Exploration and Practice on Online and Offline Blended Teaching of Japanese under SPOC Mode

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Abstract: In the post epidemic era, online and offline blended teaching is imperative. Based on the choice of teaching mode and the practice of "SPOC + Fanya teaching platform + classroom teaching", this paper discusses the feasibility of online and offline blended teaching in Japanese teaching, hoping to provide a possibility and a new perspective for Japanese teaching.

1. Introduction

With the advent of the era of mobile Internet, campus network and big data, online and offline teaching has been started in the field of higher education since 2012. For novel coronavirus pneumonia, the Ministry of Education issued an initiative in January 29, 2020: the network platform should be used to practice "study must not stop" mode.[1] In the spring semester of 2020, online teaching will be implemented in colleges and universities across the country, realizing the suspension of teaching and learning. It is this practice that has brought opportunities to colleges and universities across the country. It has proved that online and offline blended teaching is imperative.

2. The Choice of Teaching Mode

After college students return to the campus, teachers are also faced with the choice of teaching. It is an urgent problem to be solved whether to stick to traditional classroom teaching, continue to use online teaching, or choose online and offline blended teaching.

After a semester of online teaching, most teachers, especially young teachers, have been used to this new teaching method, believing that it is convenient; the effective time in class is increased, and the collection of big data is rapid. However, many teachers still think that the online teaching effect is not ideal; the interaction with students is lack, and the supervision is weak, and so on. In addition, online teaching is inevitably affected by the objective conditions of network signals, which will cause problems such as stuck, black screen, voice lag, electronic audio and so on. Even when the network is congested, there is no access to the platform. However, the traditional classroom teaching has many shortcomings, including limited classroom time, too much teaching content, heavy homework burden, no time for students to organize discussions and other activities, and lack of practical test of students' application ability. Therefore, in view of the problems existing in the current teaching practice, the online and offline blended teaching mode is preferred.

3. SPOC + Fanya Teaching Platform

SPOC (Small Private Online Course) is a small-scale restricted online course proposed by Professor Armando Fox of the University of California Berkeley in 2013.[2] SPOC is a blended teaching mode that integrates physical classroom and online education. Teachers release resources on the teaching platform in advance, and students complete corresponding learning through the platform online. In class, teachers can understand the students' mastery of knowledge points according to students' problems, and deal with homework or other teaching tasks with students in class.

This kind of teaching mode needs a platform. The Fanya teaching platform (called learning link on mobile phone) is a network teaching platform integrating teaching interaction, resource management, excellent course construction, teaching achievement display and teaching management evaluation. It is easy to operate. It can upload text, pictures, videos, documents and other materials in a few steps. It is widely used and the platform is stable. It can be operated by both PC terminal and mobile terminal, which can meet the needs of teachers and students' mobile learning anytime and anywhere.

The combination of SPOC and Fanya teaching platform can effectively make up for their shortcomings and give full play to their strengths.

4. SPOC + Fanya Teaching Platform + Classroom Teaching Practice

4.1 Preparation Before Teaching

Teachers and students can download the mobile phone learning software together, or log in to the Fanya teaching platform on the PC. Students should be familiar with the operation mode of the software, and understand how to view and complete the task release, resource sharing, homework, etc. Teachers should also complete the preparation of software application technology, ensure that they are familiar with the operation of each part of the platform, and complete the construction of the platform and the introduction of student list and learning resources before teaching.

4.2 The Construction of SPOC Learning Resources

The construction of learning resources is a key part of the online and offline blended teaching, with various contents, mainly including the construction of teaching resources, assignments, question bank construction, reference material preparation and other contents. They can be put in place in one step, and can be gradually improved in the process of teaching.

4.2.1 Selection of SPOC Content

Japanese teaching is divided into *Basic Japanese*, *Modern Japanese Grammar* and other basic courses (It is called basic course), introduction courses such as *General Situation of Japan* and *Japanese Culture* (hereinafter referred to as introduction class) and application-oriented courses such as *Japanese Conversation* and *Japanese Speech* (hereinafter referred to as application class). SPOC content should also be produced according to the characteristics of the course. Basic explanation courses should focus on one knowledge point, and then set judgment questions and objective questions; introduction courses can find online MOOCS resources, or set chapters, and then set subjective questions with strong understanding. In addition, some simple and easy to understand contents can be directly used as SPOC to let students learn independently; while application-oriented courses should focus on topics. After that, the students can understand the conversation scene, the content of the speech center and the key points of writing in advance, as

well as the subsequent conversation writing, speech manuscript preparation and writing material collection. Each course has its own characteristics, which should be adjusted according to the syllabus and key and difficult points of each course. SPOC content is not a uniform explanation of a single knowledge point, it can be more diverse and flexible.

4.2.2 The Construction of Teaching Resources

1) To use resources on the Internet

With the introduction of the existing resources on the Internet, the Ministry of Education has launched a large number of online courses for colleges and universities to choose. They can directly choose the content that is suitable for their own courses and implant them into their SPOC teaching platform.

2) To make your own video

There is not a wide range of courses related to Japanese and MOOCS. Especially for some specialized courses, the teaching materials and contents of each university are not unified, and they need to be made according to their own teaching contents and the learning situation of their own schools. We can use BiliBili, NHK and other platforms to find some related Japanese videos for transformation, processing and use. In addition, self-made video can be recorded by using recording software combined with syllabus requirements and teaching content. The self-made content should take knowledge points (chapters) as the unit, and be equipped with PPT and voice-over. The video should not be too long. It should be 6 to 10 minutes. The teaching content should be focused and concise. It is also possible to combine modified video with homemade video.

4.2.3 Construction of Homework, Question Bank and Reference Materials

The question bank includes homework database, test question bank, etc. after each video, corresponding questions should be set. According to the course content, objective questions or subjective questions can be selected. Subjective questions can be submitted by audio, video, pictures and other methods. Most of the reference materials are PPT, website, electronic materials, etc., which are the expansion and supplement of the teaching content, and can be used for students' autonomous learning.

4.3 The Development of Teaching Activities

4.3.1 To Release SPOC Online Learning Tasks on Fanya Teaching Platform

Before class, the SPOC contents and assignments related to the course will be released on the Fanya teaching platform. Students can investigate their mastery of SPOC content through homework. For questions, they can directly initiate discussion through Fanya teaching platform, or they can enter the classroom with questions. This kind of study can get twice the result with half the effort. For courses like *Japanese Speech* and *A Survey of Japan*, you can prepare for the task in advance according to the theme.

4.3.2 To Collect Student Data

On the Fanya teaching platform, teachers can collect students' data, find out whether students have watched SPOC content and whether they have completed their assignments. They can supervise and urge the students who have not completed or have not completed the tasks well online, and remind them in time to promote the preparation before class.

4.3.3 Teaching in Class

Before class, we can understand the students' mastery of knowledge points through the data feedback of SPOC content related homework, identify the weak points of students, and explain the difficulties and key points in class, or take out the problem points for joint discussion.

With the task of SPOC, the introduction of the content in the early stage can be saved in the classroom teaching, which can directly enter the Q & A and explain the key and difficult points, so as to improve the teaching quality. The introduction courses, due to the SPOC content learning, can maximize the effective time of the classroom. Application courses can directly enter the practice of conversation presentation, group discussion and speech in class, providing more effective classroom time for students' practical language application.

4.4 Performance Evaluation Method

Reasonable performance evaluation method can stimulate students' interest in learning, ensure learning effect and improve teaching quality.[3] The traditional classroom model is usually the usual score (20%) + final score (80%). This evaluation method is not suitable for online and offline mixed teaching mode. In order to improve the enthusiasm of students' autonomous learning, "SPOC + Fanya teaching platform" should be included in the assessment. Online performance assessment, mainly including homework completion situation by "SPOC video watching + Fanya teaching platform". According to the characteristics of Japanese language courses, the proportion should be reasonably allocated. Video viewing (5%) + basic class (5%) / introduction class (10%) / application class (15%) are evaluated. The investigation of objective questions of knowledge points is relatively simple and easy to understand, so 5% is set; the introduction of subjective views requires to refine their own views, so 10%; the collection of applied materials and the degree of preparation before class directly affect the quality of classroom presentation, so 15%. The final score is composed of "usual score + online assessment score + stage score + final score", which can better reflect students' learning attitude and learning effect.

5. Conclusion

In the era of big data with the continuous development of science and technology, Japanese teaching should also explore more possibilities. The online and offline blended teaching mode combining SPOC mode and Fanya teaching platform is an exploration and attempt, an opportunity and a challenge. It is expected that it can provide a possibility and a new angle for Japanese teaching.

References

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