

Hybrid Curriculum Design of Comprehensive Japanese on the Basis of Task-based Teaching

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Abstract: With the rapid development of information technology and online education, online and offline blended teaching has become a teaching model that is vigorously promoted today. The core course for Japanese sophomores is "Comprehensive Japanese." To broaden the learning space, this curriculum design combines offline classroom instruction and SuperStar online learning. To cultivate students' language practical application ability, task-based teaching method and group cooperative learning method are used. To improve students' cross-cultural thinking ability, integrating culture into language learning is valued. This paper aims to investigate the design and construction of the course as an online and offline hybrid curriculum in order to provide reference experience for the development of foreign language teaching in colleges and universities.

1. Introduction

Comprehensive Japanese is a compulsory course for second-year Japanese major. On the basis of Basic Japanese, students can further improve their comprehensive Japanese ability from five aspects: listening, speaking, reading, writing and translation. At the same time, they can deepen their understanding of another cultural feature from language learning and cultivate their cross-cultural communication ability. This course combines offline classroom learning and SuperStar online learning on the basis of task-based approach.

2. Curriculum design

2.1 Teaching aims and learning objectives

After completing this course, students should achieve intermediate Japanese level. Understand Japanese in everyday situations and use Japanese correctly in a variety of settings. The aim of ability training is to cultivate students' cross-cultural communication and creative learning abilities. Students must integrate culture into language learning, comprehend Japanese culture deeply and dialectically, and advocate for the synchronization of thinking and language development. While learning language and culture, we should focus on developing students' positive learning attitudes and healthy attitudes toward life, so that they can become social citizens with strong national self-confidence and social responsibility.

2.2 Teaching methods

Blended teaching includes the mixing of learning theory, teaching media, teaching mode, teaching method, etc. It emphasizes that teachers make students carry out blended learning through teaching practice design^[1]. Through the flipped classroom teaching design guided by teaching theories and methods, teachers can promote students to realize the mix of content learning and ability development, online and offline learning, pre-class, in-class and after-class learning, individual learning and group learning, as well as the mix of process evaluation and summative evaluation^[2]. The blended teaching mode emphasizes student-centered teaching, actively gives play to students' subjective role and participation consciousness, and focuses on cultivating students' independent learning ability, which is an effective way to improve the quality of basic Japanese classroom teaching^[3]. Teachers should realize that although the introduction of blended teaching mode reduces teachers' teaching tasks in the classroom on the surface, it does not mean that the role of teachers is weakened in the whole teaching process^[4]. For a long time, the main problem in foreign language teaching is the disconnection between students' language knowledge and their practical application. The traditional syllabus and textbooks often overemphasize the systematic learning of language knowledge, but neglect the cultivation of language application ability. In fact, only when the learned language knowledge is fully used in the real context can the language knowledge be transformed into language skills and become the learners' ability to actually use the language^[5]. SuperStar is a professional mobile learning platform developed by SuperStar Company for smart phones, tablet computers and other mobile terminals. It is a relatively mature and professional online learning software in the market at present^[6].

The teaching design of Comprehensive Japanese combines offline classroom learning with an online learning SuperStar platform, primarily through the use of task-based teaching method and group cooperative learning method. This course emphasizes both input and output, with the goal of developing students' ability to complete language communication tasks in a simulated real-world context. Diverse tasks are designed in the classroom with the topic-situation-function as the main line, and students gain interest in language, a sense of accomplishment, and comprehensive application ability of listening, speaking, reading, and writing while completing the tasks.

2.3 Cross-cultural integration design

This course emphasizes the integration of cultural understanding into language learning, guided by the theory of cross-cultural communication. Teachers should strengthen the guidance of mainstream values in the process of cultural understanding and assist students in developing a correct worldview, outlook on life, and values. Through the collision of Chinese and Japanese cultures, introducing "China Story" into the classroom can cultivate students' cross-cultural ability. Simultaneously, students should learn to tell the culture, development and changes of China in Japanese, in order to boost national pride. Table 1 is an example of the design.

Table 1: An example of cross-cultural integration design

Related chapters	Study goal	Related Chinese culture	Integration method
Lesson one Hot pot party	1. Understand the life of studying in Japan. 2. Understand the purpose of learning a foreign language. 3. Master the Japanese sentence patterns of inviting and conveying information.	General Secretary XI's Talk on Uniting Against Epidemic and Overcoming the Difficult Times	Request that the students read the Chinese-Japanese translation of People's China, General Secretary XI's Speech on Uniting Against the Epidemic and Overcoming Difficulties. The key words and phrases were defined by the teacher. And this brings us to the theme of the textbook text. Instruct students to consider the purpose of learning a foreign language. Draw attention to the friendship between China and Japan in the midst of the COVID-19 epidemic, as well as how to deal with differences, and guide students in discussion. Foreigners are the bridge between China and Japan, which is closely related to the purpose of foreign language learning. We can understand the various communication methods in Japan by attending schools that invite and convey information.
Lesson 4 Waste reduction	1. Care about the environmental problems around you. 2. Understand the efforts made by the Japanese government and individuals in waste reduction. 3. Master Japanese expressions of complaints and suggestions.	General Secretary XI's Scientific Judgment of "Lucid waters and lush mountains are invaluable assets"	Instruct the students to read People's China's article "General Secretary XI's Scientific Judgment on Lucid Waters and Lush Mountains are Invaluable Assets." The teacher concentrates on key words and phrases. And this brings us to the theme of the textbook text. Instruct students to consider and discuss the relationship between the environment and the economy. The value of waste reduction in environmental protection is also discussed. Understanding the methods and purposes of Japanese waste classification is important for understanding current waste classification in China. Learn how to use Japanese sentence patterns to complain and make suggestions.

2.4 Course assignment design

Course assignments include homework before and after class. Table 2 is an example of the design.

Table 2: An example of assignment design

	Content	Students' Activities	Teacher's Feedback
Assignment before class	1. Word and grammar preview	1. Make a word preview form and upload it to SuperStar platform. 2. Preview questions and submit them to SuperStar platform.	Teacher generally checks the submission of tasks, summarize questions, and focus on discussion and explanation in class.
	2. Speak about the theme of the text (2~3 people).	Students give speeches in class.	Teacher gives immediate feedback, summary and supplement in class.
Assignment after class	1. Finish the exercise book. 2. Recite the text after class. 3. Finish the short composition of exercise B/C.	Part of the homework is uploaded to Superstar platform.	Grade and comment

2.5 Classroom management design

The realization of excellent curriculum design is dependent on reasonable and effective classroom management. The classroom management design primarily includes the following aspects, which combine the characteristics of curriculum design and the students' learning situation.

2.5.1 Classroom discipline

Students should understand the components of formative assessment in the first lesson. In formative assessment, 10 points should be added flexibly, with outstanding students receiving extra points and poor performers receiving none.

2.5.2 Time management

Teacher-student interaction and lecture time allocation should be reasonable. The teacher should not spend more than one-third of the class time teaching. The remaining two-thirds of the time should be dedicated to teacher-student and student-student interaction.

Time management is very important. Teachers must understand the classroom rhythm and adjust it in real time to the students' learning situation.

3. A example of course design

Table 3 is the design of the first lesson.

Table 3: An example of course design

Teaching object	Second year of Japanese major	Content of courses	Basic Course of New Classic Japanese (Volume III) Lesson 1: The First Eating Party (First experience of dinner in Japan)
Time allocation	6 class hours	Teaching environment	Multimedia classroom
Teaching objectives	Knowledge goal: 1. Master new words and sentence patterns. 2. Learn how to invite others. 3. Be able to read Japanese daily notices. Ability goal: 1. Cross-cultural communication ability. Understand the study life and related activities in Japan. 2. Thinking ability. Thinking about the purpose and significance of learning a foreign language. 3. Moral education goal: Learn to understand others during communication.		
Focal point	1. Master key words and sentence patterns. 2. Learn the expression of inviting others. 3. Be able to understand the structure of the article and summarize the main contents.		
Difficulty	1. Retell the text in Japanese. 2. Master the usage of "conveying information" and "inviting others" and use them fluently in combination with actual scenes.		
Teaching method	Task-based teaching method; Group cooperative learning; Blended learning		
Teacher's role	Instructor; Designer; valuer		
Online teaching resources and platforms	SuperStar learning platform and QQ		
Textbooks and teaching resources	Basic Course of New Classics (Volume III) by Liu Liguo, foreign language teaching and Research Press (Second Edition). New Classic Basic Course Synchronization Workbook (Volume III) People's Network-Japanese Edition-People's Network Japanese Edition http://j.people.com.cn/ Xinhuanet Japanese Edition-Japanese _ Xinhuanet http://jp.xinhuanet.com/		
Teaching process design (6 hours in total): First class hour 1. Text theme presentation (2~3 people) (10 minutes) 2. Lexical grammar explanation and Q&A (20 minutes) 3. Task: Sentence Making and Translation (20 minutes) 4. Summarize and assign homework (5 minutes) Second class hour 1. Task: Listening Practice (20 minutes) 2. Interpretation and Q&A of the main contents (25 minutes) The third class hour 1. Task: Text Induction (15 minutes) 2. Related Chinese culture speech (15 minutes) 3. Task: Oral Use of Scenes (12 minutes) 5. Teacher's feedback and assignment (3 minutes) Fourth class hour 1. Task: Practice A (Communicative Japanese) (15 minutes) 2. Task: Application Conversation (Role Playing and Q&A) (25 minutes) 3. Teacher's feedback and homework (5 minutes) Fifth class hour 1. Knowledge Review-Word Sentence Expression (5 minutes) 2. Group cooperative learning-practice B group discussion (25 minutes) 3. Group cooperative learning-each group representative speaks (10 minutes) 4. Teacher's feedback and homework (5 minutes) Sixth class hour 1. Synchronous workbook explanation (20 minutes) 2. Small composition review (10 minutes) 3. Unit quiz (15 minutes)			
Evaluation criteria for students: 1. Knowledge goal. Students can summarize the text in Japanese and master important knowledge points. 2. Ability goal. Students can understand the purpose of foreign language learning. 3. The goal of moral education. Students can consider from the standpoint of others and understand each other.			
Classroom reflection: Students' induction is not ideal for a lengthy article. The main problems are as follows: the article's structure is unclear, and the logic is jumbled. A few students' Japanese level is limiting them, and their words fail to convey their meaning. Suggestion: Use mind map to train students' thinking ability. Also, provide some hints of key word sentence patterns, improve the completeness of students' induction, and assist some students in developing self-confidence in expression.			

4. Curriculum evaluation design

The diversity of course teaching evaluation is determined by the diversity of learning means and content. (1) A combination of online and offline evaluations. Online evaluation is primarily concerned with the grading of various assignments in Superstar Learning Pass, whereas offline evaluation is concerned with classroom learning evaluation. (2) The evaluation content is diverse, and knowledge-based investigation topics should be combined with open-ended topics, taking into account knowledge point examination and critical thinking ability.

Formative and summative evaluation are two methods of course evaluation. The formative score is 100 points and accounts for 30% of the overall course score. Table 4 are the scores for each part

Table 4: Scores for each part

Attendance discipline (20 points)	Classroom performance (30 points)	Homework (40 points)	Award bonus points (10 points)
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5. Conclusion

Students' autonomous learning motivation is stimulated through task-based teaching and group cooperative learning. Students are engaged in class and complete their homework on time.

At the same time, Comprehensive Japanese integrates the problem of resolving cross-cultural conflicts into language learning, guided by the theory of cross-cultural communication. Students not only gain communicative competence through language learning, but they also understand the true expression of cultural differences between different nationalities in language and thinking, improving their cross-cultural communication and speculative ability. After class, students actively participate in academic competitions such as the translation contest, where many students have won first and second place.

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