Analysis of the Application of Flipped Classroom based on Mobile Teaching Platform in Japanese Teaching in Colleges and Universities

Xiaoke Zhang

Jingdezhen Ceramic Institute, Jingdezhen, 333000, Cnina

Abstract: In "Internet +" era, mobile learning has become an important way of learning. The combination of mobile teaching platform based on mobile learning and "flipped classroom" has become the focus of Japanese educators' reform. The author tried to carry out the flipped classroom teaching mode by using the mobile teaching platform - Moso Teach in the Japanese teaching process. Through one semester's teaching practice, the result shows that the flipped classroom based on mobile teaching platform enhances the interaction between teachers and students and students, and improves students' learning interest, initiative and classroom participation, which has improved students' practical ability to use Japanese, such as Japanese conversation, and achieved good teaching results.

Keywords: Mobile learning; Mobile teaching platform; Flipped classroom; Japanese language teaching

1. Introduction

In "Internet +" era, mobile learning has become an important way of learning. Mobile learning has become more and more close to students' daily life, which has a subversive impact on students' learning mode. Under mobile learning, teachers are also urged to renew their teaching concepts and use new teaching means such as mobile teaching platform to carry out teaching reform and improve teaching effect.

2. Research on Mobile Learning in Japanese Education in Colleges and Universities

Mobile learning has greatly changed the way of learning, making the learning form more diverse and the content richer. Based on the background of mobile learning, the author entered two keywords that "Japanese" and "mobile learning" on CNKI. The retrieved papers are as follows:

2017	2016	2015	2014
7paper	4paper	4paper	1paper

Compared with "English" "mobile learning", the number of documents is obviously much less (for example, there are 101 English - related papers in 2015), but the research on Japanese learning based on mobile platform is also gradually increasing. In the future, the relevant research on Japanese mobile learning needs to be continuously strengthened to meet the learning requirements of students in the mobile learning era.

Under the background that students use mobile devices for mobile learning, teachers should constantly update their teaching concepts, use the existing mobile internet technology and introduce classroom interactive APP on the basis of the traditional curriculum, so that the traditional university classroom teaching becomes more effective, teachers know more about the current situation of teaching courses themselves, accurately grasp students' personalized needs and adapt to the new requirements of students for teachers' classroom teaching. Teachers should effectively combine students' mobile learning with classroom teaching, use mobile teaching platform for teacher-student interaction, change traditional classroom teaching methods, and improve students' learning interest and teaching effect.

3. The Application of Mobile Teaching Platform in College Foreign Language Education

At present, mobile teaching platforms widely used in college English teaching include QQ, Rain Classroom and Moso Teach, etc. The combination of mobile teaching platform based on mobile learning and "flipped classroom" has become the focus of Japanese educators' reform. The teaching effect of these mobile teaching platforms has been effectively proved. Japanese teaching has

also started a new teaching mode based on mobile teaching platform.

Moso Teach is a client App based on mobile network environment to help teachers improve the efficiency of interaction with students and stimulate students to learn on mobile devices, so as to realize teaching interaction, resource push, feedback evaluation between teachers and students and meet the real-time feedback of teaching interaction between teachers and students inside and outside the classroom. Moso Teach can carry out interactive teaching activities such as voting questionnaire, brainstorming, work sharing, timed answer, group discussion and so on. Compared with WeChat, QQ and other mobile platforms, Moso Teach has more comprehensive functions and can better grasp the advantages of students' individual learning.

4. The Application of Flipped Classroom based on Mobile Teaching Platform in Japanese Teaching

Flipped classroom refers to adjusting the time in and after class. In the case of clear teaching objectives and difficulties, students mainly acquire knowledge through specific project practice. In short, teachers say less and students do more. In such a teaching mode, teachers are more likely to act as project leaders, being responsible for organizing projects, guiding the direction of projects and solving problems arising from projects. The concrete practitioners of the project are students. In the process of project practice, students complete tasks in such two-way communication through communication with other team members and teachers. The drawbacks of teacher's one-word system in traditional classroom have been solved, and students can also maximize their personalized development in the learning process. Teachers can also explore students' potential and guide them.

Therefore, we used mobile teaching platform APP-- Moso Teach to carry out a semester's practice of flipped classroom in Japanese Intensive Reading course for the first-year Japanese majors in our school. Teachers uploaded teaching documents in advance for students to preview, which increases the time for discussion and conversation in class. First of all, through the courseware preview, the knowledge points were given to students to improve their preview efficiency and better understand the learning content. Secondly, some questions were arranged in advance for students to think and prepare so as to improve classroom efficiency. Online roll - call, answer - snatching and group discussion in the class, and new ways such as brainstorming and homework provided in Moso Teach will enrich students' learning methods, improve their critical thinking ability and language application ability, and consolidate their knowledge.

In addition to the final evaluation of the final exam, the study of learning results also includes formative evalua-

tion, which mainly includes students' performance in class, as well as objective data obtained from mobile platforms (e.g preview, correct answer rate, etc.) and completion of homework, etc. After one semester's teaching practice, a questionnaire survey was conducted on the teaching feedback of the inverted classroom teaching model based on Moso Teach (25 people in total, 25 valid answers were received). The main results are as follows:

Table 1. Are you interested in the new teaching mode of mobile teaching platform?

Items	Subtotal	Proportion
Not interested at all	3	12%
A little interest	21	84%
Very interested	1	4%
Valid questionnaires	25	

Table 2. Do you think the use of mobile teaching platform will help you improve your Japanese learning?

Items	Subtotal	Proportion
No, it is not helpful at all.	4	16%
Yes, it is a little helpful.	18	72%
Yes, it is very helpful.	3	12%
Valid questionnaires	25	

Table 3. Do you want teachers to continue using mobile teaching platforms in Japanese class in the future?

Items	Subtotal	Proportion
Yes, I hope to use it often.	6	24%
Yes, I hope to use it occasionally.	16	64%
No, I don't want to continue using it.	3	12%
Valid questionnaires	25	

The results show that 88% of students are interested in the new teaching mode of mobile teaching platform. 84% of students believe that the use of mobile teaching platform is helpful to improve their Japanese learning. 88% of students hope that teachers will continue using mobile teaching platform in Japanese class in the future, and 64% of students hope to use them occasionally. In addition, according to interviews: All the students think that the new teaching mode of previewing courseware and flipped classroom in Moso Teach has increased the interaction with teachers and students in classroom, Japanese conversation ability has been obviously improved, and the thinking ability and expression ability have also been improved to a certain extent. At the same time, students also put forward some opinions on Moso Teach: they don't like to operate mobile phones in class, because they will watch news on mobile phones and other things unrelated to the class, and it takes more time to write homework in Japanese. According to students' suggestions, we have abandoned the projects of asking questions and

HK.NCCP

International Journal of Intelligent Information and Management Science
ISSN: 2307-0692, Volume 7, Issue 6, December, 2018

answering questions on mobile phones that they don't like very much, and increased the uploading of courseware and related materials in and after the class.

The application of mobile learning resources and mobile teaching platform based on mobile learning in classroom has changed the traditional teaching mode of Japanese majors in our school and complied with the requirements of the era of "Internet +" classroom mode characterized by the introduction of the Internet and innovative education into the classroom. After teaching practice, the team members came to the following conclusions:

The interaction between teachers and students and between students and students has increased, and classroom participation and learning enthusiasm have improved significantly.

The sharing of Japanese mobile learning resources and the use of mobile teaching platform have greatly improved students' learning interest and autonomous learning ability. At the same time, it is also of great help to improve students' Japanese academic performance.

Moso Teach mobile teaching platform has advantages and disadvantages for students. It cannot be used frequently and needs to be promoted step by step.

As far as teachers are concerned, they have mastered more modern teaching methods, improved their own teaching experience based on frequent interaction with students, made a definite target in the classroom and received better teaching results.

5. Problems in Teaching Practice

The research on Japanese teaching mode reform under the background of "Internet +" has achieved good teaching results, but there are also some problems. There are mainly the following two aspects: (1) The practical effect needs further examination. We tried to carry out teaching practice in the course of Japanese Intensive Reading by using the mobile-based teaching platform - Moso Teach.

While students' learning motivation and learning interest have been greatly improved, students are not quite adapted to the ways such as answering questions, roll-calling and writing assignments in the class using Moso Teach. In the future, it is necessary to improve the function of mobile teaching platform to make it more in line with the needs of students. (2) The evaluation system needs to be improved. We used questionnaires, interviews and classroom written records to test the changes of students before and after the introduction of mobile teaching platform into Japanese teaching. However, there is no comparison of students' achievements, and we will compare and test them from this aspect in the future.

6. Conclusion

Mobile teaching platform + flipped classroom teaching mode has enhanced the interaction between teachers and students and students, improved students' interest in learning, initiative and participation in the classroom, improved students' practical ability to use Japanese such as Japanese conversation, and achieved good teaching results. In the future, we should further promote the teaching mode of flipped classroom based on mobile teaching platform, improve the teaching level and meet the requirements of Japanese teaching in "Internet +" era.

References

[1] Zhang Dongya. Research on Japanese Learning in Colleges and Universities based on Japanese WeChat Public Platform. Journal of Jiamusi Vocational College, 2016(9), 326 - 327.

[2] Zou Haiyan. Talking about the Advantages and Problems of Moso Teach in College Japanese Class. Science and Education Guide: Electronic Edition, 2017(35), 190 - 190.

[3] Mo Yingling, Cheng Xinan, Zhang Xiaodong. Some Thoughts on Introducing Japanese Teaching into Mobile Learning. Contemporary Educational Practice and Teaching Research, 2017(1), 35 - 36.