Research and Practice of Computer-assisted Japanese Intensive Reading Education

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Abstract. With economic globalization, China's foreign exchanges have been increasing. As a neighbouring country of China, Japan has close trade relations with China and has a large amount of cultural output. People's learning of Japanese is also becoming more common. Using computer tools to make Japanese intensive reading education a higher level is the goal of educators' current research and practice. This article will explain from three aspects. First, the author will clarify the teaching content and teaching goals of Japanese intensive reading. Second, the author will analyze the current use of basic computer-aided tools and analyze the advantages and disadvantages, including the related auxiliary word software MOJi as an example. Software suitable for training reading is based on the Asahi Shimbun, and computer-assisted translation tools are based on TRADOS. Finally, the author will summarize and prospect the current computer tools.

Keywords: Japanese Intensive Reading Education, Asahi Shimbun, TRADOS, Computer-assisted

1. Introduction

With the economic globalization, China and Japan have in-depth trade exchanges, and as Japan is a major cultural exporter, the domestic Japanese audience is increasing. At the same time, Japanese teaching is also emerging on the Internet, and teaching levels are uneven. The teaching of non-Japanese majors is mainly based on Japanese examinations, and Japanese language educators in colleges and universities should provide more professional teaching methods for Japanese majors, and actively seek the right educational tools, boldly try and innovate. Japanese intensive reading, as the most important basic course in Japanese language teaching, needs to be taken seriously by teachers and classmates¹. How to learn Japanese intensive reading through computer tools is the content discussed in this article. It is mainly divided into two parts. One is to clarify the teaching content and teaching goals of Japanese intensive reading. The other is to recommend related computer tools based
on the teaching content, and describe its use and advantages and disadvantages. Finally, the author will summarize and prospect the current computer tools.

2. Educational Content and Teaching Goals of Japanese Intensive Reading

Japanese intensive reading as a basic course of this subject requires teachers to teach and guide students down to earth. The teaching content of Japanese intensive reading includes Japanese pronunciation, vocabulary, grammar, sentence patterns, chapters, etc. The textbook content is close to life and the teaching knowledge is comprehensive. Students are required to make great progress in listening, speaking, reading, writing and translating. The teaching emphasis includes mental state words, grammar indicating states, usage of judgment words, meaning and usage of auxiliary words, plans, expressions of wishes, and expression methods such as greetings between neighbors, expressions of key phrases, such as distance Far and near expressions: ～～～とどちらが～か，～は～より～です，～で～が一番～です，～は～に/からちかいです/遠いです；expressions of requirements and commands: Nなら，V1 てから V2，V/Vない＋ように，～が V て / である，etc. Students are required to master and use vocabulary, grammar, and sentence patterns, compare and select expressions, and be able to understand 10,000, 60 sentence patterns, and 60 grammatical points to understand simple conversations and words related to the content Can grasp the main information of the segment; can use simple classroom and daily language to carry out simple communication on the content of the text, grasp the main idea; can use the language knowledge learned to write sentences into paragraphs.

With the development of technology, teachers’ teaching tools and teaching goals are also constantly innovating and deepening. At present, the Japanese intensive reading teaching is basically based on classroom teaching and computer work as an assistant. Most teachers teach in the form of PPT, deepen the classroom content through discussions between teachers and classmates, and at the same time train students’ organizational language and listening and speaking skills[2]. The above can be combined with practice and theory.

In addition to teaching knowledge in the classroom, teachers should also recommend learning tools to students to cultivate their ability and awareness of autonomous learning. There are numerous computer tools outside the classroom, which can be used to communicate with Japanese native speakers at home. Various TV imaging tools provide students with extra-curricular learning tools. This article mainly uses related computer tools to practice, and communicates the use methods and analyzes their advantages and disadvantages.

3. Methods of common basic computer tools

At present, there are various Internet tools, and their interaction methods can be divided by human-machine. People can be machine-oriented between them, or they can be machine-oriented, that is, human-machine-human form, so as to achieve different ways of interaction. At present, the more common Japanese computer-aided tools in the form of human-computer interaction are APP and various audition and translation tools; the common computer-aided form of human-machine-human interaction is the tool for network teaching and communication. No matter how convenient a computer tool is, students must face it with the right attitude, be good at self-study, and good at discovering its pros and cons. The following describes the specific use of three computer tools for intensive Japanese
reading exercises.

3.1. Japanese Word Software

This article uses the application software MOJi as an example, and is the same as most Internet software. This software is designed to provide users with a portable electronic dictionary for users to make plans to recite words. Compared with most Japanese word software, this software has the advantage of providing users with various levels of vocabulary and words of each part of speech, which can improve the user's recitation efficiency. Second, the software provides tones, real pronunciation, and detailed example sentences. Word meanings will be listed one by one. Third, the recitation mode is rich, such as answering kana by writing Chinese characters, answering Chinese characters by writing kana, listening to selected words, etc., so that users can use vocabulary in multiple dimensions, and be familiar with pronunciation, meaning and context. The disadvantage of this software is that there are occasional typos and it does not specify the review plan function according to the Ebbinghaus memory curve[3]. The Ebbinghaus memory curve is as follow, Figure 1:

![Memory retention ratio](image)

**Figure 1.** Ebbinghaus memory curve

Among them, the calculation method of the memory retention ratio is as following:

\[
\text{Savings Score} = \frac{\text{Original Learning} - \text{Relearning}}{\text{Original Learning}} \times 100\%
\]

Elapsed time since learning:

- Immediately retention = 100%; 20 minutes retention = 58%; 1 hour retention = 44%;
- 9 hours retention = 36%; 1 day retention = 33%; 2 days retention = 28%; 6 days retention = 25%; 31 days retention = 21%.

Therefore, the APP can provide users with better services by combining the Ebbinghaus memory curve. In addition, the Ebbinghaus curve is also suitable for teacher teaching. Can you consider
making a teacher's teaching recall curve tool? With the help of the Ebbinghaus Forgetting Curve, the teacher can review and learn the content of each lesson in each lesson according to the curve after teaching the course. [4]If you can use mind mapping software to sort out the knowledge points for students, divide an article into chapters through semantic paragraphs, then summarize them in accordance with grammatical use, and mark whether important words and phrases are more helpful to our teaching efficiency. In short, multimedia teaching can be combined with a variety of tools, and its essence is to simplify language logic, provide portable knowledge, and cultivate a sense of learning.

3.2. Japanese Intensive Reading Material Software

The intensive reading software recommended in this article is the Asahi Shimbun, which is the corresponding software of one of Japan's three comprehensive Japanese folio newspapers, and the article quality is very high. First of all, these articles are aimed at the general public, with a very wide audience, focusing on accuracy and purity; second, their content is elegant and popular, the style is integrated, and the transmission of information is beneficial to the audience to experience Japanese native culture. Based on the use of the software, if students can try to translate it, or listen to the recorded materials, they can develop their sense of language, listening and speaking. The disadvantage is that unlike general learning software, students need to be highly conscious and able to learn actively[4].

3.3. Computer Aided Translation Tools

CAT differs from other translation software in that it is human-oriented and machine-assisted for translation output. This article uses TRADOS as an example and its specific use method is as follows, Figure 2:

![Figure 2. TRADOS operation flow](image)

The application of this software is a software that relatively advanced Japanese scholars will use. Although intensive reading of Japanese does not often use translation tools, as a professional Japanese scholar, how to properly use translation software and apply it to intensive reading of Japanese for future learning and work Are very important. If students can independently use translation software to
translate intensive reading articles on their own, they can summarize key sentence patterns, grammar, and key words. [5] And you can review the generated corpus, which will greatly improve its Japanese level. The disadvantage of this software is that it is a professional tool, and basic scholars may think it is very difficult. This requires Japanese educators to teach students related courses, which can be provided to students to learn independently through video, without occupying class time.

In short, applications from a variety of perspectives can provide a variety of help for Japanese workers or Japanese learners. Including basic listening, speaking, reading, writing, translation, and more humane tools for us to plan and adjust plans, more innovative computer teaching tools will continue to emerge, and educators should always maintain a learning attitude and use relevant Tools, don't just use it for your own use, everything is possible. [6] The above is the practice and research of the author's current representative or superior computer tools related to intensive Japanese reading. In short, all kinds of software have their advantages and disadvantages, but technology is constantly improving. Teachers should enrich teaching content, vivid teaching, and cultivate their interest in Japanese, teach students how to use related software, and develop the habit of self-study.

4. Summary

Although this article focuses on the research and practice of intensive Japanese reading education centered on relevant computer-assisted tools, this article hopes to provide a better perspective for the audience and look at the connected world. There are many, many related to Japanese. It is hoped that computers can also continue to develop and provide users with more complete and concise tools. Finally, innovation is the key word of this era. As a Japanese educator, it is also its mission to reform Japanese education!

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