

An Analysis of Blended Teaching Mode for Language Courses under the Background of New Liberal Arts: Taking “Modern Chinese” as an Example

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Abstract: Against the backdrop of new liberal arts construction, integrating information technology into the practical teaching of “Modern Chinese” can, on the one hand, inject new momentum into teaching, and on the other hand, help realize the advancement of “Modern Chinese” teaching with the times, thus effectively fulfilling the fundamental goal of fostering virtue through education. This paper analyzes the key points of “Modern Chinese” teaching under the new liberal arts background and the problems existing in the traditional teaching mode of “Modern Chinese”, and makes a preliminary exploration of its blended teaching paths from five aspects.

Keywords: New liberal arts; Language courses; Blended teaching mode; “Modern Chinese”

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1. Introduction

“Modern Chinese” is a discipline with a strong theoretical nature, featuring distinct systematicness and logicity^[1]. Under the background of the new liberal arts, the teaching reform of this course must break through the traditional practices of linguistics teaching, actively apply the blended teaching mode, and upgrade and reform the curriculum system. The application of digital teaching methods can further deepen students’ understanding of the laws of the Chinese language system, such as linguistic theories and cultural studies, and continuously improve their professional literacy.

2. Key points of “Modern Chinese” teaching in the context of new liberal arts

2.1. Clarifying the disciplinary orientation

In the context of the construction of new liberal arts, the primary task in implementing the hybrid teaching model of “Modern Chinese” is to clarify the disciplinary status. By defining the instrumental, humanistic, and scientific

characteristics of “Modern Chinese”, a curriculum system that meets the requirements of the times can be constructed. This adjustment in orientation can effectively promote the innovation of teachers’ teaching models, improve the effectiveness of hybrid teaching, and demonstrate the contemporary characteristics of “Modern Chinese”.

2.2. Adhering to curriculum features

In the context of new liberal arts, the development of “Modern Chinese” should adhere to the principle of unifying professional characteristics with educational goals, while paying attention to the needs of students’ personalized development, and achieving the organic integration of value shaping, knowledge imparting, and ability cultivation ^[2]. By building a characteristic curriculum system with humanistic and disciplinary attributes, it can not only promote teachers to innovate teaching content, methods, and evaluation mechanisms but also comprehensively enhance the educational effect of the curriculum.

3. Problems existing in “Modern Chinese” teaching from the perspective of traditional Models

3.1. Textbook content needs to be updated

The need for updating here does not mean that the content in “Modern Chinese” textbooks is outdated. Instead, with the continuous development and changes of language, some examples and cases in the textbooks may not fully reflect the current actual language situation. It is necessary to supplement new and more representative content to better help students understand and master the characteristics and application methods of modern Chinese. In actual teaching, many colleges and universities still use the textbook edited by Mr. Liao Xudong and Mr. Huang Borong. In addition to the above-mentioned problems, this textbook also has insufficient expansion and explanation in some contents, which makes teachers have to squeeze out certain time from the limited class hours for the expansion and explanation of individual vocabulary, greatly increasing the teaching challenges and difficulties. However, the update of textbooks cannot be completed overnight. Therefore, teachers need to appropriately add or delete the content in the textbooks according to the textbook content, student characteristics, and teaching background (such as the new liberal arts background) to ensure the richness and timeliness of the teaching materials ^[3].

3.2. Language materials need to be enriched

As an important component of “Modern Chinese”, language materials can help students intuitively feel the richness and diversity of modern Chinese. Through the display of a large number of language materials, students can also master different language styles, contexts, and usages, enabling them to better understand and master the laws of modern Chinese ^[4]. In traditional “Modern Chinese”, there are two problems with language materials. On the one hand, the form of materials is mainly written and paper-based, lacking vividness, flexibility, and interest, which is not conducive to stimulating students’ interest in language. On the other hand, language materials are divorced from students’ real life, making it difficult for students to connect the learned modern Chinese knowledge with real life, thereby affecting the teaching quality and effect.

3.3. The evaluation system is relatively singular

In traditional “Modern Chinese” classrooms, teachers’ evaluation is often relatively singular, mainly based on

students' test scores as the main evaluation criterion, ignoring students' performance in the learning process, participation, and the development of language application ability^[5]. This single evaluation system will not only reduce students' attention to the course but also lead students to form the bad habit of rote memorization, ultimately affecting the development of their "Modern Chinese" literacy.

4. Effective strategies for implementing blended teaching models in language courses under the background of the new liberal arts

4.1. Combining online and offline teaching to improve teaching quality

Under the background of new liberal arts, the implementation of the blended teaching model for "Modern Chinese" cannot be separated from the integration of online and offline classes. However, when applying online and offline teaching methods in the course, teachers need to do a good job in connecting them to achieve the expected teaching effect. Therefore, before formal teaching, teachers must build a "Modern Chinese" teaching system covering all aspects of teaching, which can not only comprehensively understand students' learning situation but also ensure teaching quality.

In the pre-class teaching phase, teachers can help students complete preview tasks for new courses in advance through online learning platforms, WeChat groups and other tools, such as pushing preview materials like audio explanations of key grammars and documents analyzing typical example sentences^[6]. In classroom teaching, with the help of online tools, the quality and efficiency of communication between teachers and students can be enhanced, ensuring that students can "solve problems in a timely manner when they have them" and "expand their thinking when they don't have problems", thus laying a solid foundation for their learning of "Modern Chinese". For example, when explaining "ambiguous sentences", teachers can use online tools such as "Rain Classroom" to allow students to discuss the meanings of these sentences through the bullet chat function, and the teacher selects typical answers for detailed explanation. This combination of real-time online feedback and in-depth offline analysis can not only expose students' cognitive blind spots in literature but also deepen their understanding through discussions among classmates^[7]. In addition, teachers can use online tools to design "Modern Chinese" test questions to test students' actual Chinese language ability. Finally, with the help of online analysis tools, they can conduct a detailed analysis of students' strengths and weaknesses, so as to provide strong support for students' subsequent learning of Chinese knowledge, thereby improving students' learning effect of "Modern Chinese" and ensuring the teaching quality of "Modern Chinese."

4.2. Emphasizing interactive communication to exercise language ability

In the process of implementing the blended teaching model for language courses under the background of new liberal arts, teachers must attach importance to the classroom interactive communication link and encourage students to actively participate in discussions and speak up. At the same time, teachers should create a variety of language scenarios, allowing students to use the language and feel its charm in different situations. This approach can not only stimulate students' learning interest but also improve their language application level. However, teachers also need to collect and sort out students' learning feedback, continuously improve interactive scenarios, and further enhance language ability.

In addition, when implementing the blended teaching model in "Modern Chinese", teachers need to follow the principles of gradual progress and teaching students following their aptitude to effectively improve teaching effects^[8]. For example, in college "Modern Chinese" teaching, teachers can, based on the differences in students'

language foundations, use strategies such as “stratified interaction” and “three-step progressive method”, and with the help of the data analysis function of intelligent learning platforms, design gradient interactive tasks for students of different levels: for students with weak foundations, focus on structured exercises such as “sentence rewriting” and “word discrimination”; for students with strong abilities, teachers can design open tasks such as “dialect translation” and “discourse creation” to further strengthen their language ability ^[9]. In specific implementation, teachers can adopt a progressive model of “online preview - in-class deepening - after-class expansion”. Taking the teaching of “standardization of Chinese grammar” as an example, they can guide students to first collect grammatical variation phenomena online, then discuss and analyze the causes through in-class grouping and student communities, and finally carry out after-class expansion, allowing students to independently create a short article containing various grammatical structures based on the learned grammar knowledge, and share and communicate in the community for mutual evaluation.

4.3. Student-centered principle to enhance learning ability

In the context of the new liberal arts, within the blended teaching model for language courses, teachers must adhere to the student-centered principle, maximizing students’ intrinsic motivation to make them truly the masters of their learning. Therefore, when designing blended teaching activities for language courses, teachers should fully understand students’ development patterns and habitual characteristics, thereby effectively aligning teaching content with students’ academic situation to consolidate their language foundation. As the student-centered principle is practiced, students’ subjective role becomes increasingly prominent—they no longer passively receive knowledge but participate more actively in all aspects of Modern Chinese learning, mastering Chinese language knowledge and skills more effectively. For example, teachers can organize a “Modern Chinese Knowledge Challenge” in class, dividing students into groups and setting up mandatory questions, rush-answer questions, and risk-taking questions ^[10]. These questions can cover vocabulary discrimination, grammar error correction, and rhetorical appreciation, encouraging students to proactively review and explore knowledge in depth. After class, assign inquiry-based homework, such as asking students to conduct research on the theme “Integration and Differences Between Local Dialects and Modern Chinese,” independently formulate research plans, collect data through interviews and questionnaires, analyze and summarize findings, and form research reports ^[11]. This approach greatly stimulates students’ enthusiasm and initiative, effectively enhancing their learning ability.

4.4. Optimizing Chinese resources to enrich students’ connotations

High-quality Chinese education resources are an effective guarantee for universities to implement the blended teaching model in language courses and a key factor in improving students’ Chinese application ability. When using Modern Chinese education resources, teachers should carefully select learning materials based on teaching content and objectives to ensure resource quality, providing strong support for students’ learning outcomes and ultimately enhancing the teaching effect of Modern Chinese.

In practice, the blended teaching model not only enriches online course resources but also meets students’ personalized and diversified learning needs ^[12]. On one hand, through real Modern Chinese teaching video resources, teachers can help students understand more language cultures and skills; on the other hand, creating authentic Chinese communication scenarios enables students to master and apply Chinese knowledge from multiple perspectives. Additionally, online platforms can provide students with diversified and appropriate learning content, expanding their channels to understand language culture, thereby deepening their understanding

of the connotation and cultural value of the Chinese language.

4.5. Improving evaluation to strengthen language literacy

The existence of an evaluation system in teaching can not only effectively highlight the dominant role of students and enhance their position in learning, but also help students recognize their strengths and weaknesses in the Chinese language, formulate targeted improvement plans, and continuously strengthen their language skills. In the context of the new liberal arts, in the hybrid teaching model of language courses, the implementation of teaching evaluation can be carried out from two aspects: first, the implementation of hierarchical evaluation. At the university level, students' abilities and characteristics vary greatly. If a single evaluation method is adopted blindly, it will not only affect the improvement of students' language ability but also dampen their enthusiasm and initiative in learning modern Chinese^[13]. Therefore, in the hybrid teaching model of "Modern Chinese," teachers should adopt a hierarchical evaluation method to achieve the expected teaching effect. For example, a three-level evaluation system can be established based on scientific and differentiated principles: the basic level (with obvious gaps in language knowledge and insufficient learning confidence), the development level (with basic ability to apply theories but lacking innovation), and the excellent level (capable of carrying out innovative language research).

For students at the basic level, teachers should adopt incentive evaluation, such as "In this dialect survey, you accurately recorded 80% of the tone features, which is a great progress. Keep up the good work" to enhance their confidence. For students at the development level, teachers can implement a guiding evaluation. While affirming that "the logic of sentence pattern analysis is clear", they can point out that "the argumentation would be more in-depth if combined with pragmatic theories" to guide students to think deeply. For students at the excellent level, teachers should give challenging evaluations, such as "Your research perspective on internet buzzwords is very novel. The teacher suggests that you try to add cross-dialect comparison data to strengthen your conclusion"^[14]. This hierarchical evaluation system not only focuses on students' current academic performance, but also pays attention to their dynamic development, realizing the full-path training from students' knowledge supplementation to ability leap.

In addition to hierarchical evaluation, teachers should also integrate evaluation into the entire process of students' learning when evaluating them. First, teachers should establish a database of students' Chinese language learning relying on information technology, comprehensively collect data on students' online and offline learning behaviors, realize the complete recording of their learning process, and provide data support for objective evaluation. Second, in the implementation of the hybrid teaching model, teachers should emphasize the cultivation of students' autonomous learning ability. Teachers need to actively assist students in formulating personalized learning plans, teach them various learning strategies and methods, and cultivate their habits of continuous learning, continuous self-reflection and adjustment, so that students can realize the autonomous monitoring of their language learning process in the context of the new liberal arts. Third, optimize the evaluation mechanism. On the one hand, teachers need to guide students to analyze evaluation results regularly, help them standardize the self-evaluation process; on the other hand, based on maintaining the teacher evaluation system, add a peer evaluation system to build a new model of teacher-student collaborative evaluation^[15]. Through this diversified evaluation method, it can not only ensure the objectivity and comprehensiveness of the evaluation, but also play the role of the evaluation, prompting students to take the initiative to learn the rules and application skills of modern Chinese.

5. Conclusion

In conclusion, the blended teaching model plays an important role and has significant implications for the development of Modern Chinese. In the construction of college-level Modern Chinese courses, this model can effectively meet the needs of differentiated learning and significantly enhance language students' engagement and learning outcomes. For teachers, the implementation of blended teaching in Modern Chinese can systematically advance the modernization of Chinese language teaching, thereby laying a solid foundation for cultivating language professionals with strong competitiveness and practical application abilities.

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