Research on the Application of Flipped Classroom based on Active Learning Concept in University Japanese language Teaching

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Abstract: The flipped classroom is a combination of online learning and face-to-face learning, so it is a kind of mixed learning in education technology. Based on the concept of active learning, this paper identifies the flipped classroom as a kind of active learning. It discusses the teaching design of the flipped classroom from the perspective of active learning in Japanese education major at Universities, and points out the precautions during introduction of the flipping classroom teaching model, aiming at the reform of Japanese teaching in the information age by providing new ideas.

Keywords: Active learning; Flipped classroom; Universities; Japanese language teaching

1. Introduction

The Ten-Year Development Plan for Education Informatization (2011-2020) pointed out that "the development of educational informatization should be based on the innovation of educational concept and the construction of high-quality educational resources and information-based learning environment, with the innovation of learning methods and educational models as the core. "As a new type of teaching mode,the flipped classroom has adapted to the requirements of teaching development in the information age, which is one of the inevitable trends in the reform of Japanese teaching mode in colleges and universities in the future."

2. The Flipped Classroom and Japanese teaching in Colleges and Universities

The flipped classroom means that students complete the knowledge learning through video lectures and other forms before class.They complete the internalization of knowledge through strategies such as problem solving, discussion or debate during class time, thereby improving their' knowledge application ability.This kind of teaching model is in line with the theoretical basis of constructive learning theory and behavioral cognitive learning theory.

The flipped classroom has started to show up in the Japanese teaching of higher education in China since 2013.The appropriateness and necessity of the Japanese language majors in the Japanese colleges and universities on the flipped classroom have been discussed in the Japanese profile, Japanese translation, and Japanese listening courses.There is also empirical studies in Japanese trans-lation courses.Certain results in improving students' self-confidence, classroom participation and learning autonomy have been achieved. However, the flipped classroom is still in the exploration stage in the study of Japanese teaching in China, and further theoretical and empirical research are required.

3. Active Learning and Flipping Classroom

3.1. Active learning

Active learning originated in USA. On the basis of this, Professor Kazuo Sugao (2014) of Kyoto University of Japan proposed the concept of active learning in Japan: all the active learning beyond the unilateral knowledge-transfer classroom (passive) learning.In active learning, with the participation in activities such as writing, presentation, and reporting, and the externalization of cognitive processes from it. We can see from the definition that he emphasizes the participation of students in classroom learning activities and changes in cognitive level.Teaching methods based on active learning theory include PBL, LDT, peer teaching method, cooperative learning and experiential learning method, etc.

American scholar and famous study expert Edgar Dell introduced the study of pyramid theory in 1946.The traditional methods of "reading", "audio-visual combination" and "demonstration" with learning effects below 30% are personal learning or passive learning.But the "group discussion", "practical practice" and "teaching others" with more than 50% learning effect are all active learning based on team learning and participatory learning.As the learning rate of different learners is different,

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the average learning retention rate will not be a fixed value.However, it does not affect the important guiding role of learning pyramids in choosing efficient learning methods.

3.2. Flipped classroom—One of active learning

Wang Qi (2015) pointed out that the use of flipped classroom teaching mode, that is, the teaching form is reversed from the traditional teaching process as "teacher classroom explanation + student after-school homework" to "student pre-study learning + teacher-student classroom inquiry".Under this subversive teaching mode, the roles of teachers and students have also changed accordingly.The teacher becomes "instructor next to the saint" from the"saint on the podium", and the student is transformed from "passive learner" to "active learner".The practice of flipping classrooms at home and abroad shows that the effective flipping classrooms are almost based on group activities of "teaching" and "learning" between learners in face-to-face classrooms.The activity of learners in the flipped classroom is same as that of active learning.

Professor Kazuo Sugao of Kyoto University also positioned the teaching mode of the flipped classroom as one kind of active learning.He also believes that compared with PBL, LDT, peer teaching method, cooperative learning and other active learning-based teaching methods,the initiative of flipped classroom teaching mode is stronger, it is a thorough active learning. As the traditional classroom includes two parts: handouts and active learning, but in the and flipped classroom, Students can freely design the learning content according to the learning objectives because the students learn the lectures before class, all of which are active learning time.

Therefore, the essence of the flipped classroom is active learning, which is one kind of active learning. In the implementation process of the new teaching mode of flipped classroom, we should follow the "learning pyramid theory" and carry out more "group discussion", "practical practice" and "teaching others" based on active learning to improve the teaching effect of flipping classroom.

4. Teaching Design of Japanese Flipped Classroom

In the book "Flip Your Classroom" by Bergmann and Sams, the composition of the time between the traditional classroom and the flip classroom is compared as in Table 1.

Table 1.Composition of the time between the traditional classroom and the flip classroom is compared as in

Traditional classroom		Flipped Classroom	
Activity	Time	Activity	Time
Import of classroom	5 min	Import of classroom	5 min
Confirmation of homework	20 min	Answers to video lectures	10 min
Explanation of new content	30-45 min	Individual guidance and discussion, etc.	75 min
Individual guidance and discussion, etc.	20-35 min		

Students have learned new knowledge through video lectures before class under the flipped classroom teaching mode.The time for individual guidance and discussion in class has increased, and the self-directed learning of student has been stimulated through group discussions and collaborative inquiry.As a "mentor", teachers can help students consolidate and absorb knowledge, which can improve students' subjective initiative in learning.Therefore, when carry out teaching design according to the teaching object and teaching objectives, the enthusiasm and participation of the students must be fully considered to fully play the main role of the students.

Pre-class design includes two parts of watching videos and setting up learning tasks. The production of pre-class video requires content and fun.Relevant learning tasks based on video content should be difficult and simple to combine. Simple questions give students confidence, and difficult questions get students satisfied by reviewing the data.Teachers should make full use of the online teaching platform, including communicate with students online, answer questions, etc.,This not only can increase the extracurricular interaction time of teachers and students, but also grasp the pre-class learning situation and prepare for the smooth development of classroom learning.

Classroom teaching activities generally include the following links: Import (5minutes);Summary video handouts(10minutes); Answer students' questions(30minutes); Carry out group discussions and complete learning tasks of students (40minutes); Teacher review and summary (5minutes). The process and timing of classroom activities can be adjusted appropriately depending on the Japanese language course. In the fourth session, the teacher should introduce various forms of group activities such as discussion, debate, and publication to improve students' interest effect in learning and learning.

In the post-class design process, the teacher should set up some after-school learning tasks related to the content of the class to help students fully understand the knowledge they have learned. Questions can be answered through the network platform.

5. Other Issues that Should be Noted during the Implementation of the Flipped Classroom

We should also pay attention to the following aspects in the implementation process of flipped classroom mode in Japanese teaching.

5.1. Video production

In the pre-class learning session of the flipped classroom, mostly are teachers making learning videos for students to preview in advance. So, teachers need to master certain video production techniques. However, Bergmann and Sams (2012) pointed out that teachers do not have to make videos personally at the beginning of the flipped classroom, they can borrow video resources from others. This can not only solve the inconvenience caused by technology, but also enable teachers to have time to observe and learn other people's videos, then improve the teaching effect of flipped classrooms. In the video resources for Japanese language teaching, there are already Japanese grammar, Japanese profile, Japanese conversation and other related contents. Teachers only need to spend time collecting relevant resources on the Internet and then organizing them.

5.2. The teaching platform of flipped classroom

Besides the QQ and WeChat platforms, the teaching platform for flipped classrooms now has smart teaching tools such as blue ink cloud class and rain class. The latter two are more convenient. Take rain class as an example. Teachers can send pre-reading contents such as ppt, video handouts, exercises, and voices to student's mobile phone. Through the background monitoring, teachesr can see the pre-study condition of each student's pre-class materials. If there are any missing links in class or after class? Have they timely review. This will help students understand the learning situation and then further optimize the classroom design. At the same time, to let teachers and students interact more and make teaching more easy. The flipped classroom based on the teaching platform such as rain classroom has already had relevant practices in Japanese teaching. we can use these teaching platforms to carry out more teaching practice in the future.

5.3. Teaching evaluation

Teaching evaluation based on flipped classroom should increase the proportion of formative evaluation. For example, formative evaluation and summative evaluation can each account for 50%.The formative evaluation of the flipped classroom mainly includes two aspects: pre-class learning and class performance. Pre-class learning includes audiovisual situation of video lectures and homework completion. Class performance should be examined from the following three aspects: Learning attitude and participation in group activities. Class expressing, questioning and problem solving skills, etc. Self-evaluation of students and group evaluation. Improve the proportion of formative evaluation, increase the investigation of students' independent learning, and further stimulate the initiative of students in learning and finally improve their practical application ability of Japanese.

6. Conclusion

Flipped classroom has a profound impact on the teaching methods in class of teachers, and also provides students with a new way of learning. This paper combines active learning with flipping classrooms, and analyzes the problems that need to be paid attention to during the teaching design and implementation process of flipping classrooms. It is hoped that it will play a role in promoting the flipped classroom of Japanese language majors in colleagues and universities.

7. Acknowledgment

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