

# An Exploration of Japanese Audio-visual and Oral Course Teaching Based on Flipped Classroom Teaching Model

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## ABSTRACT

**Based on the humanistic theory, this paper makes a detailed study of flipped classroom teaching model through literature research. The humanistic teaching concept holds that the essence of the teaching process is an interaction based on mutual respect, which emphasizes the ability of students to learn independently, construct knowledge independently and learn cooperatively. Emphasis on the people orientation refers to students' self-development and emphasis on the development of human creative potential. Combined with the construction of Japanese audio-visual speaking course, this paper discusses the specific use of flipped classroom teaching model in Japanese audio-visual speaking courses, and explores how to strengthen the "student-centered" classroom teaching and how to give play to students' autonomous learning ability. The purpose of the paper is to provide a certain basis for similar courses.**

*Keywords: flipped classroom, audio-visual speaking course, learning effect*

## I. INTRODUCTION

At present, the classroom teaching reform in colleges and universities is undergoing various changes. This teaching philosophy transforming from "teacher as the centered" to "learning as the center" is in vogue. And the teaching model of flipped classroom can be fully student-centered and let students take the initiative to learn.

Dalian Neusoft University of Information has been taking a leading position in modern teaching. The author has been taking an active part in the school's various reforms in multimedia teaching and in the reform of relevant courses since entering the school. The purpose of this study is to provide some help to other teachers by summarizing teaching experience.

## II. THEORETICAL BASIS

The humanistic theory represented by Maslow and Rogers holds that the essence of developing potential is to realize oneself, while potential is a kind of instinctive property. It believes that the study of psychology must start from human nature. The main responsibility of teachers is not to instill knowledge into students unilaterally, but to respect individuals and to provide students with all kinds of learning resources and learning environment that are conducive to learning. They are supposed to create a platform for students, so

that students take the initiative to study in their own hands.

Humanistic teaching concept holds that the essence of teaching process is an interaction on the basis of mutual respect, and a new emotional relationship of equality, democracy, mutual benefit, mutual recognition, mutual respect and mutual understanding should be established between teachers and students and between students. It emphasizes students' ability of independent learning, independent knowledge construction and cooperative learning. It also highlights the people-oriented, that is, students' self-development, exploring people's creative potential and emotional education.

Based on the above theories, the author believes that flipped classroom teaching model has a huge development prospect and teaching advantages.

This paper discusses the application of flipped classroom teaching model in Japanese audio-visual speaking course.

## III. INTRODUCTION OF FLIPPED CLASSROOM

Although flipped classroom is a new concept derived in recent years, it literally reintegrates the teaching process of teaching; it reverses the teaching process of knowledge and the absorption and digestion process of knowledge as it is.

Under the flipped classroom teaching mode, students become the main body. Students are required to independently complete the construction of knowledge after class through the videos and learning plans released by teachers. In class, a series of interactions such as discussion and communication between teachers and students and between students and students are conducted to promote the internalization of knowledge. Teachers will make targeted answers to key points and difficult points. In this way, targeted and differentiated learning is achieved, and students' self-development is emphasized. Teachers also play a role of learning assistance.

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#### **IV. THE APPLICATION OF FLIPPED CLASSROOM TEACHING MODEL IN AUDIO-VISUAL COURSES**

After years of teaching reform in Dalian Neusoft University of Information, "taking student as the center" has never been an empty promise. It runs through the whole process of talent training in the university, embodied in all aspects of educational and teaching activities, and finally implemented in every specific course. And the flipped classroom is a student-centered teaching model. In order to make better use of the flipped classroom teaching mode, combined with the author's previous research, this paper introduces the use of this teaching model in the Japanese audio-visual speaking course of the school for the reference of professional teachers.

##### *A. Setting clear objectives*

The "Japanese Video Aural Oral" series of courses is the core courses of Japanese major, including "Japanese Video Aural Oral (I) (II) (III) (IV)", which are set up separately in 4 semesters in 2 academic years. The follow-up course is "Advanced Japanese Listening (I) (II)". The overall goal of the course is set in advance, which is a comprehensive summary of the expected outcome of the course learning according to the talent training goal.

This course sets detailed teaching objectives for each semester's course content. For example, the course objectives of Japanese Video Aural Oral (III) are to understand the knowledge points such as giving and receiving, modality, assumption, passivity and deferential language. They are supposed to be able to understand a variety of topics related to Japanese society at the same difficulty as the text, including cultural exchange, leisure life and entertainment, education and learning, language and culture, food culture and daily life, etc. They are required to understand 200~220 words per minute with no more than 10% of the original listening materials. After listening once, they should understand the relationship between the characters, grasp the key words, and understand the general idea of the article, with a comprehension accuracy rate above 60%. They should be able to understand ellipsis, inversion, abbreviations and other common oral expressions in conversation, master certain listening skills. They should also be able to answer questions and discuss briefly about the text or what they understand. Through the study for a semester, 70% of the students can achieve the N3 level in the Japanese International Proficiency Test (Listening).

In the process of teaching design, it is necessary to form a specific and systematic set of teaching materials to match the contents from the aspects of teaching philosophy, teaching objectives, learning objectives, teaching design, teaching steps, teaching activities, etc., so as to conduct the flip in a large scale and properly.

Teachers must formulate learning objectives and learning plans for students while clarifying teaching objectives.

Flipped classroom teaching model requires students to study independently before class., and teachers do not instruct students in person what they should do before class. So, without clear guidance from teachers, students tend to be at a loss in the learning process. Therefore, at this time, a clear learning plan appears to be crucial. First of all, students should know exactly what they are going to learn in this unit. Then they can watch the video, answer the questions and finish the homework according to the tips. They are required to study, answer, and discuss the process of self-directed learning without deviating from the learning goal.

##### *B. The construction of teaching resources*

Flipped classroom is mainly about students obtaining the teaching video through the Internet and other means before class and then learning by themselves. Therefore, in combination with the teaching objectives, this course collects and sort out video resources related to the course knowledge points. At the same time, it create a lot of new teaching video resources by use of school resources, and directly and effectively reflect the key and difficult points of the

teaching unit in the video so that students achieve the ideal effect. For example, the video resources of Japanese Video Aural Oral (III) are the 10-minute teaching videos related to the knowledge points such as giving and receiving, modality, assumption, passivity and deferential language. Meanwhile, combined with the test of: International Japanese Language Proficiency Test N3, a micro-video of question type explanation is made.

The independent learning table is made for students, where the relevant resources of the teaching content are listed into the table in detail, which stipulates the learning time.

In addition, many listening questions have been added for grammar exercises using the question bank.

### *C. Organization of classroom activities*

In the teaching model of flipped classroom, students are no longer in the state of passive reception of knowledge and are no longer the passive participants in the classroom, but the real subjects of learning, and their initiative has been greatly improved. Teachers are required to have rich experience in classroom organization in order to ensure students' participation in class.

*1) A good job of organization and distribution should be done:* The dominant center of flipped classroom is the student, and it is the student-centered classroom. The role of flipped classroom teacher is only transformed from the dominant leader of the classroom to the organizer and coordinator of the classroom, as well as the guide of students' independent learning. In flipped classroom, the teacher's transformed from the dominant leader of the classroom to the organizer and coordinator of the classroom, and is the guide of students' independent learning. In this course, students are required to independently study the course contents by combining the learning contents of the independent learning table and the online resource platform and test the learning results. In flipped classroom, teachers are still required to regulate the pace of the classroom. Students should be appropriately grouped according to their level and ability. They should be divided into groups according to their different abilities, so as to make it possible for groups to learn from each other.

*2) Teachers should go among the students:* In flipped classroom, teachers cannot stand alone on the platform when students answer each other's questions and communicate independently. Instead, they need to go down the platform, go to the students, listen carefully, observe carefully, ask and answer questions and pay attention to the students' classroom discussion. In this way, teachers can conduct targeted teaching in

combination with students' answer accuracy in the teaching process.

*3) It is necessary to regulate the student-centered class:* Student-centered classroom management is not entirely different from traditional classroom management. Rules are still needed, and must be constantly explained to students and consistently enforced. It is necessary to supervise some students who have not finished well, and guide them to learn correctly.

*4) It is needed to cultivates students' learning purpose and helps them set goals:* It is necessary to let students have a clear idea of what the learning outcome will be. This can be communicated to students orally or in writing. Since this course adopts the way of self-examination before class, it is necessary to remind students of these goals from time to time during the implementation of the course. At last, the method of asking questions can be used to guide students to explain their goals or results.

### *D. Guiding the students in the correct way of learning*

In the new era, learning to learn is an important task of new curriculum reform. Many students seem to spend a lot of time on preview and review every day, but it is always ineffective, which may be caused by the lack of effective learning methods. Teachers should guide students to adopt correct learning methods, such as learning to ask questions, learning to listen, learning to cooperate in learning and learning to reflect.

### *E. Constructing a reasonable evaluation system*

Because of the implementation of flipped classroom, students should be evaluated in line with this teaching mode. Students' scores can be divided into formative assessment scores and summative assessment scores.

Formative assessment is a procedural achievement of students. Giving full play to the model of flipped classroom, teachers evaluate the listening test, timely response, following test, group project presentation and other assessment items conducted by students in class after their pre-class learning of knowledge points. And they take the student's independent study situation as one of the examination contents, so as to promote the student to carry on the independent study.

The final assessment adopts the method of listening test combined with the target test bank. The question type is the simulation of the Japanese international proficiency test question type.

### *F. Concrete application examples*

This part gives examples of the specific application cases of the flipped classroom of Japanese Video Aural Oral (III) course.

The grammar points and other related contents of Japanese knowledge are studied in detail in the basic courses. The audio-visual and speaking series courses are designed to enable students to internalize the knowledge points and understand the specific use of grammar, which cannot be separated from other courses.

For a unit of the course, the explicit learning objective is to learn to use the assumed method, with a planned period of 4 periods. Next, the construction of course resources is carried out. The video design first focuses on the distinction and representative meanings of several hypothetical auxiliary words, and combines the test questions in the textbook to carry out the design of pre-class exercises.

Before the class, teachers arrange knowledge points and tasks for students and make full use of the teaching resources on the online open course platform. Teachers issue learning tasks and students receive tasks, carry out independent exploratory learning and complete preview. Students preview the part of "聞く前に" and the words and expressions in textbook part 9, use micro-course resources to preview the micro-course related to "explanation" and "hypothesis", and make use of the resource website to study the knowledge points of hypothetical auxiliary words and practice relevant distinguishing points. Inspection requirements is that teachers test the students' independent learning effect before class through oral questions or dictation in class. According to students' preview feedback, the teacher will design the teaching in class, make clear the teaching key points and make targeted explanations.

In the class, teachers use the lecturing method, discussion method, practice method and other methods to guide students to listen to audio files to complete the listening and making multiple-choice, listening and viewing, dictation, listening and practicing, listening and speaking and other learning links. The textbooks mainly teach exercise questions through online answering websites — organizing students to answer online questions, and explaining error-prone questions and important knowledge points according to online test analysis. Important knowledge points are explained through online resources of mixed teaching, such as micro-lessons and micro-videos, so as to achieve the role of knowledge forerunner. At the same time, teachers should guide students to identify the types of questions in combination with cases in the teaching, clarify the logical relationship between the preceding and the following, grasp the key information, conduct reasonable analysis around the question sentence, and finally choose the correct answer. This link is an important stage of students' internalization of knowledge. Teachers should focus on training students to develop correct listening problem solving habits, mastering the correct key to solve problems, and establishing the knowledge system of N3 listening.

After the class, teachers post assignments, online quizzes and resources on the platform, and students practice offline. Students are required to complete the shadow reading item 8 in this unit and listening and reading exercises other than those assigned to the teaching tasks. They should also consolidate the learning content in class by combining extracurricular learning resources. The teacher checks the students' completion and mastery situation through the way of homework. Teachers give feedback and suggestions for improvement to the assignments submitted by students, provide guidance for students' discussion and communication, and answer questions and doubts.

Blended teaching is carried out before, during and after class of the teaching activity design of this unit. Amid this, online resources are used for pre-class online resource preview, in-class micro-class of teaching knowledge and after-class application development. The teaching content of blended teaching accounts for 50% of the whole course content of this unit. Students' learning effect is tested, their problems are corrected, and they are guided to reflect on their learning. Finally, the question bank is used to carry out the test and the result will be taken it into the usual performance.

## V. CONCLUSION

To sum up, the flipped classroom teaching model can make mastery learning really come true. With the support of information technology, personalized tutoring gives learners a lot of learning time, allowing students with different understanding ability to arrange their own time before class and study in advance at their own pace. Students can manage their own learning process completely by themselves. They can fast forward or jump to watch the video when the content is easy and they think they have already mastered it, and pause or watch repetitively to take notes and write down their questions when they have difficulty in understanding a certain part. Afterwards, activities in class are more targeted and humanized, with teacher-student interaction, student interaction, discussion and communication to find problems and solve problems. The teaching model of flipped classroom can discover the problems existing in the learning process of students timely through formative testing and enable students to achieve the goal of mastering knowledge with corrective tutoring. In class, teachers adopt targeted teaching methods or guidance according to different situations of students, so as to improve students' learning enthusiasm and autonomous learning ability and ensure the learning quality.

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