Application and Practice of Hierarchical Grouping Teaching in the Basic Japanese Course Based on "Internet+"

Haishuang Li, Lishi Huang

School of Foreign Languages, Lingnan Normal University, Zhanjiang, Guangdong, China

Abstract: In recent years, with the increase of the Japanese college entrance examination in Guangdong, among the freshmen majoring in Japanese, the proportion of Japanese students in the college entrance examination has continued to increase, and the level of Japanese knowledge and ability of class students has shown a multi-level phenomenon. Under such circumstances, if the "one-size-fits-all" teaching form from zero starting point is continued, some students will feel that the learning content is simple and lose their motivation to learn. Therefore, it is imperative to adopt hierarchical teaching according to the actual level of students. At the same time, a study group is established according to the level of Japanese level. In this way, it is not only conducive to the better development of Japanese learning, but also can exercise students' cooperation ability and cultivate teamwork awareness, which has far-reaching significance for cultivating students' comprehensive ability.

1. Research Background

China's Ministry of Education's "Regulations on Enrollment of Colleges and Universities in 2020" clearly points out that in college entrance examination language, not only the scores of English can be included in the total score, but also five small languages such as Japanese, Russian, German, Spanish and French can be included in the total score of the college entrance examination. At the same time, the Ministry of Education also clearly stipulates that colleges and universities are not allowed to impose restrictions on foreign languages in the unified examination for candidates who apply for non-foreign language and literature majors, thus further guaranteeing the rights of students who take small language examinations.

In recent years, the number of candidates who choose Japanese college entrance examination has increased year by year under the national policy of increasing emphasis on minority language education. According to the statistics of the Examination Center of the Ministry of Education: "There were more than 16,000 people in 2017, 23,000 in 2018, 48,000 in 2019, and over 100,000 in 2020. The number of Japanese students in the college entrance examination in most parts of the country has increased significantly" [1]. From this set of data, it is not difficult to see that Japanese college entrance examination is increasingly favored by the majority of candidates. This is closely related to the characteristics of Japanese and Chinese, such as the same root and source, short learning cycle, relatively low test difficulty and easy to get high marks [2]. With the development of China's economy,

the expansion of foreign trade and personnel exchanges, and the increasing demand for small language talents, the number of Japanese candidates in the college entrance examination has been increasing.

At present, with the development of China's social economy and the substantial improvement of education level, there are obvious differences in many aspects of college students' specialties, knowledge structure, learning experience, intelligence level, development potential and so on. In recent years, students enrolled in Japanese major in our school have shown great differences in basic Japanese ability since the first day of school. See the following table for details:

Table 1: Statistics of the number of Japanese college entrance examination students for Japanese majors in Lingnan Normal University in recent four years

grade	Number of professionals	Japanese college entrance examination number	Proportion
2018	76	5	7%
2019	72	6	8%
2020	80	16	20%
2021	83	30	30%

Through the data in Table 1 and the investigation and analysis of their learning situation, we can see that some students' foreign language in high school is Japanese, and when they are admitted to university, they have basically reached the level of N3 or even N2 in Japanese International Level Test; Some have learned entry-level Japanese knowledge by themselves through the Internet, and have good listening and speaking skills; Some students are starting from scratch. Especially for the students of Class 2021, we can see from Table 1 that nearly one-third of the Japanese college entrance examination students have such remarkable differences in individual Japanese foundation, resulting in a complicated situation that "under the background of natural classes, the class learning situation of freshmen majoring in Japanese presents zero foundation coexists with unbalanced foundation" [3]. The basic Japanese course as the main professional course, if in accordance with the past teaching methods based on zero starting point, there will inevitably be the problem of "insufficient food" for non-zero basic students with low learning effect. However, if the course difficulty is increased, the enthusiasm of zero basic students will be hit, and the problem of "unable to keep up" will appear, making it difficult to implement teaching in a balanced way. This puts forward new requirements for the daily teaching of Japanese teachers, and the traditional one-size-fits-all classroom teaching mode based on class is obviously no longer applicable to the increasingly polarized Japanese level of students. Exploring more efficient teaching methods that can achieve the established teaching objectives has become an urgent practical problem faced by every Japanese professional teacher.

2. Stratified and Grouped Teaching Ideas

When Japanese majors enter school, the stratification of Japanese basics and learning styles determines that teachers must adopt a stratified teaching mode in basic Japanese teaching, otherwise, they will not be able to meet the learning needs of all students or the needs of all-round development of individual students [4]. And actively use information technology resources and means such as "internet+" to combine with conventional Japanese teaching, so as to make "internet plus" a booster for teaching. Teachers should design from two aspects: knowledge stratification and ability stratification, and take learning situation analysis, knowledge introduction, hierarchical guidance, interactive discussion, hierarchical homework, and hierarchical evaluation as practical methods, so that every student can integrate into the learning, inquiry and understanding process of Japanese majors. According to students' differences, we should formulate stratified goals, assign stratified

assignments and conduct stratified evaluations, so that the development of teaching can promote students' independent development and improve the effect of autonomous learning.

The stratified teaching mode includes two levels: stratification and grouping. It is a kind of teaching method that refers to the differences of students' existing knowledge base, intelligence level and non-intelligence factors, divides levels, formulates different teaching objectives, puts forward different teaching requirements, imposes different teaching contents and adopts different teaching methods, so as to arouse every student's learning enthusiasm to the maximum extent and fully promote students' intelligent development.

According to the principle of 1+2+1, a student with grade A will be arranged in each group, and this student will be the group leader to arrange and coordinate the study progress of this group and provide some study guidance for other students. Then arrange two students with B grades and one student with C grades. This teaching method of vertical stratification and horizontal grouping is characterized by gradient of teaching content, comprehensiveness of teaching objects, pertinence of teaching level and synchronization of teaching effect. It can better break through the limitation of class teaching that it is difficult to take care of students' individual differences, so that every student can learn something and make progress on his original basis, and finally achieve common development.

Different from the traditional classroom teaching methods, the layered and grouped teaching mode under the background of "internet plus" realizes the digitalization, multimedia, networking and intelligence of education by virtue of the power of information technology and mobile Internet technology. With the help of network-assisted instruction and internet education, students' individual differences should be treated differently, so as to better meet the individual needs of students and provide them with various learning modes, such as experiential learning and collaborative learning.

3. The Implementation Process of Stratified and Grouped Teaching

When teachers carry out stratified teaching, they should first divide students into groups. The premise and purpose of grouping is to have a comprehensive and accurate understanding of students, so as to carry out stratified teaching in a targeted way [5]. During the first stratification, teachers can investigate through tests, dialogues, etc., and master the learning situation, knowledge level, hobbies and family environment of each student in the class. While considering the students' existing knowledge base, they should also combine the factors of students' psychological character and make reasonable distribution to form study groups. Consider dividing a class into three levels, and then divide it into 8 to 9 study groups across levels.

3.1. Hierarchical Teaching Design

It is the premise of effective teaching to make reasonable teaching design according to students of different levels. Teaching design starts from teaching objectives, and the design of hierarchical teaching also comes from the stratification of teaching objectives. On the basis of students' overall teaching objectives (as stipulated in the talent training program), at the beginning of the semester, based on the explicit grouping of learning situation and learning interest motivation, different levels of teaching objectives are set for students at different levels, and appropriate nearest development zones are provided for students, which can be divided into basic, improving and expanding teaching objectives.

To implement hierarchical teaching, the establishment of teaching objectives must be adapted to the reality of students at different levels, so that students at different levels can have the opportunity to show themselves in different learning directions and levels, and then form a healthy mentality of self-confidence [6]. After the hierarchical teaching objectives are determined, it is necessary to

determine the teaching content. Under the background of "internet+", teachers and students can easily access Japanese learning resources on the Internet through mobile phones and computers, and they can also participate in learning, interactive communication and feedback at any time with the help of communication chat APP. Therefore, online and offline two-dimensional interactive teaching mode can be adopted, and different gradient teaching contents can be selected and set for different levels of students, with emphasis on the evaluation and encouragement of the usual learning process, and different gradient learning effect evaluation systems can be set. For example, online MOOC resources can be used for learning, WeChat group can be used for oral practice, and rain class, learning link and UMU interactive platform can be used to extend the class to any place where the network can reach. Off-line teaching can be conducted in personalized forms such as classroom teaching, tutoring or training, and Japanese corner.

3.2. Hierarchical Teaching Content

The basis of foreign language learning is words: for students at level B and C, it is enough to memorize and use the meanings of words learned in textbooks. For the students in Level A, they are required to master the expanded part of each lesson. The so-called expansion means that what you learn in textbooks is often only a certain usage of a word, but in fact, a word, especially verbs and adverbs, often has many meanings. Therefore, we will try our best to sum up various usages of common words, including examples, etc., so as to help students who have spare time to do outward bound learning outside the classroom. Of course, the teacher will also encourage the students in level B and C to accumulate as many words as possible.

As a foreign language learning, sentence patterns include phonetics, vocabulary, grammar and other teaching contents, while typical sentence patterns are the patterns of language structure, which require a lot of practical exercises. Only through retelling, imitation, substitution, rewriting, expansion and flexible use can students reach the level of proficiency. This requires students' basic knowledge of Japanese, which requires targeted training for students with different basic knowledge. In the two new classic Japanese textbooks, Basic Japanese 3 and Basic Japanese 4, each lesson book basically talks about 5-6 sentence patterns. We will expand the sentence patterns mentioned in the textbook appropriately in the course of teaching. For example, if "after..." appears in the textbook, we will teach the students the similar but different sentence patterns together. It's still "after...", We will also expand the sentence patterns related to it for students. Through this expansion, students can not only learn the sentence patterns learned in this lesson, but also master the differences between related sentence patterns and sentence patterns with similar forms but different usages. A large number of examples cited by teachers in class can help students understand and remember, and strengthen their impression. Of course, all the expansion content requires the students at level A to master and learn how to use it; Students in Level B and C are encouraged to make flexible arrangements according to their own situation, and try their best to master them through timely review after class.

Reading, especially following news and texts, is the most direct manifestation of foreign language learning ability. In a sense, the quality of reading teaching determines the success or failure of foreign language education [7]. The stratified teaching mode requires that the students on the A and B floors should not only read the text and recite the applied conversation, but also complete the weekly news or story reading assignments assigned by the teacher and submit the audio. Students in level C can read the text and recite the applied conversation. Of course, if the students at level C are willing to do the homework of following the news, the teacher will also encourage them and record their usual grades.

Make full use of online teaching resources and technical means in the process of stratified and grouped teaching, and actively make use of online massive open online course resources in the

process of project implementation to encourage high-level students to take the initiative to learn ahead of time. In the daily teaching process, we should make full use of online teaching technology platforms such as Xuetong, QQ Group, WeChat, etc. Teachers share relevant teaching materials to the above platforms, and students can download and study them independently. Meanwhile, the network resources shared with students mainly come from the following WeChat official account or apps: People's Daily Online Japanese Edition, Japanese Learning, Japanese Listening and Translation Learning, bilibili, etc.

3.3. Hierarchical Teaching Evaluation

Teaching evaluation is an important part of teaching activities, and it is an effective way for teachers to know the teaching situation and students' learning situation, as well as for students to know themselves correctly, their strengths and weaknesses. Through scientific and effective teaching evaluation, students can find their own defects and deficiencies in time, so as to adjust learning strategies, improve teaching methods and ensure learning efficiency. At present, among many evaluation methods, examination evaluation still occupies the first place. Passing the exam can directly reflect the students' knowledge and help teachers know what level the students' ability level is, rather than just selecting and screening evaluation [8].

However, in hierarchical teaching, the evaluation method should break through the traditional single mode based only on test scores, adhere to more diversified evaluation standards, and take each student's own foundation as the starting point. The progress and improvement of students' original knowledge level in hierarchical teaching should be taken as an important benchmark to evaluate whether students achieve their learning goals at this level. Corresponding evaluation contents should be formulated for students at different levels, and individualized evaluation should be emphasized.

Hierarchical evaluation can be classified according to the usual performance, unit test, in-class test and other forms in the teaching process, and can also be evaluated by the final exam at the end of the semester. However, attention should be paid to combining the two evaluation methods, so as to comprehensively and objectively evaluate students at different levels. Hierarchical teaching needs hierarchical evaluation, which is the inevitable choice of hierarchical teaching. Hierarchical evaluation is based on respecting students' individual differences, conforming to the law of students' language learning, stimulating each student's learning potential, guiding students of different levels to make due progress in their respective "nearest development zones", and meeting the needs of students of different levels.

4. The Value of Stratified and Grouped Teaching

By teaching in groups at different levels, students with higher Japanese proficiency can be provided with richer learning contents, and their Japanese proficiency can be improved faster. At the same time, high-level students can cultivate their sense of responsibility in the process of serving as group leaders. Moreover, by helping this group of students to learn and explain sentence patterns and other training, students can deepen their understanding and application of what they have learned. Relatively backward students, through the supervision and inspection of the group leader, can also take the initiative to complete the learning tasks assigned by teachers. When you encounter something you don't understand during your study, you can always ask questions from the group leader, so as to avoid piling up the questions you don't understand and losing your interest in learning. By grouping by layers, competitions are held among different groups, which can improve the fun of training and make students change from "I want to learn" to "I want to learn" and "I can learn" [9], thus stimulating students' interest in learning.

Of course, the explicit stratification at the beginning of the semester is not static. With the

improvement of students' proficiency in knowledge and ability, teachers will adjust the stratification and grouping in due course, which is a hidden dynamic stratification. Teaching in groups is not only beneficial to the common progress of students at different levels, but also cultivates the students' sense of teamwork. "Under the foreign language learning environment, interaction provides learners with an important channel for language learning and communication, which increases the learners' opportunities to use and correct language" [10]. At the same time, they also learn how to communicate effectively with others and get along well with each other. Teachers provide students at different levels with different learning materials with different levels of difficulty and quantity, and assign different learning tasks, so that students at different levels can continue to learn and make progress at their own level, thus truly teaching students in accordance with their aptitude.

5. Conclusion

The stratified teaching mode has achieved remarkable results in the teaching of Japanese majors, and it is a teaching mode that is more in line with students' cognitive rules. However, in the process of stratified and grouped teaching, it is also found that the teaching effect is largely related to the class learning atmosphere, degree of cooperation and degree of self-discipline. Therefore, in order to achieve better results, the layered and grouped teaching mode needs to be carefully designed, especially in the hierarchical classification of teaching contents, teaching methods and assessment, so as to mobilize students' learning enthusiasm and improve their final learning effect. Of course, no teaching method can be perfect, and stratified teaching will inevitably encounter a series of problems, such as: two-level differentiation, class members' conflicts, students' self-esteem damage and so on. This requires teachers to devote more effort and patience to respect each student, and have superb teaching management skills to control the direction of stratified and grouped teaching.

Acknowledgement

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