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Study on Asynchronous MES Teaching Approach for Discipline of College Japanese in Characteristic Campus of Agriculture-related Universities

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Abstract This paper made scientific analysis on asynchronous MES for discipline of College Japanese in characteristic campus of agriculture-related universities. It made modular design for discipline of College Japanese in emotional concept, language skill, language knowledge, learning strategy, and cultural quality combining students' demands and education and teaching rules. Relying on Internet and Mobile Internet aided teaching platform, it came up with "Integration - Separation - Integration" asynchronous teaching approach. The practice indicates that teaching effect of such approach is remarkable. However, asynchronous MES for discipline of College Japanese raises higher requirement for interaction between teachers and students and voluntary effort of teachers.

Key words College Japanese, MES, Asynchronous, Teaching research

With opening and constant sound development of China's economy, increasingly deepening of international communication and integration, more and more non-foreign language colleges and universities start setting up the discipline of College Japanese. The teaching effect of College Japanese influences understanding and knowledge of students about foreign countries and their ability of doing jobs related to Japanese. How to greatly improve teaching effect of College Japanese and make students grasp spoken ability and grammar of Japanese? We recommend asynchronous MES on the basis of 10 years of teaching practice.

1 Scientific analysis on asynchronous MES for discipline of College Japanese in characteristic campus of agriculture-related universities

1.1 Origin of characteristic campus of agriculture-related universities Southwest University Rongchang Campus is positioned as a multi-disciplinary characteristic campus. It was originated from Sichuan Institute of Animal Husbandry and Veterinary Medicine. By 2015, it has had near 80 years of history. In the process of reform of China's higher education, it has experienced integration with Southwest Agricultural University and Southwest Normal University. Now, it is a characteristic multi-disciplinary campus. Characteristic means the sum of unique and outstanding features. It is manifested at both material and spiritual level. In the campus, there are mainly traditional superior disciplines such as animal science, animal medicine, aquaculture science, and also new disciplines focusing on marketing, information manage-

ment, and information system of agricultural and livestock products. It is committed to providing human resources necessary for technical, marketing, business operation and management and organizations at all levels in the animal husbandry and fishery fields. Now, the number of undergraduates is larger than 4000. More than 300 students choose learning College Japanese.

1.2 Analysis on asynchronous MES for College Japanese

In 1977, the International Labor Organization launched the training mode of Modules of Employable Skills (MES). MES was developed in close consultation with industry and micro enterprises in the unorganized sector, state governments, experts and academia. It offers flexibility in the provision of vocational training to those who have limited education and cannot afford to be away from employment for long periods of time. On the basis of deeply analyzing occupations and skills, it divides syllabus and teaching materials into different teaching modules, so as to form block type teaching in strict accordance with working standard (job specifications)^[1]. At early stage, MES was mainly applied in vocational education. At present, some universities have applied MES approach in full-time education courses, such as marketing. At the beginning of the 1980s, Professor Li Shifa from Hubei University established asynchronous teaching. With more than 30 years of teaching practice, it has made outstanding achievements and is well known in the country. It is a learning process which has definite teaching aims, plans, and well-ordered organization. Students are the masters in learning, and teachers are guiders. Asynchronous teaching is a teaching method that organically united teachers' three guidance forms (teachers' individual guidance, classified guidance and guidance for all students) and students' five learning forms (students' self-study, study in pair, group study, consulting teachers and study all together). It is a process that teachers adopt five-step guidance method to instruct students to study with six-step learning method^[2].

The essence of asynchronous MES is taking modular treatment of teaching content and conducting asynchronous teaching. The essence of asynchronous teaching is to realize individualization of students' learning and make students become masters of learning, realize asynchronous teacher guidance, and bring into full play leading role of teachers in the process of students' learning^[3]. Asynchronous teaching includes problem enriched instruction, topic enriched instruction, and integrated instruction. These three steps are relatively independent and also integrated. In the process of a teaching stage, problem enriched instruction is the basis of topic enriched instruction and integrated instruction and will run through the entire teaching process. If condition permits, all courses can take the problem enriched instruction. In the practice of College Japanese, we applied asynchronous six-step teaching approach^[4]. Six-step approach combines the five step guidance system (teacher asking questions - indicating methods - making clear learning points - discussing - strengthening the effect) with "students' self-learning - practice - listening - assignment - correction - summary". Specifically, it calls "six step learning system" "students learning" and places it behind the second step of teachers' five-step guidance. These six steps are not absolutely separated and not every asynchronous teaching class must strictly complete these steps.

2 Implementation of asynchronous MES for discipline of College Japanese in characteristic campus of agriculture-related universities

Combining the essence of asynchronous MES, we made breakthrough in drawbacks of traditional College Japanese teaching, including focusing on teaching, lacking interaction, insufficient practice of spoken language, and less pertinent employment skills. We improved the asynchronous teaching. For example, we divided knowledge theory into modules: vocabulary, grammar, syntax, text reading. Before teaching, we firstly designed key points of practice and self-learning. Then, we carried out teaching of corresponding vocabulary, grammar, and syntax. This way can greatly improve students' learning interest and teaching effect.

2.1 Modules of College Japanese When dividing modules for College Japanese, we took account of application level of students after graduation. Students choosing to learn Japanese are interested in Japanese agricultural science and technology, culture, manufacturing industry, and the spirit of shokunin. Literally translated, "shokunin" are artists and craftsman who feel a deep obligation to ensure the best possible work. Some students want to apply agricultural service related jobs in Japan after graduation, and some students are interested in basic cultural knowledge. Considering characteristics of language, culture, application of Japanese, and possible trend of cognition level and future development of students in animal science, animal medicine and marketing disciplines, we divided College Japanese into 5 modules, as shown in Fig. 1. The first module in Fig. 1 involves students' emotional concept of College Japanese. Generally, the introduc-

tion section of each course will touch upon theoretical knowledge system and cognition. College Japanese belongs to foreign language teaching, involves cross-cultural and transnational issues, and also involves cultural quality of students. In this module, teachers collect and compile development history of College Japanese, let students firstly know text, article, historical materials, and video, and teachers can present content of sub-modules, learn and communicate with students, especially cooperative spirit, self-confidence willingness and interest and motivation. In this way, it is able to change ideas and attitudes of students towards College Japanese, finally realize learning of Japanese and foreign language culture, and so as to become excellent students of foreign language culture. After solving the problem of emotional concept of College Japanese, students will have interest and motive force. Then, it enters the second module. Fear of difficulty is a common problem for students learning foreign languages, especially for skills of using foreign languages. For example, dumb Japanese or dumb English is often heard. In the module of language skills, teachers make elaborate design of listening, spoken, reading and writing, design suitable text cases, short Japanese videos, dialogues, *etc* involving Japanese agricultural technologies, culture, manufacturing industry, and the spirit of shokunin, to attract students to learn Japanese. The third module is language knowledge module, including phonetics, vocabulary, grammar and syntax. These are basis of learning Japanese. This module needs much effort of teachers, to improve accuracy of students' pronunciation, vocabulary understanding and memory, and proficiency of grammar and syntax. Next is the fourth module. Under this module, there are sub-modules, such as resource, cognition, regulation, communication, and comprehensive strategies. Teachers should take advantage of various resources to interact with students, help students learn communication etiquette, with the aid of sand tables and scenes, and provide students with reading and comprehending homework to consolidate their learning. Finally, the module is cultural quality. In this module, teachers should design cultural background knowledge, historical materials, cases, and videos using commercial, political and non-governmental activities, to improve quality and level of students' cross-cultural activities, and cultivate their speech and non-speech actions. Therefore, cultural background knowledge plays a great role of enriching language knowledge and skills, while speech and non-speech actions will lay certain foundation for improving students' communication ability in Japanese.

2.2 Asynchronous teaching of College Japanese In the context of times of Internet and mobile Internet, there are both hardware and software foundation for asynchronous teaching of College Japanese. After asynchronous teaching of College Japanese is modular, it is required to conduct 6 step asynchronous teaching using "integration - separation - integration" approach combining teachers' guidance and students' self-learning, as shown in Fig. 2^[5]. Before opening the class, teachers prepare discussion topics and targets according to preset modules.

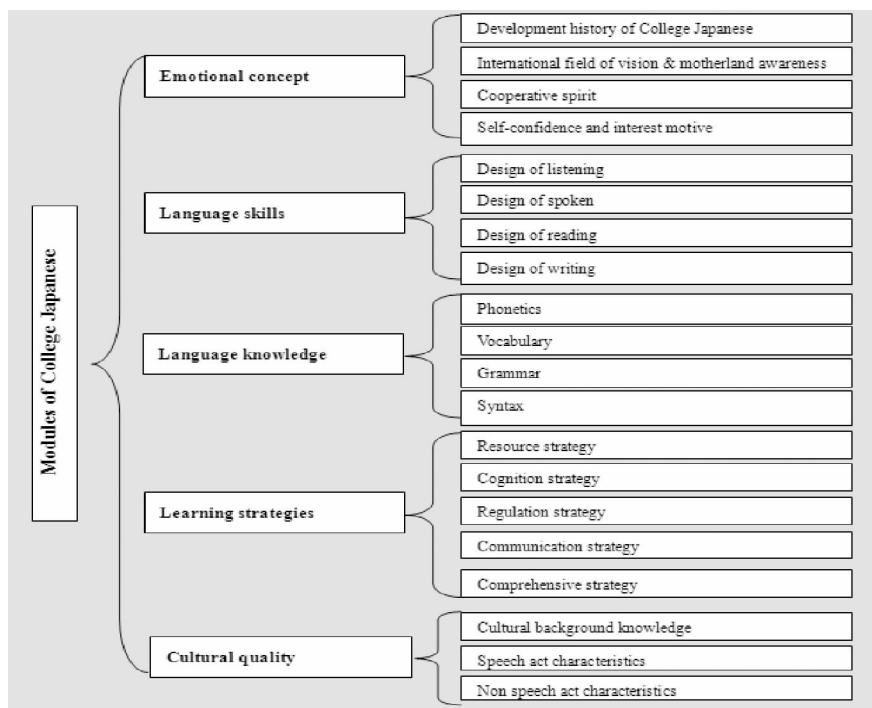


Fig. 1 Schematic illustration for modules of College Japanese in characteristic campus of agriculture-related universities

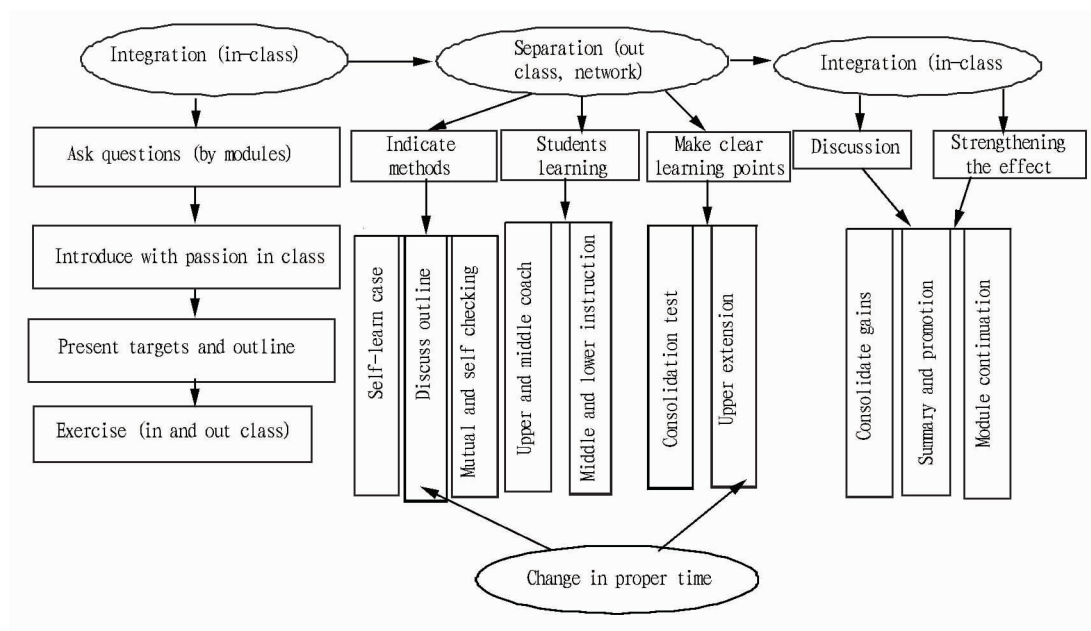


Fig. 2 Schematic illustration for process of asynchronous MES for College Japanese in characteristic campus of agriculture-related universities

In class, teachers instruct with passion the theoretical knowledge for questions designed. In the module of separation (out class), teachers can draw support from network platform such as Internet and Mobile Internet to present outline of College Japanese for self-learning, discussion and preview. According to results of mutual and self checking, teachers may give instructions by groups or individuals, and consolidate the checking and make upper extension using modules previously designed, and change the sub-

modules according to learning situations. Next, it enters the module of integration (in class) teaching. Teachers can consolidate gains of students according to their learning situation, summarize and promote their theoretical knowledge of College Japanese and help them apply related Japanese. For example, teachers can help students solve some key problems in actual commercial and political affairs, to change situation of learning foreign language just for foreign language, improve their interest of learning College Japa-

nese, and also meet the actual demands of those students wanting to study in Japan. In this way, it repeats itself in endless cycles and enters the next "integration - separation - integration asynchronous teaching" process, and finally completes asynchronous MES process of College Japanese.

3 Points for attention in implementation of asynchronous MES for College Japanese

Implementation of asynchronous MES for College Japanese lifts College Japanese from general language learning to asynchronous advance by modules. Combining demands of students, taking interests of students and future employment opportunity as basis, asynchronous MES makes knowledge more systematic, effectively utilizes teaching time, and raises teaching efficiency. Students can analyze and solve problems related to business and political affairs in Japanese. This can greatly raise interest of students in learning College Japanese and improve their ability of using Japanese. Students can select familiar industries according to their employment direction or interest. It is recommended to simulate language use and communication in Japanese, and pertinently analyze knowledge of College Japanese in language use, phonetics, grammar, and syntax, etc.

From the 10 years of continuous practice of asynchronous MES approach for College Japanese, it proves that such approach calls for higher requirement for both teachers and students. Teachers need make more efforts and have indiscriminate love for every student, have strong democratic idea, carry out democratic classroom teaching according to differences, accumulate solid and broad theoretical knowledge and adequate operation skills, have high ability of regulation, and are good at innovation and implement diversified examination of students. Students should pay attention to improving their awareness of independence and regulation, respecting teachers, and conduct active learning. Other-

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ly realizes fair exercise of rights. In other words, on the condition of conforming to fundamental requirements of rural land ownership property and excluding disturbance of status, it increases property income of farmers and realizes the objective of reform of farmers' land right protection system.

6 Conclusions

(i) The circulation of rural land rights with social contract as source of rights gets rid of status limitation in logic and substance. In the limitation of existing laws, it provides equal transaction status for subjects of land rights and increases land utilization rate and opportunities and approaches for farmers obtaining land property appreciation. (ii) Secondary separation of rural land rights realizes rational return of collective land property right. The property right without status not only conforms to provisions of current institutions and laws, but also conforms to demands for land right protection and property pedigree theory.

wise, it is difficult to realize the expected effect of asynchronous MES approach for College Japanese.

4 Conclusions

Southwest University Rongchang Campus is positioned as a multi-disciplinary characteristic campus. Every semester, more than 300 students choose learning College Japanese. The exploration in asynchronous MES for discipline of College Japanese in characteristic campus of agriculture-related universities conforms to laws of education and teaching development. We made modular design for discipline of College Japanese in emotional concept, language skill, language knowledge, learning strategy, and cultural quality combining students' demands and education and teaching rules. Relying on Internet and Mobile Internet aided teaching platform, it came up with "Integration - Separation - Integration" asynchronous teaching approach. The practice indicates that teaching effect of such approach is remarkable. With interaction of teachers and students and support of corresponding resources, the asynchronous MES for discipline of College Japanese will exert certain influence on promoting teaching effect of College Japanese in colleges and universities of China.

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