

Research on Improving Japanese Language of University Students in The Application of Modern Teaching Techniques Today

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Abstract

This article has investigated the potential of applying modern techniques including video games and movies in foreign language education in general, especially in Japanese language education, and analyzed two important roles. Increasingly developed teaching techniques allow the education industry to apply technological devices to make learning activities of learners more flexible, effective and quality. And especially in the complicated situation of the epidemic, the application of information technology to learning has created a huge turning point in the education industry. The article uses quantitative research methods and qualitative research, through previous research results and survey results, the numbers are selectively compared. Then, based on the results of the study of students' and teachers' views on video games, movies, and Japanese language education in today's era, a number of proposals are made to identify the issues raised. to confirm the main role of these methods. gave an overview of video games and movies. Research results show that the ability to use video games and movies to learn foreign languages has a certain appeal and its role in improving foreign language proficiency is clearly discernible.

Keywords: foreign language, modern techniques, education, Japanese language

1.Introduction

The media entertainment industry is one of the largest industries today, with an estimated market value of over \$2 trillion compared to its global market share. Among them, video games occupy the second place.

Nowadays, video games are not a strange concept for those who like to play games. Even those who have used little or no video games know something about this type of media entertainment. According to Lazar (2015), video games can easily be understood as games that can be played for entertainment on audiovisual devices such as computers and telephones, or devices for this purpose called consoles. In just half a century, video games have grown to the point where it's hard to remember who was initially so primitive and simple (Burden, 2004).

Vietnam is actively internationalizing, the demand for foreign languages is increasing, especially for young people. With the great development of science and technology, today, in addition to the usual foreign language learning methods, there are many other foreign language learning methods born to meet the

needs of many learners. Learning Japanese is no exception (Fewell, 2010).

The fact is that learning Japanese is becoming as popular in Vietnam as English. The reason for learning Japanese is because there are many people who are influenced by Japanese culture, besides there are also those who find a great need at the time of employment. Video games and movies also play an important role in the spiritual life of young people. The extremely rapid spread of these two types of entertainment has attracted the attention of many researchers around the world. And in recent years, much research has been done on the hypothesis of using video games and movies to learn foreign languages (Lv, 2016). These studies suggest that the benefits of movies and video games can apply not only to entertainment but also to language learning, however there is little empirical research on the subject (Hong Nam & Leavell, 2006).

According to the Ministry of Planning and Investment (2021), Japan has over 3,400 foreign direct investment projects in Vietnam with a total registered capital of nearly 44

billion USD, is the second-largest consulting partner of Vietnam, has deployed in 19 fields such as manufacturing company with 1,568 projects, real estate business 58 projects, production, distribution, electricity, gas, water 14 projects. The number of businesses investing in Vietnam is increasing day by day, leading to an increase in Japanese customers, so they need to recruit staff who know Japanese to be able to support them in many jobs.

2. Literature review

The improvement of language is related to the application of the game, when participating in the game, the user has been provided with a certain common language and especially video games. It poses theoretical and practical and academic challenges. Elements of video games can contribute to the success of lessons using video games as instructional materials. Through experiments on the English listening ability of language learners, the participants concluded that they think they can completely improve their English listening ability and learn English through courses. Learn English based on video games (Hoi, 2019).

Moreover, through empirical research, not only learning a foreign language through movies in a foreign language but also watching movies in the language they are learning will greatly motivate learners. In addition, the activity of Japanese comics and films in Japanese language education at universities has the effect of attracting students' attention and enhancing their understanding of foreign cultures. It is believed that learners can achieve the highest efficiency in foreign language learning especially through communicative foreign language teaching (CLT), which is currently considered the future of foreign language education. Comparing video games and movies with current foreign language learning methods, educators found that video games and movies can meet the four criteria researchers put forward in order to improve a language. In addition, scientific studies are used to demonstrate that video games and movies affect students' general foreign language ability, especially Japanese proficiency (Lv, 2016).

In fact, the human brain remembers less textual information than visual information, and many students attribute this to the difficulty of remembering vocabulary. Memory technology by combining visual information and textual information, can absorb new words faster and remember them for a longer time.

And the strength of movies and video games is that they can convey both textual and visual information at the same time (Hong Nam & Leavell, 2006).

Intensive reading is also a reading comprehension activity that improves vocabulary, grammar, and search by reading academic articles and sentences in class. Extended reading comprehension improves reading fluency and helps you get information quickly. And, in a video game, this reading, extensive reading can be satisfied (Gosmanovna Ibatullina et al., 2019).

A person's ability to hear depends not only on hearing, but also includes factors such as the context of the dialogue, tone of voice, and body language. Movies can meet all of the above factors, helping students easily grasp the information they hear (Burden, 2004).

3. Methodology

In this research, the target audience identified here will first be students, the research methods used are quantitative and qualitative research methods. The survey is conducted through social networking tools such as Facebook, Zalo, and Gmail to give the most appropriate and accurate survey results. The information is then analyzed and supplemented with the writer's arguments, research and analyze the objective and subjective causes, from which there are suitable solutions.

4. Results and discussion

Like movies, video games have various contents and types, and are suitable for a wide range of users. There are many different species in video games, in which, video games have become an integral part of the youth's spiritual life, thanks to the ability to create many colored virtual spaces and recreate attractive stories through realistic images and vibrant sounds (Fewell, 2010).

It is this great influence that has extended video games not only to entertainment but also to many other fields. For example, in the medical field, regular video games have been shown to stimulate brain activity, help older people fight dementia, and help lonely people fight depression (Balliu, 2017).

However, movies are visual arts that simulate experiences such as telling ideas, stories, perceptions, sensations, beauty, and atmosphere with images recorded or programmed with other sensory stimuli

(Taguchi et al., 2019). When it comes to movies, people also mention the Japanese film industry, which has a history of over 100 years. Anime is a popular culture that is popular not only with young Japanese people, but with most adolescents around the world. In Japan, animation is used as a term to refer to all animations in the world, but many English dictionaries define it as animation style developed in Japan (Hashimoto et al., 2017).

The more modern our lives are, the more we are dominated by the mass media. Today, the mass media system plays an important role in the formation and expression of public opinion. However, the influence of the mass media varies greatly depending on the differences in

social status, class interests, psychological factors, consciousness, and frequency of use. Popular culture, which is greatly influenced by the mass media, has the same effect on society (Hoi, 2019).

Video games are a type of entertainment that relieves stress and is enjoyed by users. It can also increase knowledge capital, improve reflexes and logical thinking, and expand into communication, making friends, and relationships. In addition, you can experience empathy for game characters through game missions and events, and express empathy for other gamers' real-world stories (Hong-Nam & Leavell, 2006).



Figure.1: Average game time per person per week

The average person plays video games for 8.45 hours a week (Figure 1). This is a number that experts consider to be higher than usual. However, in some countries, this number is out of control. According to Figure 1, the average weekly playtime is 12.39 hours and 10.16 hours for China and Vietnam, respectively, making them the two major powers. It is not surprising that the situation of "game addiction" in these two countries is very serious (Turnbull, 2018). Like video games, movies are one of the key factors that can affect the personality and psychology of teenagers. A humane movie makes people kinder and in harmony with others. However, there are still parents who do not know or care about this issue. Parents who

already know the impact of movies on their children are wondering which movie to show to their children. They know that there are interesting movies that help children grow up healthy, but there are also movies that hurt children (Ogunniyi & Ogawa, 2008).

Talking again about anime, the art of Japanese animation, is popular with many adolescents. Everyone knows that anime has no limits on the content or creativity that creators want to convey. In the age of the information technology boom, the positive and negative impacts of information technology on the educational environment are clearly inevitable. Foreign language training with the support of Internet technology has appeared in universities

and schools in many countries. Vietnam is an exceptional case. The use of techniques for lectures has become too familiar not only to young teachers, but also to teachers who have long been obsessed with the profession (Hashimoto et al., 2017). However, including video games in learning and education is still a very vague concept in Vietnam.

The first Japanese culture that people in the world come into contact with is manga and anime. Therefore, many people study this language because they are interested in them. On the other hand, those who decide to learn a foreign language always want to learn

everything related to that foreign language. The best way is to learn about the country's popular culture through movies, comics, music and more (Hoi, 2019).

It is generally said that, along with the nature of the game, the factors that make the game interesting have motivational results. Therefore, if the lessons can be completely converted into games in the classroom, the dynamism of students' learning will be enhanced. The concept of gaming can seem very simple, but it is very difficult to apply it to practical education (Burden, 2004).

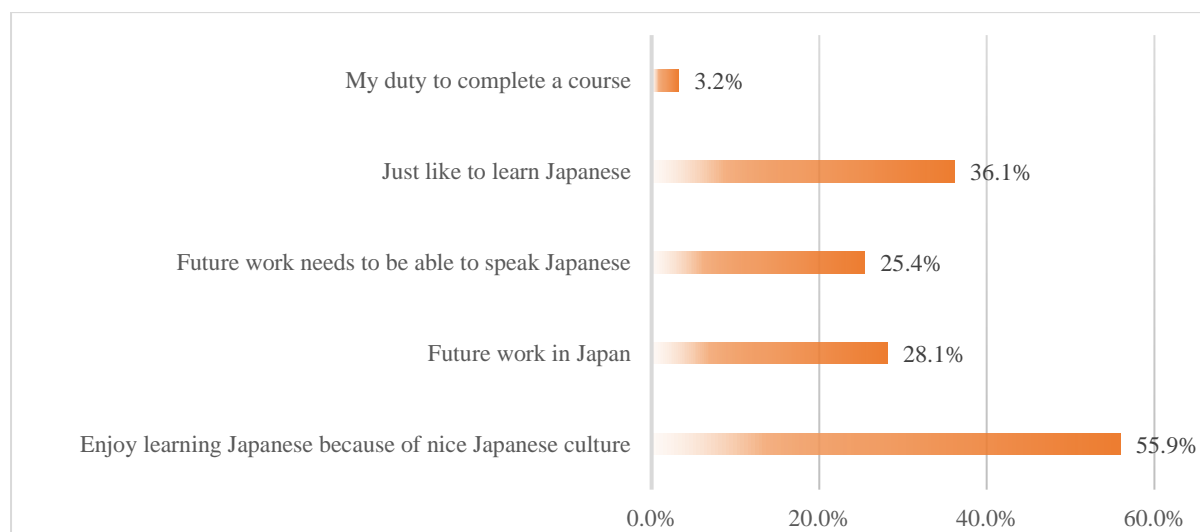


Figure. 2: Purpose of students learning Japanese

The statistics display average students learning Japanese. Overall, “enjoy learning Japanese because of nice Japanese culture” was the biggest rise of 55.9%, Followed by “Just like to learn Japanese” 36.1%. Furthermore “future work in Japan” witnessed the highest increase at 28.1% while the lowest increase could be seen at 25.4% and 3.2% “future work needs to be able to speak Japanese” and “my duty to complete a course” respectively.

There are many people who learn Japanese for their future career, some learn for their hobbies. Therefore, if the aspect of interest can be applied to learning, the learner's desire to learn a new language can be enhanced. Not only movies, but also video games attract the attention of young people. When asked about the degree of use of video games in a foreign language, few of students answered "well" and some answered "occasionally". It can be seen that the percentage of students using video games is also high.

Watching video games and movies as one of the methods of learning a foreign language, relying on the current methods of teaching and learning a foreign language may be the basis for proving this problem. One focuses on how students actively learn, the other focuses on the utilization process, and what benefits students benefit from, or "indirect learning." Therefore, it is very difficult to directly compare a normal learning method with a learning method using a movie or a video game. Surprisingly, however, there are popular foreign language learning methods that have much in common with the aspects of video games and movies (Hashimoto et al., 2017).

In reality, there are various methods. Among them, there are two methods that teachers use most in the process of foreign language education, called traditional methods. They are the Grammar-Translation Method (GTM) and the Audio-Lingual Method (ALM). GTM is a method of learning grammatical rules and

applying them to translate from the target language to the native language and vice versa. However, unlike GTM, which focuses on students' literacy, ALM leads students to communication skills. The teacher shows the student a sentence written in full grammar and asks the student to repeat it until the student memorizes it. It is easy to understand that the above two methods are also developed based on grammar. In fact, it's not a mistake to focus on grammar. Students can correctly interpret the meaning of sentences and avoid incorrect information if they can acquire knowledge of grammar rules and vocabulary. This is very important for high precision work such as translating important documents and contracts.

Traditional foreign language learning concepts have focused primarily on learning grammar skills and memorizing existing sentences and conversations in order to minimize mistakes. However, emphasizing pre-edited content in books makes students study mechanically (Gosmanovna Ibatullina et al., 2019).

5. Recommendations

To be able to speak a foreign language, students need to perfect their language skills. Improving an individual's foreign language proficiency is something that every foreign language student wants, but cannot be completed in a short period of time as described above. Language ability can be divided into various sub-skills. When speaking and writing are used, students not only act, but also make the sounds of spoken language and symbols in sentences, so they are called active skills.

Japanese has long been considered one of the most difficult languages in the world, it takes three times as long on average as European languages, and even native speakers of Japanese find it difficult (Ogunniyi & Ogawa, 2008).

Vocabulary is undoubtedly the biggest and unmanageable factor in any language you learn. Vocabulary is a dominant element in every aspect of a student's language acquisition process. Whether you want to improve your communication skills to interact with overseas customers or your translation skills in document-related work, you must first go through the process of improving your vocabulary. In addition, Japanese has an alphabet called Chinese characters. Each letter has its own meaning, and you can combine these kanji to create new words. Because of this complexity, vocabulary learning is one of the biggest obstacles to learning Japanese. In the classroom, students read and write many times until they memorize them in order to learn new vocabulary. However, this is an ineffective method, and all that is done is to force each word and each stroke to be memorized (Burden, 2004).

In general, knowing the mechanism of the brain is an advantage for improving memory, especially for memorizing vocabulary and knowledge in the process of learning a foreign language. Past studies have shown that the human brain receives raw information, and information in the form of letters is very poor and cannot be stored for the long term. Conversely, image information can be easily and quickly absorbed by the brain.

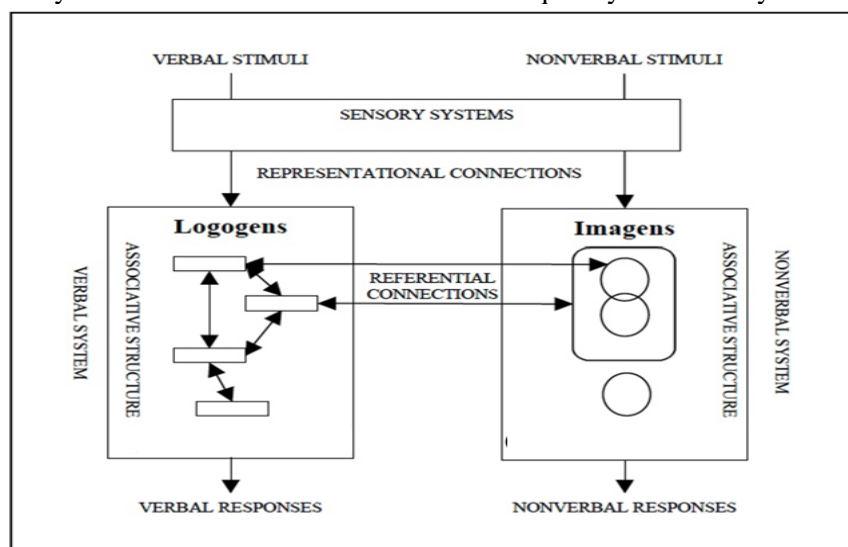


Figure.3: The process of receiving information

With the development of science and technology, the operation of audiovisual media in education has become more and more widespread, and the teaching method is gradually becoming the method of choice for many teachers. Movies with rich content not only arouse student interest, but also increase learning efficiency and create a lively atmosphere in the classroom. Although learning in the classroom is always interested in theory, it is not important for sociologists to understand each linguistic element accurately, communication skills are more important in society. The limitations of traditional learning methods are not unnatural in communication and language, and movies are one of the ways to overcome those limitations. Television gives students an understanding of how a language is actually used and a valuable awareness of the culture of that language (Abraham et al., 2018).

Film operations in language education are flourishing, but not all films are educational choices. For teachers who want to use movies in their lessons, it is great to keep in mind when choosing movies, as the choice of materials determines the quality of the effectiveness of education.

First, movies require a lot of dialogue. Currently, there are many movies that focus only on action and background, and there is less dialogue. However, teachers need to choose movies that have clear pronunciations, pronunciations, words, intonations, and expressions. Therefore, a suitable movie is an interesting movie to attract students, with lots of dialogue and not too fast.

Second, you should choose a movie that has simple content. The films selected contain positive content that reflects friendship, optimism, courage, and more. You should not choose horror or violent films so as not to adversely affect the student's psychology (Ogunniyi & Ogawa, 2008).

Equally important in choosing a movie as a teaching material is the length and difficulty of the movie. There is a limit to the class time, so you need to be careful about the length of the movie. If the movie is too fast or too long and boring, it will affect the effect. The difficulty of the movie dialogue also influences the speaking process. Therefore, it should be considered to select a movie of appropriate difficulty for students of different levels. Then, as the student level improves, teachers can choose movies

with faster, more complex content. And you shouldn't choose a movie that's too easy, it needs to be accompanied by special tasks so that students can continue to be interested in new knowledge (Turnbull, 2018).

Watching a movie is not the ultimate goal, so after watching it, the teacher should give some exercises. Exercises include filling in blanks, answering movie-related questions, and summarizing the content of the movie. This allows the learner to focus on the learning objectives and prevent inadvertent cases. Currently, listening activities are mainly for learners to listen to a problem and ask a simple question about the content of the problem. Learners feel bored and pressured for the method, while movies with entertainment elements allow learners to interact more gently with the teacher (Abraham et al., 2018).

Using movies for learning Japanese at school or in class is an interesting and effective method. Teachers need to alternate between traditional lessons and movies to increase student interest. This will make students more active in learning.

Learners can also watch movies at home to improve their foreign language skills. The advantage of watching a movie in class is that the learner can consult with his classmates and be taught by the teacher (Burden, 2004).

Choosing the right movie is the first and most important step. Learners need to choose a movie that is not too long. Especially for beginner and intermediate level learners, a movie that is long and contains a lot of difficult words will greatly reduce concentration and learning consciousness. In addition, learners should choose their favorite movie and watch it over and over again without getting bored. It's funny content, funny content, or a movie with a favorite actor.

Next, the movie should be divided into several parts. It allows learners to study more intensively, but still retains their interest. Learners can practice the short part many times and imitate the lines of the character so that they can speak Japanese more naturally and fluently. After seeing it, it is essential to review it in order to learn how to use the new vocabulary. Without review, learners quickly forgot what they had learned when moving on to the next movie (Ogunniyi & Ogawa, 2008).

For beginners, watching a movie without subtitles is almost incomprehensible and

difficult to absorb the knowledge of the movie. Intermediate and above learners do not need subtitles, but can memorize vocabulary longer than without subtitles. Subtitles help learners improve their language recognition, spelling, and memory. In addition, students find it difficult to distinguish spoken language boundaries, especially for unfamiliar words. Listening and reading the text at the same time helps learners distinguish between different words (Balliu, 2017).

Through various films, learners can accumulate knowledge about culture and society, acquire vast vocabulary, and understand how to apply them in real-life situations.

6. Conclusion

The more we want to improve our foreign language proficiency, the more knowledge we have, but with traditional learning methods through books, all students are not interested in further learning. As a result, many students want to experience other interesting ways to learn Japanese. The key to solving this problem is something that can motivate users and improve their foreign language proficiency. Technologies fully address these factors, therefore if we understand how video games and movies affect our foreign language proficiency and how they are used properly, we can apply these technologies in a suitable way. Each study member has different qualifications and abilities, and different study plans. Technology is an effective tool for learners to adjust content to their ability to absorb knowledge. Technology helps learners improve their creativity and thinking ability. Because learners will freely access many modern technologies, help learners to store sketches, creative ideas. Despite their immense abilities, students need to be clearly aware that this method does not completely replace the method of learning a foreign language through books. Unlike textbooks, the information that exists in video games and movies does not provide basic to advanced linguistic knowledge. Therefore, if you study a foreign language only in this way, you can not have a solid foundation of linguistic knowledge. To make good use of this new learning method, students and teachers need to develop an appropriate curriculum.

Conflict of interests

None

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