

Research on the Integration of Language and Culture in University Japanese Education

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Abstract: This study aims to explore the integration of language and culture in university Japanese education. Through a literature review and empirical research, the importance of the close relationship between language and culture for effective Japanese teaching is analyzed. The study finds that teaching methods that integrate language and culture can promote students' comprehensive development in language proficiency and intercultural communication skills. This research provides guidance for curriculum design and teaching practices in university Japanese education.

Keywords: University Japanese education; Language and culture; Teaching methods; Intercultural communication skills

Introduction:

The integration of language and culture plays a significant role in university Japanese education. With the development of globalization, cultivating students' intercultural communication skills has become one of the key objectives of Japanese language education. Traditional language teaching emphasizes the mastery of grammar and vocabulary, but mere language proficiency alone cannot meet the complex and diverse demands of cross-cultural communication today. Therefore, incorporating language and culture into teaching methods has become a focal point in university Japanese education. This research aims to delve into the impact of the integration of language and culture on Japanese language teaching, exploring effective teaching methods and strategies to enhance students' language proficiency and intercultural communication skills.

1. Integration of Language and Culture in University Japanese Education

1.1 Setting Teaching Objectives

Setting clear teaching objectives is crucial in university Japanese education. The teaching objectives should aim to develop students' language proficiency and intercultural communication skills, while also emphasizing the integration of language and culture. Language proficiency includes skills in listening, speaking, reading, and writing, enabling students to communicate and comprehend Japanese fluently. Intercultural communication skills emphasize students' understanding and respect for the target culture, enabling them to adapt and respond to the communicative needs in different cultural contexts. By setting teaching objectives, teachers can better plan teaching content, select textbooks, and design instructional activities to facilitate comprehensive development of students during their language learning process. Additionally, teaching objectives should align with students' actual needs and future directions to enhance their motivation and learning outcomes.

1.2 Textbook Selection and Development

Choosing and developing textbooks correctly is crucial in university Japanese education. The selection of textbooks should consider the integration of language and culture to better meet students' learning needs. High-quality textbooks should contain rich cultural elements and provide diverse language examples and communicative scenarios to help students gain a comprehensive understanding of the target culture and master relevant language skills. Furthermore, textbooks should cater to students at different

stages and proficiency levels of learning while focusing on enhancing their intercultural communication abilities. Depending on specific teaching objectives and student needs, teachers can also customize and develop materials based on the chosen textbook to emphasize the characteristics of the target culture and establish connections with students' real-life experiences. Through careful textbook selection and development, students can access abundant learning resources, stimulate their interest in learning, and facilitate effective integration of language and culture.

1.3 Classroom Teaching Methods and Activity Design

Classroom teaching methods and activity design hold significant importance in university Japanese education. To promote students' language learning and development of intercultural communication skills, teachers should employ diverse teaching methods and design engaging classroom activities. For example, teachers can incorporate interactive forms such as group discussions, role-plays, and scenario simulations to stimulate students' participation and expression abilities. Additionally, introducing multimedia resources and authentic contextual materials like videos, audios, and news articles can provide real language input and communicative environments. Moreover, encouraging students to engage in cross-cultural exchanges, share personal experiences and viewpoints can enhance their understanding and respect for the target culture. Through such teaching methods and activity design, students will actively participate in learning and apply language skills while developing intercultural communication abilities through practice.

2. Evaluation of the Implementation Effect of Integrating Language and Culture in Teaching

2.1 Assessment of Students' Learning Outcomes

Assessing students' learning outcomes is essential in university-level Japanese language education. To accurately evaluate students' language proficiency and intercultural communication skills, teachers should employ various assessment methods and tools. This includes assessing oral and written tests, listening comprehension, reading comprehension, and writing skills. Additionally, teachers can assess students' overall competence and practical application through classroom performance, group projects, individual reports, and activities involving cross-cultural communication. The assessment process should focus on students' progress and personalized needs, providing specific feedback and recommendations to help students improve and continue their development. Furthermore, teachers need to ensure fairness and objectivity in the evaluation process, ensuring that assessment results accurately reflect students' true level and effort. Through effective assessment of students' learning outcomes, teachers can better guide their learning and provide targeted support for their learning paths and goals.

2.2 Evaluation of Students' Understanding of Cultural Elements

Assessing students' understanding of cultural elements is of great significance in university-level Japanese language education. To evaluate students' understanding and application of cultural elements, teachers can employ various assessment methods. These may include practical scenario simulations, cultural project presentations, individual writing or speeches, and group discussions. Through these assessment methods, teachers can observe students' utilization of cultural elements, depth of understanding, and awareness of target culture. Additionally, students' cross-cultural communication abilities, sensitivity to cultural differences, and respect are key areas of evaluation. The assessment results should consider students' oral expressions, written works, and participation, providing specific feedback and recommendations to help students improve and expand their understanding and application of cultural elements. Through effective student evaluation, teachers can better understand students' learning status, adjust teaching strategies, and provide personalized support to promote their cross-cultural learning and development.

2.3 Evaluation of Students' Improvement in Intercultural Communication Skills

Evaluating students' improvement in intercultural communication skills is crucial in university-level Japanese language education. To assess students' intercultural communication skills, teachers can utilize various assessment methods. This includes observing students' performance in cross-cultural communication activities, group discussions, role-plays, as well as written works and oral presentations. The focus of evaluation should be on students' cross-cultural awareness, intercultural communication skills, cultural

adaptation abilities, as well as their level of respect and understanding towards different cultural backgrounds. The assessment results should consider students' language proficiency during the communication process, cultural adaptation skills, and effectiveness of interpersonal interactions. Specific feedback and recommendations should be provided to facilitate students' further development. Through effective student evaluation, teachers can better understand students' growth in intercultural communication skills, foster their communication skills and confidence in diverse cultural contexts, and cultivate outstanding talents with a global perspective and intercultural awareness.

Conclusion:

Through this research, we have gained a deep understanding of the importance of integrating language and culture in Japanese language education at the university level for students' comprehensive development. In teaching practice, teachers should focus on cultivating students' intercultural awareness, understanding, and respect, while incorporating rich cultural elements into instructional design. Only by blending language and culture can we better meet students' practical needs and enable them to become outstanding professionals with a global perspective and cross-cultural communicative abilities. This research can provide guidance and inspiration for Japanese language education at the university level, promoting the organic integration of language and culture.

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