Exploration and Research on the Mixed Teaching Mode of Basic Japanese Course under the Background of Information Technology

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Abstract. At present, the general trend of information technology development is changing from the typical technology-driven development mode to the combination of application-driven and technology-driven mode. The development of information technology brings both opportunities and challenges to the reform and innovation of foreign language teaching. This paper starts with features and types of information-based foreign language teaching, to explore the mixed teaching mode of basic Japanese course under the background of information technology. Choose a reasonable teaching platform and teaching resources according to the teaching objectives; make a good teaching design for online autonomous learning for each chapter before class; to do well in offline classroom teaching development and classroom network-assisted teaching; and supplement online learning materials effectively for students after-class learning. Pay more attention to process evaluation, multi-subject evaluation and visual data analysis and evaluation based on big data. Pay attention to the role of games in basic Japanese learning, applying information technology to the teaching of basic Japanese courses and exploring the mixed teaching mode of basic Japanese courses can improve teaching effectiveness in all directions and contribute to the overall improvement of teaching quality.

Keywords: Information Technology, Basic Japanese, Composite, Teaching Mode

1. Introduction

Information technology refers to the technology that can be used for information acquisition, information transmission, information processing, information regeneration, and information application. It is also defined as the overall technology of sensing, communication, computer and intelligence, and control [1]. As early as the 1960s, with the rise of information technology, foreign language scholars have begun to try to use information technology for language teaching and training. With the development of information technology and the changes of the needs and ideas in foreign language teaching, the focus of information technology has been shifted from emphasizing the application of new technologies in foreign language classroom teaching to technology integration and curriculum design research. Computer assisted foreign language learning (CALL) used multi-modality to present foreign language teaching content; after 2012, MOOC has provided foreign language
learners with abundant online teaching resources, which has further promoted the circulation and sharing of teaching resources; small private online courses (SPOC) effectively integrate online teaching resources into offline teaching, which realize the online and offline interactive teaching, effectively integrates online courses with traditional teaching, and forms a scientific and personalized classroom teaching mode; the widespread use of smart phones and the emergence of social platforms make mobile learning possible, and guarantee the creation of smart classrooms and mixed teaching. Based on big data analysis and evaluation, the curriculum evaluation reform has been promoted [2].

Information technology can create diverse and authentic language environments for foreign language learners, and the integration of information technology and foreign language teaching has become an inevitable trend. The Basic Japanese Course, as a professional basic course for Japanese learning, aims to train students to master the basic Japanese language knowledge and basic language skills, to construct and perfect the Japanese knowledge system and achieve the goal of cultivating students' comprehensive language skills. It is the core curriculum and the foundation of the Japanese major. Applying information technology to the teaching of basic Japanese courses and exploring the mixed teaching mode of basic Japanese courses can improve teaching effectiveness in all directions and contribute to the overall improvement of teaching quality.

2. Features and Types of Information-Based Foreign Language Teaching
To explore the mixed teaching mode of basic Japanese course under the background of information technology, it is necessary to sort out the current integration stage of information technology and foreign language teaching and the main teaching types. Guided by this, an effective teaching and learning method of "independence, exploration and cooperation" can be explored, in a way the teachers can lead, and students remain dominant at the same time.

Information technology has evolved from Web1.0, (static and read-only website) to Web2.0, (dynamic and interactive communication social network platform). At the same time, Web3.0 is more portable and personalized. Information technology presents the characteristics of being more portable, interactive, individual and intelligent. In information-assisted foreign language teaching, in addition to the application of multimedia and the Internet, virtual networks, tablets, mobile devices and game consoles have been added; the teaching paradigm has been pushed to foreign languages as a medium for communication and interaction, in order to cultivate interactive abilities of foreign language learners' and have cross-cultural competence; Computers are mainly used for communication and knowledge co-construction; the main goals are accuracy, mobility, initiative, and autonomy in the community; the main function of computers is to provide space and environment for people to participate in communication and acquire new knowledge [3]. Generally speaking, information-based foreign language teaching presents the development characteristics of creativity, interaction, cooperation, ubiquity, and individualization.

Table 1. The main teaching types of information-based foreign language teaching

| Teaching types | Main teaching methods | Technology and resource requirements | Features |
|----------------|-----------------------|-------------------------------------|----------|
| Interactive and cooperative foreign language teaching | Mobile learning, Mixed learning, distance cooperative learning | Interactive whiteboard, social media, mobile devices, remote video, etc. | Interactive, ubiquitous, cooperative, personalized |
| Corpus and data-driven foreign language teaching | Corpus-driven vocabulary, writing, and grammar teaching | Spoken/written corpus, multimodal corpus, learner corpus, professional corpus, parallel corpus, etc. | Research-oriented, professional, personalized |
| Games and foreign language teaching | Language learning games, games with language learning | Virtual simulation technology, enhanced display technology gaming equipment, Mobile apps etc. | Interactive, participatory, personalized, interesting |
interactive and cooperative foreign language teaching, corpus and data-driven foreign language teaching, games and foreign language teaching.

3. Exploration of the Mixed Teaching Mode of Information-Based Basic Japanese Course

3.1. Choose a Reasonable Teaching Platform and Teaching Resources According to the Teaching Objectives.

Reasonable basic Japanese teaching platform and teaching resources should be selected according to the teaching goal. In general, the ultimate goal of basic Japanese teaching is to cultivate students’ Japanese self-learning ability, interactive ability and cross-cultural linguistic views, so that they can become culturally conscious global citizens in real life and in online communities [4]. The students will use Japanese as a communication tool in cross-cultural communication. This requires teachers to choose appropriate online teaching platforms and social network platforms. At present, Chaoxing is selected as the online teaching platform for basic Japanese teaching in our school, and QQ group is the auxiliary social network platform. Teachers enter Chaoxing in advance to set up courses: first add the namelists of the classes on the "Class Management" page, and allow the students enter Chaoxing Basic Japanese Online Teaching Platform; Secondly, upload the teaching plans, courseware and related video materials for each lesson of the basic Japanese course on the "Chapter" page, and insert chapter tests and discussions in each "Chapter"; release the course introduction and course requirements on the "Notice" page; Upload the syllabus, teaching schedule and other relevant learning materials on the "Data" page. After the course setting is finished on Chaoxing platform, it can be improved while teaching later. In addition, the QQ group can be used as one of the alternative teaching platforms for teachers and students to communicate after class and supplement teaching and learning materials.

In addition to the choice of online teaching platforms, the choice of teaching resources is also particularly important. We not only use the existing "Comprehensive Japanese" textbooks published by Peking University Press, but also make full use of diversified multimedia teaching resources to organize relevant online teaching resources as materials for students’ online learning and extracurricular independent learning, in order to provide students more opportunities to be exposed to more authentic language materials. First, teachers choose the basic Japanese course chapter videos recorded by the school’s Japanese teacher team and the chapter videos on the official WeChat account of "Comprehensive Japanese", and put the relevant video links into the "Chapter" page, and set anti-drag settings to ensure the integrity of students' online independent learning. At the same time, teachers add relevant content according to the actual situation and add students' extracurricular independent learning content, such as "NHK News", "People's China" and other WeChat official accounts, combined with the Japanese Language Proficiency Test, and APPs such as "Aozora Bunko", "Japan Radio" and "Asahi Shimbun". At the same time, information technology should also serve the specific teaching goals of basic Japanese teaching. Teachers need to connect online and offline, inside and outside classroom teaching well, avoiding generality, superficiality, and lack of organization. However, good connection depends on specific teaching design and teaching implementation of mixed teaching.

3.2. The Teaching Design and Teaching Implementation of the Information-Based Japanese Mixed Teaching

Besides selecting a reasonable teaching platform and teaching resources, it is also necessary to make a good teaching design for online autonomous learning for each chapter before class; to do well in offline classroom teaching development and classroom network-assisted teaching; and supplement online learning materials effectively for students’ after-class learning.

As mentioned in the previous, teachers put "video+teaching courseware+chapter tests+discussion(if necessary) " and other contents on the "chapter" page on Chaoxing platform, and design "learning Task List" according to the key and difficult points of each lesson of the basic Japanese course. The main content of the "Learning Task List" includes specific online self-study steps; a summary of the
chapter's knowledge points, important and difficult vocabularies, and grammar; reflections and tasks after online self-study. The "Learning Task List" can be placed on the "Data" page on Chaoxing platform. This ensures that students can finish online learning according to tasks and stages. Teachers can collect students’ “Chapter Learning Times” on Chaoxing’s “Statistics” page to obtain students’ online self-learning data.

The development of mobile devices such as tablets and smart phones has achieved mobilization, ensuring the effectiveness and personalization of Information-based online mobile learning. Students can conduct online self-study anytime and anywhere according to their personal time and study habits, making full use of fragmented time. Students can also adjust their learning progress according to their individual learning progress and learning level. At the same time, cooperative learning can be carried out through group mutual assistance.

Before offline classroom teaching is carried out, teachers log in to the Chaoxing platform in advance to obtain students self-learning data, check the performance of students' "chapter" learning and "Learning Task List", and then make reasonable classroom teaching design according to the students learning performance. The focus of the classroom teaching is on sentence comprehension output, grammatical analysis of key and difficult points, situational dialogue drills, etc. to effectively check the effect of students' online learning, make up the gaps, and ensure the reasonable and effective integration of online and offline, so that students can truly participate in the classroom teaching.

In addition, network-assisted learning can also be added to classroom teaching activities, such as the "vote" and "answer" pages of the Chaoxing platform, which can actively mobilize students' enthusiasm and initiative in learning, and teachers obtain real-time data on students' mastery of relevant knowledge. In this way, teachers can truly conduct online and offline interactive foreign language teaching.

After class online material supplement, discussion area, bulletin board, homework assignment, data collection, data monitoring and adjustment all can be used according to teaching and learning needs. Students can sort out the "Learning Task List" according to their learning situation after completing the classroom learning according to their needs. Teachers arrange and post assignments on Chaoxing’s “Assignment” page, and at the same time make corresponding supplements to online materials. They can also post, leave messages and likes in Japanese in the discussion area to interact with students. Teachers can use Chaoxing "Management" page to collect and organize big data such as student learning completion, Chaoxing platform activity, and the number of comments in the discussion area. As for the students with low participation, the system will remind teachers, and teachers can promptly contact and remind these students. What’s more, teachers can ask them to join the distance cooperative learning through remote videos according to actual needs.

3.3. Teaching Evaluation

Information technology-based mixed teaching of basic Japanese courses pays more attention to process evaluation, multi-subject evaluation and visual data analysis and evaluation based on big data.

The Mixed teaching evaluation of basic Japanese courses has changed the way of evaluating the scores of a test in the past, paying more attention to process evaluation. Based on visual analysis of big data such as the number of times that students study course chapters, course study progress statistics, video viewing time statistics, homework performance, result statistics, examination statistics, discussion statistics, etc. on the "Statistics" page of the Chaoxing platform (Figure 1) allows teachers to obtain the progress of students' online learning in real time. In addition to online learning data analysis, students' learning information can also be obtained through multiple channels such as students’ classroom performance, group member participation in activities, written examinations, etc., to help teachers judge the learning results, and promote students' overall Japanese proficiency level and cross-cultural communication skills. Multiple evaluations, including student self-evaluation, student-student mutual evaluation, teacher evaluation, etc., can help teachers more effectively supervise students’ learning and improve students' learning enthusiasm and initiative.
4. Pay Attention to the Role of Games in Basic Japanese Learning
As mentioned on the main teaching types of informatized foreign language teaching above, language learning games with strong interaction, interest and high participation can promote learners' second language learning [5]. Researchers have found that players have strong learning initiative. During the game, players are actively engaged and engrossed. In order to achieve game goals, players are willing to learn game rules, skills and even the language, thereby promoting language learning. However, there are few games for basic Japanese learning, mainly including word games, grammar games, cultural annotations, online dictionaries, etc. However, these games are not Japanese language learning games. Although these games can promote students' listening and speaking skills to a certain extent, learning though these games lacks organization and coherence as a whole. Therefore, teachers' attention and guidance are wanted [6].

In the basic Japanese course teaching, teachers recommend Japanese-related game software to the students, such as the fun word game App of Hujiang Online Class, and the word game for Japanese language proficiency test and so on. Generally speaking, Japanese-related game software are few at present. In the future, if games related to Japanese culture, scenario simulations, and listening skills can be developed and applied in daily teaching, it will impact on basic Japanese teaching profoundly. In general, we should change the outdated concept about games, and correctly guide students to improve their Japanese ability through games.

5. Challenges of Future Basic Japanese Mixed Teaching under the Background of Information Technology
The information age puts forward new requirements for the teaching literacy of Japanese teachers. Teachers should change their emotional cognition and correctly understand teaching in a signalized environment; teachers should actively understand, learn, and improve information-based teaching, and enhance information digitization literacy, and improve the information-based basic Japanese teaching ability. Through information technology, we break the barriers of time and space, carry out flexible and effective teaching design, and help students create a more realistic and authentic Japanese learning environment.

What’s more, regarding to Corpus-driven and data-driven language learning, corpora from spoken and written language are used as teaching materials for data-driven learning, which can provide students with a large number of authentic and natural language materials [7]. Although corpora are more and more widely used in foreign language teaching at present, the available corpora are mostly developed for English learners, such as English Rhetorical Corpus, etc. Different types of corpora for Japanese learners are also under continuous development, but the actual application effect of the corpus also depends on the teacher's corpus professional knowledge, and it is also necessary for students to learn about corpus. The development and application of different types of Japanese corpora is also the direction of future basic Japanese curriculum research [8].

6. Conclusion
Under the background of information and technology, foreign language teaching is a complex and dynamic process. At present, based on information technology, the teaching design and practice mode of the basic Japanese online and offline hybrid courses have stimulated students' enthusiasm for learning, changed their learning habits, and improved their Japanese proficiency and application ability. Furthermore, how to develop and apply organized and coherent Japanese-related games to basic Japanese teaching, how to improve the informatization literacy of teachers and students and develop different types of Japanese corpora to support basic Japanese mixed teaching in various ways and form an effective teaching mode will be the focus and difficulty of our future research.

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