the educational strategy of collaborative education while cultivating students' language skills.

3. This course has fully absorbed the teaching concept of output-oriented method. Under the guidance of this concept, we should first apply the scene prompt to fully mobilize students' interest and desire for learning and cultivate students' internal driving force. A variety of practice materials and output tasks can be provided offline in order to facilitate the realization of students' learning objectives. Finally, in the evaluation section, students' online and offline output activities are given full feedback to do a good job in the evaluation of students' output effect.

Teaching Effect and Reflection

After two years of reform and practice, this course presents a good teaching effect. First of all, well-designed online courses enable students to fully absorb knowledge. Free time and repeated learning can test the effect of learning, so students can be fully prepared before class. Offline courses include a large number of output exercises, so that students can simultaneously achieve a high degree of synchronization between online and offline learning, so as to ensure the learning effect and application ability.

Since the adoption of the "online + offline" blended teaching mode, this course has been highly praised by students. Among them, students are relatively satisfied with the teaching of the course, and think that the course design of each unit is scientific and reasonable, and the blended teaching is more interesting and independent than the traditional teaching. For students, the free use of learning resources can provide immediate feedback and greatly enhance the language learning effect. In addition, the evaluation and assessment of students in this mode is more comprehensive and objective. Compared with the previous

offline teaching mode, the effect of learning this course is very obvious: students' output ability, oral English ability and class average level have been greatly improved.

Comparing the data before and after the development of blended teaching, we compared the course learning of 2017, 2018 and 2019 students taught by the same teacher, and found that the students' professional course performance has improved in different degrees.

Table 1. Students' course learning situation

	Korean Listening 1	Basic Korean 1	Spoken Korean 1
Class of 2017	73.52	72.31	70.36
Class of 2018	77.62	75.23	73.66
Class of 2019	79.25	76.82	75.58

Although the overall effect of the current mixed teaching reform is good, with the continuous adjustment and improvement of the course team in the later stage, the daily management will also be continuously strengthened, and the above are also the key and difficult points of the subsequent development. At the same time, the promotion of this course, the expansion of influence and the depth of opening up are the key to the course construction. To promote this course to universities and educational institutions in Zhejiang Province and all over China, and to open free learning on influential platforms, and strive to accelerate to the national first-class courses is the direction of course construction in the future. Finally, "how to enhance the interactivity of online learning platform" and "how to provide differentiated online learning resources for learners according to different types, different schools and different language levels" need to be further improved.

To sum up, the blended teaching mode based on the exquisite online open course sharing platform has changed the traditional teacher-centered teaching mode, and is of great significance for improving students' foreign language listening and interpreting ability, output ability and intercultural communication ability, expanding students' cultural vision and cultivating students' humanistic quality. In the future teaching, we will continue to optimize, promote and apply the teaching model to help Chinese colleges and universities build Korean "Top-quality Course".

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[3] The Seed Program for Korean Studies through the Ministry of Education of the Republic of Korea and the Korean Studies Promotion Service of the Academy of Korean Studies [No. AKS-2020-INC-2230008].

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