

Applying the ADDIE Model to Optimize Blended Foreign Language Teaching Practice: A Case Study of the 'Sino-Japanese Intercultural Communication' Course

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Abstract: Based on the ADDIE model, this study explores the analysis, design, development, implementation, and evaluation processes of this teaching model in the "Sino-Japanese Intercultural Communication" course. It reveals that the blended learning model has a positive impact on enhancing language skills and meeting learner needs. This research aims to assist learners in improving their understanding of both Chinese and Japanese languages and cultures, foster intercultural communication skills, and provide valuable guidance and insights for the teaching model of the "Sino-Japanese Intercultural Communication" course. Additionally, it offers empirical support for research in the field of blended teaching models in foreign language education.

Keywords: ADDIE Model; Blended Learning Model; Foreign Language Teaching Practice.

1. Introduction

The importance of foreign language education is becoming increasingly prominent in today's society. With the advancement of globalization and the increase in international exchanges, mastering one or more foreign languages has become a key factor in personal and career development. However, traditional face-to-face teaching often fails to fully meet the diverse needs of learners. This has prompted educators and researchers to seek innovative teaching methods and models to provide a more flexible, personalized, and effective foreign language learning experience.

In the 2015 Government Work Report, Premier Li Keqiang first proposed the "Internet+" action plan, promoting the transformation of higher education teaching models. In 2019, policy documents such as "China's Education Modernization 2035" put forward education informatization characterized by "Internet+ education" as an endogenous variable of systemic educational reform, supporting and leading the development of educational modernization, promoting the renewal of educational concepts, model transformation, and system reconstruction for an information society. These policies have all driven the development of blended foreign language teaching.

Wang Yanan (2019) and Li Qinying (2022) have both proposed the construction of a new teaching model using online education platforms before, during, and after class, further emphasizing the leading role of teachers and the active role of students. Yin Zhenji and Su Junye (2019) applied the blended teaching model to Japanese translation courses in universities and found that it provided students with personalized, diversified, and high-quality teaching services. This led to significant shifts in students' concepts and methods of learning Japanese, as well as an increase in their confidence, self-awareness, and interest in learning. Therefore, further research and exploration are needed on how to effectively apply the ADDIE blended teaching model to optimize foreign language education.

The core idea of the blended teaching model is to select appropriate teaching strategies and tools based on the needs

and characteristics of learners, integrate them into course design and implementation, and make full use of the internet, deeply integrating information technology with the curriculum. This is widely applied in the field of higher foreign language education. This paper takes the course "Sino-Japanese Intercultural Communication" as an example, based on the ADDIE model, to explore the analysis, design, development, implementation, and evaluation process of this teaching model. Corresponding optimization strategies are proposed, with the hope that it holds significant importance for educators and researchers in the field of foreign language education, providing them with guidance to create a better foreign language learning experience.

2. The Theoretical Foundation of the ADDIE Teaching Model

2.1. Overview of the ADDIE Teaching Model

The ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model is a widely applied instructional design framework in the field of education. It consists of four stages: Analysis, Design, Development, Implementation, and Evaluation.

In the Analysis stage, teachers conduct targeted analysis of teaching needs from the perspectives of course content, objectives, key points, etc., through internet research and on-site investigations. They gain an understanding of students' learning needs and characteristics, formulate the general framework and related requirements for teaching. In the Design stage, building upon the results of the previous step, teachers set teaching objectives, devise learning plans, create teaching materials, and determine the selection of teaching methods. Teachers need to provide course outlines and teaching plans. The Development stage encompasses the preparation of teaching resources, including courseware, recording instructional videos, designing online learning tasks, etc., to ensure teachers can smoothly use them in the teaching process, providing students with diverse learning resources. During the Implementation stage, teachers carry out teaching based on the developed instructional resources.

They break down, implement, and optimize the plans formulated in the design stage in a more detailed manner, guiding students to actively participate in learning activities. In the Evaluation stage, through testing, course performance, grade analysis, and questionnaire surveys, teachers assess the teaching effectiveness. They collect feedback data to examine the teaching results, further adjusting and improving the teaching.

2.2. The Theoretical Foundation of the ADDIE Model

The ADDIE teaching model is a systematic educational design and development model. Its theoretical foundation includes several educational theories, such as metacognition theory, humanistic development theory, and constructivist learning theory.

Metacognition refers to self-awareness and self-monitoring, which, in the context of learning, means the learner's ability to reflect on and control their learning process and strategies. Metacognition theory holds that the learner's metacognitive ability is crucial to their learning outcomes. The ADDIE teaching model emphasizes that students should play an active role in the learning process, focusing on cultivating students' metacognitive abilities – the capacity to monitor, regulate, and evaluate their own learning and thinking processes. In the evaluation stage of the ADDIE teaching model, students are encouraged to reflect on and adjust their learning strategies and methods during the learning process, feeding the learning outcomes back into the next round of instructional design and implementation, forming a continuous improvement cycle to enhance learning effectiveness and self-directed learning abilities.

Humanistic development theory posits that every student has unique backgrounds, needs, and talents, so teaching should be personalized and tailored to individual students' characteristics. This theory emphasizes that a student-centered teaching model is the most effective. The ADDIE teaching model requires teachers to pay attention to students' personalized development. Learning is a personalized process, and different students have different learning styles and needs. In the design and development stages of the ADDIE teaching model, teachers are required to design teaching materials and methods suitable for different student groups, focusing on students' autonomy and participation, achieving personalized learning.

Constructivist learning theory is a process in which individuals interact with their environment, actively constructing knowledge. According to the constructivist perspective, instructional design should provide rich learning materials and situations and encourage students to construct knowledge through exploration and cooperation. In the ADDIE model, both the course outline in the design stage and the teaching materials and resources in the development stage are influenced by constructivist theory. By continually designing and improving teaching materials and strategies, cognitive construction and knowledge transfer for students are promoted. The course outline can provide open-ended learning objectives and tasks, while teaching materials and resources can offer students diverse and abundant learning opportunities.

3. The Current Situation and Issues of the Application of the ADDIE Model in Blended Foreign Language Teaching

The ADDIE model, as a novel instructional design framework, provides effective support and guidance for blended teaching with its student-centered design philosophy and systematic teaching methods. However, there are still some problems and challenges in the current application of the ADDIE model in blended foreign language teaching.

3.1. Incomplete Curriculum System

The hybrid foreign language teaching mode consists of both offline and online learning components. Teachers need to scientifically and reasonably allocate the curriculum for both offline and online learning in order to effectively improve teaching effectiveness. The incomplete curriculum system is a significant issue currently faced in the field of hybrid foreign language education. This is manifested in many curriculum systems lacking overall coherence and consistency, making it difficult for students to establish a knowledge framework and organically integrate content from different subjects. The subject structure is irrational and lacks a practical application orientation, resulting in certain subjects being overly concentrated or lacking balance. Some curriculum systems may overly emphasize the imparting of language knowledge in teaching design, potentially leading to students not gaining comprehensive language learning and cross-cultural communication abilities.

3.2. Outdated Teaching Modes

Currently, the majority of universities still rely heavily on traditional classroom teaching in foreign language education. There is excessive emphasis on teachers imparting knowledge, while neglecting students' active participation and inquiry. This rigid teaching mode restricts students' active thinking and hinders the exploration of their potential, dampening students' enthusiasm for participating in teaching activities. It disconnects from real-world applications and practices, making it difficult for students to relate the knowledge they acquire to practical problems. This leads to passive knowledge reception and hampers the improvement of teaching effectiveness. At the same time, some teaching modes repetitively use the "textbook + PPT slides" unidirectional knowledge transmission mode, failing to fully utilize modern technological tools and resources to support the teaching and learning process. This makes the teaching content appear outdated and limits students' development and adaptability in the digital age.

3.3. Lack of Emphasis on Student-Centered Approach

The essence of applying hybrid foreign language teaching is to cultivate students' ability for autonomous learning and to empower them as active learners. However, in the actual teaching process, teachers are often placed in a dominant position, with an excessive emphasis on the role of the teacher, while neglecting the initiative and autonomous learning abilities of students. Students with weaker autonomous learning abilities, due to a lack of self-planning, self-discipline, and self-motivation skills, may easily experience a loss of subjective initiative in hybrid learning, resulting in relatively lower learning effectiveness. They still rely on

offline supervision from teachers, thus remaining passive learners. The goal of hybrid learning is to create personalized learning, but in practice, students are often treated as a collective, neglecting individual differences. Teaching content and methods fail to fully adapt to students' diverse learning styles, interests, and abilities, leading to some students struggling to actively engage in the learning process.

3.4. Lack of a Scientific Evaluation System

Assessment is a crucial aspect of hybrid foreign language teaching, representing the comprehensive judgment of a teacher on students' learning process, attitudes, and outcomes. Currently, the evaluation system for university-level foreign language education mainly relies on summative assessment, typically composed of final exam scores and day-to-day performance. However, day-to-day performance assessments often remain formal and lack objectivity. They fail to comprehensively assess students' language application abilities and do not reflect their learning process, resulting in a serious disconnect between teaching evaluation and teaching objectives. Furthermore, there is a neglect of formative assessment for students' online learning. While teachers can monitor students' progress and assignment completion through the teaching platform, it is difficult to determine whether students have genuinely learned, independently completed assignments, or effectively addressed learning challenges solely based on platform data. Additional feedback is needed from in-person teaching. Establishing a scientifically effective teaching evaluation mechanism is an urgent issue that needs to be addressed in hybrid foreign language education.

3.5. Insufficient Teacher Education Philosophy and Skills

The ADDIR model of hybrid foreign language teaching combines traditional teaching with information technology. Traditional classroom teaching is teacher-led, supplemented by the use of multimedia and online platforms to enrich and develop traditional teaching methods. However, in actual teaching processes, many teachers still adhere to conventional teaching methods. This is because many teachers lack the concepts and skills in the field of information technology education. Particularly for some middle-aged and older teachers, they may struggle to flexibly utilize online teaching platforms for diversified teaching activities. Some teachers may even lack reflection and professional awareness, blindly adopting teaching resources from the internet without tailoring them to individual students. This leads to suboptimal effectiveness in online teaching sessions, which also affects the enthusiasm of teachers to conduct teaching on online platforms, as well as the proactive learning of students.

4. Implementation of the "Sino-Japanese Intercultural Communication" Course under the ADDIE Model

We applied the ADDIE model to the "Sino-Japanese Intercultural Communication" course, which was offered to 106 Japanese students from the 19th, 20th, and 21st cohorts at Anhui University of Finance and Economics. This practical endeavor spanned three years and three semesters. Through continuous feedback and adjustments, we effectively designed and implemented the "Sino-Japanese Intercultural

Communication" course, leading to improved learning outcomes and teaching quality for the students. Additionally, it fostered their intercultural communication abilities and awareness. Furthermore, this experience provided practical insights and guidance for the application of the ADDIE model in foreign language teaching. It serves as a valuable reference for future teaching endeavors. The specific teaching stages are outlined as follows:

4.1. Teaching Analysis Stage

In the teaching analysis stage, the teacher primarily conducts a thorough analysis of the "Sino-Japanese Intercultural Communication" course, focusing on the teaching objectives, content, and environment. Firstly, regarding the teaching objectives, this course is mainly designed for senior undergraduate students majoring in Japanese, who have a certain foundation in the Japanese language but lack practical skills in intercultural communication. Secondly, in terms of teaching content, a combination of theory and practice is used to guide the study of the six chapters of the course, identifying the key and challenging points. Finally, through methods such as questionnaires and interviews for teaching feedback, the teacher collects information on students' difficulties and the specific knowledge points they need to grasp in Sino-Japanese intercultural communication. This information is then used to optimize the teaching design and activities.

4.2. Teaching Design Stage

Building upon the prior teaching analysis, a blended teaching design scheme is formulated. The teaching design stage serves as the foundation and prerequisite for the subsequent stages of teaching development, implementation, and evaluation feedback adjustment. This stage primarily includes the design of teaching objectives and teaching formats.

Teaching objectives serve as the starting point for the entire blended teaching process. They range from the overall objectives of the course to the objectives of each section, including pre-class, in-class, and post-class activities, all of which need to be progressively implemented in the blended teaching mode. The overall objective of this course is to enable students to truly perceive the cultural differences between China and Japan, as well as the points of mutual respect needed in the process of intercultural communication. These overarching course objectives must be effectively applied in actual classroom teaching. In the blended teaching mode that combines online and offline elements, the teaching objectives of "Sino-Japanese Intercultural Communication" are divided into four categories: cognitive objectives (helping students understand the importance of intercultural communication in Chinese), skill objectives (proficiently using the learning platform for studying, enhancing students' intercultural communication abilities to effectively navigate challenges in intercultural communication), emotional objectives (cultivating students' interest and positive attitudes towards Sino-Japanese intercultural communication, experiencing the joy of cultural exchange, and enhancing their motivation to learn the language), and ideological and political objectives (through learning Sino-Japanese intercultural communication, cultivating students' patriotic sentiments and sense of social responsibility, actively participating in international cooperation).

In the blended teaching mode, teachers integrate content

from both in-class and out-of-class learning. The teaching process is divided into three stages: pre-class, in-class, and post-class. In each stage, both students and teachers have different teaching and learning tasks. Before class, teachers upload pre-designed learning tasks and accompanying course resources to the learning platform. These tasks may include case analyses, role-playing, etc. Students then log in to the platform for self-directed learning and complete the tasks assigned by the teacher. During class, teachers address common problems and key difficulties encountered by students in their independent learning. This is achieved through classroom discussions, quizzes, and other activities, with students collaborating to complete presentations. After class, teachers assign homework through the learning platform. Students access and complete the assignments on the platform, and upon submission, teachers provide assessment and feedback.

4.3. Teaching Development Stage

The teaching development stage primarily involves teachers developing teaching resources and activities based on the teaching content and methods. This includes optimizing existing course modules, integrating teaching content, and creating teaching resources such as course videos, instructional slides, and practice exercises based on the key points and challenging aspects of the knowledge. Through group interactions, case analyses, individual presentations, and classroom discussions, students' autonomous learning and cooperation are promoted. Additionally, teachers can invite experts in the field of intercultural communication for online discussions, lectures, and seminars, providing students with a deeper understanding of knowledge and practical experiences.

4.4. Teaching Implementation Stage

Teachers conduct classroom teaching according to the designed teaching activities, implementing the details of teaching objectives, tasks, and content for each chapter. Through a blended teaching mode that combines both online and offline elements, students' teamwork skills are strengthened, thereby promoting the learning of the course. Taking the first chapter, "Intercultural Communication Theory," of the "Sino-Japanese Intercultural Communication" course as an example, before class, students complete pre-reading materials and videos through the learning platform to create a learning context and stimulate their curiosity. Students also complete pre-reading tasks through self-assessment questions and creating mind maps based on key points, allowing them to construct a preliminary knowledge framework of the learning content. During class, students conduct case analysis in small groups. The teacher guides the case analysis based on students' discussions and provides theoretical explanations for key and challenging knowledge points. After class, the teacher utilizes online resources to expand students' thinking by watching movies, thereby achieving the goal of extending and consolidating the knowledge learned in class.

4.5. Evaluation, Feedback, and Adjustment Stage

Teachers evaluate and provide feedback on students' learning through various methods. For formative assessment, teachers evaluate students based on their completion of pre-class preparation, in-class learning process, and presentation

of outcomes, as well as their completion of post-class learning tasks. For summative assessment, questionnaire surveys can be used to gather feedback on the rationality of teaching design, the comparison between blended teaching and traditional teaching, and any issues encountered in teaching. Additionally, a final exam is conducted to assess students' overall mastery of the course content.

The application of the ADDIE model in the teaching practice of the "Sino-Japanese Intercultural Communication" course has achieved certain results. At the same time, it has also revealed that there are still some issues and challenges in hybrid foreign language teaching. It is an ongoing process of development and improvement, with plenty of room for enhancement and advancement. In the future, we will continue to explore and refine the design and application of the ADDIE model through continuous research and practice, aiming to meet the learning needs of students and enhance the effectiveness and quality of hybrid foreign language teaching.

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