

Multi-Dimension Analysis on TCSL Oral Teaching in Application of the OMO Mixed Mode

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ABSTRACT

Various of teaching modes have emerged in quantity due to the development and combination of multimedia, cloud computing, advanced 5G wireless communication technologies and modern teaching theories. Teaching Chinese as a second language (TCSL) are still proliferating fast in spite of several dynamic and uncertain factors such as public health emergencies, a country's policy adjustments, international situations, etc. Experts and scholars have always focused on researching learners' oral Chinese ability in that the fundamental purpose of language learning is to communicate effectually. Three main modes of oral teaching can be refined about TCSL. They are traditional offline classroom teaching, pure online oral teaching and online merging offline (OMO) oral teaching. In post-COVID-19 period, the OMO mixed mode burst into a very strong vitality. It has a strong application prospect in the following period of time. This paper discusses TCSL oral teaching in application of the OMO mixed mode from multi-dimension perspectives. First and foremost, this paper states the concept, origin and development of the OMO mixed mode and its three major benefits in TCSL oral teaching: supporting diversified learning styles; complementing online and offline merits; establishing multiple evaluation methods. Then the paper discusses four predominant application strategies of the OMO mixed mode in TCSL oral teaching respectively. Teachers skillfully use the internet platforms to assist students' preview. Interactions and cooperation should be emphasized during the application of the OMO mixed mode. Varieties of web resources can be flexibly and effectively utilized as well as the breadth of oral language materials should be broaden. Finally, the paper also points out some problems that need noticing in order to improve the application effect of the OMO mixed mode.

Keywords: *TCSL oral teaching; the OMO mixed mode; benefits and application strategies; multi-dimension analysis*

1. INTRODUCTION

Among TCSL classes, a comprehensive course as one of main course patterns is used most widely by teachers. This type of teaching is often responsible for comprehensive cultivation and training of TCSL learners' listening, speaking, reading and writing. It is designed to develop TCSL learners' integrated competence in language usage. The extensive application of separate courses in listening, speaking, reading and writing are hindered by numerous factors like course duration, textbooks, teachers, learners, etc. But a sea of experts in the field of TCSL have pointed out that proper and separate sub-skill courses are critically necessary.

It is technological development in multimedia, cloud computing, 5 G wireless communication and other sorts of modern communication technologies that have the

impacts and challenges on the teaching modes in TCSL. Teaching modes have been constantly adjusted to adapt to these dynamic changes. In the meantime, taking current regional and international situations into consideration, i.e. the Covid-19 pandemic, adjustments of education policies in a country and so forth, three main oral teaching modes can be refined in TCSL. They are traditional offline classroom teaching, pure online oral teaching and online merging offline (OMO) oral teaching. Especially the OMO mixed mode mentioned above, its application in TCSL oral teaching has a wide potential and gets high research value. It will be of great benefit to reasonably integrate the OMO mixed mode with TCSL oral teaching.

This paper studies and analyzes TCSL oral teaching in application of the OMO mixed mode from following multiple perspectives.

2. THE OMO MIXED MODE IN TCSL ORAL TEACHING

The origin of OMO mixed mode is similar to O2O (online to offline) mode. O2O is originally a business model, which combines offline commerce with offline commerce. Based on this conception, the Chinese entrepreneur Kai-fu Lee published a special column in *Economist* and discussed profound changes of OMO mode in multitudinous fields. He describes in detail the various kinds of changes that OMO will bring to people's lives.

Combing with its origin and evolution, the OMO mixed mode predominantly has a certain development in the business field, then it gradually seeps into the education field. The integration of platforms, levels and data can be realized by such a kind of mixed mode. Furthermore, it is of great benefit to improve the learning styles of learners.

The OMO mixed mode systematically and dexterously combines offline as well as online teaching. It is worth mentioning that the OMO teaching mode is not a single conversion just from offline to online mode or vice versa, but a mutual procedure between offline and online teaching. In application of the OMO mixed mode, learners are no longer passive receivers but active participants. As for teachers, they are not a simple imitator of knowledge but a prompter, an organizer or a collaborator of students' learning.

In the post Covid-19 era, TCSL teachers now have to teach the same course twice—offline for in-person class and online for students who can't come to the physical classroom. The application of such a teaching mode is an approach of learning that caters to new needs for teachers and students in different places to conduct successive education. It is conducive to ensure TCSL teachers and learners maintain a sustainable oral Chinese study even in this complex and uncertain world.

But the application of the OMO mixed mode needs the support of some suitable infrastructure components, like cameras, smart devices and boards, microphones and so on. Many TCSL teachers are trying to use the smart learning platforms like ClassIn Classroom to apply practically this mixed teaching mode.

3. ADVANTAGES OF THE APPLICATION OF THE OMO MIXED MODE IN TCSL ORAL TEACHING

The application of the OMO mixed mode in TCSL oral teaching mainly has three aspects of benefits as follows.

3.1 Supporting diversified learning styles

Both online teaching and offline teaching are single models. For the former, it is constructed by teachers,

students who need a flexible schedule. It occurs through the internet and happens in a virtual classroom, replacing offline physical classrooms. Students have TCSL oral classes by means of Zoom, Ding Talk, CC Talk and other online learning platforms. Many online learning tools such as audios, videos, virtual whiteboards, animations, et cetera are incorporated in such a teaching mode. For the latter, teachers and students have TCSL oral classes in an actual class of bricks and walls to attain face-to-face interactions. The best character of offline teaching is that it is not disturbed by any technical issues. Students' teamwork, interactive skills can be better improved, and their behaviours, responses, progresses can be better observed, supervised effectively in application of the offline teaching mode.

As for the OMO mixed mode, it is an organic integration of the two modes that mentioned above and utilizes a hybrid infrastructure that combines the internet and real-time learning spaces. It avoids a single online or offline teaching way. The rights of option are given by students and teachers. Students can consider utilizing an appropriate way that is suitable for themselves. Many of their personal needs can be met, like their interests, leaning styles, etc. For teachers, they can flexibly and freely choose a proper oral teaching model according to the teaching contents and students' personal or overall situations. Under such circumstances, time and space constraints can be transcended in TCSL oral teaching. Online and offline students can participate in TCSL oral teaching classes simultaneously in different places, and have a good discussion about issues together. This is a great leap over traditional offline classroom teaching and pure online teaching.

3.2 Complementing online and offline merits

In pure online TCSL oral teaching classes, students often watch videos or simultaneously having online classes with teachers to practice their oral expression abilities. On this occasion, effect of students' oral practice cannot be assured. On one hand, the one-way input is deficient in mutual interactions. The improvement of one's oral ability is closely connected with effective communication. On the other hand, some students are short of initiative and enthusiasm in pure online teaching. For students with poor self-discipline, learning results are greatly reduced because the learning process is not strictly controlled by teachers. To some extent, students are at the receptive and passive end.

The OMO mixed mode effectively complements the defects of online and offline oral teaching modes. Teachers can play a leading role in guiding and monitoring the oral teaching process. In the meantime, students can also put forward problems encountered in online oral Chinese learning instantaneously. Offline and online oral communication can be achieved at the same time. Student engagement of TCSL oral class will be

more effective in the OMO mixed mode. Students' learning interests and initiative of oral Chinese are effectively stimulated. The OMO mixed mode advocates student-centered learning, where students' learning space expands from a physical classroom to an online classroom, and provides students with flexible learning resources and methods, supporting students' especially personalized learning.

3.3 Establishing multiple evaluation mechanism

The establishment of multiple evaluation methods is of necessity in the teaching process. Evaluation methods, like direct assessment, indirect assessment, absolute assessment, relative assessment, summative assessment, and continuous assessment are often integrated in different course types so as to realize teachers' evaluation purposes. TCSL teachers often adopt the summative assessment in terms of students' oral performances. This evaluation mechanism is of great intuition. Teachers can know about the students' oral performances by giving a number of points. The oral levels of students are reflected in their personal points given by teachers. A high score often represents that the student has a better oral expression ability. It is generally evaluated in order to understand the final effect of TCSL oral teaching activities at the end of the semester or school year. Whereas, it cannot reflect the dynamic changes of students' oral performances. It is a limited and incomplete assessment method just according to the score of one oral quiz presented in various of forms.

Multiple evaluation mechanism should be established to replace the traditional single summative evaluation. It is aimed to promote TCSL learners' dynamic oral development. TCSL teachers can try to take the following step to focus on students' oral development. They can design an evaluation system based on e-portfolio that is an abbreviation of an electronic portfolio. It is a purposeful collection of students' oral assignments that showcase student's learning progression and achievement. These TCSL oral assignments can be short videos, audios, scene performances, etc. The design and application of e-portfolio embody the process development of TCSL oral learning and practice. When TCSL teachers create the e-portfolio, it is important that contextual information, technology and other relevant factors should be taken into consideration. Meanwhile, other multiple evaluation methods like qualitative evaluation relative evaluation, et cetera or integration of them ought to be explored and applied in the specific TCSL oral teaching.

The OMO mixed mode cannot merely help TCSL teachers utilize comprehensive evaluation methods, but also combine the formative evaluation, the summative evaluation and other appropriate evaluation methods. The establishment of multiple evaluation mechanism is more inclined to render TCSL oral teaching more effectively and truly. By utilizing the OMO mixed mode,

ways of the simplex assessment can be adjusted and diversified evaluation methodologies can be better established.

4. THE APPLICATION STRATEGIES OF THE OMO MIXED MODE IN TCSL ORAL TEACHING

Proper application strategies can be applied in the OMO mixed mode in order to improve the effect of TCSL oral teaching.

4.1 Skillfully utilizing the internet platforms to assist students' preview

The internet platforms are a range of services available on the Internet including social media, apps, cloud storage, etc. It's of importance to learn how to utilize the internet platforms to finish preview tasks. Preview is needed in knowledge acquisition, so does the improvement of the TCSL oral ability. Previewing oral materials before class render students know what they are going to learn in class. Knowing what to do helps them to be more targeted in the process of TCSL oral teaching. But in the actual teaching process, students usually ignore this vital procedure. As for reasons, a range of them have resulted in such phenomena like the academic burden of various subjects, deficiency of interests, etc. However, teachers can not ignore the role of preview in TCSL oral teaching, which is especially paid attention to. TCSL teachers ought not to just take preview as a optional formality but a necessity. TCSL teachers can layout learning tasks and share resources through various network platforms, like WECHAT, MICROBLOG, DING TALK and other multimedia apps. In all, TCSL teachers are supposed to have a good command of utilizing the internet platforms.

4.2 Interactions and cooperation should be emphasized

In TCSL oral teaching classes, teachers can make full use of the internet. Combining with students' specific situations of preview, teachers can scientifically organize the process of teaching through interactions and cooperation between teachers and students, students and students in offline teaching and online teaching.

Through the preview of diversified sorts of oral language materials that teachers selected, TCSL learners have a general understanding of the contents of these materials. When they have TCSL oral classes, they have already kept questions in mind before class, thus enhancing students' learning initiative to solve those problems that puzzled them a lot. Instead of passively accepting, they are more willing to participate in class discussions and express their opinions in TCSL oral teaching in application of the OMO mixed mode.

Through the multi-directional interactions between teachers and students, students and students, they not only improve their TCSL oral ability but also enhance their grasp of knowledge. The OMO mixed teaching mode are targeted at the weak links of students, helping students to check the shortcomings and improve their ability to use knowledge flexibly. This trend of interactive cooperation overcomes lots of drawbacks of traditional teaching mode in the classroom, and it launches a voluntary cooperation between teachers and students, students and students. It renders students take the initiative to practice their oral performances and make them become the main participants of the TCSL oral classes. The oral teaching effect and quality can be truly achieved the win-win between teachers and students by virtue of such a OMO mixed mode.

4.3 Web resources can be flexibly and effectively explored and employed

The OMO mixed method requires TCSL teachers to develop digital teaching competencies, like how to operate online platforms, how to communicate simultaneously with online and offline participants, and how to employ different types of resources. TCSL teachers are supposed to develop their ability to manage virtual and physical oral Chinese classes at the same time.

Due to the large classroom capacity, fast pace of TCSL teaching, students inevitably miss the key or difficult points of the oral Chinese class. TCSL teachers can try to create some ways to make full use of different kinds of web sources. For instance, making a micro video lesson about the key and difficult points of the lesson so that students can click the video to watch anytime and anywhere independently after class. Spirit of innovation should be erected in TCSL teachers' mind.

Other categories of multimedia web resources also can be flexibly and effectively used. For example, TCSL teachers can arrange targeted oral exercises through some platforms and supply corresponding learning resources according to different levels of students so as to consolidate and expand their oral abilities. The difficult level of the styles of exercises should obey "i+1" principle that put forward by Stephen D. Krashen, a famous linguist from America. For students with weak foundation, teachers are supposed to provide exercises based on "i-1" principle that means the difficult level of oral manuscripts should be reduced. Repetition should be increased to strengthen TCSL learners' understanding and proficiency which can timely fill up knowledge gaps.

4.4 The breadth of oral language materials should be broaden

In this process, teachers should fully excavate oral teaching materials in textbooks and be good at integrating the contents closely related to common and proper topics

outside oral textbooks. Due to the rapid development of the era of big data, some old TCSL oral materials are no longer applicable, which requires TCSL teachers to have the ability of proactively collecting and constructing oral language materials. The breadth of them should be broaden according to oral development needs of TCSL learners with different levels. As for the depth of oral materials, TCSL teachers can't blindly pursue the enhancement of difficulty. The most appropriate is the best.

Some problems that need noticing in order to improve the application effect of the OMO mixed mode. Teachers should not blindly or unilaterally pursue the technical ability and neglect importance of appropriate teaching contents of TCSL. Teaching mode serves teaching but not the core of teaching. The core of TCSL teaching is its essential contents. Teachers should pay more attention to the content construction of TCSL oral teaching in application of OMO mixed mode. As the learning space is now extended into both offline and online spaces, TCSL teachers are supposed to constantly attempt to fulfill the coordinated integration of the online and offline oral Chinese teaching.

5. CONCLUSION

To summarize, this paper firstly states the conception, the origin and development of the OMO mixed mode, then introduces at length its advantages in application of the mode in TCSL oral teaching. Last but not least, the paper offers four strategies to apply the mode in TCSL oral teaching effectively and discusses some problems need noticing.

Information technology and the popularity of intelligent terminal equipment, the traditional classroom teaching mode or simplex online teaching cannot meet demands of the times. The OMO mixed mode probably makes waves all around the world because the influence of unknown crisis and other dynamic factors. The OMO mixed teaching mode can organically combines the advantages of online and offline models. It does not mean the simple replacement of online teaching or offline teaching, but enables both online and offline teaching to give full play to their advantages in a suitable proportion. Therefore, in the actual TCSL oral teaching process, teachers should take into account the actual situation of TCSL students' oral teaching contents and other aspects. They should learn to utilize the OMO mixed mode rationally and scientifically so as to further improve the teaching effect and efficiency of TCSL oral teaching. Only by giving full play to the respective advantages of traditional offline teaching or online teaching can better realize the integration of online and offline teaching. TCSL learners' oral ability can be improved much better. Their thinking quality and thinking ability can be effectually cultivated so that they can adapt true adaptation to the general trend of reform and development of future education.

It should be noted that this paper has several limitations. For instance, this study mentioned above mainly relies on qualitative analysis and lacks of empirical research. Future research could focus on relevant controlled trails on the mixed teaching mode to draw more scientific conclusions.

AUTHORS' CONTRIBUTIONS

Ma Ning: conceptualization, methodology, investigation and writing.

Yan Ke: supervision, validation. Reviewing and editing.

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