

The Enlightenment of Monitoring Theory on Japanese Language Teaching

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Abstract

Krashen's monitoring theory is the most influential one in the study of second language acquisition, and the core part of it is the language input hypothesis, which provides many valuable teaching implications for foreign language teaching and has been applied to the 21st century. At present, Japanese Teaching in China is facing some challenges. This paper will explore the problems existing in Japanese teaching and put forward some effective strategies to promote the development of Japanese Teaching in China. I hope these suggestions can bring some new thinking and improvement to Japanese teaching.

Keywords

Monitoring theory; Language input hypothesis; Japanese teaching; application.

1. Introduction

Krashen's monitoring theory is considered to be one of the most important researches on second language acquisition. It was put forward in the 1980s. Its five hypotheses are considered as its basis, namely (1) acquisition learning hypothesis, (2) monitoring hypothesis, (3) language input hypothesis, (4) emotion filtering hypothesis, and (5) natural order hypothesis. Among them, the language input hypothesis is considered to be the core part of the monitoring theory, which constitutes the core idea of this theory. Academic circles mainly focus on theoretical discussion, case study and teaching enlightenment.

Krashen pointed out that among the five hypotheses, the language input hypothesis is the most important in theory and practice. Krashen believes that only when the learner is exposed to "comprehensible language input", that is, the second language input slightly higher than the existing language level, and repeated, and can focus on the understanding of meaning or information rather than the understanding of form, can acquisition occur. Based on this idea, Krashen proposed the "i+1" formula. Among them, "i" represents the current level of the learner, "i+1" is the language level that the learner will reach in the next stage, "1" represents the transition distance between the current language level of the learner and the language level that the learner will reach in the next stage. Krashen believes that the ideal input should have the following four characteristics: comprehensibility of language materials, interesting and relevant language materials, sufficient input, and no grammatical programming.

At present, the teaching mode of Japanese major in most colleges and universities in China is still based on the traditional "reading" classroom teaching method. Due to the credit system reform, Japanese audio-visual and oral courses are reduced to one class a week. In the process of learning Japanese, if reading and listening are taught separately, it will have a negative impact on students' comprehensive abilities of listening, speaking, reading and writing. Many empirical investigations have also proved that the original teaching mode is far from meeting the needs of the society. At present, colleges and universities are exploring new teaching modes to cultivate interdisciplinary Japanese talents.

This paper reviews the current research on the core of the monitoring theory, namely, the language input hypothesis, and attempts to put forward some strategies on how to apply the language input hypothesis to the actual Japanese teaching.

2. Enlightenment of Monitoring Theory on Japanese Teaching in China

Section Headings

Gehuiling (2020) believes that the Japanese teaching mode in Colleges and universities in China at this stage cannot meet the needs of society for Japanese talents after on-the-spot investigation, and there are major drawbacks. At present, the teaching mode of Japanese major in most colleges and universities in China is still based on the traditional "reading" classroom teaching method. Under the influence of the score system reform, the course of "Japanese audio visual oral" has been reduced to one class a week. This practice is actually divorced from the actual learning needs of students. In the process of learning Japanese, reading and listening are taught separately, which is not conducive to the comprehensive development of students' listening, speaking, reading and writing ability. At present, the teaching of Japanese majors in China has a strong color of examination oriented education, and the society mainly depends on whether students pass the Japanese grade examination as the main standard to measure the students' ability to use Japanese. The current college Japanese teaching mode can not meet the current social demand for Japanese talents, and the lack of good listening and speaking ability has become a disadvantage that can not be ignored. Therefore, the current Japanese teaching can be inspired by the theory of second language acquisition, and apply the monitoring theory to the actual Japanese teaching, so as to improve the students' comprehensive application and mastery ability of Japanese.

2.1. Consolidate the collocation of words in class and appropriately increase understandable extra-curricular words

Accumulation plays an important role in the process of language learning. Only when we have enough knowledge reserves can we use it. Like other foreign language teaching, Japanese teaching has been emphasizing the appropriate increase of vocabulary. Vocabulary is the basis of language learning. It determines how we understand the information we receive. Xuhaiming (1998) believes that the first step in transforming language input into language absorption is the information model, which regards language input as the source of information and foreign language learners as the destination. In the actual teaching process, we often find that because learners' receptive abilities are different, when they receive the same amount of language input in the same lesson, their absorption effect is very different. This polarization is very serious. Some students can easily master what they have learned, while others seem to have received no language input at all.

Krashen believes that in teaching, there are two methods that can help learners effectively understand and use new language material input: one is that teachers use simple and understandable ways to enter language input, and the other is that students fully understand and use the context. Therefore, in teaching, teachers should adjust the difficulty of language input according to the characteristics and abilities of learners, and provide appropriate language information and knowledge, so that learners can give full play to their language ability, carry out relevant explanation, and finally achieve correct language understanding. In Japanese teaching activities, for example, when explaining words, teachers can make appropriate supplements around words with considerable difficulty. In addition to reminding students to consolidate the words in the word list of each unit, teachers can also delete some words with low frequency on the basis of students' current Japanese knowledge level, add an appropriate amount of fixed collocations of understandable phrases slightly higher than students' current level, and expand synonyms and antonyms on the basis of the original vocabulary. When

teaching grammar, we can also insert some new words in sentence making, so that students can accumulate vocabulary in the ordinary learning process. In the reading class, by analyzing the context, we can enable students to better understand words and sentences and remember them more vividly. On the premise of combining the context and within the scope of students' understanding, appropriately recite the representative sentences involving multiple learned knowledge points, including important words and idioms.

When teaching grammar, teachers usually use Chinese to explain its meaning and connection. This can not only save classroom time, but also help students better understand grammar knowledge. If this teaching method is used for a long time, although students can quickly understand the grammar points, it is actually unfavorable to the cultivation of students' listening and speaking ability, and will eventually become "dumb Japanese". Therefore, when explaining grammar, teachers can make a lot of effective input to students, and try to use the understandable Japanese that students have mastered at this stage to explain the grammar points, which can not only imperceptibly train students' listening and speaking ability, but also enable students to grasp grammar knowledge more firmly. At the same time, teachers should also seriously prepare the course content, carefully organize the language, understand the level of students' mastery of Japanese in the class, and reasonably use the "i+1" difficulty suitable for students' current Japanese level.

2.2. Improving students' language output ability

The ultimate goal of a large number of language input is language output. For language output learners should use the knowledge they have learned to make oral expression or written writing of Japanese. If students want to make more progress in Japanese speaking and writing, they need to carry out many writing exercises. Only through a large number of exercises can they cause qualitative changes to improve their level. The Japanese writing course can not only teach the basic format and norms of Japanese writing. Teachers can guide students to write Japanese diaries, or arrange writing exercises every two weeks. The writing topics are related to the content of the unit model essay. In senior grade, they can train to write some hot topic articles to help students develop good writing habits. We can also establish Japanese corner, Japanese salon and other activities to cultivate students' oral communication ability. In class, we can design sitcoms for the text in groups, and cultivate oral communication ability in the form of situational performance.

2.3. Pay attention to the cultural input of the target country

From the conversation with the Japanese majors around us, we can get the information that most of the Japanese majors still have a superficial impression of Japanese culture, such as the most widely spread material sorrow and Bushido, and do not have a deep understanding of Japanese culture. In the process of learning Japanese, they only pay attention to vocabulary and grammar, that is, they only learn a language, but do not really study Japanese culture in depth. Language is an important part of culture. It is not only a tool, but also a part of culture. Therefore, it is also necessary to pay attention to the cultural input of the target country in teaching and cultivate students' intercultural communicative competence.

The introduction of Japanese culture in the classroom can not only broaden students' horizons, but also arouse their enthusiasm for foreign language learning and help them better understand what they have learned. Japanese culture and Chinese culture have common roots, and after thousands of years of evolution, Japanese culture has formed a unique style. While introducing Japanese culture, we can also compare it with our own culture, so that students can understand the differences between the two cultures, so as to avoid language errors in cross-cultural communication. Through paying attention to the cultural input of the target country, and under the continuous practice and practice, students' cross-cultural communication ability is gradually improved.

2.4. Improve the quality of language input

Only relying on a large number of language input can not achieve the expected goal. If the quality level of input is not uniform, the effect will be counterproductive. Teachers should teach students in accordance with their aptitude according to their individual differences, and provide more comprehensible input for students at different levels, so as to improve the quality of input and pay attention to the accuracy of input. For example, at the foundation stage of Japanese learning in freshmen and sophomores, students can be recommended to read more books such as the voice of heaven and human language. The contents of these books are easy to understand, concise and popular, covering Japanese politics, economy, culture, educational environment, science, medicine, social practice and other aspects. In the process of reading, students can not only consolidate the vocabulary and grammar they have learned, but also expand and learn new vocabulary. At the same time, they can also experience the charm of Japanese politics, economy, culture, society and other aspects in reading. When entering the third and fourth year of college, students can be recommended to read Japanese newspapers and magazines, such as people's China, or to read some modern Japanese literature, so as to integrate the knowledge learned in the process of reading.

Teachers can also use network teaching to improve the quality and quantity of input. In today's developed and convenient Internet era, many teaching contents can be completed through network teaching. At present, the network has the following advantages in language teaching: (1) the integration and serialization of teaching content. (2) The input methods are diversified and visualized. (3) Personalized learning methods give learners more choice in teaching content, methods and time schedule. Learners can combine themselves to develop learning content that is more suitable for their own learning style. (4) The scientific teaching process, combined with the advantages of computer artificial intelligence, designs a scientific and reasonable teaching process, which is more in line with the principles of step-by-step, graded teaching and classified guidance, so as to ensure the effectiveness and sustainability of teaching. Therefore, teachers can also supplement some high-quality network resources and Japanese culture, communication and other related video materials in teaching, so that students can more intuitively feel the target Mandarin environment, make up for many conditions in offline teaching, and help students better learn Japanese through a large number of effective input.

3. Conclusion

Krashen's monitoring theory is a far-reaching guiding theory in the process of learning a second language. Although the language input hypothesis, which is the core of Krashen's monitoring theory, has some shortcomings, it can still provide specific and feasible teaching methods for colleges and universities to carry out Japanese teaching activities. For Japanese teachers, the most important content is to be preached and accepted, but they are good at combining the actual situation and analyzing specific problems, and make good use of Krashen's second language acquisition theory to apply it to Japanese teaching. We should change from the traditional teaching mode, not cramming teaching, teach students in accordance with their aptitude, strengthen students' subjective consciousness, create a good and relaxed atmosphere for Japanese learning, and improve students' confidence and interest in learning Japanese. For Japanese learners, it is necessary to reduce emotional filtering, actively learn Japanese, consciously input language materials and accumulate constantly. Only with positive learning motivation and continuous hard work, can we really learn a language well and help students really master a skill that can settle down. From a long-term perspective, this is also conducive to the long-term development of Japanese Teaching in China.

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