

# Analysis on the Application of Flipped Classroom Model in Japanese Teaching

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**Abstract**—At present, the reform of classroom teaching mode in colleges and universities is undergoing a change in teaching philosophy, which is developing from "teaching-oriented" to "learning-oriented" modes. While the flipped classroom model can completely take students as the main body and encourage students to take the initiative to learn. Based on the theoretical study of the flipped classroom model, this paper specifically discusses its application in Japanese teaching.

**Keywords**—*flipped classroom; Visual-Audile-Oral course; learning effect*

## I. INTRODUCTION

In the process of economic development and social development in today's world, the development of informatization accounts for a large proportion, which promotes economic development and social development. The level of informatization has become an important indicator to measure the level of modernization of a country or region. With the rapid development of information technology, the education industry in the context of multimedia society has also produced some new teaching models. Among them, the flipped classroom model is a subversive teaching mode that adapts to the development of the times. In China, the traditional teaching mode is dominated by the teacher's "teaching", while the flipped classroom is dominated by the student's "learning". In today's information age, traditional methods of education can no longer meet the needs of today's students, and its teaching effect is difficult to keep up with social development. Especially with the development of media technology in modern teaching in recent years, various forms of teaching such as "micro-course" and "flipped classroom" have emerged, which have received more and more attention in foreign language teaching and has achieved remarkable results in various countries.

At present, the reform of classroom teaching mode in colleges and universities is undergoing various changes. One of the most concerned is to change its teaching philosophy, that is, to develop it from "teaching as the center" to "learning as the center". While the flipped classroom model can completely take students as the main body and encourage students to take the initiative to learn.

China's research in the field of Flipped Classroom started late, only for four or five years. Our current practical research and theoretical research are still in the initial stage of

exploration and research, and still in a relatively weak field. At present, most of the researches on Flipped Classes in China only introduce the foreign flipped classroom model and teaching process from the literature review and summary, and then give their own views and evaluations on this flipped classroom model. However, there are few experimental practice studies on teaching in line with China's national conditions, and there are fewer studies that have yielded results through practice. The current research is still in its infancy, and it is not mature enough or deep enough.

At present, the multimedia industry has developed rapidly and has expanded into all walks of life. This has a huge and inseparable impact on our human life and can be seen everywhere in our daily lives, of which no one can completely get rid of the influence. At the same time, multimedia has a clear position in modern college teaching, accounting for a considerable part of the content. As a first-line teacher, the author has always been interested in teaching methods of various teaching methods, and is willing to try the latest teaching techniques. In addition, the author is also curious about multimedia information technology and tries to use this information technology to carry out teaching reform. Therefore, in the usual study work of the author, I pay more attention to this field. Since I joined the company, I have been actively involved in the reform of the school in multimedia teaching. This thesis aims to summarize the experience of teaching for many years.

## II. SIGNIFICANCE OF RESEARCH

### A. Theoretical Significance

Firstly, through the detailed introduction of foreign Flipped Class, it is helpful to further enrich the theoretical research of China's teaching methods in Flipped Class. Secondly, this paper summarizes the concept of Flipped Classroom and classifies the teaching mode of Flipped Class. Enriching and perfecting the teaching mode, teaching methods and teaching strategies of the Flipped Classroom can provide ideas for the Japanese teaching mode.

### B. Practical Significance

Firstly, the flipped classroom model is a subversion of the traditional teaching mode. Applying it to Japanese language teaching in colleges and universities can provide new ideas for Japanese teaching practice and enrich the Japanese teaching

method. Secondly, through the practical research on the flipped classroom model in Japanese learning, to explore the construction of the flipped classroom model and the design of classroom teaching, it can provide reference for Japanese teaching in theory and practice.

### III. THEORETICAL BASIS

#### A. Theory of Mastery Learning

1) *The concept of theory of mastery learning*: The Theory of Mastery Learning was proposed by American educator and psychologist Benjamin Bloom in 1968 to address the issue of individual differences. Bloom believes that it is not the same teaching time for all students, which makes students' learning results different. Instead, teachers should give different students different times and give different guidance and help to different students so that almost all students can always be at the same level of learning. For students with learning difficulties in certain areas, teachers should give them more guidance to ensure that they have all the knowledge they have learned. As long as the students are given enough time, appropriate teaching and individual help, the students will be able to master what they have learned and successfully move on to the next learning content. He opposes that only a few students can achieve excellent results, and believes that most students are able to learn their homework. The difference in academic performance between students is the time they spend learning and the speed at which they can understand. Most students who are slow to learn can also achieve the same grades as students with good grades by increasing their study time and receiving the right guidance.

2) *The form of theory of mastery learning*: In the study of mastery learning, additional instruction is conducted outside the normal class, such as after class, during break, after school. During these hours, the instructor will provide additional supplementary instruction to students who do not understand in the classroom or do not meet the teacher's required learning objectives until they fully grasp the learning objectives required by the teacher. One form of mastery learning is to flexibly change the teaching time according to the different learning situations of the students, providing corrective teaching for those who need to continue to learn the basic concepts, and arranging some extended homework for other students.

Flipped classroom model enables the mastery of learning to be realized, with the support of information technology to achieve personalized counseling. It is precisely because the learners are given a large amount of study time, so that students with different comprehension skills can arrange their own time to learn in advance according to their own rhythm before class. The study is completely guided by students themselves. For content that is easy to understand or that they have mastered, they can skip or read it quickly. For content that they don't understand and don't know, students can stop reading or repeat reading, or stop to take notes and record the problem. Afterwards, the activities in the classroom are more targeted, through the discussion and communication between

teachers and students or between students to find problems and solve problems. The flipped classroom model can discover the students' problems existing in the learning process in a timely manner through the formative test, and enable the students to achieve the purpose of mastering knowledge through corrective counseling. In the classroom, the teacher adopts targeted teaching methods or guidance according to different situations of students to improve students' enthusiasm for learning, to improve their learning autonomy, to ensure their learning quality.

#### B. Humanism Theory

The representative figures of humanism theory are Maslow and Rogers, emphasizing the realization of human dignity, embodying human value, exerting human creativity and self-realizing. It believes that the essence of the potential is to achieve self, and the potential is a kind of instinctual nature. It believes that the study of psychology must proceed from the nature of human beings. It believes that the main responsibility of teachers is not to teach students unilateral knowledge, but to respect individuals, to provide students with a variety of learning resources and learning environment that is conducive to learning, and to create a platform for students to truly take the initiative of learning in their own hands.

The teaching concept of humanism believes that the essence of the teaching process is an interaction based on mutual respect, and an equal, democratic, mutually beneficial, mutually acceptable, mutually respectful, and mutually understanding emotional relationship should be established between teachers and students and between students. It emphasizes the ability of students to learn independently, build their own knowledge, and learn cooperatively. It emphasizes people-oriented, that is, students' self-development emphasizes the exploration of their creative potential and emotional education.

Humanism theory agrees that students have individual differences, and people as individuals also have differences because different people have different thinking. From this perspective, teachers also have more or less differences. Even if the same textbooks and the same courseware videos are used, the knowledge content that teachers convey to students may not be the same. Therefore, education cannot be separated from students. It is necessary to give full respect to the individual students and fully understand the individual differences between the students. Different teaching methods are adopted for different individuals, that is, to teach students in accordance with their aptitudes. In the teaching process, students should be the mainstay, all for the students, in order to promote the overall development of the students in all aspects, so that students become a truly independent thinking ability individual.

In the flipped classroom model, students are the main body, requiring students to complete the construction of knowledge independently through the videos and learning programs issued by the teachers after class, and then promote the internalization of knowledge through discussion and communication between the teachers and students and between students and students in the classroom. Finally, the teacher will

make a targeted answer to the key points and difficulties. This way is to achieve targeted and differentiated learning, emphasizing the self-development of students, and teachers have also played a role as an assistant of learning.

### C. The Concept of Flipped Class

1) *The connotation of flipped class:* Although the flipped classroom is a new concept that has emerged in recent years, it literally means reintegrating the teaching process, which is actually to reverse the process of teaching knowledge and the process of knowledge absorption. Specifically, the flipped classroom can be divided into two parts, namely before class and during class. Before the class, the teacher sends the study plan and instructional videos developed through the discussion to the students in advance through the Internet and other media. Including audio, instructional videos, detailed study tasks and other content are provided to students to learn independently in advance, students can directly communicate with each other, ask questions and solve problems to achieve knowledge transfer. The discussion between the group members and between the groups in the class realized a new form of teaching and learning of knowledge internalization. In the classroom, teachers can instantly grasp the situation of students' learning through testing and other methods, and provide effective counseling and answers in time for the problems and difficulties encountered by students. Students can also communicate with their peers about their problems in the study group and then answer each other's questions. Problems that cannot be solved between peers can be brought to the class to discuss with other team members after summing up. If the problem still cannot be solved after this, they can ask teachers for help. Finally, the teacher will arrange a certain amount of homework for the students to complete in the classroom, and formally evaluate the students' mastery. After such an iterative process, a final polarity evaluation can be formed. In this process, the classroom of flipped classroom model is the process of students internalizing knowledge. In addition, it is different from the traditional teaching mode is the transformation of the role between teachers and students. The teacher has changed from the former absolute leader to the helper and counselor of the student in the learning process. Students have changed from former passives to learning initiatives.

Only when students truly have the autonomy of learning can they define their learning goals, master their own learning speed, and absorb the knowledge they have learned. Let students become masters of the classroom and no longer passively accept knowledge.

2) *The characteristics of the flipped classroom model:* The traditional teaching process is generally that the teacher is giving lectures at the podium, and the students are listening below, that is, the process of knowledge output and knowledge input. In the class, the students learn the knowledge through the teacher's lectures, and then they consolidate the knowledge by completing the assignments of

the teachers after the class. However, the flipped classroom just reversed the process.

Teachers firstly use the information technology means to send the teaching video as a homework assignment to the students to complete in advance at home, that is, to complete the stage of absorbing knowledge in advance. Then in the class, the students absorb the knowledge through group discussion, interaction, interaction between teachers and students, and questions. Especially when there is a problem in the class, the teacher can give help in time, which is more conducive to the student's knowledge construction.

## IV. THE PURPOSE OF THE RESEARCH

The purpose of this study: Firstly, through the study of the application of flipped classroom model in Japanese learning, to understand investigate the application situation and its effect of flipped classroom in Japanese teaching; Secondly, through teaching experiments, questionnaires, interviews, etc., it is known that the flipped classroom can be smoothly carried out in the Japanese teaching process and summarized the problems that will be encountered later; Thirdly, according to the design process of flipped classroom model, to explore how to use the flipped classroom model to improve the Japanese teaching effect, and hope to propose some feasible methods and suggestions for the current Japanese teaching; Fourthly, the development of a flipped classroom model for Japanese language learning aims to improve students' interest in learning and develop students' self-learning ability and teamwork ability through the use of this new teaching mode; Fifthly, implement Japanese language teaching based on flipped classroom model. Through the comparative analysis of the experimental class and the control class, the actual application effect is tested, the relevant experience characteristics are summarized, and the targeted adjustment and improvement strategies for existing deficiencies are proposed.

## V. RESEARCH METHODS

### A. Experimental Teaching Method

After the pre-test analysis, the students were divided into experimental classes and control classes. With one semester as the deadline, the students in the control class are continue to use the traditional teaching mode, that is, the teacher-oriented teaching mode, mainly based on the blackboard, PPT, and textbooks. The students in the experimental class are taught with the flipped classroom model, which is the student-oriented self-learning teaching mode, which mainly includes teaching videos, learning programs, group discussions, classroom exchange discussions, teacher-student interactions and other forms. Finally, at the end of the semester, post-tests were conducted on students in both classes to test whether the student's learning effect improved.

### B. Questionnaire Survey

Two questionnaires were designed to conduct on-the-spot investigations, which were divided into two periods: pre-test and post-test. In the pre-test period, the initial learning attitude of the experimental subjects before accepting the teaching experiment was investigated to verify the basic attitude of the

practice of flipped classroom model. According to the results of the pre-test, students were divided into experimental classes and control classes. After the one-semester flipped classroom model teaching experiment was carried out for the experimental class students, the traditional teaching mode were continued for the control class.

At the end of the semester, the students in the experimental class and the control class were once again surveyed and tested for learning effects. A comparative analysis of the final resulting data is performed.

### C. Interview Method

The interview method is a method of collecting materials according to the respondent's verbal response during interviews. Informal interviews with relevant students during the after-school hours can provide a more comprehensive understanding of students' some subjective feelings and thoughts on Japanese language learning in the flipped classroom model.

## VI. RESEARCH RESULTS

Compared with the traditional teaching mode, students in the flipped classroom model have obvious advantages in learning behaviors such as self-learning, cooperative learning, communication and discussion, and asking questions, but there are still some areas for improvement. Therefore, in order to solve these problems, it is necessary to find some targeted strategies to further optimize the learning behavior of students in the flipped classroom model.

### A. Making Clear the Objectives

1) *Clear teaching objectives:* Some people think that flipped classroom is more suitable for science learning. In language learning, learning words and grammar is an indispensable step. The teaching content in this step can be recorded as a video like Science, and then passed to the students through the network technology to let them learn this part by themselves. This step is still relatively well grasped and controlled. However, its difference from the learning mode of science students is the actual operation. Learning a foreign language requires to speak out and change the habit of mute foreign language. It requires students to practice a lot of self-study content in class, that is, let students speak and train students in the five aspects of "listening, speaking, reading, writing and translating", to promote students' understanding, application and absorption of what they have learned. After the teaching experiment of the flipped classroom model, the author found that the learning of words and grammar is suitable for using the flipped classroom model.

Therefore, in the process of teaching design, it is necessary to form specific and systematic textbook content from the aspects of teaching philosophy, teaching objectives, learning objectives, teaching design, teaching steps, teaching activities, etc., so that the classroom flipping can be carried out in large quantities and in place.

Teachers must understand the teaching objectives. Teaching objectives, sometimes called behavioral goals, refer to the skills that students must be proficient in and able to apply flexibly after a period of teaching process, or the concepts of a particular knowledge. When making a statement about a teaching objective, it is usually necessary to clearly state how it will be assessed. The development of teaching objectives must be based on the content of the teaching and in line with the teaching content. The teaching objectives should be very detailed and specific so that the teaching objectives can play their role more. For example, the teacher gives the grammatical focus of the unit, asks the student to find the corresponding grammatical explanation corresponding to the examination level, and learns to use this grammar to make sentences and expand into short essays.

2) *Making clear the learning objectives:* Help students develop learning goals and clarify their learning goals. The learning goal refers to the learning requirements that students must master after self-study within the specified time, including the induction of knowledge points, the summary after video learning and the knowledge collation after discussion with the students. It also includes proficiency in the exercises and a summary and reflection of the entire learning process.

3) *Making clear the learning plan:* Flipped classroom model requires students to learn independently before class, that is, the teacher does not personally instruct the students what to do before the class. Without the clear guidance of the teacher, students are easily overwhelmed during the learning process. Therefore, it is particularly important to clarify the learning plan at this time. First, let the students know what they need to master in this unit. Then follow the study tips to watch the video, answer the questions, and complete the assignment. This is an autonomous learning process that requires students to repeatedly study, answer, and discuss without deviating from the learning objectives.

### B. Teaching Videos Should Highlight Key Points and Difficulties

The main part of flipped classroom model is that students get instructional videos through the network in advance and then learn independently. Therefore, whether the instructional video directly and effectively reflects the key points and difficulties of the teaching unit is the core point for students to achieve the desired learning effect.

The length of the instructional video should be controlled within 10-15 minutes, because videos above 15 minutes are difficult to ensure the attention of students. Therefore, when making instructional videos, in order to attract students' interest in watching, it is necessary to ensure that the video has certain interest and appeal.

### C. Organizing Classroom Activities

In the flipped classroom model, students are no longer passively accepting knowledge, no longer passive in the classroom, but truly become the subject of learning, and their initiative is greatly improved. Students no longer need to



follow the class rhythm to accept and absorb knowledge. For example, depending on their ability to accept, they can watch online teaching videos repeatedly until they really understand. Students with strong mastery and quick understanding can not only quickly complete the learning objectives required by teachers, but also use the online platform to achieve cross-class, cross-school, cross-professional, and cross-regional learning exchanges. However, although there are many benefits to using the web platform, it does not negate the benefits of face-to-face communication between teachers and students in traditional teaching. Because of the differences in individual students, although watching videos helps students who understand slow learning, there is no guarantee that each student will fully understand the key points of the instructional videos. In addition, students will understand and question the learning objectives after watching the video to complete the learning program requirements before class, and there will be other problems. For example, new situations, new problems, new methods, new ideas, etc. may arise during the interaction between teachers and students and between students. This requires teachers to have rich classroom organization experience in order to ensure that students can be well invested in the classroom.

Teachers should pay special attention to the following points in the classroom:

1) *Doing a good job in organization and distribution*: he leading center for flipped classroom is students, which is a student-centered classroom that allows students to learn independently and communicate independently. But this does not mean that the flipped classroom does not require a teacher's arrangement at all. The role of the teacher in the flipped classroom is simply changed from the leader of the classroom to the organizer and coordinator, guiding the students to learn independently. The flipped classroom still requires teachers to regulate the order of the classroom. Teachers should divide students into small groups according to their abilities, and the groups can learn from each other. Each group also selects the team leader, who will replace the teacher to play a certain supervisory role in the group. Because Japanese learning is different from English learning, students who study Japanese are almost zero-based. Because the listening, speaking, reading, and reading of foreign language learning are indispensable, teachers do not have enough time to supervise and inspect each student's learning. Therefore, this requires the team leader to replace the teacher to check the group members' reciting situation, urge the team members to complete the study in advance according to the teacher's case requirements, and guide the team members to make reasonable learning assignments and learning methods. When the group members discuss intensely and have no conclusions, teachers should intervene in time, and teachers should encourage students to stimulate their enthusiasm for learning.

2) *Participating into the students*: In the flipped classroom, when students answer each other's questions and communicate independently, the teacher should not just stand

on the podium, but go down the podium and walk to the students to listen carefully, observe carefully, answer questions, and pay attention to the discussion of the students in the classroom. This can not only supervise some students who are not well involved in the discussion because of chatting, but also avoid students' bad behaviors that are not related to the class, such as playing mobile phones or watching other books. On the other hand, integrating into the students to listen and observe can promptly understand the problems and controversies encountered by the students.

3) *Controlling the student-centered classrooms*: Student-centered classroom management is not completely different from traditional classroom management. Rules are still needed, and the rules must be continually explained to the students and they are required to strictly abide by the rules. If students are deeply attracted and motivated by the diversity, participation, and sociality of classroom activities in a student-centered classroom, then there is no need to emphasize discipline. However, some events are inevitable. When some students' bad behavior interferes with others' learning, teachers must take measures to make these students follow the rules, because these rules are determined by the whole class.

4) *Developing students' learning objectives and helping students establish the learning goals*: Yale University has conducted a survey among students. Through these surveys, it is found that students who are far above the other in their careers and lives after entering the society are those who have clear goals during the student period. The goal is clearly related to the student's consciousness and initiative. The first step in presenting a course is to design the course and clearly clarify the reasons for teaching and learning the course. Teachers should fully consider the teaching objectives and learning outcomes before teaching and tell the students about the teaching plan. Specifically: First, the goals stated to students should be broad, as broad goals are more flexible. Second, the content should be detailed and clear, that is, let the students clearly know what the outcome of the study is. Inform students about their teaching goals, either verbally or in writing. Teachers should also remind students of these goals from time to time during the teaching process. Finally, the teacher can use the method of asking questions to guide the students to explain their goals.

#### D. *Instructing Students to Adopt the Correct Learning Method*

Learning is not equal to being able to learn. Some students have high learning efficiency, while some students have twice the merits. This is the difference between being able to learn and not being able to learn. Learning to learn is an important task of the new curriculum reform according to the requirements of the new era. Many students spend a lot of time each day on prep lessons and review, but they don't achieve good results, probably because they don't have effective learning methods.

1) *Learning to ask questions:* The education that Chinese students receive from childhood is to observe discipline and to listen carefully in the classroom. It does not pay attention to students' ability to accept and master. This invisibly inhibits students' enthusiasm for questioning and the ability to actively discover problems and explore knowledge. If students can learn to actively discover problems and actively ask questions during the learning process, it can stimulate students' initiative, which has a positive effect on students' learning and enables students to actively and enthusiastically invest in learning.

2) *Learning to listen:* First of all, the most important content in the flipped classroom is the instructional video before class. It requires students to patiently and carefully watch the video content, then think deeply and make timely records. When students encounter places they don't understand, they can watch the video repeatedly, or even watch it after a short break. Secondly, because they occupy the main position in the flipped classroom, students should not only listen to the teacher's explanation in the classroom as before, but also listen to the students' questions and answers, and listen to and participate in the exchanges between the students. Whether students can listen carefully is an important factor affecting the overall teaching effect.

3) *Learning the collaborative study:* Constructivist teaching usually uses a lot of collaborative learning. Its theoretical idea is that if students discuss problems with each other, they will find and understand complex concepts more easily. Many students find it helpful to discuss problems in the classroom with classmates. Students can be divided into groups of two to four people to take turns to summarize what they have learned. After one of them has summed up what they have learned, others can correct the mistakes or omissions that have occurred. Then they exchange roles, and so on, until each student finishes the action.

4) *Learning the introspection:* In the teaching process, teachers should guide students to reflect on some issues. For example, when learning a new grammar in self-study or in class, the student can understand it and can use it to make sentences at the moment, but when it comes to practical application, they are not conscious of using the grammar. In this case, the teacher can guide the students to reflect on the reason. Is it because they did not really understand it at the time or because there is no language environment? Teachers can also guide students to find similar expressions in some Japanese TV dramas, and then reflect why they did not think of this usage. Through the guidance of teachers, students can deepen their understanding of the nature of the problem, which is conducive to cultivating students' ability to observe and analyze.

## VII. CONCLUSION

The above content is some of the author's experience summary and suggestions for the application of flipped classroom in teaching, and hopes that this will give some inspiration to Japanese teaching. The "student-centered"

classroom teaching advocated by the institution where the author works has played an important role in the author's research. In the future, the author will further study the application of the flipped classroom in the specific curriculum.

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