

# An Exploration of How to Import Japanese Classes at University

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**Abstract:** With the continuous advancement of China's education reform and the influence of economic globalization, university foreign language teaching in colleges and universities has also attracted much attention. As Japanese is an important language tool, the number of students offering university Japanese courses for non-majors has continued to increase in recent years. Combining the learning characteristics of Japanese students in universities, stimulating their interest in learning through diversified and effective teaching methods, and improving learning results are also issues that teachers constantly think about in their daily teaching activities. This article explores effective teaching methods and methods around the introduction of Japanese language in university classrooms, and hopes to make some feasible suggestions for the research of university Japanese language teaching.

**Keywords:** University Japanese; Teaching methods; Import

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With the continuous development of Japanese language teaching at universities, the number of non-major students who choose Japanese as a foreign language subject in the college entrance examination continues to increase, and in addition to students who choose Japanese in foreign language subjects in the college entrance examination and individual students who study Japanese on their own due to personal interests before entering university, students who generally take Japanese at universities have zero language foundation, so it is especially important for students who are beginning to study to stimulate students' interest and skillfully carry out teaching. In addition, due to the difference in the amount of class hours and the investment of study time after class compared to Japanese language students in universities, some students have insufficient review after class, independent reading, listening and speaking practice, etc., and the comprehensive ability of listening, speaking, reading and writing is relatively weak, which brings certain difficulties to foreign language teaching and learning. Therefore, the teaching method in the classroom is very critical, through the teacher's careful lesson preparation, organize rich classroom activities, highlight key and difficult points, make the teaching process logical, etc., can better stimulate students' interest in learning and deepen students' understanding of language knowledge.

It is generally believed that classroom teaching activities are divided into six stages: prompt learning objectives - introduction - basic exercises - application contact - classroom practice - confirmation review. Among them, introduction refers to activities that stimulate students' interest in the next learning project and promote students' understanding of the form and meaning of the learning content, which is very important in the teaching process. In this article, introduction refers to the teaching activities carried out to prompt learners to new vocabulary, sentence expressions, grammar, etc., and let them understand the learning items. This article explores how to introduce Japanese language in university classrooms, combining examples of vocabulary, sentence patterns, and grammar.

## 1. Import method

There are many import methods used in language classes, but the following methods are used in current university Japanese classes.

### 1.1 Use pictures and cards

In the beginner stage of N5 level, that is, the general level of university Japanese students, they know less vocabulary, and importing pictures can make it easier for students to understand, which is a very intuitive and effective method, often used in the learning of vocabulary and sentence expression.

## 1.2 Drawing instructions

Some sentence expressions are also suitable for drawing for import. Although the form is very simple, it is direct and effective, allowing students to initially understand the expression and its time span, and paving the way for a deep understanding of the meaning of verb continuum and mastering the use of verb continuum.

## 1.3 Body language combined with physical objects

The vocabulary and expressions learned in the introduction to Japanese at university are relatively simple, and many of them can be demonstrated by the teacher's collective language and actual objects. For example, in the study of directional verbs such as indicative pronouns, sentence patterns expressing distance or position, giving and receiving verbs, and coming and going, body language can be combined with physical objects to promote students' understanding.

## 1.4 Interact with students

Interactive Q&A with students to gradually introduce learning content is also a frequently used introduction method, which is suitable for the development of various topics. For example, when learning sentence patterns that express interests and hobbies, asking students to ask about their hobbies or family and friends is not only a topic of interest to students, but also close to life, which is convenient for expanding the content of the conversation.

## 1.5 Set the scene for explanation

The method of introducing teachers to set scenes for illustration is also commonly used in Japanese language teaching at universities. This import method is more suitable for students who have a certain language foundation, not only limited to the teacher's personal demonstration, but also can find a student partner for conversation demonstration, and better import the context in which the sentence pattern is used.

These are some of the most common import methods in university Japanese classes, but the following are examples of the introduction of vocabulary, sentence patterns, and grammar.

## 2. Examples of vocabulary import

In the teaching of new words, departing from the traditional way of reading books and reading and explaining, the combination of pictures and words can be displayed one by one through PPT, which can enable students to understand the meaning of words more intuitively. You can also download word-related pictures on the teaching resources on the website and print them, and learn while using the pictures to enhance the fun of learning words. In addition, when learning the nouns of body parts, while pointing to the head, eyes, nose and other parts, playing related foreign language songs, demonstrating with the rhythm, or using some small games to import, you can make the introduction of vocabulary more three-dimensional and vivid.

In addition, when learning words, you can also combine the learned sentence patterns, use physical pictures or pictures on the PPT, and let students combine into phrases or sentences. For example, when importing the word of a country, you can use a common picture of the national flag, the teacher says the simple sentence pattern "This is China", and then changes the national flag to continue to say the sentence pattern, and after the teacher demonstrates it a few times, he can point to the national flag while asking the student "what is this", and guide the student to say the name of the other country. When students are more proficient in saying the name of the country, they continue to use pictures of the flag to learn the language of nationality.

In addition to the above forms, you can also prepare a variety of such pictures, put them in a box for students to draw by lottery, and then use verb-object phrases to express the drawn pictures. This practice is not limited to individual exercises, but can also be carried out in a group competition to increase students' participation and motivation in class.

## 3. Examples of sentence patterns and grammar imports

In grammar learning, the method of interacting with students and asking questions is often used, which is a very effective method in grammar learning.

The method of setting scenes for illustration is also often used in learning new sentence pattern expressions, such as in the study of existential sentences, teachers make their own location maps, let students use place words and existential sentences to describe the location of various places, deepen their understanding of the opposite place and promote students' proficiency. For example, in the sentence pattern import of "you don't have to do (what)", the teacher can show the picture, the picture is the weekend, and then say "you don't have to go to the company on the weekend", "you don't have to get up early on the weekend" and other sentences, so that students have a preliminary impression of the sentence pattern expression, and then introduce the form and specific connotation of the sentence pattern.

For example, when learning to give and receive verbs, you can use the items in the students' hands to ask two classmates to demonstrate mutual gifting, and the teacher will say "A gives something to B" and "B receives such and such an item from A" in combination with the board book, so that students can understand the basic sentence structure of giving and receiving, and practice the two verbs "send" and "receive". On top of this, other students can be asked "What did A give B?" "What does B receive from A", so that students can deepen their impression and initially understand the saying of the object granted.

As mentioned above, in the process of teaching Japanese at university, students will be more interested in learning the content and enliven the classroom atmosphere by fully grasping the current level of mastery of the student, flexibly using the above introduction methods around the daily topics and contents related to the student, and sometimes combining the necessary cultural background explanations, which also enlivens the classroom atmosphere, and lays a good foundation for students to communicate appropriately using Japanese expressions. At the same time, teachers also need to pay attention to the following points when preparing classroom activities for import. 1. Whether the example sentences are close to the student's life. 2. The sentences used in the introduction should not be too difficult for beginner learners, so as not to increase the difficulty of students' understanding. 3. Whether the sentence patterns used in the import are correct.

In language teaching, it is very important to be able to mobilize students' enthusiasm for learning, especially university Japanese students learn elementary Japanese, the number of vocabulary and sentence patterns mastered is limited, and a certain proportion of students with weak foundation are used.

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