Blended Teaching Practice of "Second Foreign Language (Japanese) I" Based on "SPOC+BOPPPS"

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Abstract: The "SPOC+BOPPPS" blended teaching model is a novel instructional approach that integrates the SPOC and BOPPPS methodologies. It seeks to enhance students' learning experiences and boost educational outcomes by utilizing a combination of online and offline teaching strategies. This study investigates the application of the SPOC+BOPPPS blended teaching approach in the "Second Foreign Language (Japanese) I" course. The goal is to effectively develop students' overall Japanese language proficiency and intercultural communication skills, aligning with societal demands for practical talent.

Keywords: SPOC; BOPPPS; "Second Foreign Language (Japanese) I"; Blended teaching

1. Introduction

In the era of "Internet + education," university classroom instruction is experiencing a significant transformation. This shift extends beyond mere technological application to encompass fundamental changes in educational philosophy, teaching methodologies, and learning approaches [1]. By leveraging Internet technology, course instruction has become more adaptable and efficient, expanding teaching activities from traditional classrooms to online platforms. Furthermore, the integration of interactive learning tools and multimedia resources enhances teaching methods, thereby improving students' learning experiences and outcomes [2]. Against this backdrop, this paper investigates the development of the "SPOC+BOPPPS" blended teaching model for the "Second Foreign Language (Japanese) I" course. It also explores how to enhance students' overall Japanese language proficiency and cross-cultural communication skills by incorporating the OBE concept into course design and practice.

2. "SPOC+BOPPPS" blended teaching model

"SPOC+BOPPPS" is an innovative teaching method that combines SPOC and BOPPPS, aiming to provide

students with a better learning experience and further improve learning results through flexible online learning and structured classroom teaching.

2.1. SPOC teaching model

SPOC, or Small Private Online Course, is an online course model designed for small study groups [3]. Courses under this model are relatively small in size, with a greater focus on personalization and customization [4]. When students participate in SPOC courses, they are able to carry out their learning flexibly according to their learning progress and schedule.

Via the SPOC online platform, students are able to utilize a vast array of learning materials while also engaging effectively with instructors and peers [5]. This interaction extends beyond academic conversations to encompass emotional encouragement and social communication, significantly enriching the social and interactive aspects of education [6]. Based on these data, educators can adaptively modify both the curriculum and teaching strategies to accommodate the diverse learning requirements of students at various levels, thereby guaranteeing optimal teaching outcomes.

2.2. BOPPPS teaching model

The BOPPPS teaching model was created by the Canadian Teacher Skills Training Workshop based on the qualification of teachers in British Columbia, Canada [7]. This model breaks down the teaching process into six stages, which are: Bridge-in, Objective setting, Pre-assessment, Participatory Learning, Post-assessment, and Summary [8].

The BOPPPS model promotes the standardization of instructional design by providing clear steps and a well-defined structure. Every step possesses a distinct function, enabling teachers to maintain the logical sequence and coherence of the teaching material.

2.3. Integration of SPOC and BOPPPS

While SPOC and BOPPPS function independently and possess distinct advantages, they can also be seamlessly combined to create synergistic teaching frameworks. [9] SPOC establishes personalized online learning environments, whereas BOPPPS facilitates structured classroom guidance to enhance students' comprehension and application of knowledge [10]. This integration bridges the gap between students' online learning experiences and their in-class interactions effectively. The data-driven insights from the SPOC platform allow instructors to monitor student progress in real-time, while the feedback mechanisms inherent in BOPPPS foster greater classroom engagement and enable teachers to adapt their strategies promptly. While SPOC promotes self-paced learning, allowing students to complete tasks according to their schedules, BOPPPS highlights the importance of teacher-led instruction to ensure that students can effectively translate theoretical knowledge into practical skills with appropriate guidance. [11] SPOC centers on knowledge acquisition and reinforcement, while BOPPPS prioritizes the practice and utilization of that knowledge. Through SPOC's online modules, students gain a foundational understanding of theories, and via BOPPPS's interactive classroom sessions, they further refine their grasp and apply these concepts in practical contexts [12].

The combination of SPOC and BOPPPS offers a highly efficient blended teaching approach for contemporary education. This model successfully merges the adaptability of online learning with the practicality of in-class interactions. [13] By utilizing this framework, educators can tailor their instruction to meet the

specific requirements of each student while also motivating learners to engage in self-directed study and critical thinking.

3. Analysis of the current situation of "Second Foreign Language (Japanese) I"

As a general foreign language course, "Second Foreign Language (Japanese) I" is affected by subjective and objective factors, and there are many problems.

(1) Students often struggle with maintaining learning motivation. Based on the findings of the Japanese learning motivation questionnaire, over 80% of students initially study Japanese due to personal interest, preparation for postgraduate exams, or other reasons. This results in a strong drive to learn during the early stages. However, as their studies progress and the content becomes more complex, many students begin to encounter difficulties and gradually lose interest in learning Japanese. Consequently, this leads to diminished motivation and suboptimal learning outcomes.

(2) The class sizes for second foreign language Japanese courses are excessively large, often exceeding 45 students per class. This makes it challenging to ensure that each student receives adequate individual practice time or opportunities to ask questions. With such a high number of students, teachers find it difficult to promptly identify and correct mistakes.

(3) Survey results indicate significant variation in students' Japanese proficiency levels. Only 12% of students have previously studied Japanese systematically and possess a foundational understanding, while 40% have gained some familiarity through activities like watching anime or Japanese dramas, though their mastery remains limited. Approximately 48% of students have no prior exposure to Japanese and will begin learning from the basics. Effectively managing this diverse group of learners and ensuring that every student receives appropriate support presents a considerable challenge for course instructors.

In this context, the traditional classroom teaching form is difficult to meet the diverse needs of students, and it is imperative to reform the teaching mode and adopt the "SPOC+BOPPPS" blended teaching model in "Second Foreign Language (Japanese) I".

4. The practice of the "SPOC+BOPPPS" blended teaching model in "Second Foreign Language (Japanese) I"

In the course of "Second Foreign Language (Japanese) I," the "SPOC+BOPPPS" blended teaching model is carried out based on the online course of the Umooc online platform. This paper chooses the sixth lesson "周冬洋さんたちは学食で中華料理を食べます" to elaborate on the operation process in detail.

4.1. Import

Before the class, the instructor uploaded an additional assignment for the course on the Umooc online platform. The task required students to research and compile various Japanese terms related to "Chinese cuisine." As they gathered vocabulary, students were prompted to explore the cultural context behind these words, examining how specific Chinese dishes have been adopted and adapted in Japan. They were then asked to process and structure the collected data into a succinct and coherent report or presentation. Through analyzing the representation of Chinese cuisine in Japan, students will not only expand their vocabulary but also achieve a more profound

comprehension of the interplay and distinctions between Chinese and Japanese cultures, ultimately fostering a cross-cultural viewpoint.

4.2. Set goals

Via the Umooc online platform, instructors upload guided lessons and outline the following learning objectives:

(1) Acquire a solid understanding of fundamental Japanese verb concepts;

(2) Learn to categorize various verb types based on their active forms;

(3) Familiarize the rules for changing the first conjugated form of verbs and the scenarios in which they are used and their application contexts;

(4) Develop the ability to differentiate between intransitive verbs and others, as well as correctly employ predicate sentences involving transitive verbs.

Following the aforementioned learning objectives, students are required to access the Umooc online platform, navigate to the Lesson 6 learning module, and view the instructional videos on word analysis, key concepts, and text interpretation. This process allows students to gain an initial familiarity with the core knowledge points of this lesson and prepare for further study. For challenging concepts, students may resolve their difficulties by revisiting relevant videos, referencing digital textbooks, or engaging in discussions on the forum to share insights with peers.

4.3. Pre-test

Following the viewing of the instructional video, students will promptly undertake the pre-test on the Umooc online platform. This preliminary assessment plays a crucial role in the overall teaching methodology. It serves to assist students in evaluating their grasp of the video material while also identifying any gaps or misconceptions in their knowledge, thereby establishing a robust framework for subsequent language acquisition. Additionally, the immediate feedback feature offered by the digital platform ensures that every student gains access to tailored academic support.

Moreover, by analyzing the pre-test outcomes, educators can gain a comprehensive insight into students' understanding of the course's key concepts and modify their lesson plans accordingly [14]. This ensures that both the teaching materials and approaches align more closely with students' genuine requirements. This data-driven targeted instruction approach not only boosts the efficiency of classroom education but also stimulates students' interest and engagement in learning. Throughout this process, teachers transition from being mere "information transmitters" to becoming facilitators who support student learning [15].

4.4. Engage in learning

Informed by the pre-test outcomes, teachers craft tailored interactive sessions during class to motivate students to pose questions and engage in discussions. For instance, given the challenges students faced in identifying active verb forms in the pre-test, the teacher organized the class into smaller groups, each comprising 4–6 students. Each group was assigned a specific verb classification task, such as analyzing "quinquegrade verbs characteristics" or "monograde verbs characteristics," encouraging them to engage in discussions or question-and-answer activities. Following collaborative discussions and summaries within each group, a representative was chosen to present and share the group's findings with the class. Based on these presentations, the teacher provided a comprehensive summary, highlighting critical concepts. This approach not only reinforces students'

understanding but also enhances their communication and teamwork skills.

Furthermore, educators can utilize the online education platform to offer diverse collaborative tools, establish real-time feedback during lessons, promptly grasp students' comprehension levels, and adjust the teaching material accordingly. Should the majority of students respond accurately, the teacher can proceed to the subsequent knowledge point. Conversely, if numerous students commit errors, the concept should be readdressed, and additional practice sessions should be made available.

Simultaneously, by the pre-class developmental task, students are required to showcase different Japanese expressions related to "Chinese food" in group settings. Once each group finishes their presentation, other students have the opportunity to pose questions or share their thoughts. As students study the Japanese language, they also enhance their comprehension of both Japanese culture and Chinese food culture to a greater extent.

4.5. Post-test

Following the class, instructors will distribute online assignments via the Umooc online platform, assess students' learning outcomes based on their homework performance, and promptly modify the teaching approach in response to the feedback received.

4.6. Summary

A course summary serves as a crucial component of the teaching process, offering a thorough evaluation and synthesis of students' involvement, performance, and accomplishments via the Umooc online platform. This aids students in reinforcing their understanding and enhancing their skills. It assists learners in organizing their academic outcomes and planning their study schedules, enabling them to grasp and internalize knowledge more effectively. Additionally, it can ignite students' curiosity, strengthen their self-directed learning capabilities, and encourage greater engagement in their future educational pursuits.

5. Summary and prospect

The integration of the "SPOC + BOPPPS" blended teaching model in the "Second Foreign Language (Japanese) I" effectively merges the benefits of online self-directed learning with interactive classroom experiences. By providing personalized learning support and engaging in diverse classroom interactions, this approach enhances students' overall proficiency in Japanese as well as their cross-cultural communication skills, while also fostering their motivation to learn. In future instructional practices, educators should persist in exploring new strategies and innovations, continuously refining their teaching competencies, particularly in leveraging digital technologies. It is essential to fully capitalize on the opportunities presented by digital tools, refine the online learning platform based on student feedback, incorporate additional interactive and tailored support mechanisms, further enhance instructional design, and experiment with novel teaching methodologies. These efforts aim to address the varied requirements of students and elevate the efficacy of the blended teaching model.

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