

Research on the Design of Japanese Reading Course Oriented by the Output of Japanese Reading Ability

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Abstract—Japanese reading ability is an essential language skill for Japanese learners. Japanese reading course is a core course for Japanese majors to improve their Japanese reading ability. In the process of designing Japanese reading course, the connotation of Japanese reading ability should be clarified firstly and teaching objectives also should be set reasonably led by the output of Japanese reading ability. Secondly, attention should be paid to the output of Japanese reading ability and its output process, and the teaching content of Japanese reading should be based on the output-oriented principle of teaching objectives. At the same time, teachers should design a Japanese reading teaching method that matches the teaching content of reading, and give timely feedback by combining the evaluation method of portfolio which pays attention to the output process with multi-direction test.

Keywords—Japanese reading ability; output orientation; Japanese reading course; course design

I. INTRODUCTION

In January 2018, the Ministry of Education issued the National Standards for the Teaching Quality of Undergraduate Majors in Colleges and Universities (“National Standard” for short), in which National Standards for Teaching Quality of Foreign Language Majors in Colleges and Universities believes that foreign language reading ability is one of the essential abilities for foreign language professionals, and Japanese reading course should be listed as the core course for Japanese majors. Combined with the Japanese Education Standard of the International Exchange Fund (“JF” for short) and Japanese International Proficiency Test Standard (“JLPT Examination Criterion” for short) formulated by Japan Foundation, and Syllabus for the Basic Stage of Japanese Majors in Colleges and Universities and Syllabus for the Advanced Stage of Japanese Majors in Colleges and Universities (collectively referred to “Syllabus”) developed by Japanese Language Group of the Steering Committee for Foreign Language Teaching in Colleges and Universities of the Ministry of Education of China, according to the cognitive characteristics of Japanese reading, it can be divided into five levels in vertical hierarchy: Japanese reading perception and recognition ability, Japanese reading comprehension and analysis ability, Japanese reading appreciation and evaluation ability, Japanese reading transfer and application ability, and Japanese reading creation and development

ability, and also can be divided into Japanese reading selection and screening ability, Japanese reading thinking and speculation ability, Japanese reading imagination and prediction ability, and Japanese reading memory classification ability in the horizontal composition elements (Ren Haidan, 2018).

Research on Japanese reading teaching in China mainly falls into two categories. One is the study of Japanese reading courses. Wang Xiao (2004) and Tao Weiqing discussed the application of objectives and teaching methods of Japanese extensive reading course in reading teaching. Zhang Wenli (2012) conducted an experimental study on learning behavior in Japanese reading teaching. The other is an experimental study which centers on reading content and teaching methods and combines certain teaching concepts or methods with Japanese reading ability. Zhang Ai (2002) made a quantitative analysis on the effectiveness of this method in Japanese reading teaching from the perspective of discourse structure analysis. Rao Qiuling (2010) discussed Japanese reading teaching guided by the schema theory, and enhanced students’ learning interest from the perspective of selection angle of teaching content to improve the effect of Japanese reading teaching.

Japan’s reading teaching research is relatively diversified, mainly focusing on teaching objectives, teaching content and teaching method research, and behavior research in the reading process, while there are few research on reading course design. Ikeda Yuko (2013) analyzed and discussed the setting of teaching objectives of Japanese reading. Tomoko Hamada (2002) and Yoshito Noda, et al. (2003) analyzed the design of Japanese reading teaching content and teaching methods, and believed that the combination of reading teaching and writing teaching was more beneficial to the output of Japanese reading ability. Konosu Tsunosu, et al. (2014) and Ryohei Kumagaya, et al. (2007) took students’ behaviors in the reading process as research objects, and explored and analyzed the formation process and evaluation methods of Japanese reading ability.

To sum up, there are few Japanese reading courses designed with the output of Japanese reading ability as the orientation in the research of Japanese reading teaching and Japanese reading courses in China and Japan. Oriented by the output of Japanese reading ability, and proceeding from the connotation of Japanese reading ability, this paper clarifies teaching objectives of Japanese reading course,

optimizes the teaching content of Japanese reading, selects effective teaching methods, and conducts effective reading evaluation.

II. DESIGN OF TEACHING OBJECTIVES OF JAPANESE READING COURSE

Based on the law of the development of Japanese reading ability, it is necessary to design all courses related to the cultivation of Japanese reading ability guided by Japanese reading ability. In the first academic year, students can enrich their reading background knowledge through the Chinese reading course, and transfer Chinese reading ability to Japanese reading ability. Meanwhile, in basic Japanese courses, teachers should cultivate students' Japanese reading perception and reading ability, as well as an ability to recognize Japanese vocabulary and grammar and other low-end reading skills. Besides, teachers also should provide rich Japanese reading texts, guide students to select reading texts, and help them to develop good Japanese reading habits. As for the second academic year, teachers should help students consolidate their Japanese reading perception and reading ability, and cultivate students' Japanese reading comprehension and analysis ability, as well as students' prediction, speculation, scanning, skimming and other high-end reading skills in basic Japanese course and Japanese reading courses. Students should do "intensive reading" in basic Japanese courses, and conduct "fast reading" and "extensive reading" in Japanese reading courses to further consolidate their Japanese reading habits. In the third academic year, teachers should help students to strengthen their reading comprehension and analysis abilities, and cultivate their ability of appreciation and evaluation of Japanese reading through different Japanese elective courses. In addition, students should practice Japanese reading skills and do simple thematic reading. The goal is to complete their thesis in their fourth academic year. Teachers should instruct students to read Japanese literature, cultivate their reading transfer and application ability, and help them to develop their Japanese reading creation and development ability. Students should learn to summarize and form their own opinions, and collect appropriate evidence for the argument.

III. DESIGN OF TEACHING CONTENT OF JAPANESE READING COURSE

The teaching content of Japanese reading course is an important link in the course design oriented by the output of Japanese reading ability, and it is also the core to ensure the attainment of teaching objectives. Based on the basic principle of output-oriented teaching mode, it is necessary to arrange the teaching content of Japanese reading course rationally and get rid of the two extreme practices in the past, that is, too much reliance on reading materials and completely abandoning teaching materials. On the basis of objectives defined in the Japanese reading course system guided by the output of Japanese reading ability, the teaching content of Japanese reading course are optimized by the principles of selecting, reordering, revising and supplementing. Teachers select Japanese reading texts from the main textbooks that meet the teaching objectives and

adjust the teaching order in the light of the sequence of the development of Japanese reading ability. At the same time, teachers select suitable reading texts from other reference textbooks or network resources as an auxiliary, and rewrite Japanese reading texts based on students' Japanese proficiency, so as to develop a hierarchical practice form of reading texts.

In addition to maintaining consistency between teaching content and teaching objectives, it is also necessary to take into consideration the difficulty of Japanese reading text as a teaching content. Firstly, the sequence of teaching content should be confirmed based on the principle of selection, adjustment, modification and addition. And then it should take the difficulty test of READING IUTOR as the reference and determine the reading text of the teaching content. Based on the difficulty test of reading text and combined with the reading teaching objectives oriented by output of Japanese reading ability, it will make students clearly understand the development of their reading ability, clearly know their deficiencies in reading ability and skills.

IV. DESIGN OF TEACHING METHODS OF JAPANESE READING COURSE

Through the guidance and design of Japanese reading course objectives oriented by output of Japanese reading ability, it will enhance the effect of students' learning motivation and cooperative learning. In terms of teaching of Japanese reading course, it should not only definite teaching objectives and unify the teaching content, but also require the matched teaching methods of Japanese reading course. As mentioned above, in the traditional Japanese reading class, there are mainly two teaching methods. The one extreme is the method of over-reliance on textbook content and the translation methods of word by word and vocabulary and grammar explanation oriented by the teacher; the other one is the method of random text reading oriented by the teacher that fully separates from the textbook. Such methods can not completely meet the development demands of students' Japanese reading ability and also enhance students' Japanese reading ability and skills. In the design of Japanese reading course oriented by output of Japanese reading ability, the teaching methods related to Japanese reading is to combine the teaching content and carry out the three-phase methods, namely, preview before class, explanation in the class and review after class on the basis of cooperative learning.

In the process of Japanese reading teaching, it is necessary to activate students' background knowledge, mobilize their reading enthusiasm and improve their reading interest. Guiding students to strengthen the ability to filter reading text information and analytical and shortening skill on the difficult key sentences, it can make students better grasp the paragraph gist and analyze the relationship between paragraphs of the reading text. Before the Japanese reading course, teachers should guide students to sort out long and difficult sentences from the Japanese reading texts and try their best to analyze them, and make them complete the extraction and analysis of long and difficult sentences and main vocabularies by means of individual assignments, cultivate students' analytical ability and thinking capacity

and predictive ability on Japanese reading comprehension and consolidate their “intensive reading” skills in the basic Japanese class. In the latter class, teacher should guide students to discuss main vocabularies in group and present their results. Meanwhile, teacher should lead students to analyze the key points through the main vocabularies in the sentence to prevent students reading from over-reliance on vocabulary and grammar, and cultivate students’ reading skills of “scanning” and “fast reading”.

In the text reading, teachers should lead students to learn about and find the different genres of reading texts, summarize the textural features of different texts and select the effective reading methods and skills based on the different genres of reading texts. First of all, teachers definite the difficulty of texts and vocabularies at various levels through text difficulty test and enhance students’ reading confidence. At the same time, teachers make students learn about the article structure and whole venation by means of such form of exercise, namely, ranking, continuing to write and writing up, and enable them to understand textural features of reading texts, and let them sort out and determine the content in group discussion. During the discussion, the teachers should instruct students to sour out the results in personalized group guidance. After that, teachers summarize students’ common problems and carry out centralized guidance and explanation by taking group results as cases. Finally, teachers let students write the summary of (narrative essays) and the abstract of (argumentative essay and expository writing) as post-reading assignment. Teachers timely evaluate the students and enable them to fully understand their own deficiencies, and provide personalized feedback to the students to solve the problem.

V. EVALUATION DESIGN OF JAPANESE READING COURSE

As the final link in the design of Japanese reading course oriented by output, evaluation is not only an evaluation of the teaching effect of Japanese reading course, but also an important feedback to students. Based on the output-oriented teaching that emphasizes both the output process and the basic idea of output, Japanese reading course is mainly designed with three aspects.

A. Design of Test Evaluation

The first item in the evaluation design of Japanese reading course is testing, which includes pre-test, post-test, unit test and final test. The purpose of the first three tests is to monitor the production of students’ Japanese reading ability, while the final test is an output result evaluation oriented by students’ Japanese reading ability.

The pre-test and post-test are carried out together. The pre-evaluation is conducted at the beginning of Japanese courses to understand the current situation of students’ Japanese reading. It combines questionnaires and subjective test questions to investigate and understand students’ Japanese reading purposes, reading awareness and reading habits. Teachers will give immediate evaluation and feedback on the development of students’ Japanese reading

ability during the lecture period based on the pre-test results. Before the end of Japanese reading course, a post-evaluation will be conducted, which will be combined with the pre-test to track the development of students’ Japanese reading ability. The pre-test and post-test of Japanese reading course, which are guided by the output of Japanese reading ability, are composed of two parts. One is the test questions, whose purpose is to understand students’ Japanese reading ability and habits. The other is a questionnaire survey that investigates students’ Japanese reading awareness and the formation of extracurricular Japanese reading habits. Through early and late questionnaire survey and test questions, students are allowed to clarify their Japanese reading ability improvement process, understand their own problems and shortcomings in Japanese reading habits, and fully display the output results of Japanese reading ability.

The unit test and final test are closely related to the teaching content. The reading texts of the teaching content coexist with extracurricular reading texts. Diversified test questions with both subjective and objective questions can evaluate students’ Japanese reading ability in a comprehensive way. After the completion of each unit teaching, a unit test will be designed to test vocabulary reading, sentence reading, paragraph reading, article structure and discourse reading of different genres in Japanese reading texts. After the unit test, students will provide self-feedback based on the guidance of instructors, so that they can understand their own problems in Japanese reading and the process of their ability development.

B. Portfolio Design

In order to further test the output process of Japanese reading ability, the portfolio method is adopted to manage and evaluate students’ output process in Japanese reading teaching. The portfolio includes three parts: self-assessment form, self-learning form and homework and feedback form. The self-assessment form enables students to clarify the teaching purpose of Japanese reading course and help them understand the key points of teaching content. The self-learning form is designed to promote students to develop a reading habit of positive thinking, cultivate their Japanese reading comprehension and analysis ability and Japanese reading memory classification ability. The purpose of feedback form is to guide students to develop the habit of preview and review in time. Teachers can quickly grasp the output process of students’ Japanese reading ability through the self-assessment form so as to timely adjust the classroom teaching design.

In addition, homework and feedback are also designed in the portfolio. It further strengthens the links between classes and the extracurricular interaction between teachers and students. The homework designed on the basis of student self-assessment form and teaching content can deepen the summary on the output process and output results of students’ Japanese reading ability. It also can help students develop reading habits of induction and classification, strengthen the process evaluation of students, and guide students to attach importance to the cultivation of Japanese

reading habits, so that students can skillfully use the reading methods and strategies they have learned.

VI. CONCLUSION

“A learning process that has no output driving will have limited acquisition efficiency even though there is high-quality output.”¹ It is also suitable to that the learning effect is very limited without the output as the guiding in the Japanese reading teaching even if there is rich and reasonable reading output. To be guided by ability output, teachers must not only focus on the result of ability output, but also the process of ability output. In the design of Japanese reading course, Japanese ability output is used as the guide to clarify the connotation structure of Japanese reading ability, set scientific and reasonable teaching objectives, determine the Japanese reading teaching content that is consistent with the teaching objectives, choose an effective Japanese teaching method, design a comprehensive multi-angle teaching evaluation, and pay full attention to the process of Japanese reading output.

The design of Japanese reading course is not a one-way model from goal to evaluation, but a sustainable cycle process that needs to return to the teaching objectives again based on the evaluation and feedback of teaching activities. The design of Japanese reading course guided by Japanese reading ability is the first step to improve Japanese reading ability of Japanese learners. The application of Japanese reading course design in specific teaching practice needs the support of teachers and teaching resources. On the basis of the design concept and content of Japanese reading course, in the teaching practice, it remains to be explored and studied in the future on how to build teaching resources that meet learners' level in line with specific teaching conditions and cultivate stable and high-level teaching team.

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