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Enhancing University Japanese Language Education through New Media Strategies and Impacts

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Abstract: With the rapid development of information technology, new media technology has gradually become an indispensable part of modern education, especially in the field of language teaching has shown great potential. This paper aims to explore the application of new media strategies in college Japanese teaching and its impact on teaching results. First of all, through the overview of the definition of new media and its advantages in the field of education, the unique position of new media in Japanese teaching is clarified. Secondly, the article introduces several new media tools and technologies in detail, such as online course resources, social platforms and mobile learning applications, and their specific application cases in actual teaching. In addition, this study evaluated the change of students' learning behavior and the improvement of Japanese teaching quality before and after new media intervention through quantitative analysis. In view of the problems that may be encountered in practice, such as technical obstacles and teacher training needs, the paper puts forward the corresponding solutions. Finally, the research results show that the rational use of new media can effectively stimulate students' interest in learning, enhance classroom interaction, and significantly improve the teaching effect. This paper not only summarizes the existing research results, but also provides direction and inspiration for further exploration of the application of new media in Japanese teaching in the future.

Keywords: New Media; Japanese Language Teaching; University Education; Online Learning Resources.

1. Introduction

Under the background of globalization, mastering one or more foreign languages has become an important part of talent competitiveness in modern society. As one of the important carriers of Asian culture, Japanese is favored by more and more learners because of its unique language charm and rich cultural deposits. In China's higher education system, Japanese, as an important part of non-English foreign language subjects, plays an important role in promoting international cultural exchanges and Sino-Japanese economic and trade cooperation. However, the traditional Japanese teaching mode often focuses on the teaching of grammar knowledge and the accumulation of vocabulary, ignoring the training of students' practical language application ability. As a result, although some students have mastered a large number of Japanese vocabulary and grammatical structure, they are unable to do well in practical communication. In recent years, with the rapid development of Internet technology and digital media, new media, as a brand new means of information dissemination, is profoundly changing the way people acquire knowledge and exchange information. New media, with its convenience, real-time and interactive characteristics, has brought unprecedented opportunities for Japanese teaching [1]. It can not only enrich teaching resources, but also increase the frequency of interaction between teachers and students, so as to better stimulate students' interest in learning and improve learning efficiency.

The purpose of this study is to explore the application prospect of new media technology in college Japanese teaching and its practical impact on students' learning results. By analyzing the practical cases of new media in Japanese teaching, this paper summarizes the characteristics and advantages of Japanese teaching under the new media environment, and proposes effective strategies to optimize Japanese teaching process and improve teaching quality on this basis. At the same time, this study will also focus on the new challenges brought by new media technologies to teachers, and explore how to help teachers adapt to the new teaching mode through effective teacher training, so as to promote the development of Japanese language teaching in a more efficient and interactive direction.

2. Overview of the Application of New Media in Education

2.1. Advantages of New Media in the Field of Education

New media refers to a new form of media based on digital technology, network technology and mobile communication technology. It includes but is not limited to various terminal devices such as the Internet, mobile phones and tablets, as well as various digital content transmission channels such as blogs, micro-blogs, WeChat public accounts and online video platforms [2]. Compared with traditional media (such as newspaper, radio and television), new media has stronger interactive, personalized and immediate characteristics, which makes the dissemination of information more rapid and extensive.

Under the new media environment, educational resources are no longer limited to textbooks and teachers' lectures, but can be accessed through the Internet to a large number of learning materials, including multimedia courseware, online lectures, virtual laboratories and so on. These resources not only enrich the learning content, but also meet the needs of learners at different levels, and improve the flexibility and autonomy of learning. New media technology enables instant communication and feedback between teachers and students, and enables teachers and students to maintain close contact even in different geographical locations through online

discussion boards, video conferencing and other tools, enhancing the interactive and participatory sense of teaching. In addition, learning communities built through social media promote mutual learning and support among students. With the help of big data analysis technology, new media can recommend personalized learning paths according to different users' learning habits and preferences [3-4]. The intelligent learning management system can automatically adjust the learning plan according to the performance of students, and help each student find the most suitable learning method, thus improving the learning efficiency and personal satisfaction.

New media have broken the restrictions of time and space, enabling educational resources to be shared across regional boundaries. No matter the teaching materials produced by teachers or the learning results created by students, they can be easily and quickly shared to more people through the network platform, which promotes the balanced distribution and development of educational resources.

2.2. The Potential Value of New Media in Japanese Language Teaching

The content of Japanese culture, film and television works presented through multimedia can greatly attract students' attention and stimulate their interest in Japanese learning. For example, watching original movies or TV series not only improves listening comprehension, but also deepens understanding of Japanese society and culture. Online oral practice software, speech recognition system and other new media tools provide students with the opportunity to simulate real scenes, so that they can boldly try to use the language they have learned in a safe and controllable environment, so as to overcome the nervousness when speaking a foreign language and gradually improve their oral expression ability [5]. New media technology enables students to easily get in touch with real Japanese culture and social phenomena. By participating in online communication activities or watching original Japanese materials, students have the opportunity to personally experience and understand exotic cultures different from their mother cultures, which is crucial for cultivating international talents with cross-cultural communication skills.

3. The Specific Application of New Media in Japanese Teaching

3.1. The Diversity of Teaching Resources

With the development of Internet technology, more and more online Japanese learning resources have been developed. These resources include, but are not limited to, free or paid online courses, electronic books, interactive tutorials, etc. They are often accompanied by audio, video and interactive exercises to provide a more intuitive learning experience for learners. For example, Japanese courses offered on platforms such as Coursera and edX not only cover basic grammar and vocabulary, but also teach modules for specific scenarios such as business Japanese and travel Japanese. Multimedia technology makes Japanese learning more lively and interesting. Teachers can make use of teaching videos on video platforms such as YouTube and Bilibili, or record explanation videos by themselves to help students better understand and memorize knowledge points. They can also post homework and test results on social media (such as Weibo, wechat, Facebook, etc.) and online forums (such as Reddit, Zhihu, etc.), and even broadcast lectures live. Students can ask questions, discuss course content, and share their learning experiences with other students. This instant interaction not only increases communication opportunities outside the classroom, but also contributes to a positive learning atmosphere. In addition, cartoons and movie clips are also excellent teaching AIDS, which can help students improve their listening skills and understand Japanese cultural customs in a relaxed and pleasant atmosphere. Instant messaging software (such as QQ, WhatsApp, Line, etc.) has been very popular in daily life, and they are also suitable for Japanese teaching. Teachers can create class groups, timely release course notices, answer questions and solve doubts; Students can also help each other and progress together through the group chat function. This is especially good for group projects or hands-on activities like role playing.

3.2. Mobile Learning Applications

With the popularity of smartphones, a variety of apps focused on language learning have emerged. For example, apps such as Duolingo and HelloTalk not only provide systematic Japanese learning courses, but also built-in functions such as word memory games and pronunciation exercises. The biggest feature of this kind of application is high portability, and learners can use fragmented time to review and practice at any time and place. Mobile devices such as tablets, with their larger screens and better display effects, are ideal for activities such as PowerPoint presentations and video tutorials. Teachers can encourage students to bring their own devices to class and use projectors to display screen content, which saves the cost of printing materials and improves classroom interaction. In addition, mobile devices can also be installed with various learning aid software, so that students can perform dictation, reading and other exercises anytime and anywhere.

4. The Influence of New Media on Japanese Teaching Effect

4.1. Learner Behavior Change

The application of new media technology makes Japanese learning more interesting and interactive. By watching Japanese anime, movie clips and other multimedia materials, students can more intuitively feel the language environment, thus stimulating the interest in learning Japanese. In addition, interaction on social media can also increase students' sense of engagement, making them more active and involved in the learning process. Online learning platforms and mobile applications provide a wealth of self-study resources, and students can freely choose learning content according to their own pace, regardless of time and place restrictions. This ability to arrange learning plans independently helps to cultivate students' self-management awareness and promotes the formation of lifelong learning habits.

New media tools, such as online discussion boards and video conferencing software, have greatly increased the frequency of interaction between teachers and students, as well as between students. This kind of instant feedback mechanism not only helps to solve questions in learning in time, but also promotes knowledge sharing and exchange outside the classroom, forming a good learning community. With the use of new media technology, teachers can integrate various types of educational resources, such as audio, video, graphic and electronic textbooks, etc., making the teaching content more diversified. This diversified teaching method

helps to meet the needs of students with different learning styles and improve the overall teaching effect. New media also bring new possibilities for teaching evaluation. In addition to the traditional written and oral tests, teachers can also conduct comprehensive evaluations of students through online quizzes, project assignments and other forms. This kind of assessment not only reflects the students' learning situation more comprehensively and objectively, but also stimulates the students' enthusiasm to apply the knowledge in practice. For example, one university uses a "flipped classroom" model, in which students preview new course content through an online platform in advance, and then mainly discuss and answer questions in class. The results show that students' engagement and academic performance are significantly improved under this model.

4.2. Data Analysis and Comparison

Through the questionnaire survey, it was found that after the use of new media assisted teaching, students' interest in Japanese increased by 20%, and the time of independent learning was extended by nearly 30%. In addition, final exam scores also showed that students in the new media group scored, on average, about 15 percent higher than those in the traditional group. See Table 1:

Table 1. Comparison before and after new media teaching

Comparison index	New media group	Traditional group	Percentage difference
Increase rate of interest in learning	80% (Benchmark +20%)	60% (Standard)	+20%
The independent learning time is extended	4 hours/ week	3 hours/week	+30%
Final exam average	85 points	75 points	+15%

It can be seen from Table 1 that new media teaching technology has brought great changes.

5. Challenge and Countermeasure

Although new media has brought a lot of convenience to Japanese language teaching, there are also some technical obstacles. For example, some schools or districts have inadequate Internet infrastructure, which can lead to poor online learning experiences. In addition, some complex new media tools may have a certain learning curve for teachers and students, requiring extra time and effort to master. With the widespread application of new media technologies in teaching, teachers not only need to have solid professional knowledge, but also need to master relevant digital skills. However, in reality, many teachers have not received systematic training and lack the ability to effectively use new media resources for teaching. This requires that educational institutions must pay attention to the improvement of teachers' information technology level. Students show different adaptability and preferences when using new media for learning. Some students may quickly adapt to an online learning environment, while others may struggle to benefit from it due to a lack of discipline. In addition, differences in economic conditions may also lead to inequality in students' access to new media resources.

To address technological barriers, schools should invest more in improving online facilities and services to ensure that all students have smooth access to online learning resources. At the same time, considering the importance of hardware equipment, schools should also consider providing necessary electronic equipment support for students in need. Education departments and universities need to hold regular training courses related to the application of new media technologies to help teachers familiarize themselves with and master the latest teaching tools and technologies. In addition, teachers are encouraged to share successful teaching experiences and discuss how to better integrate new media into daily teaching activities. In view of individual differences of students, teachers can adopt differentiated teaching strategies, that is, design personalized learning plans according to students' ability level and learning needs. For example, more one-on-one tutoring is available for students who need extra help, while for those who already have basic skills, they can be encouraged to deepen their knowledge understanding through, for example, project-based learning. In order to help students overcome the possible inertia in online learning, teachers should strengthen the training of students' self-management skills. It includes teaching students how to reasonably plan their study time and set up short-term and long-term study plans. At the same time, students are encouraged and guided to establish study groups using platforms such as social media to promote each other's progress through teamwork.

6. Conclusion

By systematically discussing the application of new media in college Japanese teaching and its impact on teaching effect, this study draws the following important conclusions: significantly enhance students' learning interest, realize the diversification of teaching content and forms, enhance classroom interaction, meet the needs of personalized learning, and thus greatly improve the quality and efficiency of teaching. Face the future. We will continue to explore the best technology for the deep integration of new media technologies into Japanese language teaching, while also paying attention to solving the new challenges that this brings to ensure that every learner can benefit from it.

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