On the Impact of Smart Phones on Japanese Learning

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Abstract: With the continuous improvement of the functions of smart phones, various apps are also emerging. Students can use smart phones to help their Japanese learning, stimulate their interest in Japanese learning and improve their learning effects. This paper reveals the inner meaning of "the impact of smart phones on Japanese learning" from four aspects: The current situation of Japanese learning, the positive and negative effects of mobile phones on Japanese learning and how to use mobile phones to learn Japanese correctly. This article will analyze the current situation of Japanese learning in colleges and explore how to use smart phones correctly to promote Japanese learning.

1. Introduction

There are several researches about the impact of smart phones on Language learning. Lanyun, Xiao Yanhui (2016) thought that smart phones have large storage capacity and its popularization promote Japanese learning [1]. Peng Qingxia (2018) pointed out that using smart phones could easily lead to distraction, and dependence on smart phone [2]. Yu Xingyun (2017) held that smart phone addiction would cause people's physical and mental discomfort [3]. Shen Qiaofeng (2022) argued that smart phone was beneficial to promoting the combination of traditional and online classroom teaching methods [4]. Wang Teng, Shen Yibao (2015) thought that the participation of smart phones in learning could stimulate students' interest in learning [5]. Zhou Honghua also held (2021) that teachers and schools also had the duty of supervision on correct use of smart phones to promote learning [6]. However, few researchers have studied the effect of smart phone use on writing skills of college students and the lack of rigor in online Japanese learning materials may lead to learning errors. In addition, previous studies did not mention how to implement learning time management correctly and how to identify the reliability of complex language learning materials on the network correctly.

Based on the above researches, this paper, by the comparative analysis of the positive and negative effects of smart phones, tries to deduce how to use smart phones correctly and reasonably to promote Japanese language learning.

Nowadays, smart phones and their application technologies in our country have been widely used in all aspects of daily life. The use of smart phones has become an important part of life. Therefore, it is of great significance to maximize the use of smart phones to help Japanese learning, especially when smart phones are developing rapidly and information is also increasing today quickly. The purpose of this research is to investigate the role of smart phones in the daily Japanese learning process of college students and study its characteristics in Japanese learning, trying to find out how

students use smart phones to learn Japanese and how smart phones affect students' Japanese learning. This paper will make further discussions on Japanese learning under the background of the rapid development of smart phones, hoping to provide a new method for Japanese learning and a new auxiliary method for teachers in class. This paper mainly takes the Japanese learning of college students as the research object, analyzes the function and influence of smart phone app on Japanese learning and provides reference for related research.

2. The Current Situation of College Students in Japanese Learning

2.1. Survey on Mobile Phone Usage of Students

In order to further understand the impact of mobile phones on students' study and life and to understand the basic situation of college students' use of mobile phones, we randomly selected the classes to conduct questionnaire surveys and interviews with students. The total number of samples in this questionnaire survey is 80. Through the investigation and research, the following relevant data are obtained.

2.1.1. Types of Smart Phone Usage

The survey results show that 85% of students are using smart phones, while ordinary mobile phones only account for 12.5%. It can be reflected from the survey that the usage rate of smart phones among students is very high. Smart phones have entered the daily life of students.

2.1.2. Main Uses of Smart Phones

According to the survey, the use of smart phones is basically for communication and entertainment (more than 65%) among students. However, the ratio of learning and information review is relatively low.

2.1.3. Time of Day Smart Phone Use

The survey results show that most of the students use their mobile phones for a relatively long period of time and only 7.5% of them play with their mobile phones for less than half an hour after class.

2.1.4. Will You Use Your Smart Phone for Learning?

The survey shows that 90% of students will use mobile phones for learning, indicating that smart phones play a certain role in students' learning. Students consciously use smart phones for learning, not just for entertainment.

2.2. The Boring Nature of Japanese Learning Mode

The Japanese courses carried out in Japanese majors in colleges and universities across the country are comprehensive, theoretical and practical courses that integrate knowledge and skills. Through the course study in the Japanese major, students need to master the basic knowledge of Japanese pronunciation, grammar and vocabulary, as well as understand Japanese social knowledge and cultural customs. They need to acquire basic skills of listening, speaking, reading, writing and translation and improve the ability of Japanese learning comprehensively, including the ability of accessing information, reading and analyzing material. However, since most students do not have a basic knowledge of Japanese, teachers must adopt a traditional single "teaching" model when teaching

new students. Teachers control the entire class and student interaction mainly occurs after class. In the case of teaching inertia, this teaching method tends to continue into the second year. During the teaching process, students have few opportunities to interact and are easily distracted. They may often get confused in class, losing their patience in Japanese learning and start playing with mobile phones. Over time, the interest in learning gradually wears off, far away from achievement of teaching goals.

2.3. Differences among Students in Japanese Learning

There is a big problem in Japanese teaching: the Japanese level of students is uneven. At present, there are students who choose different foreign languages for the college entrance examination. Although most of the students take the college entrance examination in English, there are some students who enter the school in Japanese. That is to say, they already have a certain basics of Japanese and even some students have already reached the level of Japanese 3 and 2. However, after entering the school, the curriculum for these students is same, even the teaching materials and teaching methods are same. In this way, the high level students have to use their spare time to continue learning at their own pace, or slowly slack off in the shallow learning. And most of the zero-based students are also under pressure in the class. At the same time, from the perspective of teaching, class time is limited and it is difficult to allocate it properly to meet the requirements of different students, so it is difficult to achieve teaching goals. Therefore, to take into account all students and improve the Japanese level of all students, continuing a single, traditional teaching method will definitely not work.

3. The Impact of Smart Phones on Japanese Learning

3.1. The Positive Impact of Smart Phones on Japanese Learning

According to the survey, 58 percent of college students chose that smart phone usage have a positive impact on their learning style and method, while 23 percent believed no impact and 19 percent chose negative impact [7]. It can be seen that college students generally believe that smart phones are helpful to their study and life. There are several reasons for this phenomenon. Smart phones have four main positive effects on college students' learning and life.

3.1.1. Smart Phones Meet Personalized Learning

Smart phones have promoted the development of mobile learning. Mobile Japanese learning expands the scope of traditional education and satisfies people's personalization. Japanese learning is no longer static. It satisfies the personalized development of people in contemporary society and lays the foundation for lifelong Japanese learning. We can learn Japanese anytime and anywhere through our smart phones. Using the fragmented time in our daily life, we can recite a few Japanese words and learn a few Japanese sentences. Over time, it is very helpful for our Japanese learning. We don't need to carry a lot of heavy Japanese textbooks, but only need a mobile phone to learn Japanese, and learn Japanese simply and quickly [8]. Mobile learning provides an advantage for people's learning and competition in the future. It is a self-learning way to improve self-learning ability. With the development of wireless computer technology, mobile learning will also be further developed.

3.1.2. Japanese APP promotes Japanese Learning

Smart phones also have a rich APP application market, which greatly improves the functions of smart phones. Students can learn more about Japanese through different Japanese APPs, which increases the openness and functionality of smart phones. The application market includes Japanese

news listening, Japanese word recitation and other targeted Japanese learning software. Due to the rich function options and good openness of smart phones, coupled with the vast software market, the functions of a single mobile phone have also been greatly improved, updating and broadening the learning methods of college students [9].

3.1.3. Smart Phones Help Students Communicate with Each Other in Learning

One of the obvious features of smart phones is the existence of communication software such as telephone, WeChat, QQ, etc., which greatly facilitates people's communication with each other and better solving the various questions and confusions of college students in Japanese learning. You can ask questions and answer each other between teachers and students on the communication software. Due to the convenience of mobile phones, the communication between students has become more frequent. The participation of students through various applications can not only allow students to get good answers to their Japanese questions, but also help students to enhance their feelings.

3.1.4. Smart Phones Help Students Understand the World

Smart phones play various roles among college students. Smart phones play a role in the lives of college students, such as a "telescope" for college students to see the world, an "encyclopedia" for college students to learn, is a "fashion square" for college students' leisure and entertainment, or a "housekeeper" for college students. Students can use smart phones to understand Japanese cultural customs and living habits more easily, even more directly chat with Japanese people online, and practice their spoken Japanese and Japanese organization skills.

3.1.5. One can Learn Anytime and anywhere by Using Smartphone

Under the impetus of the science and technology, intelligent mobile phone is no longer a simple communication tool, but a collection tool of communication, information query, information transmission, voice chat, entertainment, study and so on. With the support of network information technology at the same time, the function of smartphone can be put into maximum play. A variety of information resources can be quickly circulated and transmitted.

3.2. The Negative Impact of Smart Phones on Japanese Learning

3.2.1. Smart Phones Lead to a Decline in Writing Skills

The excessive use of smart phones has made college students gradually adapt to the way of typing on the keyboard and, it will lead to a decline in college students' writing memory and writing level. Furthermore, it also leads a trend of pan-networking and the compression of thinking in the learning process, etc.

3.2.2. College Students Are Easily Addicted to Smart Phones

College students are prone to indulging in mobile phones and smart phones will greatly affect the normal study and rest time of college students. Smart phones have taken up most of College students' free time and they even use their phones until late at night, developing the bad habit of staying up late. College students do not have a clear enough understanding of their own self-control ability, which leads to a gradual shift from using smart phones for learning to entertainment on mobile phones inadvertently. Most freshmen had a strong sense of autonomy and were basically psychologically prepared for autonomous learning, but "there is a difference between the attitude of autonomous learning and learning ability" [10]. Most of the college students gradually lose their direction in the

learning process and indulge in mobile phone pastimes, because of lack in certain self-management strategies or self-control capabilities. Such use of smart phones is not conducive to the learning of Japanese.

3.3. Smart Phones Develop a Mentality of Dependence without Thinking

The powerful functions of smart phones make it possible to find the corresponding answers to many questions as long as they are searched on the mobile phone. In the long run, college students gradually develop a psychological dependence that cannot think independently. The survey found out that Chinese college students "are more inclined to rely on external help such as teachers and have a strong psychological dependence" in terms of study planning, monitoring, and strategies [11].

3.4. The Content on the Smart Phone Is not Rigorous Enough

Mobile phone is not just a tool, it has become a way of life. However, due to the relative freedom of sending and receiving information through mobile phone media, the credibility of mobile phone network information is not high, and few students judge the reliability of mobile phone information [12].

Although there is a lot of Japanese knowledge on the Internet, it is very disorganized. Some websites and software provide information related to Japanese learning for personal interests. The content is shoddy and there are even many language errors. Compared with regular Japanese learning textbooks, there is a lack of preciseness, which may mislead Japanese beginners. Although the knowledge on smart phones is diverse, it cannot completely replace textbooks for Japanese learning at present.

4. How College Students Can Properly Use Smart Phones to Promote Japanese Learning

4.1. Students Should Learn How to Manage Time

To help students achieve time management, in view of the fact that freshman generally have a strong willingness to learn, we can guide students to achieve time management at the beginning of the school year. It is recommended that students read time management books that are easy to learn and use, such as "The Tomato Technique Illustration" and "The Psychology of Procrastination", to develop good habits such as getting up early, planning time every day, prioritizing important things and "doing only one thing at a time" etc. Teachers can practice themselves and lead students to practice together, form a good atmosphere of self-management and time management, and create a good environment that is conducive to students' ability to enhance their motivation.

4.2. Correct Use of Various Apps in Smart Phones

Due to the convenience of operation and instant feedback on mobile phones, many apps can become good tools for Japanese learning, such as "Scallop Words", "NetEase Open Class". The current new version of college Japanese textbooks are also equipped with corresponding apps, allowing students to learn Japanese anytime, anywhere. Time management apps such as "Tomato Clock" can also help students to better improve their concentration in learning. For mobile phone dependence, there is also a special "Forest" app to help get rid of the problem of wanting to use phone at any time. Another app such as "Evernote" can facilitate students to collect useful information at any time and improve their enthusiasm for learning. Teachers can make full use of modern network media equipment, including Wechat, QQ and other network social media to timely communicate with

students and solve students' problems and doubts in the process of learning in real time [13]. As a collective organization, the school should keep pace with The Times, be tolerant and grow larger, interact with students in real time, create an intelligent campus interactive platform with rich culture, and become a new integration of campus and students in the information age [14].

4.3. Students Should Improve their Ability to Discriminate Network Information

There is a lot of information on the Internet, a lot of useful and positive information, also a lot of negative and useless information and some even harm the physical and mental health of college students. As contemporary college students, we must have the ability to choose correct and excellent Japanese learning website and use correct Japanese learning software, which will definitely improve our Japanese level greatly. The emergence of smart phones provides college students with powerful and convenient tools to connect to the network anytime and anywhere, and has an impact on college students' thoughts and behaviors in learning, delivery, consumption, entertainment and other aspects. Students should be guided to make proper use of this new media tool to promote self-development [15].

5. Conclusions

Contemporary college students lives in the information age, whose study and life are inseparable from the Internet and information technology. For smart phones, an important part of information age, we must face up the potential harm that mobile phones bring to us. Therefore, what we need to do is to give full play to the strengths of smart phones, make up for the shortcomings of traditional learning methods, and reduce the adverse effects of smart phones on us. The college and teachers should actively guide college students to use mobile phones to obtain useful information, carry out learning exchanges, and consciously cultivate college students to form good self-control. Furthermore, college teachers and students could have jointly established a Japanese learning model that combines the Internet, smart phones and class, making full use of the convenience of smart phones, and striving to make them an auxiliary tool to help students improve their Japanese skills.

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