

# Application of Network-based Blending Teaching Mode in the Course of *Japanese Intensive Reading*

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**Abstract**—As higher education informatization gradually goes deep into the era of Internet plus, blending teaching has become a common concern. Blending teaching emphasizes applying the proper technology at the right time to achieve the best teaching goals. Effective teaching must be student-centered and get students deeply involved in the teaching process. This paper explores the specific implementation and application of blending teaching mode in the course of Japanese Intensive Reading in the context of network.

**Keywords**—Internet plus; online learning; blending teaching

## I. INTRODUCTION

Modern information technology, especially the Internet plus, provides technical support for the organic combination of online and offline, in-class and extra-curricular and many other teaching and learning methods. Japanese Intensive Reading course is a comprehensive major course integrating grammar, vocabulary, reading, translation and the like teaching contents. It is designed mainly to develop students' practical language application ability, thinking ability, and improving their collaborative learning ability. Through blending teaching reform in this course, it is available to change students from passive learning to active learning, and finally achieve the cultivation goal of the course.

## II. BLENDING TEACHING

Blending teaching is a mixture of online teaching and traditional classroom teaching. It is to combine the advantages of traditional learning methods with the advantages of e-Learning (i.e., digital or network based learning). Blending teaching is an extension and supplement of traditional teaching, and is the integration of traditional teaching and network based teaching. Professor He Kekang proposed that blending teaching should not only play the leading role of teachers in guiding, inspiring and monitoring the teaching process, but also fully reflect the initiative, enthusiasm and creativity of students as the main body of the learning process.

Blending teaching is changing the way of teaching, so that the roles of teacher and students in the process of foreign language teaching have been changed. Teachers no longer teach foreign languages in cramming way, but play a dominant role in the entire teaching curriculum. Students no longer passively accept information, but practically participate in the classroom activities, which truly reflect

students' dominant position. This way of teaching not only enriches the teaching content, but also greatly enhances the interaction between teacher and students, so that students can acquire knowledge in a relaxed and pleasant teaching environment and the foreign language teaching becomes no longer boring.

## III. APPLICATION OF BLENDING TEACHING MODE IN THE COURSE OF *JAPANESE INTENSIVE READING*

### A. Construction of Teaching Resources

The construction of online teaching resources is the premise of developing blending teaching mode. Blending teaching requires effective support of network resources. Blending teaching is a way to make up for the shortcomings of traditional teaching by virtue of online learning, and further enhance students' learning effect. In the classroom, the teaching lecture only focuses on the key points, difficulties, or the common problems that students feed back in the online learning process.

In the "Japanese Intensive Reading" course, the teaching content of the blending teaching is the author of the text and various documents related to the work, the self-learning schedule of each lesson, the extended knowledge documents of grammar and words, and the related micro-courses. When making micro-courses, it is needed to first analyze and sort out the grammar knowledge points in Japanese Intensive Reading course suitable for incorporating in micro-courses. In addition to grammar, such onomatopoeia, mimetic words and adverb as hard to be mastered by students can be presented to students in form of micro-courses to facilitate them watching at any time and further mastering the difficulties. Moreover, vocabularies that are difficult to distinguish are all suitable for making micro-courses. In addition to professional Japanese teachers, the production of micro-courses also requires strong network technical support. Foreign language teachers can work with professional MOOC production technology team to build up high-quality Japanese learning resources.

In the blending teaching, in addition to building up high-quality network resources, it is also very important to create an effective online communication channel between teacher and students. This communication channel will directly affect students' enthusiasm in learning and the teaching effects, and provide students with technical support in learning content, so that students can communicate with

teacher anywhere at any time to ensure the teaching effect of extracurricular online learning. Providing personalized services to students through the resource platform can promote students learning foreign language in a targeted, multi-faceted and multi-angle manner.

### B. Teaching Process Design of Blending Teaching Mode

Josh Bersin (2002) pointed out that the blending learning process consists of four basic steps, such as identifying and defining the needs of students, making learning plans and measurements based on the characteristics of learners, determining the content selected in time of making the plan based on the implementation environment of the blending learning, and finally executing the plan and make evaluation on the results. In the teaching of Japanese Intensive Reading, the whole teaching mode can be divided into four stages:

teaching preparation, extracurricular online learning, classroom teaching, and evaluation.

1) *Teaching preparation*: Before the class, the teacher needs to upload online resources such as the micro-course related to the unit theme onto the resource platform, arrange the assignments and ask students to complete the extracurricular online learning. The combination of extracurricular and in-class teaching modes is one of the important features of blending teaching. In blending teaching mode, in-class teaching and extracurricular teaching need to form a complete knowledge system with intrinsic logical connection (see "Fig. 1").

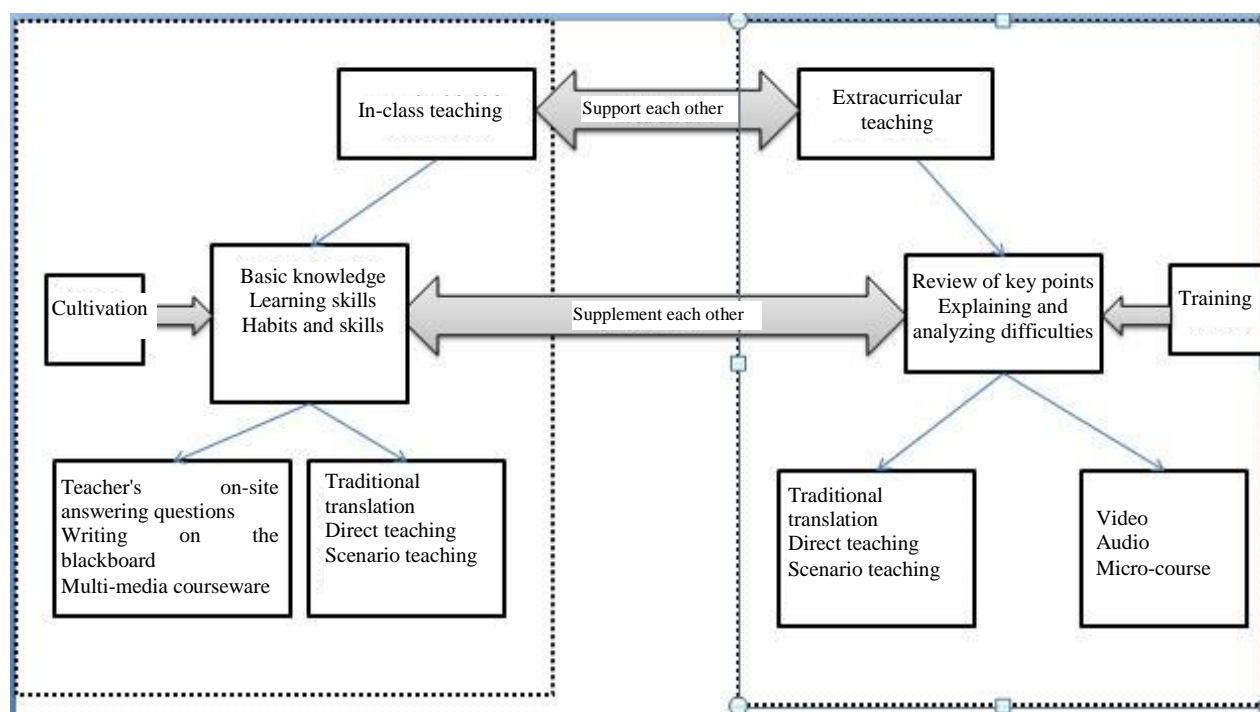


Fig. 1. The intrinsic logical connection between in-class teaching and extracurricular teaching.

Students need to watch online learning resources and complete the assignments set by teachers. If any problem is encountered in extracurricular online learning, students can communicate with the teacher through the platform and social software.

2) *Extracurricular online learning*: Students can complete the assignments set by teacher through the curriculum resource platform. During the extracurricular online learning process, students can complete the assignments set by teacher in group based form. For example, students can prepare lessons before class on the basis of the self-learning schedule, previously look up and collect materials relevant to the text. Extracurricular online learning can help to effectively improve students' self-learning ability and teamwork ability.

3) *Classroom teaching*: Class teaching is conducted through many classroom activities such as classroom presentation, teacher explanation, group discussion, and classroom questioning. In order to enable students to deeply understand the content of the text, questions can be raised around the knowledge points, language points and the author's viewpoints of the text, so as to cultivate students' ability to discover and solve problems.

Japanese Intensive Reading is taught in small class, which is very suitable for group study. Teacher can divide students into groups (about 3-4 students per group) based on the teaching content of blending teaching and each group is assigned with a group leader. The leader does not have to be fixed but be selected according to the specific teaching content each time so as to exercise all members of the group. The group leader is responsible for organize group members to collect high-quality resources and upload the resources to

resource platform, as well as organize group members to make preparation and planning for unit theme centered activities. Many activities in the classroom still need to be done together in groups. In classroom teaching, the teaching should center on the students, give full play to students' dominant status and allowing students to discuss in groups. Teacher no longer carries out indoctrinating knowledge, but make teaching arrangement on the basis of teaching difficulties and students' extracurricular online learning feedback. Teacher can further help students to internalize knowledge in the form of discussion, communication, and Q&A, and make summary on the key points and difficulties in the knowledge points.

In stage of providing Japanese Intensive Reading course, project-based research-style learning can be set up in order to develop students' comprehensive language skills. Teacher can set up the project requirements, and ask students to complete the project and present the result in group-based form. The team members need to have a clear division of labor, each team member needs to complete his or her own tasks, and finally show the project results in a published form. In group-based cooperative learning, the role of group leader cannot be ignored. The group leader should lead the group members to complete the project study assigned by teacher. The group leader should rationally arrange the tasks of each group member. Group-based cooperative learning not only helps to improve students' practical language application skills, but also helps to cultivate students' teamwork ability and problem-solving ability.

After class, teacher can provide students with more personalized learning environments. Teacher can answer students' questions and help to timely solve the difficulties encountered by students. At the end of each lesson, teacher can take an after-school quiz. According to the test results, teacher can provide remedial learning resources and guidance to students failing to reach the standards. Blending teaching can help effectively cultivate students' ability to learn independently, find and solve problems.

4) *Evaluation*: In the process of blending teaching, teacher can adopt the formative evaluation and final evaluation combined mode and online and offline combined evaluation mode. Formative examination refers to the evaluation on students' learning process, including students' performance on classroom, learning attitude, homework completion status, test and project publication status. Learning attitude refers to student's online learning attitude and the communication with teacher on the platform. Assignments can also be divided into online and offline assignments. Online assignments include the frequency that student watches a MOOC video and the assignments set by teacher online. Project publication needs to be evaluated in self-evaluation and mutual evaluation mode. Project publications are usually completed in groups, and the evaluation mode should be able to scientifically and comprehensively reflect students' performance. Project evaluation can be made in two aspects: mutual evaluation among students and evaluation by teacher. The teacher can

give an overall evaluation on the results of the project, and give scores according to the performance of each group member. Mutual evaluation among students can help not only cultivate students' upward mobility, but also provide students with opportunities to learn from each other.

#### IV. ADVANTAGES OF BLENDING TEACHING

Blending teaching mode adapts to the development trend of education in the Internet + era, and provides an effective means for reforming the traditional teaching mode. In the process of blending teaching, giving full play to the leading role of teacher and the dominant status of students can effectively improve the quality of teaching. Blending teaching puts forward higher requirements for teachers' comprehensive ability. Teacher should not only select or produce appropriate teaching content and videos, but also effectively guide students, expand students' thinking, and guide students to learn effectively and independently. Blending teaching can give full play to the independent learning ability of students; through extracurricular learning on resource platform, students can master the knowledge points; and through effective discussion in the classroom and teachers' guidance, students can further accurately grasp the teaching contents. In this way, it is possible to make full use of each student's personality and improve students' classroom participation, and further change the cramming-styled foreign language teaching mode and make learning Japanese more interesting. Compared with the traditional teaching mode, the blending teaching mode can help to greatly improve the classroom capacity of a course, enrich teacher's input and students' output, and effectively promote the interaction between teacher and students and that between students, to make the classroom more substantial.

#### V. CONCLUSION

Blending teaching mode not only puts forward higher requirements for teachers' teaching ability and the ability to monitor students' extracurricular learning, but also puts forward higher requirements for students' independent learning ability. The implementation of blending teaching mode requires teacher and students to work together to achieve the desired teaching effect. This paper discusses how to design and implement a blending teaching mode in Japanese Intensive Reading course. The construction of blending teaching mode will change the traditional way of Japanese teaching and bring new changes in Japanese teaching.

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