

Research on Japanese Blended Teaching Mode Based on MOOCs and Micro-lecture

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Abstract. With the further deepening of information technology in the field of education, “Internet + Education” has made it possible for colleges and universities to actively explore new Japanese teaching models. For the scarcity of Japanese MOOCs resources and the unsystematic nature of micro-lecture resources, we conduct online and offline dual-channel teaching practice, analyze all construction elements, and propose a blended model based on MOOCs and micro-lecture.

Introduction

For traditional universities, one of the major challenges facing today is how to use information and communication technologies to provide students with a more flexible and efficient learning environment and learning opportunities, to deepen the curriculum teaching reform, and to improve the quality of talent cultivation. In the traditional offline teaching mode of Japanese language, the emphasis is on the teaching of basic words, grammar and sentence patterns [1-3]. Students have a single input and different levels of understanding. When encountering a specific use environment, they do not know how to choose the correct sentence that conforms to cross-culture. This model can be said to be very informative but lacks flexibility. At the same time, in order to adapt to the educational characteristics of applied-oriented universities, most colleges and universities are increasing practice teaching credits, reducing classroom teaching hours which directly leads to the lack of academic time of the Japanese language professional courses [4-5]. So the teaching content cannot be completed with quality and quantity, the teaching method is single, and the teaching effect is difficult to improve [6].

Based on the current situation of Chinese university MOOCs platform and micro-teaching resources, this paper explores the significance and ways of constructing Japanese mixed teaching model based on MOOCs platform and micro-class, and provides solutions for the problems faced by Japanese teaching reform [7].

Concept Definition

MOOCs.

MOOCs is short for Massive Open Online Courses, which is not a face-to-face traditional teaching model but “higher education curriculum for the world, free and open which can realize online learning and sharing”. Therefore, it has rich and huge educational resources as a strong support. As long as there are electronic devices and networks, learners can use and share these educational resources scattered on the Internet, which can break through the defects of unfair and inequality in educational resources and educational rights.

MOOCs provides a new education platform as well as sufficient network resources for Japanese language teaching, which can effectively promote the development of Japanese language teaching [7]. However, most online courses are fee-based and there are fewer resources available for free learning. And in the domestic public class website, the number of language courses is very limited, and there are fewer courses under the "Japanese" label, so other forms of supplements are needed.

Micro-lecture.

Micro-lecture, a new type of teaching method, has come into being with the development of educational informationization to a certain depth. It takes short video of five to ten minutes as the main body of teaching [8-9]. It is a kind of peer-to-peer new online network teaching video based on independent learning, which is related to the key or difficult points in the subject, and a supplementary and expanded resource for traditional classroom learning. It can record the complete and short teaching activities of a certain knowledge point or teaching session carried out by the teacher.

Applying the concept of micro-lecture to the Japanese classroom teaching in colleges and universities can reflect the knowledge more intuitively and concretely, and effectively enhance the enthusiasm of students. The visualized teaching method can also infiltrate the culture behind the language to the students, making the students have more Solid language learning skills.

Hybrid Learning.

The so-called hybrid learning is to combine the advantages of traditional learning methods with the advantages of networked learning. That is to say, it is necessary to give play to the leading role of teachers in guiding, inspiring and monitoring the teaching process, and to fully reflect the initiatives, the enthusiasm and the creativity of students as the main body of the learning process. Hybrid teaching combines is the organic integration of two typical forms of teaching, face-to-face classroom learning and online learning [10]. On the basis of analyzing student needs, teaching content and teaching environment, it changes teachers' teaching mode and teaching strategies, making full use of reproduction teaching and classroom.

At present, MOOCs is piloted and applied in many universities in China in the form of SPOC. Micro lecture is also applied to the teaching and learning process as a new form of curriculum. The main teaching problem we need to solve is to integrate and optimize Japanese-related resources resorted to MOOC platform and build a hybrid teaching model of “micro-lecture + face-to-face + discussion”.

Advantages of Hybrid Teaching Mode Based on MOOCS and Micro-lecture

Creating a High-Efficiency Foreign Language Teaching Model to Aid both Teacher’S Teaching and Student’S Learning.

MOOCs and micro-lecture assisted instruction provides a rich resource library. The micro-lecture teaching module on the network platform intensively and systematically aggregates and edits the scattered knowledge points involved in the teaching materials into micro-videos focusing on the fragmented grammar points, expressions, cultural backgrounds etc in the texts. As long as there is a mobile device, this knowledge can be repeatedly learned which can fully mobilize the self-learning initiative of the learner's, and the learner can actively explore and discover the learned knowledge. In the class, with the help of the teacher, students solve the difficulties in a short time, and after class they can continue to chew the series of micro-curricular resources and consolidate the knowledge.

Enriching Learning Content to Meet Individualized Learning Needs.

In the process of foreign language learning, because of lacking the language use environment and only relying on the “cramming” teaching in the teacher classroom, the students appear to understand the state of non-understanding. With the help of the platform and micro-classes, we make full use of Japanese culture-related videos and articles. For example when students are learning the texts related to Japanese cultural such as "Kabuki", "Japanese food", "kimono", teachers can combine Japanese cultural background and traditional customs providing a wealth of extracurricular development materials for students with strong interests to form an integrated learning chain. Through the integration of various aspects of knowledge, the teacher uploads the most representative and most essential parts of the textbook to the platform so as to students can choose various modules such as pre-class study, after-school test, and teacher-student interaction to perform. The online course platform designs teaching micro-courses according to the characteristics of each grade student to meet the individual needs of different individuals.

Making Up for The Shortcomings of the Single Evaluation Mode in Traditional Teaching to Realize the Evaluation of Teaching Effectiveness and Teaching Diversity.

The American educator Bloom's evaluation theory refers to the closely related three-stage evaluation, namely, diagnostic evaluation, formative evaluation and summative evaluation. Both the online course and the language learning platform can carry out teacher-student interaction, ask questions and communicate at any time, and provide convenience for students' diagnostic evaluation, regardless of time and space restrictions. On this basis, the online platform's homework can be measured in real time, teachers can view the learning situation at each stage, students can analyze the results, grasp the problem points and choose effective improvement programs. After a period of teaching practice you can conduct a unit or mid-term, final-term test, etc., and finally conduct a summative evaluation to examine the student's learning status and the progress in a stage. The all-around and effective evaluation can affirm the progress of students and can also point out shortcomings. Teachers can effectively control the classroom and achieve good teaching results through the individual characteristics and the fluctuation of overall performance.

Construction of the Hybrid Teaching Mode Based on MOOCs and Micro-lecture

Construction of Teaching Environment.

The intensive reading course in Japanese language major is a professional core course whose teaching should not only lay a foundation for students, but also familiarize students with Japanese humanities knowledge and local culture, accurately convey the understanding of language usage habits and language expression environment, and realize the character of the language as a tool and the humanity of language. Therefore, in teaching, it is necessary to effectively reform classroom teaching by means of teaching model which combines rich teaching resources based on information technology and traditional teaching methods.

In the network teaching environment, the MOOCs platform integrates and optimizes the resources related to Japanese teaching. The WeChat platform provides a convenient channel for the creation of Japanese micro-teaching. The WeChat public account can be used to publish micro-courses for students to learn before and after class. The classroom teaching environment will break the past cramming education mode, improve students' classroom participation through group games, tasks, discussions, etc., and realize the possibility of grading teaching by setting different task difficulty.

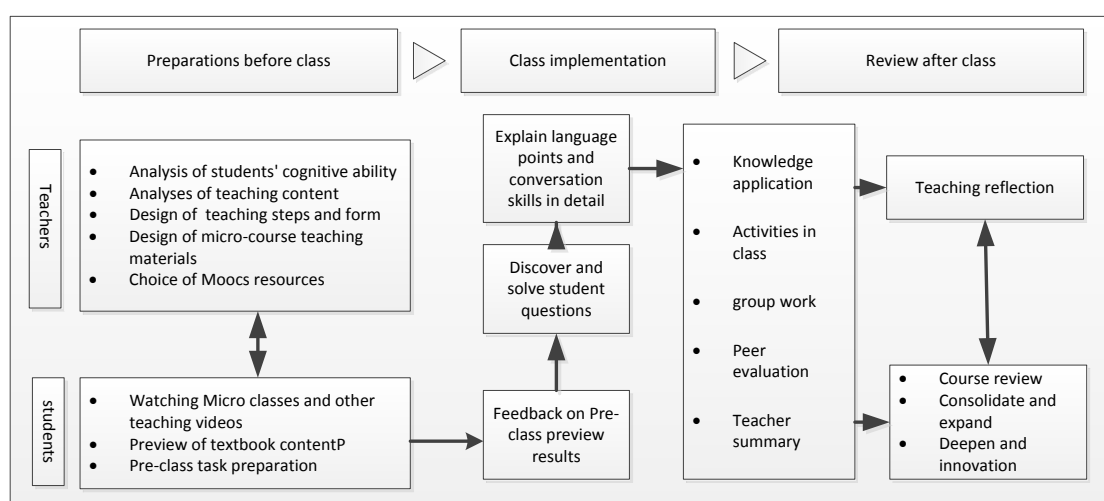


Figure. 1 Japanese Hybrid Teaching Mode Based on MOOCs and Micro-lecture

Construction of Teaching Mode.

The hybrid teaching process based on MOOCs and micro-lecture fully embodies the dual-main concept of student-oriented and teacher-oriented. The whole teaching process consists of three parts: teacher preparation and students' online self-learning, interactive learning in classroom and

consolidation after class. The teacher's pre-class preparation mainly refers to the teacher's micro-course video recorded in advance according to the knowledge point, which is published through the MOOCs platform and the WeChat public account. At the same time, the teaching objectives and difficulties of the course, Self-test questions, listening materials, etc. are distributed to students in the form of instant message in the WeChat group, so that students' self-study before class can be targeted and efficiently and accurately obtained. Students' online self-learning means that they use a mobile terminal such as a computer, smart phone or tablet to watch micro-courses and learn. If they encounter problems or difficulties in learning, they can ask teachers or students questions via WeChat group. Classroom interactive learning is mainly the teacher's combination of teaching content and the difficult problem of the students in the WeChat group.

The Japanese Hybrid Teaching Mode Based on MOOCs and Micro-lecture is shown as Fig.1.

Conclusion

In conclusion, it is a positive attempt and exploration to apply the blended teaching mode based on MOOCs and micro-lecture to Japanese teaching practice which breaks the rigid model of teachers' active teaching and students' passive learning in traditional classroom. In this paper we theoretically explore the hybrid teaching mode based on MOOCs and micro-lecture, and analyze the possibility of its implementation, in order to guide the future practice of Japanese teaching and realize the innovation of education and teaching in the information environment.

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