

## ỨNG DỤNG PHƯƠNG PHÁP HỌC ĐẢO NGƯỢC VÀO GIẢNG DẠY GIÁO DỤC HỌC ĐẠI CƯƠNG - PHƯƠNG PHÁP GIẢNG DẠY TIẾNG NHẬT

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Những năm gần đây, cùng với nhu cầu sử dụng nguồn nhân lực biết tiếng Nhật ngày càng cao, nhiều cơ sở giảng dạy tiếng Nhật đã ra đời nhằm đáp ứng số lượng người học tiếng Nhật đang gia tăng nhanh chóng. Phần lớn giáo viên dạy tại các cơ sở đào tạo tiếng Nhật mới mở đều mới tốt nghiệp các trường có đào tạo tiếng Nhật, thậm chí có cả những người sang Nhật học tiếng hay làm việc ngắn hạn trở về cũng đứng ra mở lớp, dạy mà chưa có chứng chỉ nghiệp vụ sư phạm. Nắm bắt nhu cầu thiết yếu của xã hội và nhằm cung cấp đội ngũ giảng dạy tiếng Nhật vừa giỏi chuyên môn vừa có nghiệp vụ giảng dạy bài bản, một định hướng mới nhưng không kém phần quan trọng đã được đưa vào triển khai ở Khoa tiếng Nhật từ năm học 2021-2022, đó là Giáo dục học đại cương. Đây là một học phần trong định hướng phương pháp giảng dạy tiếng Nhật và được giảng dạy ở giai đoạn đầu nên làm thế nào để vừa truyền tải được kiến thức nền tảng về giáo dục bằng ngôn ngữ Nhật vừa tạo hứng thú cho người học yêu thích công việc giảng dạy là vấn đề người viết quan tâm, nghiên cứu. Phương pháp học đảo ngược là phương pháp học đã được nhiều nước phát triển trên thế giới đưa vào áp dụng hiệu quả. Bài viết sử dụng phương pháp luận và phương pháp phân tích, tổng hợp để nhằm tìm ra hiệu quả của việc ứng dụng phương pháp học đảo ngược vào giảng dạy môn Giáo dục học đại cương cho sinh viên năm thứ 3 định hướng phương pháp giảng dạy tiếng Nhật khoa tiếng Nhật, Trường Đại học Hà Nội. Kết quả ứng dụng phương pháp học đảo ngược cho thấy người học đã chủ động, sáng tạo hơn trong việc tìm hiểu môn học, phát huy tính tự học, tự nghiên cứu và tự duy phân biện.

**Từ khóa:** định hướng phương pháp giảng dạy, giáo dục học đại cương, phương pháp học đảo ngược.

Recently, many Japanese language training institutes have been established to meet the rapid increase in Japanese language learners. The majority of instructors at these institutes are recent graduates with a Japanese language degree. However, many Japanese classes are run by those who studied or worked in Japan for a short period of time without any pedagogical qualifications. In order to provide a high quality human resource, the Department of Japanese Studies developed a Japanese Language Pedagogy curriculum in the academic year 2021-2022. General Education Studies is a unit taught at the early stage of this curriculum; therefore, research on how to both impart fundamental knowledge about teaching Japanese and spark learners' interests in teaching should be conducted. Flipped learning is a pedagogical approach that has been effectively adopted in many developed countries worldwide. This study uses the methods of analysis and synthesis to investigate the effectiveness of the application of flipped learning method in teaching the General Education Studies unit for 3<sup>rd</sup> year students of Japanese Language Pedagogy at the Department of Japanese Studies, Hanoi University. The findings show that the participants were more active, more creative, more critical as well as more eager to self-study during the learning process.

**Keywords:** Japanese Language Pedagogy, General Education Studies, flipped learning.

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## APPLICATION OF FLIPPED LEARNING METHOD IN TEACHING GENERAL EDUCATION STUDIES OF JAPANESE LANGUAGE PEDAGOGY

### Introduction

Japan is one of the world's most advanced economies, and it is also a country that places a high priority on the advancement of science, technology, education, culture, and entertainment. Japan's investment in emerging countries that provide job opportunities and

competitive wage structures is constantly rising. As a result, the number of persons learning Japanese rises quickly. According to the Survey report on Japanese-Language Education Abroad 2018, Vietnam had about 175,000 people studying the language, placing it sixth out of 142 nations having Japanese learners.

**Table 1**

*Number of learners/ number of institutions/ number of teacher in each country and region (Ranked by the number of learners in 2018)*

Rank	2015 Rank	Country and region	Learners (People)			Institutions (Institutions)			Teachers (People)		
			2018	2015	Increase/decrease rate (%)	2018	2015	Increase/decrease rate (%)	2018	2015	Increase/decrease rate (%)
1	1	China	1,004,625	953,283	5.4	2,435	2,115	15.1	20,220	18,312	10.4
2	2	Indonesia	709,479	745,125	▲4.8	2,879	2,496	15.3	5,793	4,540	27.6
3	3	Republic of Korea	531,511	556,237	▲4.4	2,998	2,862	4.8	15,345	14,855	3.3
4	4	Australia	405,175	357,348	13.4	1,764	1,643	7.4	3,135	2,800	12.0
5	6	Thailand	184,962	173,817	6.4	659	606	8.7	2,047	1,911	7.1
6	8	Vietnam	174,521	64,863	169.1	818	219	273.5	7,030	1,795	291.6
7	5	Taiwan	170,159	220,045	▲22.7	846	851	▲0.6	4,106	3,877	5.9
8	7	United States	166,905	170,998	▲2.4	1,446	1,462	▲1.1	4,021	3,894	3.3
9	9	Philippines	51,530	50,038	3.0	315	209	50.7	1,289	721	78.8
10	10	Malaysia	39,247	33,224	18.1	212	176	20.5	485	430	12.8
11	12	India	38,100	24,011	58.7	304	184	65.2	1,006	655	53.6
12	19	Myanmar	35,600	11,301	215.0	411	132	211.4	1,593	524	204.0
13	11	New Zealand	32,764	29,925	9.5	275	257	7.0	421	378	11.4
14	13	Brazil	26,157	22,993	13.8	380	352	8.0	1,182	1,140	3.7
15	14	Hong Kong	24,558	22,613	8.6	70	70	0.0	575	523	9.9
16	15	France	24,150	20,875	15.7	229	222	3.2	763	723	5.5
17	16	United Kingdom	20,040	20,093	▲0.3	288	364	▲20.9	646	704	▲8.2
18	17	Canada	19,489	19,601	▲0.6	161	178	▲9.6	662	727	▲8.9
19	18	Germany	15,465	13,256	16.7	157	181	▲13.3	473	457	3.5
20	23	Mexico	13,673	9,240	48.0	120	68	76.5	483	322	50.0
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140	136	Malta	15	6	150.0	1	1	0.0	2	1	100.0
140	-	Zimbabwe	15	-	-	1	-	-	1	-	-
142	-	Montenegro	9	-	-	1	-	-	1	-	-
-	94	Syria	0	168	▲100.0	0	2	▲100.0	0	13	▲100.0
-	124	Afghanistan	0	40	▲100.0	0	1	▲100.0	0	2	▲100.0
-	135	Fiji	0	8	▲100.0	0	2	▲100.0	0	3	▲100.0
-	137	Monaco	0	5	▲100.0	0	1	▲100.0	0	1	▲100.0
Entire world			3,851,774	3,655,024	5.4	18,661	16,179	15.3	77,323	64,108	20.6

*Note: Adapted from The Japan Foundation - Survey Report on Japanese-Language Education Abroad 2018 (jpf.go.jp)*

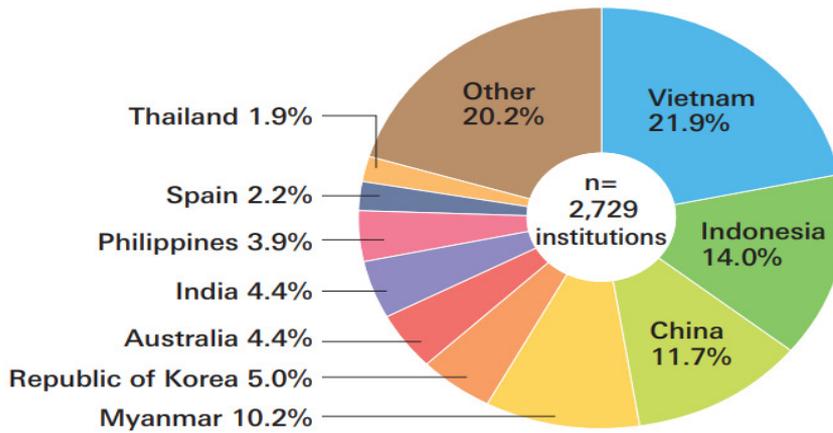
Looking at the increases and decreases in the number of teachers from the fiscal 2015 survey to the fiscal 2018 survey, in 96 countries and regions, the countries accounting for the biggest increases were Vietnam, China, Indonesia, Myanmar, and Canada. Regarding the number of learners, in 104 countries and regions, the greatest increase in the number of learners

was in Vietnam, China, Australia, Myanmar, India. The increase in the number of learners in Vietnam and Myanmar was particularly marked, and it is thought that the entry of Japanese companies, and expansion of opportunities to visit Japan due to the technical internship system, etc. were the major factors in both countries.

Additionally, when examining the accounts for 21,9%), saw the largest number of institutions in Graph 1 by growth in the number of institutions nations and regions, Vietnam (which teaching Japanese language.

**Graph 1**

*Percentages of the countries and regions in which the number of institutions increased*

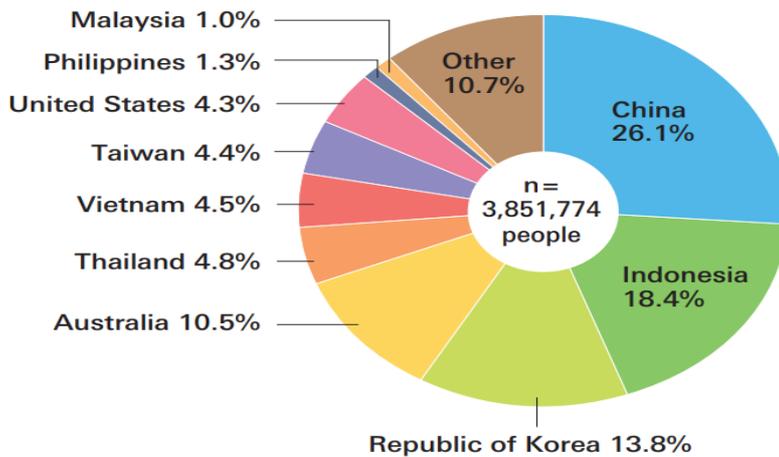


*Note: Adapted from The Japan Foundation - Survey Report on Japanese-Language Education Abroad 2018 (jpf.go.jp)*

Data in Graph 2 shows that Vietnam is of around 110,000 (or 4.5%) since the ranked sixth in terms of the number of previous survey. students, with 174,521, a significant rise

**Graph 2**

*Percentage of learners in each country and region*



*Note: Adapted from The Japan Foundation - Survey Report on Japanese-Language Education*

It can be seen in table 2, in Southeast Asia compared to the fiscal 2015 survey, in the fiscal 2018, the country with the greatest number of institutions is Indonesia (2,879), followed by Vietnam (818) and Thailand (659). The order for the number of teachers is Vietnam (7,030), Indonesia (5,793) and Thailand (2,047).

Regarding the number of learners, the order is Indonesia (709,479), Thailand (184,962) and Vietnam (174,521). The number of learners in Vietnam has gone up 169.1%, and it shows that the rise in enthusiasm for learning the Japanese language is particularly marked.

**Table 2**

*Number of institutions, teachers, and learners in Southeast Asia*

Country and region	2015			2018								Population* (People)
	Institutions (Institutions)	Teachers (People)	Learners (People)	Institutions (Institutions)	Teachers (People)	Learners (People)	Learners per 100,000 population (People)	Composition by educational stage (learners) (People)				
								Primary education	Secondary education	Higher education	Non-school education	
Indonesia	2,496	4,540	745,125	2,879	5,793	709,479	298.6	7,148	650,215	28,799	23,317	237,641,326
Thailand	606	1,911	173,817	659	2,047	184,962	280.3	4,028	143,872	20,506	16,556	65,981,659
Vietnam	219	1,795	64,863	818	7,030	174,521	203.3	2,054	26,239	31,271	114,957	85,846,997
Philippines	209	721	50,038	315	1,289	51,530	51.0	1,217	11,412	13,508	25,393	100,979,303
Malaysia	176	430	33,224	212	485	39,247	138.5	45	19,417	14,720	5,065	28,334,135
Myanmar	132	524	11,301	411	1,593	35,600	69.1	21	23	1,760	33,796	51,486,253
Singapore	30	227	10,798	19	221	12,300	326.1	394	1,457	4,056	6,393	3,771,721
Cambodia	29	157	4,009	51	307	5,419	40.5	35	1,205	931	3,248	13,395,682
Laos	14	49	1,046	16	58	1,955	30.1	312	785	173	685	6,492,228
East Timor	-	-	-	6	17	651	55.0	0	0	70	581	1,183,643
Brunei	2	3	216	2	5	171	43.5	0	0	121	50	393,372
Southeast Asia overall	3,913	10,357	1,094,437	5,388	18,845	1,215,835	204.2	15,254	854,625	115,915	230,041	595,506,319

*Note:* Adapted from *Population and Vital Statistics report 2019*, by United Nations

According to data in Table 2, the growth rate of Japanese students, educational institutions, and teachers in Vietnam is high. However, the scale and reputation of Japanese language instruction in Vietnam are being harmed by the lack of university-educated teachers with pedagogical certifications to teach (many Japanese language institutions even employ teachers with only a certificate of Japanese language ability average N3,

which is equivalent to an IELTS English certificate with a score around 5.5). In order to meet the demand for quality human resource training in the Japanese language for organizations and businesses and to provide a source of future educators with pedagogical expertise and high levels of Japanese proficiency, the Department of Japanese Studies has started training of Japanese language pedagogy from the fall of 2021-2022.

General Education Studies is one of the foundational courses, which helps potential teachers comprehend about their work and have a better preparation for their future work. A team of the teaching staff with experience and strong professionalism is believed to be a vital aspect in order to have high-quality labor resources. The aim of this research was to identify an engaging teaching strategy for General Education course that inspired students and fostered the development of a group of skilled and passionate Japanese language instructors.

### **1. General Education Studies in Japanese language pedagogy**

A General Education Studies course is required in most educational institutions in developed countries. As the Industrial Age began in the 1800s, and a host of new technologies and business models emerged, educational institutions created a new curricular model to address the question, “What Every Student Should Know?” to teach students how to use information in a practical way tied to professional practice, a new university curriculum that includes liberal arts and career-oriented appeal has combined a variety of arts and science (Duncan, 2014). Besides, the courses in this new model include both core education and general education studies. By the 20th century, General Education Studies programs were widely deployed, leading the way in innovative programs at colleges and universities (O'Banion, 2016).

In addition to having a general understanding of education, students who major in Japanese education better understand the curriculum they are studying, the principles, and the methods of Japanese education. As a result, they have a greater understanding of education in general and Japanese education in particular. Additionally, students learn about several educational systems from the US, Europe, and Asia, which through that they can compare to determine the benefits and drawbacks of each system. The students also learn about the macro (educational system and policy) and the micro (teaching process, career guidance, teacher job and responsibilities, educational difficulties, etc.).

Studying General Education Studies at the early stage helps students have an overview of their major, the difficulties and advantages of being a teacher to prepare psychologically as well as being equipped with the necessary knowledge and skills. Therefore, how to effectively convey the foundational knowledge of the General Education Studies course is the problem the author aimed to explore through flipped learning method.

## **2. Research Methodology**

### **2.1. Participants**

The participants were students who had finished the Japanese language practice stage and had a Japanese language proficiency comparable to N2 on the Japanese-Language Proficiency Test administered by the Japan Foundation (which is equivalent to IELTS 6.5–7.0).

They were the third-year undergraduate students at Hanoi University, and wished to major in the Japanese language pedagogy.

However, the fourth-year students could also enroll in General Education Studies as an elective course.

### 2.2. The course

The number of students registered to study the course General Education in the academic year 2021-2022 was 21 (01 class) with the number of course credits was 02 (equivalent to 30 teaching hours). The course was conducted in 7 lessons, each lesson was in 4 hours. This was a rather small number of credits for a course with a large and wide knowledge base.

### 2.3. Form of evaluation

In addition to the meeting the requirements of the preceding courses, students had to adhere to the teacher's

criteria during the learning process, such as attendance, preparing lessons, and presenting presentations to receive attendance marks and midterm grades. At the end of the course, they had to submit an assignment for end-of-course evaluation.

### 2.4. Teaching methods

The teachers were aware of the worries that new students might have. Moreover, this was a completely new orientation, so teachers had to prepare a lot to both impart enough knowledge and inspire students, helping them to be more active and confident in studying, researching and creativity. The teachers provided a learning path in the form of discussions for students to work in groups, helping each other learn and understand problems together. In addition to the sample presentation, the teachers guided students to work in groups and synthesize and answer questions related to the course.

**Table 3**

*The course flowchart*

Time	Date	Contents	Form	Note
Week 1	2021, October 6 <sup>th</sup>	Orientation Chapter 1: Direction of Education (p1-p10)	PPT, Lecture	Lecturer: present, explain, discuss, synthesize, quiz
Week 2	2021, November 2 <sup>nd</sup>	Chapter 2: Human Development and Education (p15-p23)	PPT, Lecture	Lecturer: present, explain, discuss, synthesize, quiz
Week 3	2021, November 9 <sup>th</sup>	Chapter 3: Teacher's Principle Method (p28-p38)	PPT, Lecture	Student: present, explain, discuss Lecturer: synthesize, quiz
Week 4	2021, November 16 <sup>th</sup>	Chapter 4: Curriculum (p44-p54)	PPT, Lecture	Student: present, explain, discuss Lecturer: synthesize, quiz
Week 5	2021, November 23 <sup>th</sup>	Chapter 5: Student Guidance (p59-p67)	PPT, Lecture	Student: present, explain, discuss Lecturer: synthesize, quiz

Time	Date	Contents	Form	Note
Week 6	2021, November 30 <sup>th</sup>	Chapter 6: Teacher Careers and Responsibilities (p86-p99)	PPT, Lecture	Student: present, explain, discuss Lecture: synthesize, quiz
Week 7	2021, December 7 <sup>th</sup>	Summary Future Issues of Education	PPT, Lecture	Lecturer: present, explain, discuss, synthesize, quiz

The teacher gave a demonstration of flipped learning process to the class and provided guidance on the prerequisites before the course (create groups, prepare scheduled lessons, prepare discussion questions).

Flipped learning has been around since the Middle Ages, but the study of flipped learning first appeared in 2000 in the form of active learning. As defined by Robert (2017, p.20):

*“Flipped Learning is a pedagogical approach in which first contact with new concepts moves from the group learning space to the individual learning space in the form of structured activity, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.”*

Students did presentations in groups and, as necessary, ask and respond to peers' questions. The question made by the group or the teacher had to be discussed with the entire class. Students were positioned in the center of the classroom and took an active role in the course. Teachers served as both professional advisors and teaching assistants.

As the third-year students, they already had a good knowledge of Japanese language, so the application of flipped learning method was also an advantage. The problem was how to guide students to apply new learning method effectively.

### 3. Results and discussion

The following section presents the results of applying flipped learning for this cohort of students.

#### 3.1. Creating excitement for learners

General Education Studies is a subject with broad knowledge, heavy on theory, each lesson is a different topic related to education. Therefore, the application of flipped learning method into the class enhanced the students' excitement thanks to the following actions from the teachers:

- Giving open-ended questions related to the topic before the class for students to think and discuss. Create situations or show students videos related to the content to be studied, etc.

- Guiding students to do power-point and do team work or group presentations, encourage them to think in a question-and-answer mindset in Japanese to improve their ability to use Japanese at this stage as well as to meet the output standard requirements of the course.

- Encouraging students to ask questions if there is something they are not clear about or are concerned about. In addition, the teacher or the presentation group will ask prepared questions to help the audience with the information system and can gain a deeper understanding of the main content of the lesson as well as create a lively atmosphere, comfortable exchange in class.

The results obtained through the application of flipped learning method show that students had already known how to make PowerPoint that focused on the major ideas of the lesson they were presenting. The student were confident in delivering the lesson's material and creative in their understanding. As a result, the student were placed at the center as the master of that lesson. The instructor provided private guidance (via Zalo or email) to the group of students on how to present in a more attractive and engaging manner while also assisting them in posing thought-provoking questions that helped other students concentrate on paying attention, responding, and comprehending the lesson.

This method helped students actively exploit documents related to the presentation, explored creativity as well as becoming more confident through group work sessions, actively interacting and exchanging ideas with others under the support and guidance of the instructor. Some students were afraid to ask and answer in Japanese at first, but after one

or two lessons with the teacher's support, they were more confident and more interested in the discussion. The post-course survey indicated that this results in a better learning effect for the students and provides a soothing atmosphere during the course.

### ***3.2. Enhancing research ability and creativity***

Through the application of flipped learning method student could also improve their research capability. more specifically, with the topic of the lesson related to the education system, students not only listened to presentations about the education system mentioned in the textbook (the education system in the US, Europe or Japan) but also were encouraged to learn more materials to discuss the education system of a few other countries that students had known or interested in (Vietnam, Korea, China, etc.). From that, students could make comments on the advantages and disadvantages of each education. Students presented their thoughts and opinions about what should be changed or modified in the education system. By pulling learners into positions such as policy makers, teachers, learners, etc., students' ideas became diversified, rich and offered many interesting initiatives. This helped them be flexible and know how to handle situations and information in a multi-dimensional way as well as be useful for future work. Below is the feedback that was made by students regarding the course.

Almost all students felt less stressed when they studied the General Education Studies course, "not only did we acquire a lot of useful knowledge from the General Education Studies module, but also equipped with presentation/teaching and group work skills". Students could learn new knowledge in the process of educating a person from childhood to adulthood. They understood that at each age, each stage of teaching was different, with each teaching program the teacher needed to make a roadmap before starting to teach so that the course objectives could be achieved at the end. They gave the comments that they could learn teamwork skills and a lot from the classmates' presentations, and they had more perspectives teaching pedagogy. Because the block of knowledge was a lot, abstract and difficult, teachers' help made them better understand the lessons. Every lesson, the teacher encouraged student opinion-sharing. Students could improve their critical thinking through comparing the education of two countries, Vietnam and Japan, and they also improved their knowledge of Japanese specialized in pedagogy.

After completing the course, students understood the function of education for people, they could explain the phenomena of education in the family, school and society that they ever witnessed. Some students found the course to be quite helpful, not just for their future careers as teachers but also for their future roles as

parents. Through the lessons, students had more opportunity to give a lot of presentations, so they found that their vocabulary and Japanese translation abilities had increased. They gradually feel confident when speaking Japanese.

### *3.3. Existing problems*

Despite the course's short duration, the teacher tried to invest in and utilized flipped learning approach, and it produced some encouraging outcomes. However, there were still some issues that need to be added to and resolved. There were specific concepts and specialized terminology that students found challenging because there was a vast quantity of information to acquire. Some student stated, "in the lesson about the role of the teacher in the class, the teacher gave a lot of good ideas such as the part of the instruction that were very interesting. However, I also found the course content highly theoretical on educational issues." Another one added, "I discovered that there were a lot of specialized terms in this course, making it a little challenging to understand. To help me comprehend more, I want the teacher to provide a few concrete examples from real life. There are moments when certain sections pass by so quickly that I could not keep up."

Therefore, to overcome the existing problems and promote the effectiveness of flipped learning methods, in the next course teachers need to allocate more appropriate time to answer more questions or explain specialized issues more deeply.

Teachers should also require students to list the words they feel new and make more questions for better understanding of the lessons. Teachers should take the time to solve them at the beginning of the next lesson, and instruct students to have a summary of the main contents at the end of the course.

### Conclusion

General Education Studies for students majoring in Japanese language education is a new course. As a result of the application of Flipped Learning, students are interested in teamwork methods and basic knowledge about specialized subjects, build a sense of specialized subjects as well as improving the ability to use Japanese language, self-study and self-research that meet the learning outcomes of the curriculum. It is expected that these students will be a group of competent Japanese teachers with strong pedagogical abilities that meet the requirement of the society in the future.

It can be seen that flipped learning approach has contributed to enhancing students' capacity for study, creativity, and critical thinking. This learning approach should be applied with further courses in order to explore additional benefits and problems in the teaching of a specialized subject.

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