

# The Influence of Animation on Japanese Course Selection for Teenagers

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## ABSTRACT

With the increasing popularity of Japanese animation, the number of Chinese teenagers in foreign language high schools who choose Japanese electives has increased proportionally. In order to study how animation promotes Japanese learning tendency, this article elaborates specific development processes from three aspects, including how animation attracts teenagers, how the interest of animation is transformed into motivation for learning Japanese, and how to improve the level and cognition of Japanese learners. By analyzing the personality, hobbies, and interest formation characteristics of teenagers, especially middle and high school students, it explains in detail how animation promotes the process of Japanese learning motivation, and finally puts forward constructive ideas on improving the quality of education and the management and control of animation value.

**Keywords:** *Animation, Japanese course, teenagers*

## 1. INTRODUCTION

In this era of Japanese animation gradually changing from a subculture to a relatively mainstream culture, more and more middle and high school teenagers have begun to choose Japanese as an important group that Japanese learners cannot ignore. In the current research, most scholars start with the influence and promotion of a single animation on Japanese learners, or pay more attention to the driving factors of university Japanese majors. However, few studies have systematically analyzed how middle and high school students, who are both a growing group of Japanese learners and fans of animation, affect their Japanese learning because of animation. The research is interpreted from three aspects. Firstly, through a combination of the description of the artistic charm of animation and the age characteristics of the high school students themselves, the source, prerequisites, and triggering media of animation are deconstructed. Second, the influence of animation love on Japanese learning is explained by dividing direct and indirect reasons. On the one hand, a direct analysis of the role of animation itself in promoting Japanese learning is conducted. On the other hand, indirect analysis of the growth of interest in Japanese is based on the friendly cultural atmosphere formed by animation and the unique new social circle. Thirdly, based on the limitations and negatives of animation content, the existing problems and corresponding solutions were put forward from the education and cultural departments respectively, aiming to improve animation's ability to learn and supervise Japanese, and to have a high level of shaping. Adolescent Japanese learners with proficiency and correct value orientation.

## 2. LITERATURE REVIEW

In some studies, the purpose is to explore whether animation can be an effective method of language learning. [1] Or through a stratified sampling survey to explore the influence of animation on the choice of university Japanese majors. [2] From the educational point of view, some studies have analyzed the cultural factors of animation in Japanese learning and how to apply them to improve teaching quality.[3,4] In the specific practical application, based on the case of combining animation and Japanese innovation, explore how to transform hobbies into learning motivation. [5]

## 3. THE REASON THAT JAPANESE ANIMATION APPEALS TO CURRENT CHINESE TEENAGERS

The influence of Japanese animation on Chinese teenagers is the inevitable outcome caused by the outstanding quality performance of animation and the related characteristics of the youth themselves. The two factors fit together as cleverly as gears where they are needed.

### 3.1. *The Mature Quality of Japanese Animation in the Whole Industry*

Japanese animation has experienced many years of development, has become a pillar of the entertainment industry. Therefore, it has full advantages in group coverage, plot design, and artisticity.

Japanese animation group coverage is very wide in all ages and hobbies have their audience in Japan. It has created many creative works on topics of interest to teenagers and adults, like campus and fantasy, while other countries have paid more attention to the animation of young children. For example, China's Ministry of Culture in the 1950s has stipulated the policy that art films are for children, which means that the educational significance is stronger than its artistic significance.[6,7] Thus, these politically oriented works are hardly attractive to mature students. These highly exploratory subjects, novel settings, exquisite characters make a shocking effect on repressed Chinese teenagers.

Japanese animation script plot design has the same expandability of literary and artistic works. Most excellent animation themes, just like literature and movies, not only have twists and turns of bizarre stories but also reflect profound philosophical reason. Take "ONE PIECE", a famous Japanese animation, as example, unlike China's Utopian children's ideal, it will nakedly show the darkness and injustice of the real society in front of the ideal to bake in the blood and tears of the ideal constantly pay the pursuit, more reflect the realist growth process. Its cinematic design has the ability to impress people, so that people can use it as their own view of life enlightenment guidance or life flavoring rather than a monotonous linear narrative like other animation.[8]

Japanese animation in the aesthetic design has a unique way of expression. Unlike the above mentioned, animation can break the boundaries combined with various elements to form a surreal aesthetic. For example, the animation can let the beautiful schoolgirl raised hundreds of pounds of large knives brandishing. It invalidates the law of balance of reality to blend ultimate violent aesthetics. Besides, It can make the character's tears, and even the arc of hair and other details in accordance with the aesthetic extremes to perform without physical principles. All in all, the Animation switches between dynamic and static pictures to express emotions and feelings by using any way for the acme of aesthetics.

### ***3.2. Contemporary Teenagers' Personal Characteristic***

Teenagers are in the so-called more advanced period of "eight-grade-syndrome", a strong, unfounded stage of self-centered fantasy, like assuming themselves as the agent in the dark world of magic. And the surreal space built in the animation is also just in line with their unconsciously exotic world, thus visualizing the incomplete dream in order to meet the strong need for identity. Therefore, he will make teenagers have a strong yearning and affinity to immerse their sensory organ into sense of reality and empathy, which is evoking the perceptual sympathetic response. Eventually, after enjoying this artistic feast, they will feel a strong drop in comparison to the tedious life of reality, forming the emotional foundation of passion of animation.

Besides, increasing animation sub-cultural groups deepens the identity and form a new unique circle of culture, like idolaters of celebrities. Obviously, Participating in a group can feel a sense of belonging and specific edification. A class of high-school students in China will include different group of networks determining by the hobbies, such as sports, animation, and pursuing stars. Students in animation group may strengthen their cohesion against other culture. During these process, They tend to spontaneously form an illusory anime loyalty to defend their wonderful dreams, enhancing the viscosity of animation.

## **4. THE PROCESS THAT AFFECTION OF JAPANESE ANIMATION EVOLVES INTO ORIGINAL MOTIVATION OF LEARNING JAPANESE**

The driving force of Japanese learning of high-school students is mainly due to both direct and indirect factors. The direct factor is that it serves as a pathway for a better animation appreciation experience. The indirect factor is that they are interest of the special Japanese culture demonstrated by the content of animation.

### ***4.1. Direct Factors Arouse and Deepen the Learning Interest***

To begin with, continuous feedback in animation appreciation is the most important reward in the learning process. Every time teenagers learn some new conversational vocabulary or grammar, if there is a new place that the knowledge are applied in animation, they will be pleasantly surprised and elated because it can prove to be effective learning and thus deepen their memory. When their new knowledge is constantly verified, the happiness it brings continues to promote more learning, slowly forming a positive cycle, which can greatly improve the enthusiasm and efficiency of learning. Many other second foreign languages lack the relevant sustained motivation, and Japanese has a great advantage among high school students because of its unique cultural output. Furthermore, because of the deep love of Japanese animation, some learners are eager to learn more about those behind the subtitles in order to easily read the emotional transmission of animation. For example, some people want to be able to fully integrate into the animation illustrated by the environment, and the simplest way is to be able to master the language in their dreams to understand the potential cultural background or source which created it. And some of people may want to explore the plot behind through the original novel or comics without translation. Thus, these learners always have reasons which is direct for animation itself to suppose their introduction.

Eventually, although there are indeed some people who do not have sufficient motivation to actively understand the

original context of the animation, but only through subtitles. But in the imperceptible process, they will always use the character's body language, facial expressions, and even the atmosphere of conversation to understand its specific contextual meaning and atmosphere of use. So when they start to understand and learn Japanese due to reasons other than animation, they will increase their interest in learning because of the daily vocabulary they have learned from watching animation, and even speed up the learning process.

#### ***4.2. Animation Indirectly Affects Learning Willingness***

Initially, due to the gradual rise of the Japanese animation community, animation and Japanese culture have gradually broken the original circle, changed from a niche culture to one of the mainstream cultures, and began to attract new people. At the same time, along with the prominent role of Japanese animation as a pioneer, while driving animation-related industries (such as music, novels, manga), it also attracts more attention to Japanese music, folklore, culture and fashion. Among the young people in China, Japanese pop culture has also become one of the new mainstream cultures in China. This means that more and more young people are interested and even enthusiastic about this culture. Thus, Based on the above-mentioned facts, it can respectively analyze how the emerging culture affects people's behaviors and concepts in social circles and cultural atmosphere to get the indirect influence of animation on Japanese learning.

people with special skills are more likely to be popular in social circles. Because they always explain some unfamiliar concepts to show the richness of knowledge. Obviously, when the aspect of possessing skills is popular at the moment, their skills have more opportunities to show. Therefore, more people believe that people with skills are cool and different. Generally speaking, young people who like Japanese culture and master Japanese are not many, but they are usually the most watched social stars among them, which also attract a lot of people's attention. Based on the desire to show their different characteristics and the desire to be popular, more and more people may start to be willing to contact and learn Japanese. Because once there is a certain foundation in Japanese, people will be able to interpret the advance information and plan sheets posted by the original author on social media, and even read the original novels to obtain more relevant information. When people are interested, they will be more inclined to ask you, which creates a certain sense of worship. Especially young people usually have more enthusiasm for the cultural circle they identify than ordinary people and may have a greater degree of psychology of wanting to be paid attention to. Therefore, in this regard, young people are more likely to learn Japanese because of social circles.

The huge industry formed due to the development of Japanese animation and the attention to Japanese culture

brought about by it has constituted a cross-cultural and cross-regional Japanese cultural harmony atmosphere. In such a social atmosphere, the dissemination and attractiveness of animation and its cultural derivatives have been strengthened invisibly. Therefore, relevant websites and forums are gradually formed to discuss content related to Japanese culture. These platforms explain why cultural communication and mainstream cultural display are the best medium through commentary interaction, multimedia interaction, and even offline exhibitions. These communication methods are also the main ways for young people in the new era to understand the outside world. Through this aspect, this subculture can penetrate and spread at a rapid speed, capturing the hearts of young people one after another. They may gradually understand and fall in love with animation through exquisite animation works, sweet music, or even introductions by friends. This effect increases exponentially. All in all, a gradually expanding and friendly community cultural atmosphere can attract more people's attention, and even achieve the same results through its derivatives, such as music. Among them, Japanese is obviously the cornerstone and symbols for further understanding of these cultures. By expanding the base of Japanese animation enthusiasts, it will naturally increase the number of Japanese learners.

### **5. MEASURES TO IMPROVE THE LEVEL AND COGNITION OF JAPANESE LEARNERS**

Based on the influence of Japanese animation on the Japanese learning tendency of Chinese young people, China should also provide guidance and innovation at the school teaching level to promote cultural exchanges and the learning of minor language specialties. At the same time, because there are indeed value-oriented pornographic and violent animations in addition to exquisite animations, the national television and broadcast regulatory agencies should also reform and promote animation control and classification, and find ways to avoid adverse effects on young people. The following will make suggestions in terms of Japanese education and animation management and control.

#### ***5.1. Organic Combination with Animation***

In addition to the profound visual and auditory impact and entertainment effects, animation also assumes the role of information dissemination and education. The impact of animation on Japanese learning cannot be ignored. In the animation plot, a very natural language environment is created, which directly shortens the distance between knowledge and practice, and can even return to the best conditions of one-on-one instruction by word. Therefore, such excellent learning materials should not be ignored in Japanese education.

In the primary stage of Japanese learning, a solid foundation of Japanese comprehension should be laid, mastering the characteristics of language use, and shaping the foundation of expression and comprehension, which are extremely important in language learning. The language intelligibility hypothesis put forward by American linguist Stephen Krashen is an important research result of modern second language learning, that is, the key to improving learning efficiency is to make learners understand and receive foreign language information.[9] Therefore, through investigations, it is found that the participation of most animations now has a significant improvement effect in the introduction of Japanese, especially in listening and speaking. Based on this, Japanese animation also needs to compile and modify consciously, plannedly and targetedly, adopt a summary type method to select the most influential and effective clips, and use the content of each learning unit actively in teaching. At the same time, Japanese teachers should also use Japanese animation as a necessary learning material for in-depth research and discussion, and assist each other, modify or even import the content of the corresponding teaching materials. Create a replicable Japanese learning model, combined with the actual all-round creation of a language environment of online and offline education, will be more conducive to Japanese beginners to begin to understand Japanese and its language characteristics and foundation

During interviews in Guangzhou Foreign Language School, Japanese teachers mentioned that animation teaching plays an essential role in the primary stage. But at the advanced stage it is not so. It is due to the limitation of daily conversation. As advanced learners, they should switch from anime with less information to books and writing in Japanese with more difficult information and more concentrated information. Because, in the advanced stage of Japanese learning, relative to the elementary stage, students have mastered the sensory experience and basic context understanding required for introductory learning, so advanced learning also requires more targeted teaching.

### ***5.2. The Control of State Agencies Over the Negative Impact of Animation***

Japanese animation is an art form that reflects reality and author values. Therefore, there must be many harmful value orientations, including violence, pornography, and gore. For example, some of the animations include pornographic clips of underage girls, violence in gang life, and displays of campus bullying. This has a huge impact on young learners. It not only develops rude and improper language habits in language learning, but affects his moral concepts. Japan's social values and grievances about social issues are implicitly conveyed to Chinese youth through animation.

National Radio and Television Administration, China, and education departments should work together to introduce a certain grading system, and carry out certain controls

according to the levels of children, young people, and adults. Real-name facial recognition is adopted on all animation websites to strictly control the identity information of viewers. It avoids making young people whose values are not mature enough to receive the influence of bad information, at the same time avoids controversial art forms across the board, and properly cultivating young people's critical awareness. As an educational institution, they should also recommend anime catalogs in minor languages based on their ages, and even develop online animation combined with animation courses for different age groups and Japanese proficiency levels to further promote Japanese learning and exchanges between China and Japan. Correcting the values of young people, properly introducing Japanese culture, avoiding cultural illusions, and adjusting grading measures are the basic elements of current animation control.

## **6. CONCLUSION**

The process of choosing Japanese for the adolescents of animation enthusiasts must first form a love of animation, and then be transferred to the interest in Japanese by animation or its derivative communities. It emphasizes the role of third parties as educators and regulators in this process. Among them, the more prominent is the analysis from the perspective of the active and the passive. For example, in the charm of animation, it should consider both the art of animation and the characteristics of the audience itself; The promotion of animation in Japanese should analyze the Japanese language of animation. Generating attractiveness also considers the role of community culture in the development of animation; The last chapter includes the implementation efficiency of animation teaching, and the supervision of material selection. However, there are many loopholes, such as failure to analyze the possibility of liking Japanese for other reasons or reverse reasons, the drawbacks of animation for Japanese learning, the lack of experimental comparison data and specific measures in education control. The later period will be improved by investigating local high school teachers and historical data.

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