

# The Application of “LBL+CBL+PBL+RBL” Four-Track Model in Modern Chinese Teaching

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**Abstract**—In order to improve the teaching effect in modern Chinese course, this work adopted "LBL+CBL+PBL+RBL" four-track mode. The teaching process is based on teaching materials, guided by problems, assisted by cases and supported by resources. Students' interest in learning is obviously improved and their ability of independent thinking is greatly enhanced. The research shows that the four-track teaching mode not only lays a solid theoretical foundation for students, but also improves their ability to analyze and address Chinese problems. It is an effective comprehensive teaching mode.

**Keywords**—four-track mode; modern Chinese; teaching; application

## I. INTRODUCTION

Modern Chinese is one of the most important professional basic courses, compulsory courses and main courses for undergraduate in the Chinese Department. It systematically and comprehensively introduces the contents of the modern Chinese Han common language, such as pronunciation, words, vocabulary and grammar [1]. Through the study of this course, students can further understand the language of the motherland and correctly use Chinese pinyin and Chinese characters. The ability of Mandarin proficiency and reading, the ability of distinguishing the meaning and making words and sentences can be improved, and the ability of grammatical analysis, appreciation of works and written expression can be improved. Due to the rich content, rich knowledge points and strong theoretical nature of the course, traditional classes often adopt the mode of "one lecture and one practice" (i.e., the teacher first explains the theoretical knowledge, and then the students strengthen and consolidate it through the corresponding exercises). Compared with the literature course in Chinese Department, this learning mode is more like the course of science and engineering, with a single form and a serious classroom atmosphere. Students generally feel that the content of the course is boring, boring and difficult, so the teaching effect is not satisfactory.

In order to achieve better teaching effect, this work adopted the four-track mode of "LBL+CBL+PBL+RBL". Based on different stages in the course, different teaching methods will be integrated into it to fully mobilize students' enthusiasm for learning. Further cultivate students' active observation of Chinese phenomenon, improve their ability to find, analyze and solve problems. Students' active observation of Chinese phenomenon is further developed, and their ability to find, analyze and address problems is improved.

## II. THE MEANING OF “LBL-CBL-PBL-RBL” FOUR-TRACK TEACHING MODE

At present, there are two main teaching models widely used in higher education in the world. One is centered on "teachers", and the other is centered on "students" [2]. These two teaching models show a one-sided trend, so that the teaching itself is out of balance. In the traditional teaching mode of "teacher centered" or "textbook based", teachers output knowledge in the form of "a word", and students receive knowledge in the form of "passive" and "obedient". The classroom atmosphere is tense and serious, and the teaching effect is poor. When students go to work, they will feel that the content of learning in school is old and cannot keep up with the needs of social development. The "student-centered" teaching mode ignores the guidance of teachers. It is difficult to control the classroom rhythm, which leads to students' lack of solid theoretical foundation and makes it difficult for them to develop long-term career in the future. Therefore, one of the main objectives of the teaching reform in colleges is to integrate the two traditional teaching modes and build a new teaching mode. It can not only play the leading role of teachers, but also fully reflect the main role of students, so as to gradually realize the comprehensive reform of the teaching content and the teaching method [3].

Therefore, a comprehensive teaching mode is adopted to balance the relationship between "teaching" and "learning" in teaching. The "LBL-CBL-PBL-RBL" four-track teaching mode is the integration for the traditional mainstream teaching mode, in which LBL (i.e., "Lecture-Based Learning") is a traditional teaching mode guided by handouts. LBL teaching mode can enable teachers to systematically impart theoretical knowledge and successfully complete the predetermined goals, so as to help students construct a complete knowledge system and theoretical framework. PBL (i.e., "Problem-Based Learning") is a modern teaching mode guided by problems. It can throw out concrete practical problems to arouse students' thinking, and can cultivate students' self-study ability, practical thinking ability, innovative ability, etc. RBL (i.e., "Resources-Based Learning") is a new teaching mode which is guided by resource and adapts to the era of knowledge economy and network information. In the process of teaching, by helping students to fully explore and make use of various resources, students' ability to analyze problems can be continuously improved in the era of modern science and technology [4]. Therefore, the "LBL-CBL-PBL-RBL" four-track model can deeply link theory with practice, fully

integrate "teaching" with "learning", and form a three-dimensional teaching model. Improving students' comprehensive ability from different angles is especially suitable for the theoretical course of modern Chinese.

### III. THE APPLICATION OF "LBL-CBL-PBL-RBL" FOUR-TRACK TEACHING MODEL IN MODERN CHINESE CURRICULUM

The phonetic part of modern Chinese systematically introduces the consonant, vowel and tone of mandarin. Having received Chinese education for more than ten years, students are familiar with these concepts and have no difficulty in mastering them. However, for some emerging theoretical knowledge, teachers need to spend more time and energy designing the curriculum.

For example, there is a chapter in the phonetic part called "speech tone change", which systematically introduces the phenomenon of phonetic change that we usually use, and we can use the four-track teaching model to teach. When the course is introduced, CBL teaching method is adopted. Combined with common language phenomena in life, such as "beautiful", "mother", "son" and "son and child", when reading words separately and together, the pronunciation is different, so as to inspire the students to pay attention to the realization of the voice. In the transitional stage, PBL teaching method is used to select typical corpus, such as "500", "things", "ears", "good friends" and "think about". Students are required to make a general analysis based on previous pronunciation, so as to guide students to think about the causes and conditions of fluidic change. In the main part of the course, LBL teaching method is adopted. Combined with teaching materials and cases to teach the basic concept and basic theory of speech tone change, students are required to master the basic law of fluidic phonetic change and construct the theoretical framework. It includes the rules to be followed in the two and three vocals. "One" and "no" have different pronunciation rules in different speech environments. "Ah" appears in different ways of pronunciation after different vowels, as well as the common phenomenon of soft tone and suffocation. It helps students to establish a complete system of phonetic variation based on previous perceptual cognition. In the future, when engaged in primary school Chinese teachers, they can accurately use Mandarin for teaching, and teach the pronunciation characteristics and rules of Mandarin to students. When engaged in secretarial work, they can smoothly use Mandarin for information transmission and communication. Finally, at the stage of improving students' ability, RBL teaching method is used to collect typical examples through network resources, such as "I know you very well!", "There are hundreds of paper umbrellas in the exhibition hall.", "That's a good tree!", "I'm bored!", etc. Students can analyze their actual pronunciation with theory and guide students to find related resources from the network, analyze by themselves, and improve their ability to find and solve problems. Students are guided to find relevant resources from the Internet, analyze by themselves, and improve their ability to find and address problems.

#### A. *The application of "LBL-CBL-PBL-RBL" four-track teaching mode in the text part*

The text part of modern Chinese systematically introduces the body evolution, structural features, stroke order and standardized writing of Chinese characters. Through observation, we find that even though it has been used for more than ten years, students' understanding and cognition of Chinese characters are relatively weak. Therefore, the four-track teaching mode of "LBL-CBL-PBL-RBL" can enable students further sort out the relevant contents on the basis of mastering the text in primary and secondary schools, and obtain a more systematic and comprehensive knowledge system.

For example, one section of the text section is "word making method", which mainly refers to four character formation methods of pictograph, pointing, knowing and pictograph. Students have been able to make more accurate judgments about common Chinese characters such as "Ren", "Shan", "Dao", "Xiu", "He", etc. Combined with the character of oracle bone inscriptions, it is possible to deduce which type of character is generated and which type of the word-making method. Therefore, we can use these common words for CBL style import, and then combine these typical cases to explain the meaning and difference of four word building methods in detail with LBL teaching mode, so that students can get a more accurate and clear understanding. Then, teachers can select some difficult Chinese characters such as "Zhi", "Ding", "Ben", "Mo", "Yi", "Jian", "Yan", "Nian", "Bao", "Ying", "Chuan", etc. PBL mode is used for teaching (i.e., raising questions and arousing students' thinking). For Chinese characters with lower difficulty, students can make judgments based on their original experience. However, for the more difficult Chinese characters, students can be guided to use network resources to find relevant information (i.e., the use of RBL in the text part). For example, the form of the word "Chuan" is next to the word "Zhou", which is easier to judge. Due to its sound sign is the right part of "Chuan", students will find it hard to recognize it. We can find the meaning of "Chuan" in Xushen's *Shuowen Jiezi* by using Internet resources. We can find that "Chuan, from Zhou, Qian saves sound", so we can judge that its sound sign is the result of "Qian" omits part of it. With the help of the four track teaching mode, students can fully understand and master the relevant content of word formation.

#### B. *The application of "LBL-CBL-PBL-RBL" four-track teaching mode in vocabulary part*

The vocabulary part of modern Chinese systematically introduces some related concepts such as word composition, word characteristics, semantic field, etc. The concept of "semantic field" seems strange, but it is a theory often used by "future teachers" in the primary school Chinese stage, so students are required to fully master it.

Taking the "semantic field" as an example, let's see how the "LBL-CBL-PBL-RBL" four-track teaching mode is applied in the vocabulary part of the course. The following is the application of "LBL-CBL-PBL-RBL" four track teaching mode in the vocabulary part. For a strange concept, we first use the CBL model to import, such as "cars, boats, airplanes", etc., which belong to "means of transportation", "pens, inks, paper,

inkstones", etc., which belong to "stationery". These individuals have both connections and differences with each other, forming an aggregation of common senses, which is the "semantic field". Then, we use the LBL model to explain the concepts and related theories, including the level and type of semantic field, and use the PBL model to strengthen and consolidate them. Students are given a group of common words, such as "poetry, prose, novel, drama", etc., so as to let students write their upper and lower words. Based on the major that the students of the Chinese department have learned, they can easily write "literature" as the upper word, extract "novel" from it to write the lower word, and write "reasoning novel, science fiction, historical novel", etc., which are all familiar to the students. Then students are given a relatively general concept, such as "plant", so as to let students use the network resources to construct the semantic field. It can be found that "plant" belongs to "biology". At the same time, "plant" is divided into "herbaceous plant" and "woody plant", among which "woody plant" is divided into "arbor" and "shrub", etc. These concepts are not commonly used in life, but they need to be explained clearly in the formal Chinese teaching of primary and secondary schools. Therefore, students can be guided to think and train their thinking mode with the help of RBL.

#### *C. The application of "LBL-CBL-PBL-RBL" four-track teaching mode in grammar part*

The grammar part in modern Chinese is a very difficult part, mainly introduces the grammar concept and the syntax analysis method, etc. Due to the complexity of the Chinese, the students are often in doubt in the process of grammar learning. We can adopt the "LBL-CBL-PBL-RBL" four-track teaching mode to make the teaching do more with less.

Taking "transformation analysis" as an example, the CBL teaching method is adopted in the introduction. This work made a preliminary analysis of the Chinese real problems in primary schools, such as "thin mist floating in the pond", "she washed her clothes" and "black clouds suddenly appear in the blue sky", etc. The students are inspired to think about the shortcomings of the syntactic component analysis and the analytic hierarchy process. It is not difficult to find that syntactic component analysis can help us quickly find the backbone of sentences, but the analysis results may not agree with the original meaning. The analytic hierarchy process can clarify the structural relationship within grammatical units, but it is difficult to analyze all ambiguous phenomena. In the transition stage of the course, PBL teaching method can be used to select typical corpus for analysis, such as "caring for one's own" and "a dentist from the county". Students are required to analyze on the basis of previous grammar theory to guide students to think about the possibility of sentence pattern transformation. In the main stage of teaching, LBL teaching method is used to teach the basic concepts and methods of sentence pattern change, including shift, add, delete, replace and copy. Combined with specific language facts, such as "give him this book", "this book gives him", "things are messed up by him", "he messed up things", the changes in sentence structure or sentence meaning after the change are observed. Therefore, students are required to master the basic methods of sentence pattern transformation, and be able to use transformation analysis to address common problems in

primary school Chinese teaching, such as text interpretation, excellent work appreciation, composition guidance, etc. At the same time, the ability of copywriting should be improved to lay a solid foundation for students to engage in primary school Chinese teaching and secretarial work. Finally, RBL teaching method is used to improve the teaching effect. Students are required to use transformation analysis method to complete the corresponding exercises. From the network resources, classic phrases such as "insects eat all the leaves", "dogs find out", "he is a teacher", "Lingling is the child born the year before last" can be found, which guide students to start thinking and further improve their logical inference while carrying out grammatical analysis.

#### IV. SUMMARY

From the four aspects of modern Chinese course in pronunciation, writing, vocabulary and grammar, the teaching process of some contents is selected and explained in detail. After using the "LBL-CBL-PBL-RBL" four-track teaching model, it can be seen that students' interest and motivation in learning are stimulated not only by the fresh corpus, but also by the rigorous and systematic explanation of basic concepts and theories. At the same time, it is not limited to the examples of textbook selection, not limited to the exercises attached to the textbook, and makes full use of network resources. More topics close to life can be collected, so that learning itself is full of interest. Of course, "LBL-CBL-PBL-RBL" four-track teaching model is not only applicable to modern Chinese courses, but also to other courses with strong theory. In order to make the teaching effect more remarkable, the four track teaching mode can be used flexibly. The theory is based on the actual phenomenon, and the teaching content is designed reasonably according to the development of the times, so that the students can really learn and use it.

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