Analysis of the Teaching Reform of Japanese Grammar Courses Based on the POA Theory

Chen,Zhilu

Changchun Technical University of Automobile, Changchun, Jilin, 130000, China

Abstract: In recent years, the fast development of globalization has made Japanese play an increasingly important role in international communication, and the improvement of its teaching quality and methods has attracted widespread attention. Especially in the field of higher education, how to effectively enhance students' practical Japanese ability and cultivate them into talents with cross-cultural communication skills has become a core discussion point in Japanese education reform.

Keywords: POA theory; Japanese grammar; Reform in education

The POA (Production-Oriented Approach) theory, as an output-driven teaching model, emphasizes leveraging clear output activities to guide students' learning process, ensuring that learning is tightly linked to practical application, thereby significantly enhancing students' language practical abilities. In the teaching practice of Japanese grammar, the traditional lecture method often overlooks students' individual differences and practical needs, leaving students passive and lacking creativity in grammar acquisition. In contrast, the POA theory advocates a student-centered teaching philosophy, customizing output tasks based on students' learning needs and interests. This approach encourages students to actively explore and engage in collaborative learning while performing tasks, thereby deepening their understanding and mastery of grammatical knowledge. Thus, integrating the POA theory into Japanese grammar teaching can not only effectively overcome the shortcomings of traditional teaching models but also significantly stimulate students' learning motivation, improving the accuracy and fluency of their language use.

1. Reconstructing the Teaching Process of Japanese Grammar with "Output-Driven" as the Core

The POA (Production-Oriented Approach) theory emphasizes that utilizing language production tasks in authentic contexts can effectively motivate students, accelerating the internalization of language knowledge and the enhancement of language skills. Based on this, reforming Japanese grammar courses with an "output-driven" approach is of paramount importance. In daily teaching practice, teachers meticulously design a series of output tasks that simulate real-life and workplace communication scenarios, such as composing emails, creating travel guide videos, and simulating business negotiations. These tasks not only emphasize the use of specific grammatical structures but also encourage students to integrate cultural background knowledge into their creative expressions, thereby enhancing the practical value and fun of learning. To fully support these output tasks, teachers optimize the teaching process by adopting a cyclical teaching model of "preview-initial output-feedback-revised output." In the preview stage, students autonomously preview relevant grammatical knowledge using reading materials and online resources, laying a foundation for the output tasks. Subsequently,

---

students attempt their first output in class, which may include group discussions and oral presentations. During this time, teachers observe and record students' application of grammar, providing specific feedback afterwards to point out grammatical errors and guide students in analyzing the root causes of these errors, deepening their understanding. Finally, students revise their work based on the feedback, complete their final output pieces, and present and share them within the class, further consolidating what they have learned.

2. Implementing the "Selective Learning Hypothesis" to Precisely Match Input Materials

Within the framework of the POA theory, the "Selective Learning Hypothesis" posits that learners actively and selectively attend to and process received information based on their individual needs and goals. Therefore, teachers should closely align with students' specific situations and learning aspirations, meticulously screening and designing input materials that are not only commensurate with their language abilities but also effectively stimulate their interest in learning, thereby facilitating efficient mastery of grammatical knowledge. To address the diverse learning needs of Japanese major students, teachers conduct in-depth assessments through questionnaires and individual interviews to understand each student's Japanese proficiency level, areas of interest, and future career plans. Based on these insights, students are divided into different learning groups, such as the "Preparation for Studying Abroad Group," the "Employment at Japanese Companies Group"and "Cultural Exploration Group." Subsequently, teachers tailor exclusive input materials for each group. For the"Preparation for Studying Abroad Group," teachers carefully select academic lecture videos, abstract of research paper, and other content to help students grasp the grammatical features and expression habits of academic Japanese. For the the "Employment at Japanese Companies Group," business email examples, meeting record templates, and other materials are provided to enhance their practical application of workplace Japanese grammar. Meanwhile, the "Cultural Exploration Group" receives Japanese literary works, movie scripts, and other materials to deepen their understanding of Japanese culture and improve their appreciation of grammatical expressions. During the teaching process, teachers introduce the innovative "Grammar Seminar" model, regularly organizing students from each group to share their discoveries and questions encountered while studying specific input materials. Through collective discussions and teacher guidance, students deepen their understanding of grammatical points. Additionally, teachers actively encourage students to independently search for and share additional input materials based on their personal interests, fostering an active and proactive learning atmosphere. By precisely matching input materials, this approach not only effectively satisfies students' individual learning needs but also significantly motivates them, making Japanese grammar learning more engaging and dynamic. Ultimately, students' grammatical application abilities and cross-cultural communication skills are markedly enhanced.

3. Integrating "Multi-modal Discourse Analysis" to Enrich Grammar Teaching Methods

Multi-modal Discourse Analysis (MDA) is, in essence, a comprehensive approach to analyzing multiple semiotic resources such as language, images, sounds, and gestures. It emphasizes the synergistic effect of different modes in information transmission, which can deepen understanding and facilitate memory. In Japanese grammar teaching, this implies that teachers should leverage a diverse range of media including videos, audios, graphs, and charts to create engaging learning scenarios, transforming abstract grammatical rules into tangible and perceivable concepts. This approach aims to stimulate students' interests and enhance teaching effectiveness. Addressing the limitations of traditional grammar teaching methods, teachers meticulously curate a series of authentic Japanese language materials, including movie clips, news broadcasts, and music videos, which are not only linguistically authentic but also rich in grammatical phenomena. In the classroom, instead of solely explaining grammatical rules, teachers guide students to actively engage their senses of observation, listening,

and imitation to analyze grammatical points within these materials. For instance, during movie clip viewing, teachers pause the screen to highlight key sentence patterns, prompting students to attempt to repeat and discuss their usage. When listening to news broadcasts, students are encouraged to pay attention to changes in tense, voice, and the use of honorifics. To further consolidate learning outcomes, teachers design a "Multi-modal Grammar Workbook." This workbook goes beyond traditional written exercises, incorporating tasks such as audio recording and video production. For example, students are tasked with recording a dialogue based on a given scenario, emphasizing the application of learned grammatical knowledge. Additionally, they might analyze the grammatical structure of a Japanese song's lyrics and attempt to compose a song of a similar style. These activities not only exercise students' grammatical proficiency but also foster their intercultural communication skills. By adopting MDA, Japanese grammar learning transcends the bounds of rote memorization of rules, evolving into a vibrant multi-modal experience. Students not only enjoy the fun of learning but also acquire good grammatical foundations and rich linguistic practical abilities.

4. Establishing an "Output-Oriented Community" to Foster Peer Assistance and Exchange

In line with the Production-Oriented Approach (POA) theoretical framework, Japanese grammar teaching has transcended the realm of individual, isolated learning and evolved into a social practice that emphasizes interaction and collaboration. To achieve this transformation, we embark on constructing an "Output-Centered Community." This community revolves around students, using output tasks as the driving force to motivate mutual help and joint progress, fostering a positive and motivating learning atmosphere.Within this community, students not only benefit from the professional guidance of teachers but also gain feedback and inspiration from peer interactions, thereby enhancing their learning motivation and optimizing learning efficiency. To establish this output-oriented community, teachers leverage the campus network platform to create a Japanese grammar learning community. This community encompasses extensive learning resources such as grammar analysis videos and online exercises, but also features a dedicated "Output Showcase Area" where students are encouraged to upload their Japanese creations, including written compositions, translations, and oral recordings. Community activities center around regularly scheduled "Grammar Seminar Salons" orchestrated by teachers. During these salons, students are organized into groups, each focusing on a specific grammatical point for preparation, including research, PPT creation, and class presentations. The remaining group members act as audience and evaluators, posing questions and offering critiques on the presentations. Such activities not only hone students' autonomous learning and teamwork abilities but also deepen their practical understanding of grammatical knowledge through application.Through mutual assistance and exchange, students achieve personal growth, markedly improving their grammatical application skills. Simultaneously, they cultivate good study habits and teamwork spirits. This output-oriented community serves as a dynamic environment where students thrive academically and socially, improving their overall Japanese language proficiency.

5. Conclusion

In the profound exploration of Japanese grammar teaching, the introduction of the Production-Oriented Approach (POA) theory heralds the emergence of a novel, student-centered, and output-oriented teaching model. This model transcends the limitations of traditional lecture-based methods and significantly motivates students' learning enthusiasm and creativity. Guided by the POA theory, teachers painstakingly plan practical output tasks, precisely match input resources, integrate multi-modal discourse analysis, and construct output-oriented communities, thereby creating a comprehensive and multi-dimensional learning ecosystem for students. This approach not only significantly enhances students' practical abilities in Japanese grammar but also fosters

their cross-cultural communication skills and teamwork competencies. As such, the POA theory offers fresh perspectives and strategies for innovating Japanese grammar teaching, and its application value and potential for promotion deserve further exploration and practical verification across a broader educational spectrum.

References

[1] Xu Yuan, Xiao Xiao. (2024). Exploring the Reform of Japanese Grammar Teaching Based on the POA Theory: Focusing on the Design of the Driving Phase. Modern Business Trade Industry, 45(18), 247-249.

[2] Ma Juan. Research on the Practice of College Public Japanese Grammar Teaching Based on the POA Theory. Guide of Science and Education, 2024(16), 146-150.

[3] Gao Song, Leng Hairong. An Empirical Study on the Application of Lexical Chunk Theory in Japanese Grammar Teaching for Non-major Students in Higher Vocational Colleges. Survey of Education, 2020,9(38), 100-104.