JAPANESE LANGUAGE BLENDED TEACHING MODEL DEVELOPMENT FOR CHINESE UNDERGRADUATE STUDENTS BASED ON DIGITAL TECHNOLOGIES

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Thesis Title Japanese Language Blended Teaching Model Development for Chinese Undergraduate Student based on Digital Technologies

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Abstract

This research explores the design, development, and implementation of a blended teaching model for Japanese language education targeting Chinese university students, integrating advanced digital technologies to address emerging educational demands. As the landscape of language education evolves, the integration of online and offline modes is vital to overcoming the limitations of traditional instruction and enhancing student engagement and autonomy. This research aims to address the innovative challenges faced by both students and educators in Japanese language programs within Chinese higher education.

A mixed-methods approach combining quantitative and qualitative techniques was employed to evaluate the model's effectiveness. Data were collected through expert interviews, Delphi surveys, student proficiency tests, questionnaires, and learning analytics via a digital platform. The comparison between pre-test and post-test results shows that the average score of the experimental group improved from 65.2 to 78.6, while the control group increased only from 64.8 to 69.1. The experimental group achieved statistically significant gains across all four key language skills - listening, speaking, reading, and writing - confirming the model's practical effectiveness and applicability.

The results demonstrate that the blended teaching model successfully integrates digital tools and flexible instructional design to meet diverse student needs,

promote active participation, and cultivate digital literacy and self-directed learning. Moreover, the study highlights the critical role of sustainability and teacher professional development in supporting the long-term implementation of blended teaching in language programs.

This research contributes to the expanding body of knowledge on blended learning in language education and provides practical insights for educators seeking to innovate and adapt their teaching practices. Future research may further refine adaptive learning pathways, integrate intelligent feedback systems, and expand the model's application to other language courses and cross-cultural communication training.

Keywords: Japanese language, blended teaching model, Chinese Undergraduate students, digital technologies

Acknowledgement

This is not only a memorable moment, but also a moment of gratitude. Writing this doctoral thesis is not only a difficult and beneficial pursuit of knowledge, but also a noble baptism of my own spirit and will. In the process, I encountered puzzles, dilemmas, fun, and discoveries in searching for solutions and insights. These ideas, puzzles, and joys gave a unique meaning to my doctoral study and guided me through my thesis. None of this could be achieved without the care, support and encouragement of the school, teachers, classmates, relatives and friends. I should credit them for all my efforts, gains and experience.

I would like to express my heartfelt gratitude to my supervisors, Assoc. Prof. Dr.Sombat Teekasap, Dr. Nainapas Injoungjirakit, and Assistant Prof. Dr. Prapai Sridama, for their invaluable guidance, unwavering support, and insightful advice throughout my work. Their mentorship has been instrumental in shaping the direction and quality of this project, and I am truly honored to have had the opportunity to learn from them.

I also thank Bansomdejchaopraya Rajabhat University for providing good conditions and strong support for my doctoral thesis research.

I express my gratitude to my family, who silently encouraged and supported me throughout the journey. They filled my heart with strength and inspire me to the path of exploring new knowledge. I thank my classmates and friends, who help each other as brothers and sisters. They have filled mydoctoral learning journey with warmth and passion. I use this doctoral thesis to repay all those who love me and care about me.

Cui Shuang

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Chapter 1
Introduction

Rationale

With the rapid development of information technology, digital technology is profoundly transforming the way language teaching is conducted. In Chinese universities, Japanese language teaching has seen some progress, particularly with the advancement of modern educational technologies. However, traditional teaching methods continue to dominate the landscape of Japanese language education. While teacher-led classroom instruction ensures the accurate transmission of knowledge, it often falls short in stimulating students' interest and initiative. With the development of digital educational technologies, the blended teaching model, which combines online and offline instruction, has gradually garnered attention and started to be applied in Japanese language teaching. The introduction of this model aims to overcome the limitations of purely classroom-based instruction and single-mode online learning by offering a more diversified learning experience. Nonetheless, systematic research on Japanese language courses based on the blended teaching model in Chinese higher education remains insufficient. There is a need for further theoretical exploration and empirical studies, particularly regarding the effective integration of digital platforms, the enhancement of students' practical language skills, and the improvement of interactivity and student engagement.

This study was conducted with Chinese Undergraduate students who are Japanese language learners using a mixed research methods combination of quantitative and qualitative research to design and develop a blended Japanese language teaching model based on digital technology. By thoroughly analyzing the learning habits and needs of Chinese Japanese language learners, and by comparing, analyzing, and summarizing the effectiveness of existing teaching methods, this study retains the advantages of traditional face-to-face instruction while fully leveraging the

strengths of online self-directed learning. It effectively integrates online and offline learning, achieving a seamless connection between teaching and learning, assessment and learning, and formal and informal learning. A teaching experiment conducted with Japanese language students at a certain university demonstrated that this blended teaching model, compared to traditional face-to-face instruction, significantly enhanced students' learning motivation, language proficiency, and attitudes toward learning, with overall learning outcomes and satisfaction notably improved. Finally, the study explores the applicability of this blended teaching model in the teaching of other foreign languages and in different regions, with the aim of expanding the scope and impact of the research. This study provides valuable theoretical support and practical pathways for Japanese language teaching among Chinese students and offers insights into the modernization of foreign language education.

Japanese language in China

China and Japan, as close neighbors separated by a narrow strip of water, have maintained deep ties in various domains such as culture, economy, and education since ancient times. The normalization of diplomatic relations between China and Japan in 1972 sparked a significant wave of interest in learning Japanese within China. This momentum has not only persisted but has also continued to grow up to the present day. Japanese has become one of the most sought-after international languages in the modern educational system, second only to English as the most widely studied foreign language in China. Both the number of learners and users of Japanese in China are remarkably high.

Japanese Language Learners in China

One of the distinguishing features of Japanese language education in China is the large number of educational institutions, teachers, and learners involved in Japanese language studies. Between 1998 and 2018, the Japan Foundation conducted seven surveys on the state of Japanese language education overseas, specifically focusing on educational institutions offering Japanese language courses. According to the most recent survey, released on July 8, 2018, the total number of

Japanese language learners overseas increased to 3,984,538, surpassing previous records. Among the countries and regions surveyed, China ranked first in the number of Japanese language learners. As a teacher engaged in Japanese language teaching and research at a Chinese university, it is imperative to contribute to the advancement of Japanese language education.

Research Question

How to Design an Effective Japanese Blended Teaching Model for Chinese Undergraduate Students?

Objectives

1. To identify the current problem of teaching the Japanese language to Chinese Undergraduate students and their solution.
2. To develop a blended teaching model for teaching the Japanese language to Chinese Undergraduate students.
3. To implement the blended teaching model for teaching the Japanese language to Chinese Undergraduate students.
4. To evaluate the blended teaching model for teaching the Japanese language to Chinese Undergraduate students.

Research Hypothesis/Hypotheses

The blended teaching model incorporating digital tools will improve student engagement and motivation in learning Japanese, significantly enhance the Japanese language proficiency, compared to traditional teaching methods.

Scope of the Research

Population and the Sample Group

Population

150 Japanese language major students at Liaoning University of International Business and Economics.

The Sample Group

Experimental Group: 75 students who in Japanese language major grade 1 at Liaoning University of International Business and Economics participated in the blended learning model.

Control Group: 75 students who in Japanese language major grade 1 at Liaoning University of International Business and Economics used the traditional teaching method.

The Variable

Independent Variable

Blended teaching model

Dependent Variable

1. Japanese Language Proficiency

2. Student Engagement and Motivation

Contents

The scope of this study is as follows:

1. Time-frame of the study:

The time frame of this study spans a 20-week period during the second year of the Japanese language major program at Liaoning University of International Business and Economics. This duration was selected to allow for the full implementation of the blended teaching model within a basic Japanese language course. The program was introduced after the students had already acquired the JLPT (N4) level, ensuring that they were adequately prepared to engage with both the traditional and digital aspects of the blended learning approach. This time frame also provides sufficient opportunity to measure the effectiveness of the model through various assessments and analytics, capturing both immediate and longer-term impacts on language proficiency and student engagement.

2. Scope of the research perspective

The research perspective of this study focuses on the integration of digital technologies into traditional Japanese language teaching in Chinese universities. The primary aim is to design a blended teaching model that leverages digital platforms,

online resources, and interactive tools to complement and enhance face-to-face classroom instruction. This blended approach is conceptualized on three integrated dimensions: first, the combination of online and in-person teaching modes; second, the temporal extension of learning across pre-class, in-class, and post-class phases; and third, the personalization of learning content to accommodate students' individual proficiency levels and specific learning needs. This perspective is rooted in the growing demand for innovative educational practices that address the challenges of modern language learning, particularly in fostering student motivation, engagement, and language proficiency. The study's perspective is further informed by broader trends in digital education, recognizing the potential of multi-dimensional blended learning to transform language instruction and improve overall educational outcomes.

3. Scope of the Study:

The target population of this study comprises second-year undergraduate students majoring in Japanese language at Liaoning University of International Business and Economics. This group was selected based on their completion of fundamental Japanese courses and comparable baseline proficiency levels. A total of 180 students who had completed their first year of Japanese language studies were invited to participate. After eligibility screening-covering factors such as prior completion of JLPT N4 or equivalent, willingness to engage for the full study period, and no prior exposure to similar blended modules-150 students were selected as the final sample.

The selected students were randomly assigned to two groups through stratified random sampling to ensure demographic balance: the experimental group (n = 75) and the control group (n = 75). The stratification process considered gender balance (approximately 55% female, 45% male) and **Grade Point Average** (GPA) in previous Japanese courses. Students in the experimental group experienced the blended model combining the Chaoxing platform with traditional classroom instruction, while the control group received only face-to-face instruction.

Ethical approval was secured from the university's Research Ethics Committee. All participants provided written informed consent and were guaranteed confidentiality. This careful population and sampling strategy ensures the sample represents typical undergraduate Japanese language majors, making the findings credible and generalizable.

Time

September 1, 2024 -January 31, 2025

Advantages

This research endeavors to address several pivotal questions in the realm of Japanese language education within Chinese higher education institutions. The study focuses on constructing a comprehensive hybrid Japanese language teaching model and formulating instructional design principles for Japanese language learns in Chinese universities. Additionally, the research delves into the feasibility of integrating digital education technologies into language instruction, offering practical recommendations for the future.

1. Construct a suitable blended teaching model for Japanese language learners in Chinese universities.

2. Propose directions in which the existing digital education system can be improved in the future,

3. Propose directions for follow-up research, such as course expansion, automatic assessment, personalized learning, etc.

Definition of Terms

1. Digital Education Technology

Digital Education Technology (EdTech) refers to the use of advanced digital and information communication technologies (ICT) to support and enhance the educational process. It involves the application of various digital tools and platforms in teaching, learning, and assessment to improve students' learning experiences and enhance teaching effectiveness.

2. Blended Learning

Blended Learning is an approach that provides innovative educational solutions through an effective mix of traditional classroom teaching with mobile learning and online activities for teachers, trainers and students. The concept of blended learning is rooted in the idea that learning is not just a one-time event-learning is a continuous process. Blended learning in this study refers to the following three main forms: (1) Blending offline and online learning; (2) Blending self-paced and live collaborative learning; (3) Blending structured and unstructured learning.

3. ADDIE Instructional Model

ADDIE instructional model was first appeared in 1975 (Bran son 1975). It was created by the Centre for Educational Technology at Florida State University. The ADDIE model developed by Dick and Cary in 1978 and Russell Watson revised in 1981, and was considered essential in the development of educational and training programs (Lanthanum, 2005). The development of content consists of five phases based on Research Design Analysis, Design, Development, Implementation, and Evaluation of learning materials and activities.

4. JF Standard

The JF Standard, formally known as the Japanese Framework for the Evaluation of Japanese Language Proficiency, is a comprehensive set of criteria designed to assess and standardize Japanese language proficiency. The JF Standard is designed to be compatible with the Common European Framework of Reference for Languages (CEFR), which is designed to be compatible with the CEFR, ensuring that Japanese language proficiency assessments align with the broader European standards.

Research Framework

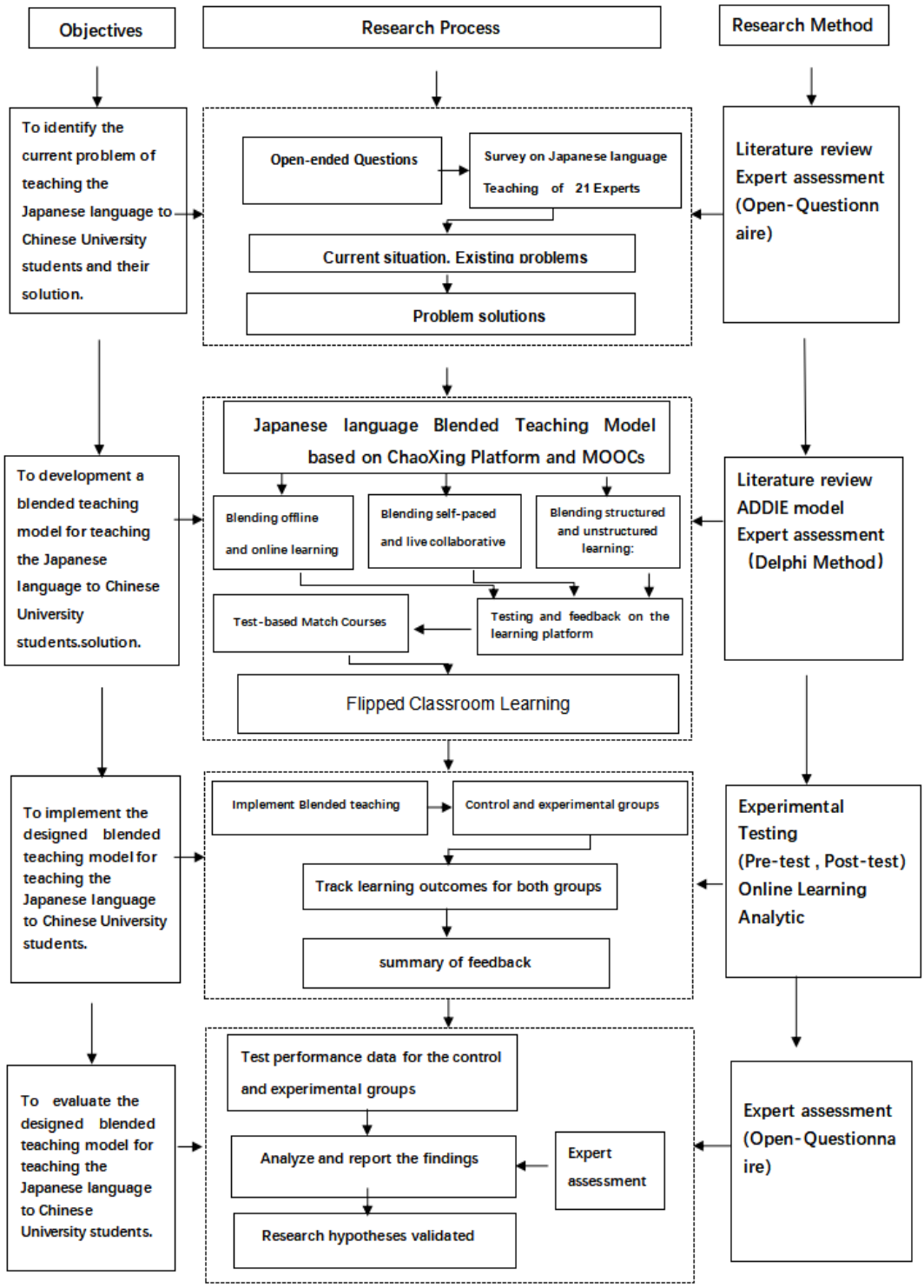

Figure 1.1 Research Framework

Chapter 2
Literature Review

In the study of "Japanese language Blended Teaching Model Development for Chinese Undergraduate Students based on Digital Technologies", the researcher studied the documents concerning the following.

1. The Japanese Language Education in China
2. Digital Education Technology
3. Application of DET in Foreign Language Teaching
4. Digital Teaching Platforms
5. Blended Learning
6. ADDIE model
7. JF Standard
8. Delphi Method
9. Research Theories
10. Related Research
11. Chapter Conclusion

The Japanese Language Education (JLE) in China

1. The Current Status of JLE in China

The Japan Foundation announced on July 8, 2018 that a report including the actual condition of those studying Japanese overseas has been published. Between these people were Japanese language learners overseas at a record high of 3,984,538. In this most recent poll, China was No. 1 for the countries and areas surveyed. The number of institutions that provide Japanese-language education in 136 countries and regions rose by 7.5 percent to a record high of 16,045 from the year before.

According to Overview of Japanese Language Education in China 1, edited by Xiu Gang (published by Foreign Language Teaching and Research Press in July 2011), as of June 2011, the number of four-year undergraduate institutions offering

Japanese language programs in China was 466. Even though it is still a "minor language" among Japanese, it has long been the second largest foreign language studied in China that looks very close to English. According to the aforementioned survey released by Japan Foundation, as of 2012 there were a total number 1.046 million Japanese language learners in China, representing an increase of twenty-six point five per cent year-on-year; consequently making this country home-number-one-worldwide for students studying Japanese-language. Over 1,800 educational institutions and nearly 17 thousand teachers are engaged in Japanese language education in the country. While most Japanese learners in the other countries are retirees, more than 60% of students here belong to higher education institutions.

2. Recent Changes in JLE in China

Over the last couple of years, following the digital wave in global education has brought a new paradigm shift within Japanese language teaching in these processes. Information technology has rapidly improved and expanded, meaning the way people are motivated to learn Japanese is subtly changing along with how they choose to study it. Firstly, the number of individuals using anime, manga, and games as entry points for learning Japanese is steadily increasing. Secondly, many students in Chinese universities are studying Japanese as a second foreign language. Lastly, with the rapid advancement of digital technologies, learning Japanese has become increasingly accessible and convenient.

The use of Japanese language education has been significantly facilitated by digital technology throughout this transformation, enabling students with more flexible and convenient learning experiences. Digital education tools such as online learning platforms and speech recognition technology have quietly made their way into classrooms, providing students with more diverse resources for studying the Japanese language, expanding the content and form of different teaching methods through active participation in digital interactive teaching activities. Thus, Japanese language education has also gained popularity among Undergraduate students and a more mass number of learners taking lessons for getting started with the wide adaptation to digital.

Digital Education Technology

1. Definitions

Digital Education Technology refers to the use of advanced digital and information communication technologies (ICT) to support and enhance the educational process.

According to the International Society for Technology in Education (ISTE), digital education technology is defined as ‘the integration of technology to enhance learning, improve learning outcomes and provide greater access, while creating new learning experiences for students.

Within the education sector, digital educational technology can include the use of computers and the Internet to support classroom instruction, the provision of online learning platforms, and the use of a variety of digital tools for teaching and learning. Specifically, it can encompass the following areas of study:

(1) International Society Definition:

According to the International Society for Technology in Education (ISTE), digital education technology is defined as "the integration of technology to enhance learning, improve learning outcomes, and provide more opportunities, all while creating new learning experiences for students."

(2) Department of Education Perspective:

From the perspective of the education department, digital education technology can encompass the use of computers and the internet to support classroom teaching, provide online learning platforms, and utilize various digital tools for instruction.

This includes but is not limited to:

Technology Integration & Instructional Design: Studies that look at the very best methods to use digital technology in teaching and improve student learning outcomes. Specifically, these are the best practices and strategies in instructional design.

Online Learning and Distance Education: Investigates the design of online learning platforms, as well as their efficacy in academic performance also distance education.

Educational Games and Simulations: Papers in this area investigate the use of digital games and simulations to increase student enjoyment, learning skills, or problem solving.

Personalized Learning and Adaptive Educational Technology: Research explores how technology can be used to adapt education to the needs of students on an individual basis.

Learning Analytic and Data-Driven Education: Investigate how to gather, analyze and harness learning data in research-focused interventions geared towards improving instruction effectiveness as well as student outcome.

2. Application of Digital Educational Technology

Major advances in digital technology, are rapidly transforming the world. Information and communication technology (ICT) has been applied for 100 years in education, ever since the popularization of radio in the 1920s. However, the use of digital technology over the past 40 years has the most significant potential to transform education. An education technology industry has emerged and focused, in turn, on the development and distribution of education content, learning management systems, language applications, augmented and virtual reality, personalized tutoring, and testing. Most recently, breakthroughs in artificial intelligence (AI), methods have increased the power of education technology tools, leading to speculation that technology could even supplant human interaction in education.

In the past 20 years, learners, educators and institutions have widely adopted digital technology tools. The number of students in MOOCs increased from 0 in 2012 to at least 220 million in 2021. The language learning application Duo lingo had 20 million daily active users in 2023, and Wikipedia had 244 million page views per day in 2021. The 2018 PISA found that 65% of 15-year-old students in OECD countries were in schools whose principals agreed that teachers had the technical and pedagogical skills

to integrate digital devices in instruction and 54% in schools where an effective online learning support platform was available; these shares are believed to have increased during the COVID-19 pandemic. Globally, the percentage of internet users rose from 16% in 2005 to 66% in 2022. About 50% of the world's lower secondary schools were connected to the internet for pedagogical purposes in 2022.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) has conducted extensive assessments of digital education technologies, focusing on their role in promoting educational equity, enhancing the quality of learning, and improving educational management efficiency. According to the 2024 data updates, Digital technologies have shown great potential to complement and transform traditional education, particularly in extending learning opportunities to marginalized and hard-to-reach populations. For instance, mobile learning devices have been effectively utilized in remote areas and crisis contexts, such as during the COVID-19 pandemic, where over one billion students were reached through various forms of remote learning. However, despite these advancements, UNESCO's data reveals that significant disparities remain, especially for students in impoverished and rural regions. Approximately 31% of students globally, representing the most disadvantaged groups, were unable to access to digital education resources. (UIS UNESCO "Global Education Monitoring Report")

3. Relevant Research of DET

Wang (2017, p.5) looked into "how digital tools can be utilized to improve the learning of a language", and found that interactive components resulted in great readjustment on student engagement. But she noted the difficulties of bringing these tools into traditional curricula.

Zhang (2018, p.12) investigated "effects of blended learning models on student performance", and results explained an enhancement in academic achievement by these modes over a different subject streams that involved studies. However, Zhang warned that these business models are largely driven by the digital content they offer.

Li (2019) found support for previous research on the use of adaptive learning technologies in higher education to personalize students' educational experiences. But, he insisted that resources designed to help educators use those tools would still need support for continuous development.

The benefits from being able to provide learning resource access more widely was one of the primary advantages highlighted in Chen's (2020, p.7) study on 'Integration of digital platforms into secondary education'. However, Chen cautioned inadequate infrastructure could mean such platforms never reach their full potential.

Xu (2018, p.10) puts it: "Due to the support from these results on blended learning in vocational training, this model achieve a clear superiority over traditional form and improve practical skill as well." While the cost of setting up these systems in itself could be a barrier for some institutions, Xu also pointed out.

Yang (2019, p.8) examined "digital education technologies in teacher training," finding that these tools facilitate continuous professional development. However, he cautioned that the effectiveness of these technologies depends on how well they are integrated into existing training programs.

Gao (2020, p.4) reviewed "student perceptions of digital learning environments," concluding that students generally appreciate the flexibility offered by these environments. However, Gao pointed out that not all students are equally adept at self-regulated learning, which can impact their success in digital learning settings.

Huang (2021, p.11) analyzed "blended learning in language education," highlighting its potential to combine the best of both online and face-to-face instruction. Nevertheless, Huang stressed the importance of carefully balancing these components to avoid overloading students.

Zhao (2022, p.3) found that not only are digital education technologies able to enable long-term impact on student learning outcomes but have the potential for continued academic gains over time as well. Nevertheless, Zhao underscored the importance of longitudinal research studies in order to determine their long-term impact.

Application of Digital Technologies in Foreign Language Teaching

1. Statistics of ISTE

According to the statistics of International Society for Technology in Education (ISTE), digital technology (Practice & Application) have developed and diversified greatly in foreign language teaching. This evolution has been mostly directed towards:

(1) The Avalanche of Online Learning Platforms: Digital evolution in educational technology has broadened the horizons for foreign language learning through online platforms. ISTE has announced statistics showing that worldwide usage of online learning platforms in general - and foreign language education quite specifically - is exploding. These platforms have a fantastic repository of learning material and provide content with the means to engage more actively with language practice which helps in improving your skills.

(2) The Realization of Personalized Learning: Personalized Learning is Now Real Personalized learning has been the Holy Grail of education for many years. Digital educational technology now makes personalized learning possible, making it a reality and not just wishful thinking. According to the ISTE report, educational platforms can deliver personalized learning resources and suggestions as learners take courses using big data and artificial intelligence. This customized learning experience is particularly useful in foreign language training to bridge personal gaps and help students master languages faster.

(3) Application of Virtual Reality (VR) and Augmented Reality (AR): ISTE has noted the rise in the use of VR and AR techs for storytelling whilst teaching a foreign language as well; This facilitates experiential language learning as students can interact within scenarios similar to a native-language environment and practice the specific skills of that language. It is by far the most effective way to teach students to use a language.

(4) Enhancement of Collaborative Learning: Digital educational technology also facilitates collaborative learning in foreign language education. Through the incorporation of social media, online discussion forums and

collaborative tools as indicated by ISTE (2008), students were able to practise language use and communication with others. This collaboration does not only quench thirst and polish language skills but also establishes a cultural link between these two institutions which could even further the cross-cultural interaction of students.

(5) Generalization of Educational Resources: The Open Educational Resource movement (OER, open resources-sharing activities) allows the teaching materials about various foreign languages to be shared across regions more extensively. From ISTE data, it can be seen that more and more schools and teachers are sharing digital platforms for teaching materials to provide better access to resources; this not only makes the quality of foreign language education higher but also operates theoretically and practically.

2. Developments in China

In recent years, propelled by digital technology leaps foreign language teaching has been experiencing a large scale revolution in China. These changes have developed considerably in few specific fields, These are discussed in detail below:

(1) Construction of Digital Platforms

China is advancing rapidly in the area of developing digital platforms for foreign language learning. These platforms themselves are built as all-encompassing ecosystems that provide a variety of resources and tools for learning languages. Three of the most famous ones are "Rain Classroom," and, well, I could honestly only think of two idk. Oh! The platforms allow teachers to deliver interactive lessons, give instant feedback and monitor student progress. In addition, having integrated artificial intelligence into these platforms has made them even more capable of operating in a personalized way and adapting to the rhythm at which each student learns.

(2) Digitization of Language Learning

The digitization of language learning in China has expanded rapidly, with numerous applications being developed to support self-paced, flexible learning. This makes available a variety of language exercises, such as Duo lingo and U campus for

vocabulary building words from the right pronunciation or writing correct grammar fixed. Moreover, these applications largely include game-like features that make them engaging and hence motivate learners to keep using the application. Learners can now practice their language skills in even the remote areas, thanks to mobile technology.

(3) Development of Digital Teaching Materials

As of today, China has a substantial and growing base of digital textbooks and resources available for use within the country in support foreign language education. These materials are expected to be more interactive and media-rich than print textbooks. With embedded audio, video and interactive exercises that can cater to students with different learning styles and further enrich their studying experience. Additionally, con- tent is refreshed on a regular basis and can easily be accessed by students or instructors with little to no latency. The Ministry of Education in China has also driven the development and implementation of digital textbooks to be distributed for students at all levels.

(4) Integration of AI and Big Data in Language Learning

Another significant development has been the increased collaboration between educational institutions and technology companies. This collaboration has led to the creation of shared digital resources and platforms that benefit a broader range of learners. For instance, partnerships between universities and companies like “Tencent” and “Foreign Language Teaching and Research Publisher” have resulted in the development of innovative language learning solutions that are widely available across China.

(5) Increased Collaboration and Resource Sharing

Another significant development has been the increased collaboration between educational institutions and technology companies. This collaboration has led to the creation of shared digital resources and platforms that benefit a broader range of learners. For instance, partnerships between universities and companies like “Tencent” and “Foreign Language Teaching and Research Publisher” have resulted in

the development of innovative language learning solutions that are widely available across China.

In this digital age, foreign language education in China benefits from a dynamic learning environment than even before. In addition, great progress had been achieved in construction of digital platforms, the naturalization of learning applications such as virtual labs and homework systems etc., development of teaching materials which can be employed digitally (etextbooks or publication equipment for use during class time), reforming MOOCs. This progress provides not only clear evidence that China is dedicated to using technology to improve the educational experience and provide learners with resources necessary for success in an ever-expanding globalized world.

3. Relevant Research

Li (2017, p.3) considered mobilization into language and found that a mobile platform made considerable resources available to learners in billing the classroom outside of premises [the school]. All the same, Li did admit it can be tough to keep students as engaged over time.

Wang (2018, p.6) studied “the influence of digital storytelling on language learning” and it was reported that students’ narratives and cultural knowledge developed significantly with this study. However, Wang cautioned that digital storytelling might work better for students who already possess such skills.

An example of one such study is Chen (2019), who looked at "the influence online discussion forums have on language acquisition" and found that they are useful for the development of a learning community. But Chen said that the quality of interaction differs across how well-moderated and designed those forums are.

Zhao (2020, p.7) examined «the adoption of virtual reality (VR) to be used in language immersion» showing that such environments simulate the real environment for language and would provide a gainful effect on learning by implementing it in practice as illustrated further via this interaction through these physical objects created within space using generated testifier. Zhao said that while VR has these

advantages, its high cost and the unavailability of it might also hinder adoption on a grand scale.

Xu (2021, p.8) explored "the influence of amplification on language learning motivation", and revealed that video game incentives can enhance learner motivation in the classroom as well. This more than game, like contributing to Xu cautioned against placing too much emphasis on the gaming features but in education is also a process.

The review of Yang (2017, p.9) be also agrees with my point that “possibilities in providing more accurate and individualized feedback by virtue of tools underpinned by AI”. However, Yang also warned that the fact faculty are increasingly using AI for these purposes needs to be watched closely-reference must examine whether judgments produced fairly or not.

Liu (2018, p.6) has investigated the extent to which digital platforms can facilitate peer feedback in language classrooms and found that these often enable students to provide more constructive, prompter reviews. Nevertheless, Liu reported that whether the peer feedback could achieve a good level of effectiveness is related to students' understanding of such criteria.

Gao (2019, p.9) “The impact of social software on language learning” (p.10), concluded that the micro blogging tool Twitter and WeChat "can be used to help learners practice their second language as well as stay in constant contact with English, especially at writing short messages" etc. Social media is a less formal medium So even if the input part is monitored, it may still contribute to reinforcing bad language use, pointed out Gao.

Zhang (2020, p.5) concludes "the study of the effect of flipped classrooms on language proficiency" revealed that exposure to practice materials certainly contributes to test results in language tests. Nevertheless, Zhang cautioned that some students may not be motivated to complete their pre-class work.

Huang (2021, p.11) examined “the development in MOOCs [Massive Open Online Courses] for language learning,” which studies show that MOOCs provide different kinds of sources and independence to the learners when it comes to their

own languages cremains feature stories Either way, Huang highlighted the high dropout rates in MOOCs reiterating slightly he message that there is still a need for better mechanisms to support learners.

Digital Teaching Platforms

1. Overview

Digital teaching platforms, also known as e-learning platforms or Learning Management Systems (LMS), are tools that facilitate the teaching and learning process within digital environments.

(1) Emergence and Historical Development

Digital teaching platforms began to take shape in the early 1990s as institutions sought ways to enhance educational accessibility through online environments. These platforms evolved from basic text-based systems to feature-rich environments capable of delivering a comprehensive educational experience. As technology advanced, the platforms integrated multimedia support, enabling the inclusion of video, audio, and interactive content.

The concept of digital teaching platforms was gradually defined and promoted by academic circles and educational technology organizations. In 1998, the UK's Open University coined the term "Virtual Learning Environment" (VLE) to describe its online learning system. Concurrently, institutions in the United States, such as Blackboard Inc., played a significant role in developing and popularizing the concept of LMS.

ISTE (International Society for Technology in Education): ISTE played a crucial role in defining and promoting digital teaching platforms through its standards and publications, laying the theoretical foundation for the widespread adoption of LMS.

(2) Forms and Features

Modern digital teaching platforms generally encompass the following key features:

Course Management: Allows instructors to create and manage course content, including uploading materials, assigning tasks, and administering assessments.

Interactive Capabilities: Facilitates communication between students and instructors through forums, chat, video conferencing, and other interactive tools.

Assessment and Feedback: Includes online exams, automated grading, and progress tracking functionalities.

Multimedia Integration: Supports various media formats, enriching the learning experience with dynamic content.

2. Chao Xing Platform of China

(1) Establishment

The Chaoxing Platform, also known as “Chaoxing XuXiTong”, was established in 2008 by the Chaoxing Group, a leading educational technology company in China. The platform was developed as part of a broader effort to digitize education in China, providing a comprehensive online learning environment that could support various educational needs.

(2) Scale and User Base

As of 2023, the Chaoxing Platform has become one of the largest digital education platforms in China, with over 300 million registered users, including students, teachers, and administrative staff from universities and secondary schools across the country. The platform supports thousands of institutions, making it a central hub for online education in China.

(3) Scope and Applicability

ChaoXing Platform covers extensive levels from higher education, vocational training to K-12. Covering a wide range of subjects and disciplines, catering to both academic knowledge as well choose for professional development. It serves as both a tool for distance education, continuing education and corporate training with vast applications in lifelong learning.

(4) Functions and Features

ChaoXing Platform incorporates multimedia content - videos, animations and e-books to make learning more enriching. In addition, Chaoxing Platform is able to work together with other educational tools and platforms on the market so students' use of learning resources can move between these places. It provides educators with more advanced analytics and reporting tools that allow them to monitor student progress and deliver personalized learning experiences.

(5) Characteristics

The key fetures of Chaoxing Platform stands out for its easy-to-use interface that anyone of any tech knowledge can use. It also comes with a heavy focus on flexibility, providing synchronous as well as asynchronous learning. It has its mobile app which enables in learning content and participating courses from anywhere, anytime. Along with this, various features and improvements are introduced in Chaoxing Platform regularly so that it is always to remain ahead of the competition.

The digital platform used for blended learning in this study is the Chaoxing platform, whose main functions and features fulfil the digital teaching needs required for the experiments in this study.

3. Relevant Research of Digital teaching platforms

Smith (2017), provides a comprehensive view on the "esign of e-learning platforms in language education" and describes some key elements. The first has to do with the role of interactivity in these, unsurprisingly given how difficult it can be to keep students engaged for whole games. The review does note, however, that certain platforms seem to be prone to offering a narrow range of content which may limit how much language users encounter.

Davis (2018, p.3) explored "the role of LMS in foreign language acquisition," identifying personalized feedback as a key benefit, but noted that not all systems are equally effective in this regard. To address these challenges, it is recommended that LMS developers focus on enhancing adaptive learning features.

Johnson (2019, p.4) conducted a meta-analysis on "virtual learning environments and language learning," concluding that these environments significantly increase student engagement. However, he also emphasized the need for more robust methods to measure the long-term effectiveness of such platforms.

According to the literature reviewed by Martinez (2020, p.5), "digital tools for language learning" were used in class and outside of a classroom as well. One challenge is the lack of a more integrated experience between all platforms to provide learners with similar learning experiences.

Among the challenges of "blended learning platforms in language education," Brown (2021, p.6) found one such challenge: how to reconcile traditional classroom instruction services with online alternatives. Paige said educators should make better use of the strengths from each due to advantages for students.

The third theme, the effect of MOOCs on language acquisition., as in Wilson (2020) highlighted their ability to provide other opportunities for education. But he cautioned that MOOCs on their own would not provide enough support for all learners.

Scott (2019, p.8) examined “the application of mobile learning platforms in language teaching” and found that they were known as flexible tools to allow learners the opportunity to learn anytime & anywhere However, she also warned that such platforms are not designed carefully enough and should be simple so as to avoid luring users into a stressful situation.

Collaborative language learning in digital environments (Harris, 2021, p.9) Situational context Utilization of social media and collaborative discovery tools to encourage practice-Language formulation- Sending a message However, he also observed that these tools can be “used poorly if they are just tacked onto the side of a course.

Blended Learning

1. Overview

(1) Definition

Blended learning, or Hybrid learning, is a path that involves classroom-based methods of teaching and integrated digital/online curriculum. The goal of this methodology is to create a more adaptive and customized learning experience that includes multiple methods of instruction.

Blended learning, as a term gets popularity during early 2000s by different academicians and universities. The idea itself, though, is a model that has origins in prior educational approaches towards more effective learning techniques. Graham (2006) explains that this merging of the best aspects from traditional and online education provides an ideal learning experience.

(2) Development and Evolution

Blended learning was first introduced in the early 2000s, led by Learning Management Systems (LMS) such as Blackboard and Moodle to blend online resource with face-to-face instruction (Picciano, 2017). Overcoming these disadvantages allowed blended learning to take off, with advances in technology providing new tools such as video conferencing software like Skype or Facetime; mobile applications for tablets and smart phones; interactive simulations designed solely for computers.

The availability of high-speed internet and thousands electronic devices especially accelerated the growth in blended learning. The demand for flexible learning coupled with a genuine need to improve student engagement meant that educational institutions started to integrate blended learning strategies (Bernard et al., 2009).

Important changes have taken place in blended learning over the years. Originally, this meant creating a better version of traditional classroom teaching using digital tools. It has evolved over the years to a more complex model that involves different pedagogical strategies and technologies.

(3) Advantages

The advantages of blended learning compared to traditional teaching are four fold:

Flexibility: Through blended learning students can learn in a self-paced and on species mode. Working professionals and students with other commitments find this flexibility especially useful (Garrison & Vaughan, 2008).

Nationalization: Online resources together with classroom coaching ensure a personalized instruction solution. Students are made able to have further courses available and get consignment based on their individual pace of learning (Horn & S taker, 2015).

Enhanced Engagement: More Engagement- Interactive tools and multimedia resources are able to enhance the engagement and make students more responsive. Quizzes, discussions and multimedia content within blended learning environments make the learn dynamic more interactive (Means ET AL., 2013).

Increases in Learning Outcomes: Studies have demonstrated that blended learning can lead to greater learning outcomes compared to traditional face-to-face delivery. It can be the case: A meta-analysis done by Bernard and associates, Blended learning also tends to lead to better student outcomes and higher satisfaction rate (Vaughan ET AL. 2009).

(4) Applications in Higher Education

Blended learning is becoming more popular as a way in higher education to support teaching and learning. This is especially useful for large and diverse student populations, trying to scale personalized instruction.

Course Design: Many higher education institutions have redesigned their courses to incorporate blended learning strategies. This often involves a combination of lectures, online modules, and interactive activities. For instance, the University of Phoenix and other institutions have implemented blended learning models that integrate online coursework with in-person classes (Horn & S taker, 2015).

Faculty Training: To effectively implement blended learning, faculty members need training in both the pedagogical and technological aspects of the

approach. Professional development programs have been established to support educators in designing and delivering blended courses (Garrison & Vaughan, 2008).

Student Support: Institutions have also developed support systems to help students navigate blended learning environments. These include technical support services, online tutoring, and resources to assist with time management and self-directed learning (Means ET AL., 2013).

Assessment and Evaluation: Blended learning models often include a variety of assessment methods, such as online quizzes, group projects, and peer reviews. This allows for a more comprehensive evaluation of student learning and progress (Optician, 2017)

Blended learning is a real step forward in the way we practice education; it combines both traditional face-to-face and online learning into more proactive, engaging ways to learn. This development has been bolstered by the growth in technology and rise of demand for flexible education solutions. It has shown notable benefits in flexibility, customization, interactivity and learning results. Blended learning in higher education keeps changing and more and more institutions adopting different strategies to improve the quality of teaching-learning processes.

2. Advantages in Foreign Language Instruction

Enhanced Flexibility and Accessibility: Blended learning gives language learners access to materials when they want it, which means that students can participate in activities on their own time. This flexibility molds itself to different learning timetables and any way of customizing the educational experience. Learners can learn at their own pace, revisit content as needed, and fit language in around other priorities.

Increased Engagement and Interaction: Combining digital tools along with multimedia resources can yield an interactive learning experience when it comes to language. Interactive exercises like online discussions and multimedia including videos, image galleries or games can also make students more motivated to learn.

Personalized Learning Experience: By using adaptive learning tech and accustomed feedback to tailor courses for individual learners, blended learning offers

interpersonal instruction. Online platforms deliver exercises, assessments customized according to the progress and performance of each individual learner that can help them overcome their unique learning challenges.

Opportunities for Practice and Application: Blended learning environments offer opportunities for students to participate in both anachronistic (live) practice and a synchronic exercise. Language learning apps, forums and other online elements can enable further practice beyond the classroom environment whilst in-person sessions offer opportunities to engage with language aspects more interactively.

Enhanced Feedback and Assessment: More regular assessments in different formats (e.g. quizzes, peer reviews or self-assessments) can be employed using digital platforms. It allows instructors to track student progress and give timely feedback, both important language-acquisition factors.

3. Successful Application Cases

(1) University of Southern California - Language Fluency Enhancement Program

The University of Southern California (USC) implemented a blended learning model in its Language Fluency Enhancement Program. The program combines traditional classroom instruction with online language practice through the use of digital platforms like Rosetta Stone and Duo lingo. The online components offer interactive exercises and assessments, while classroom sessions focus on conversational practice and cultural immersion. The elements of success are analysand as follows:

Comprehensive Integration: Music's program integrates online practice with face-to-face instruction, allowing students to reinforce their skills and receive immediate feedback.

Variety of Resources: The use of multiple digital tools provides diverse learning experiences, catering to different learning styles and preferences.

Enhanced Engagement: Interactive online modules and real-time practice in the classroom contribute to high student engagement and improved language proficiency.

(2) University of Oxford - English Language Teaching (ELT) Innovations

The University of Oxford's English Language Teaching (ELT) department adopted a blended learning approach in its courses for international students. The program combines face-to-face lessons with an online platform offering resources such as video lectures, interactive exercises, and discussion forums. The elements of success are analysand as follows:

Flexibility in Learning: The online platform allows students to access materials and participate in discussions at their convenience, complementing the in-person classes.

Active Learning: The use of interactive content and collaborative tools enhances student participation and language practice outside the classroom.

Effective Assessment: Online assessments and feedback mechanisms help instructors monitor student progress and address learning challenges in a timely manner.

(3) The National University of Singapore - Blended Language Learning Project

The National University of Singapore (NUS) implemented a blended language learning project that integrates online resources with in-person language labs. The project includes the use of language learning apps, virtual reality (VR) scenarios, and online exercises, combined with classroom sessions focused on practical application and conversation. The elements of success are analysand as follows:

Innovative Technology Use: The integration of VR and other digital tools provides immersive language experiences and enhances cultural understanding.

Supportive Learning Environment: The combination of online and face-to-face components supports a well-rounded learning experience, addressing both theoretical and practical aspects of language learning.

Student-Centered Approach: The model allows for personalized learning paths and supports various learning styles, contributing to improved language acquisition and retention.

In summary, Blended learning serves as a tremendous benefit to foreign language instruction due to its ability for flexibility, engagement options and customization with plentiful practice opportunities. Successful application cases from institutions such as USC, the University of Oxford and NUS have shown mixed learning to be an effective combination of digital and face-to-face elements which can facilitate better performance in language acquisition or student outcomes.

ADDIE Model

1. Overview

ADDIE instructional model was first appeared in 1975 (Bran son 1975). It was created by the Centre for Educational Technology at Florida State University. The ADDIE model developed by Dick and Cary in 1978 and Russell Watson revised in 1981, and was considered essential in the development of educational and training programs (Lanthanum, 2005). An early version of ADDIE is depicted in Figure 2.1, the version to be used in this study refers to the evolved ADDIE model with which is depicted in Figure 2.2.

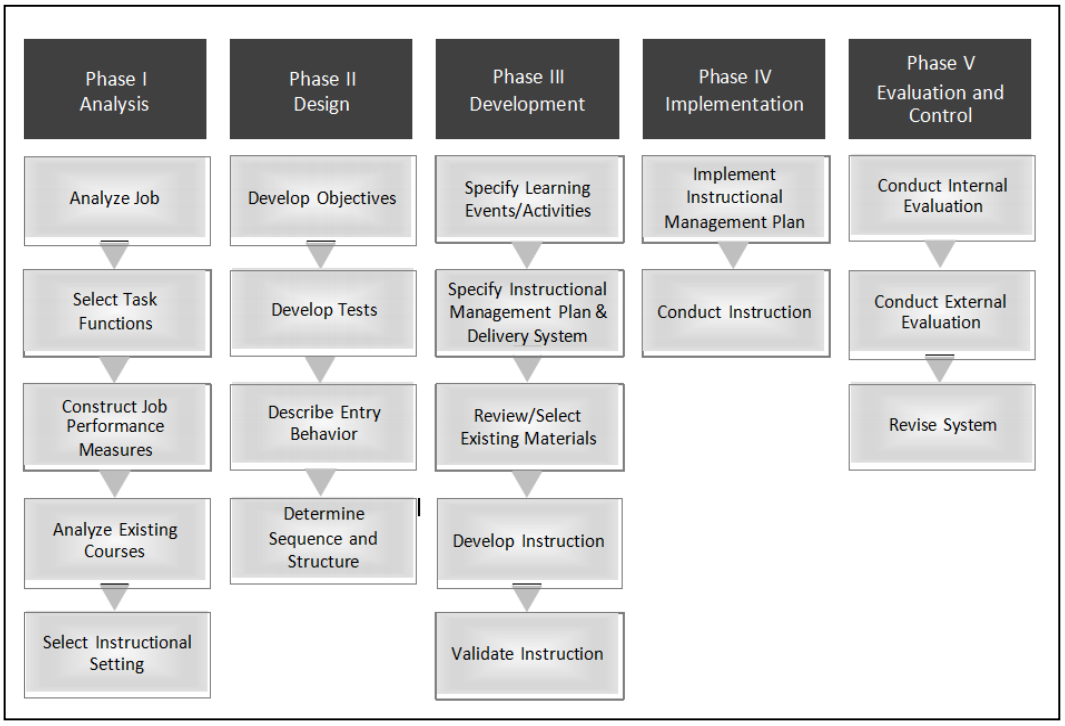

Figure 2.1 An early version of ADDIE model

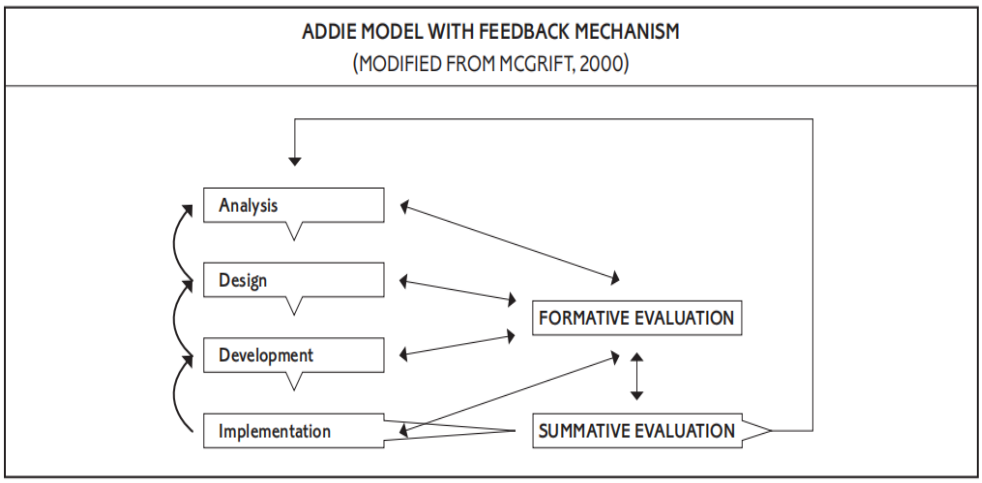

Figure 2.2 ADDIE model with feedback mechanism

2. Application in Foreign Language Instruction

The Ad Die model, an instructional design framework, is integral to the development and implementation of effective foreign language teaching strategies. The model comprises five stages: Analysis, Design, Development, Implementation, and Evaluation. Each stage plays a crucial role in optimizing the teaching process and enhancing student learning outcomes. The content contains the following steps:

(1) Analysis

The Analysis phase involves a thorough assessment of students' needs, backgrounds, learning objectives, and existing educational resources. In foreign language teaching, this phase includes:

Evaluating students' language proficiency and identifying their specific learning needs.

Defining clear instructional goals, such as improving specific language skills - listening, speaking, reading, or writing.

Analyzing students' learning styles and preferences to tailor the instruction accordingly.

Reviewing existing teaching materials and tools to determine their effectiveness in meeting educational goals.

(2) Design

During the Design phase, detailed instructional plans and activities are formulated. This phase in foreign language education encompasses:

Establishing precise learning objectives and assessment criteria.

Designing course content and learning activities aligned with the instructional goals.

Selecting appropriate pedagogical methods and strategies, such as task-based learning or interactive teaching.

Developing a comprehensive instructional plan, including lesson plans and scheduling.

(3) Development

The Development phase entails the creation of instructional materials and activities based on the design specifications. In the context of foreign language teaching, this includes:

Developing or selecting suitable teaching resources, such as textbooks, practice exercises, and multimedia materials.

Creating interactive learning tools, including online practice platforms and language learning applications.

Preparing supplementary instructional materials, such as slides, handouts, and activity guides.

(4) Implementation

The Implementation phase involves executing the developed instructional plan in the classroom setting. For foreign language teaching, this phase involves:

Conducting lessons using the designed activities and materials.

Adapting teaching strategies in response to real-time feedback and classroom dynamics.

Monitoring students' progress and collecting data to assess the effectiveness of the instructional methods.

(5) Evaluation

The Evaluation phase focuses on assessing the overall effectiveness of the teaching process and making necessary adjustments. In foreign language education, this includes:

Evaluating students' language proficiency and learning outcomes.

Gathering feedback from both students and instructors to assess the effectiveness of teaching methods.

Analyzing evaluation results to identify areas for improvement and making adjustments to instructional strategies.

Refining future instructional design and implementation based on the evaluation findings.

The ADDIE model offers a systematic approach to instructional design in foreign language teaching. By employing a structured process of analysis, design, development, implementation, and evaluation, educators can enhance the quality of instruction and better meet students' learning needs. The model facilitates the creation of well-planned and effective teaching strategies, ultimately contributing to improved student outcomes and overall educational efficacy.

3. Relevant Research

In looking at the "application of ADDIE version into Japanese Language education", Kim & Lee (2021: 45) clarifies a structured method pl ayes an important part for content development and lesson planning. For Angers & Walker (2003), ADDIE is useful because it helps to focus and give instruction in learner-centered content, which can increase motivation and learning.

By refining instructional materials, the iterative nature of ADDIE makes it possible to improve language curricula on a regular basis (Wang 78). Ian Wang argued that using the ADDIE framework allows better learning objectives and assessments to be made, which in turn lead more meaningful student results.

Jones ET AL. Similarly, Kana (2020) investigated "The Efficacy of ADDIE Model Online Japanese Language Courses," and reported that the model helped creating digital courses with high interactivity and enjoyment. This study underscored that the

design phase of ADDIE model is very important for producing learning material to be diversified and tailored with natural tendencies.

The study of Nguyen (2018, p.61) on "the application of the ADDIE model in blended Japanese language instruction" revealed that the proper use helps integrate online and face-to-face learning better than using it without following its stages accordingly. Nguyen found that the ADDIE model is versatile enough to utilize digital and non-digital resources in language teaching.

Reviewing the way the ADDIE model enhances instructional design in Japanese language classrooms Garcia & Martin (2021, p.110) claims that better teaching strategy take place as a consequence of carefully planned and evaluated stages of this theoretical framework. They also stressed the need for continual assessment to tailor instruction as students' needs change.

According to Lee and Chen (2019, p. 85), who conducted a literature review on "The Case Study of Applying ADDIE Model in Development of Japanese Language Electronic Learning for Developing E-Learning Modules"; the develop phase is said to be significant when creating an interactive digital materials that user centrism. Fealty also emphasized that the ADDIE model supports alignment of e-learning resources with instructional goals.

In assessing “the role of the ADDIE model in customizing Japanese language learning experiences,” Markup (2020) found that this framework... The study demonstrated such as approaches are designed to support differentiated instruction is beneficial for instance, educators can customize content and activities based on learner categorical. Markup said the model is flexible and could be applied to any teaching format.

The ADDIE-based instructional design was examined by O'Connor (2019, p.58) in "the effectiveness of the ADDIE model to improve Japanese language education", finding that using this approach enables teachers create teaching stages and materials targeting student feedback through evaluation phase. The researchers of the study emphasized that continuous assessment is a critical element in order to preserve instructional quality.

Hernandez (2021) investigated "the utilization of the ADDIE model in teaching Japanese language curricula" to understand that analysis and design phases were found helpful in organizing what content should be added, along with each phase served a purpose for course assessments. Hernandez emphasized that a thorough needs analysis leads to more efficient and focused instruction.

Kaftan & Suzuki (2022) addressed "learning outcomes in Japanese language based on course design using the ADDIE cycle model" and concluded that due to its systematic style, it significantly enhances linguistic abilities. The ADDIE model The researchers concluded that a systematic approach such as the ADDIE model can contribute to endowment in teaching objectives and assessment practices.

The reviewed literature demonstrates that the ADDIE model provides a robust framework for enhancing Japanese language instruction. The model's systematic approach to analysis, design, development, implementation, and evaluation is shown to improve lesson planning, material development, and overall instructional effectiveness. Key benefits include tailored instructional strategies, the integration of digital and traditional resources, and continuous adaptation based on student feedback.

JF Standard

1. Definition

JF Standard, formally known as the Japanese Framework for the Evaluation of Japanese Language Proficiency, is a comprehensive set of criteria designed to assess and standardize Japanese language proficiency. The framework provides a structured approach to evaluate language skills across various dimensions, including listening, speaking, reading, and writing.

2. Scope of Use

The JF Standard is widely utilized by educational institutions, language assessment organizations, and governmental bodies involved in Japanese language education. It serves as a reference for designing language proficiency tests, creating

curricula, and evaluating learner progress. The framework is employed by various entities including:

(1) Japanese language schools and universities.

(2) Language assessment organizations for official testing and certification.

(3) Governmental agencies involved in language education policy and international exchange programs.

3. JF Standard and CEFR

The JF Standard and the Common European Framework of Reference for Languages (CEFR) both serve as frameworks for assessing language proficiency. The JF Standard is designed to be compatible with the CEFR, ensuring that Japanese language proficiency assessments align with the broader European standards. They cater to different linguistic contexts and needs. While the JF Standard is specifically designed for Japanese language evaluation, the CEFR is a broad framework applicable to a wide range of languages.

4. Assessment Criteria of JF Standard

The JF Standard provides a structured and standardized approach that enhances the alignment between teaching objectives and assessment practices. The course competency objectives and the learning effectiveness tests in this study are based on the assessment criteria of JF -Standard.

Delphi Method

The Delphi Method, originally developed by the RAND Corporation in the 1950s, is a structured communication process that gathers expert opinions through multiple rounds of surveys. It has become a widely accepted research technique in social sciences and educational research, particularly when building consensus on complex topics where empirical data may be limited. The method involves iterative rounds of questionnaires, anonymized feedback, and statistical aggregation of responses to refine judgments and reach group consensus.

In language education, the Delphi Method is often used to design curriculum standards, validate teaching frameworks, or define competency benchmarks. This

study employs the Delphi Method to engage a panel of Japanese language and educational technology experts in reviewing, refining, and validating the proposed blended teaching model. By leveraging multiple rounds and controlled feedback, the Delphi approach enhances the model's credibility and practical relevance.

Research Theories

1. Second Language Acquisition Theory

Second Language Acquisition (SLA) Theory is, as articulated by Ellis (2015), one of the cornerstone framework in langue education that addresses how an individual learns a language other than his/her mother tongue. The hypothesis posits that learning of a second language is an intricate procedure affected by numerous intellectual, social and etymological factors. In SLA theory exposure to the target language in a meaningful context (input) and interaction provides opportunities for practice and reinforcement through real-time communication. It also recognizes the salience of motivation, attitudes and language user identities - all serving as mediators between cognitive processes that enable or obstruct acquisition. SLA theory can teach us how to design language learning environments and instructional strategies (e.g. task-based language teaching, communicative language teaching) that reflect the way languages are actually learned realistically.

2. Social Constructionist Learning Theory

The Social Constructionist Learning Theory (Vygotsky, 1978:86) states that the knowledge is constructed based on group interactions and common experiences. This theory focused on the role of culture, language and social context in influencing an individual's cognitive development. Under social construction// asylum idea: it is argued that learning occurs as learners engage in sociocultural practices and. conversations... they learn by doing//"practicing" such conversations. Sociocultural foundational ideas encompass the Zone of Proximal Development (ZPD) as the region in which an individual learns more with guidance and Scaffolding related to providing support from a knowledgeable peer to advance learners. In sum, social constructionist suggests that educators must encourage interaction and reflection

while fostering critical thinking skills through activities that provide the opportunity to explore authentic problems by crafting solutions within meaningful co-created learning environments. This theory has had a profound impact on educational practice, prompting the design of collaborative learning strategies and culturally responsive pedagogy - agreements with educators that they can no longer ignore issues of equity and multiculturalism.

3. Cognitive Load Theory

Cognitive Load Theory (CLT) is premised on the notion that, in learning new material at least, human brains can process only a limited amount of information. The cognitive load theory (CLT) differentiates between three types of cognitive loads: intrinsic load, extraneous load and germane load. Intrinsic Load refers to the level of complexity associated with a learning material; Extraneous Load refers to how this information might be delivered which may either aid or deter from reducing mental effort in understanding it on working memory; Germane Load is responsible for developing schemata that helps understand and retain new information better. The model proposes that instructional design should minimize extraneous cognitive load and maxima germane in order to further learning efficiency. Through cognitive load management, educators can enable more proficient appreciation and recall of information. It has practical implications in educational environments through both agreement of instructional materials and learning activity design with the cognitive capabilities individuals, thereby advance more effective (with higher completion level) and efficient learning processes.

4. Personalized Learning Theory

According to Johnson ET AL (2013) Personalized Learning Theory, 2014) jointly indicates the importance of customization of educational experiences based on distinctiveness associated with leaned preferences and capabilities. This theory is based on the belief that students learn better when they are connected to content which interests them and corresponds with their learning style. Personalized learning is a method which typically combines differentiated instruction, adaptive learning

technologies and student-centred approaches to construct an individual educational path for each participant.

The theory urges the use of data and formative assessment to consistently modify instruction relative to a learner´s individual progress, leading students through an appropriate level of support and challenge. Personalized Learning Theory emphasizes student agency, which is where students own their learning - they set personal goals and make choices about how to accomplish them, ultimately reflecting upon measuring progress. Increasingly popular in the modern education space, this method can significantly enhance student success as it allows for a more immersive and impact educational atmosphere that is interpersonal.

5. Blended Learning Theory

Originally articulated by Graham (2006), Blended Learning Theory is an educational model that combines traditional face-to-face instruction with online learning opportunities. We believe that by taking the best of in-person teaching (immediate feedback, peer interaction and practical hands-on learning) and delivering it through a digital platform when needed we can offer an optimal student experience. From the perspective of Blended Learning Theory, courses should be designed intentionally to use each modality for its strengths in conjunction with clearing and F2F instruction. Some of its key components include leveraging free and open content to allow self-paced learning, designing interactive digital technology tools for engagement, and introducing collaborative online activities that support the face-to-face classroom experience. The theory underscores the significance of coherence between online and offline elements that should mutually-contribute so as to create a coherent learning path. Because it supports interactive learning, caters for different student preferences and styles of learning as well provides opportunities to customize instruction which makes the blended approach an effective theory in modern education.

6. Curriculum Design Theory

Tyler, 1949 Curriculum Design Theory elaborates on a systematic model of educational curriculum design in such a way that it facilitates the overall process to

meet specific learning objectives and goals. This theory is based on a philosophy that curriculum designs follow the objectives of teaching and instructing; it clarifies what contents to teach when, using which methods could be taught best with some sort of individual variations. For example, Tyler introduced a very popular model based on the following four fundamental questions: “What educational purposes should the school seek to attain? What kinds of educational opportunities are most likely to further those ends? How best can they organize these educational experiences? How will we know if they are serving these purposes?”

Curriculum Theory is an advocate for curriculum designed systematically; all components (goals, content, pedagogy and assessment) work together-concisely aligned-to support student learning. The theory also highlights contextual dependence as curriculum must be accommodating to the educational needs, characteristics and circumstances of learners in addition to cultural landscapes on which education happens.

Modern interpretations of Curriculum Design Theory often internationalize exclusivity, flexibility and responsiveness which make the integration of diverse perspectives possible and to respond suitably to changing educational demands. This theory is foundational in educational planning and integral to developing events that are powerful, relevant and attractive.

7. Instructional System Design Theory

Promoting Specific Cognitive Skills Gagné, Briggs and Wager (1992) provides Instructional System Design (ISD) Theory that is a systematic process for creating effective instructional materials and experiences. ISD is based on the belief that individual elements of a class can be planned and designed to ensure learning results best, every part you do facilitates those goals.

The following are integral steps in the ISD process, referred to as ADDIE phases: Analysis, Design, Development / Implementation), and Evaluation. On the Analysis level: an ID will analyze needs, write objectives and get to know their learners on a demographic perspective. Design -Develop an instructional strategy such as content sequence, learning activities and assessment mechanism. Design

blueprint is turned into actual instructional materials (Development) Where implementation is delivering the instruction to the students, Evaluation encompasses determining how effective this process was or not in terms of results so that it can be edited accordingly.

According to the Instructional System Design Theory, among other things, Formative Evaluation is crucial where group and individual feedback are gathered at different points during the training process in order to make real-time improvements. An iterative process, ensuring that instruction is and remains relevant to learners as well as working effectively for new audiences.

It is applied in different working environments for education and training, including corporate instruction, military school branches of knowledge (DMILS), workforce advancement. It gives a durable structure for organizing the organized and arranged instructional solutions that are student focused, addressed to results in order academic goals can be fulfilled efficiently.

8. Teaching Quality Assessment Theory

The experience of teaching coding is used to illustrate different ways these practical principles can be exploited in practice, using the theoretical framework of Teaching Quality Assessment (TQA) Theory which Ramsden 1991 originally developed for evaluating teaching effectiveness. At the heart of this theory is the idea that we must all take quality teaching seriously if we have any desire to serve students and meet strategic goals for education. TQA Theory documents a variety of approaches and standards in quality assessments, advocating for holistic evaluations that account not only what is taught but also how it supports learning.

TQA Theory can be broken down into several important aspects such as instructional clarity, teaching aligned with learning outcomes, appropriate and engaging methods of instruction delivery or instructor responsiveness to students needs/feedback. Ramsden outlines a good Teaching model: how to better motivate students in relationship with the enhancement of active learning, self-directed learn and passion for study.

It also explains the significance of formative and assumptive assessments which are means to assess teaching quality. Formative assessments like student feedback and peer observations are a mechanism for ongoing insights that allow instructors to continue their honing of teaching practices. Other evaluation techniques, such as end-of-course evaluations and student performance outcomes among many others, provide a more longitudinal perspective on teaching effectiveness.

Widespread adoption of Teaching Quality Assessment Theory in higher education and other educational settings, to some extent as a way to hold educators accountable for teaching practices that are consistent with institutional objectives and student needs. TQA Theory helps to improve the quality of education by providing guidelines for how teaching can be undertaken, structured and assessed in a procedural manner that was previously lacking.

Related Research

The following Table 2.1 presents a systematic analysis of the key problems encountered by Japanese language major students in Chinese universities as discussed in the recent 5 years literature.

Table 2.1 Key problems encountered by Japanese Language major students in Chinese universities

Scholar	1	2	3	4	5	6	7	8	9	10
Aizawa & Rose (2020)	●	●	●			●				
Teo et al. (2019)	●			●	●		●			
Ren (2019)		●	●			●	●			●
Winch (2019)			●	●			●			●
Wang & Zheng (2019)	●				●				●	
Wei (2023)	●						●			●
Xia (2023)	●	●				●	●			
Pun & Jin (2021)	●		●				●		●	
Cheng (2020)	●			●						●
Zhang (2019)		●			●					●
Zhi et al. (2021)	●		●		●			●		
Li (2020)	●			●						●
Chen et al. (2023)							●		●	
Sá (2021)			●	●		●				
Huang & Feng (2019)	●				●				●	
Total	**10**	**5**	**7**	**6**	**6**	**6**	**9**	**3**	**6**	**8**

Problem 1: Lack of Motivation and Engagement

Problem 2: Difficulty in Mastering Pronunciation and Intonation

Problem 3: Challenges in Reading Comprehension

Problem 4: Struggles with Vocabulary Acquisition

Problem 5: Limited Exposure to Native Speakers

Problem 6: Difficulty in Understanding Cultural Nuances

Problem 7: Problems with Listening Comprehension

Problem 8: Writing Challenges

Problem 9: Inadequate Teaching Methods

Problem 10: Limited Use of Technology in Language Learning

In the above analysis, the problems are ranked according to their prevalence, with "Lack of Motivation and Engagement" (Problem 1) being the most frequently mentioned issue, appearing in 10 of the 15 studies reviewed. The issues related to "Problems with Listening Comprehension" (Problem 7) and "Limited Use of Technology in Language Learning" (Problem 10) also received significant attention, being highlighted in 9 and 8 studies, respectively. In contrast, challenges such as "Difficulty in Mastering Pronunciation and Intonation" (Problem 2) were less commonly discussed but still notable, mentioned in 5 studies. This analysis highlights the diverse range of difficulties faced by students, providing a clear foundation for further research and targeted interventions to support Japanese language learners in Chinese academic contexts.

Chapter Conclusion

This chapter provides a comprehensive review of the literature related to Japanese language instruction, digital educational technology, its application in foreign language teaching, digital teaching platforms, and blended learning. It then delineates the design of a blended Japanese language curriculum, which integrates digital technology, based on the insights gained from the literature review. The instructional design is framed using the ADDIE model as a guiding framework, while learner assessment is aligned with the JF Standard established by the Japan Foundation for International Exchange.

The blended model integrates the theories presented in this chapter to address how blended learning can be carried out with digital technology support to improve Japanese language education for Chinese Undergraduate students. The following is an outline of the blended learning model, Subsequent sections will elaborate on the design, development, and evaluation phases of the blended teaching model in Figure 2.3.

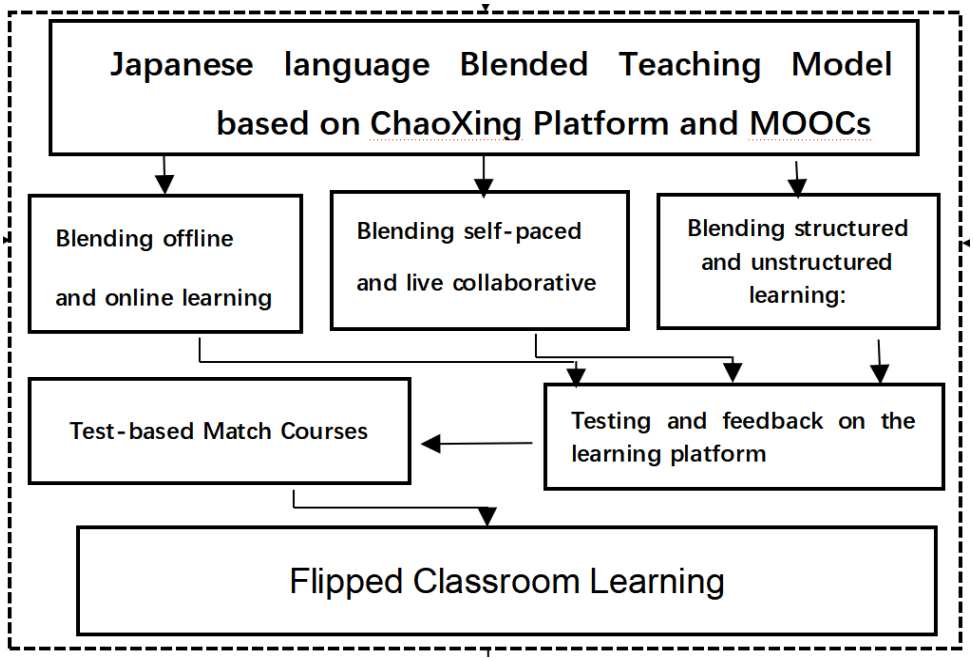

Figure 2.3 Japanese language Blended Teaching Model based on platform

Chapter 3
Research Methodology

Statement of Research Methodology

This study employed a multi-phase, mixed-method research design that integrates both qualitative and quantitative analysis techniques. In the initial phase, a comprehensive literature review was conducted to systematically examine the current state of Japanese language teaching in Chinese universities and to identify existing challenges and bottlenecks within the teaching practices.

Following this, a student-focused survey was designed and administered to gather insights into learning needs and feedback on learning difficulties. Based on the results of this student survey, an expert questionnaire was developed and implemented to evaluate the findings. The combined insights from the student needs assessment and expert feedback were then used to design a blended teaching model tailored specifically for Japanese language instruction in Chinese universities.

Finally, the model was rigorously tested through the implementation of courses with both control and experimental groups. The results from both the control and experimental groups, alongside expert feedback, informed the adjustments, leading to the development of a sustainable blended teaching improvement model.

Research Objectives and Research Design

The study was divided into 4 phases.

Phase 1: To identify the current problem of teaching the Japanese language to Chinese Undergraduate students and their solution.

Phase 2: To develop a blended teaching model for teaching the Japanese language to Chinese Undergraduate students.

Phase 3: To implement the blended teaching model for teaching the Japanese language to Chinese Undergraduate students.

Phase 4: To evaluate the blended teaching model for teaching the Japanese language to Chinese Undergraduate students.

Research Design

In Phase 1, the study identified the target population and defined the sample through stratified random sampling, ensuring balanced demographic characteristics and comparable language proficiency across groups.

In Phase 2, robust research instruments were developed and validated, including pre-tests and post-tests, student questionnaires, and expert interview guidelines. All instruments underwent pilot testing to ensure clarity and reliability.

In the Phase 3, data were collected and analyzed using descriptive statistics, mean comparisons, t-tests, and correlation analysis to determine the effectiveness of the blended teaching model. The Chaoxing platform's built-in learning analytics were also employed to track students' engagement and activity levels.

In the Phase 4, the results were presented in detailed tables and figures, highlighting significant improvements and trends. This comprehensive design ensures the validity and reliability of findings while providing a replicable framework for future studies.

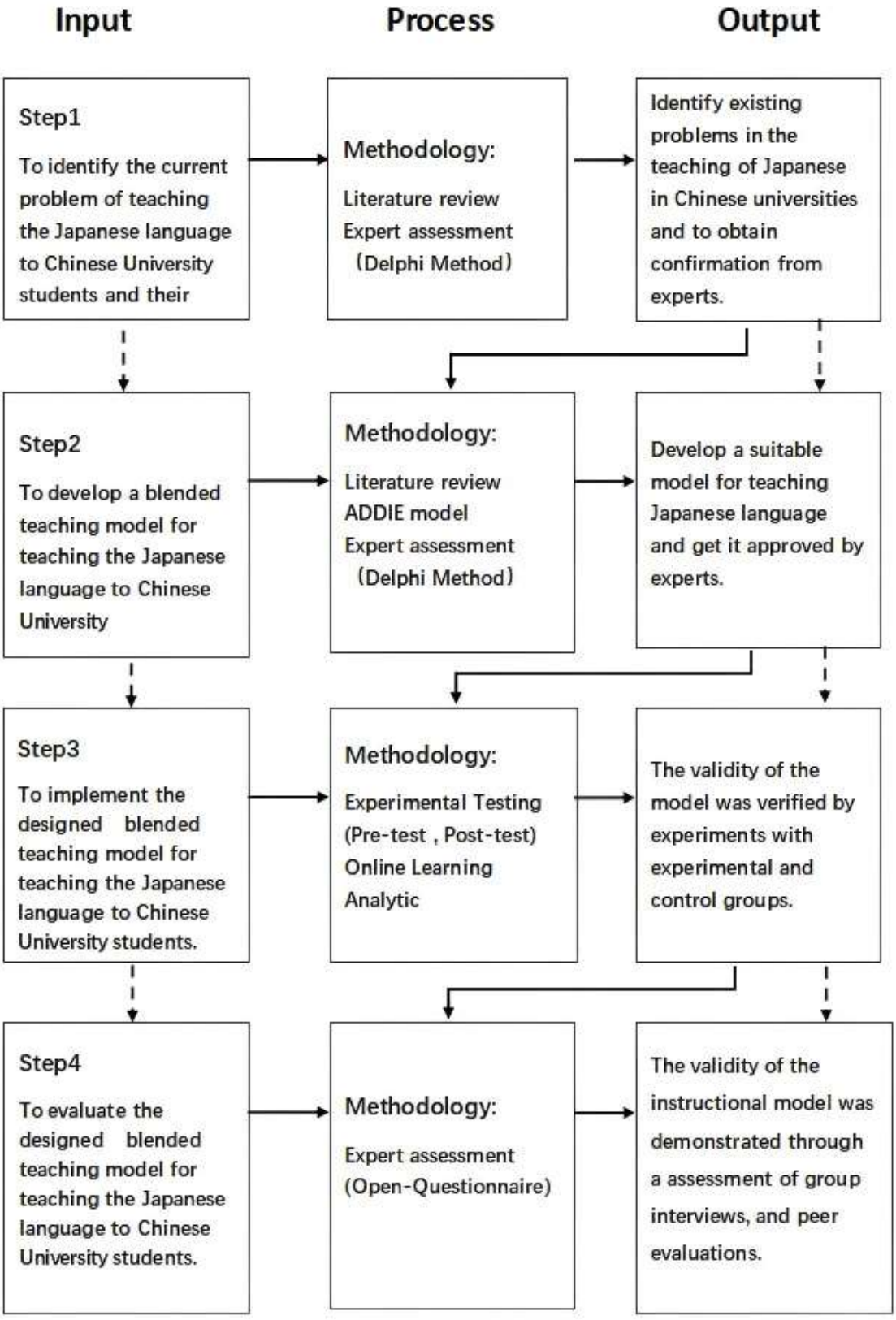

Figure 3.1 Research Process

Phase 1:

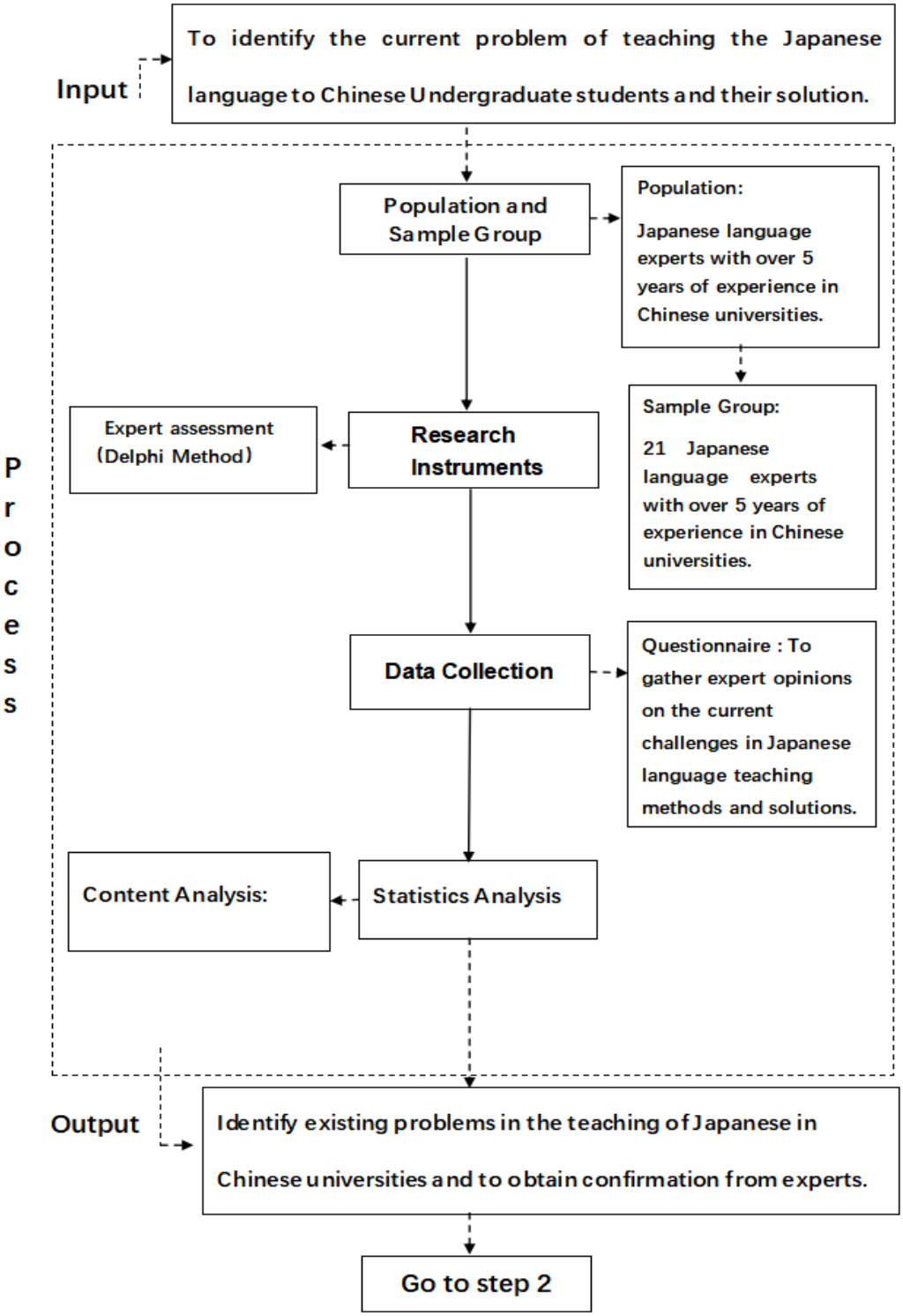

Figure 3.2 Process of Phase 1

Phase 1: To identify the current problem of teaching the Japanese language to Chinese Undergraduate students and their solution.

The population/ Sample Group

Population

The population for this study consists of qualified Japanese language education experts in Chinese universities nationwide who have at least five years of relevant teaching or research experience in the field of Japanese language pedagogy. This population represents a broad range of institutions and professional backgrounds to ensure diverse perspectives on current teaching practices.

Sample Group

The sample group includes a purposively selected panel of 21 experts who meet the above criteria. The panel size is consistent with recommended practices for the Delphi method, which typically involves 10 to 30 participants to balance depth of expertise and manageability of consensus building.

Research Instruments

Interview for Experts (Delphi Method):

A semi-structured Delphi questionnaire was used to gather expert opinions on the current challenges in traditional Japanese language teaching methods and potential solutions for improvement.

Data Collection

The Delphi process consisted of three iterative rounds.

Round One: Experts provided individual responses to the initial questionnaire. Their feedback was analyzed using content analysis to identify common themes and key concerns.

Round Two: A summary of the first round's results was returned to the experts for re-evaluation in light of group insights. The degree of consensus among experts was measured using Kendall's W coefficient.

Round Three: A final consensus round allowed experts to revise their ratings. Items achieving a consensus rate of 80% or higher were identified as critical factors influencing Japanese language teaching improvement.

Data Analysis

The data obtained from the Delphi interviews will be analyzed using qualitative content analysis techniques.

In the first round, the open-ended responses will be transcribed and coded to identify common themes and recurring problems in Japanese language teaching. Keywords and phrases related to teaching challenges, instructional methods, and solution strategies will be grouped into thematic categories. A frequency analysis will be conducted to determine which issues are most frequently mentioned by the experts, thereby highlighting the primary challenges faced in the current context.

In the second rounds, the experts' feedback will be compared to assess the level of agreement. Descriptive statistics, such as percentage agreement, will be used to measure the degree of consensus among panel members.

The final outcomes will be summarized to present a prioritized list of the key problems and recommended solutions, which will serve as the basis for developing a more effective blended teaching model in the next phases of the study.

Phase 2:

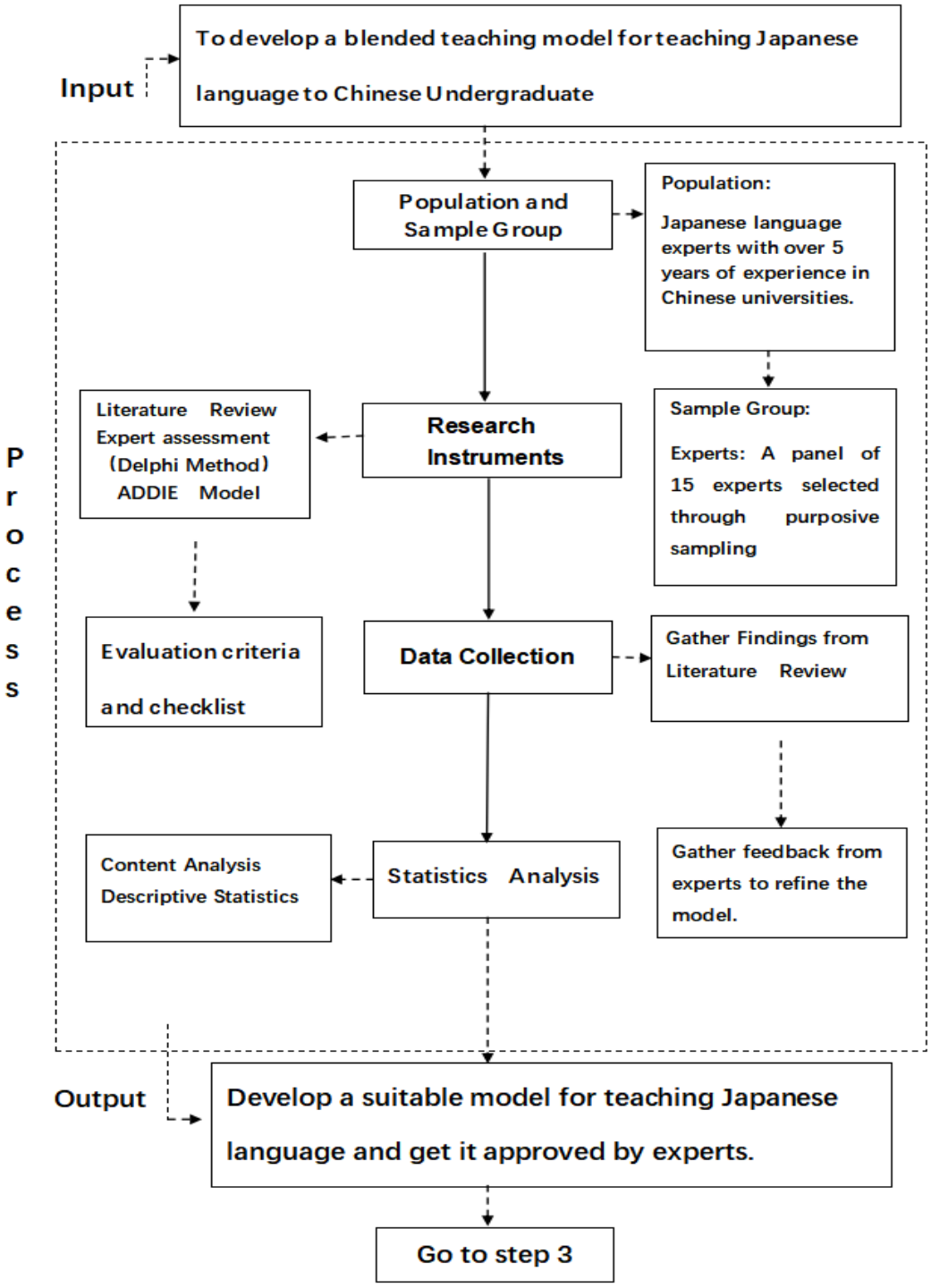

Figure 3.3 Process of Phase 2

Phase 2: To develop a blended teaching model for teaching the Japanese language to Chinese Undergraduate students.

The population/ Sample Group

The Population

The population for this phase consists of all qualified Japanese language education experts working in Chinese universities who have at least five years of relevant experience in Japanese language teaching and curriculum development.

The Sample Group

The sample group for this phase comprises a purposively selected panel of 15 experts who meet the above criteria. These participants were drawn from a diverse range of institutions to represent different teaching contexts and institutional settings.

Research Instruments

1. Through literature review, the top ten influencing factors in blended teaching are summarized.

2. Through expert research (Delphi method), the ten major elements for developing a hybrid teaching model were further confirmed, providing a theoretical and practical basis for the development of this model.

3. ADDIE model framework to guide the development of the blended teaching model.

4. Interview for Experts to verify the rationality, scientific validity and effectiveness of the developed design solutions.

Designing Instrument

In this Phase, multiple research instruments were designed to ensure the systematic development of a scientifically valid and practically applicable blended teaching model for Japanese language education.

1. literature review was conducted to identify and summarize the ten key influencing factors commonly cited in blended teaching research. This review covered both international and domestic studies related to blended language education, online learning, and instructional design frameworks.

2. The Delphi method was employed as a core instrument to refine and validate the key elements of the proposed blended teaching model. An expert panel consisting of 15 Japanese language educators with more than five years of experience in Chinese universities was assembled through purposive sampling. The Delphi procedure included multiple rounds of structured questionnaires to reach consensus on the importance and relevance of each element.

3. The ADDIE instructional design framework (Analysis, Design, Development, Implementation, and Evaluation) was adopted to guide the systematic design and iterative refinement of the blended teaching model. This framework ensured that the model development process remained logically structured, adaptable, and replicable.

4. The expert interviews were conducted to verify the scientific rationality, theoretical soundness, and practical feasibility of the design solutions derived from the literature review and Delphi rounds. The semi-structured interview protocol focused on clarifying experts' suggestions and validating whether the proposed instructional strategies and digital resources aligned with actual classroom contexts.

Data Collection

1. Literature Review: Relevant academic articles, books, conference proceedings, and policy documents were systematically collected and analyzed to extract frequently cited factors and best practices in blended language teaching.

2. Delphi Method: Data for the Delphi process were gathered through two rounds of online questionnaires distributed to the expert panel. In Round 1, open-ended responses were collected to identify perceived challenges and essential components for blended Japanese language instruction. In Round 2, the

consolidated list of ten elements was rated by the same experts using a Likert scale. Additional comments and suggestions were also solicited for further refinement.

3. ADDIE Framework Application: During this phase, detailed records were kept of each design step, including needs analysis reports, draft instructional materials, and iterative feedback notes. This documentation ensured transparency and traceability of the development process.

4. Expert Interviews: Semi-structured interviews were conducted with the same panel of experts after the Delphi rounds to clarify ambiguities, validate design solutions, and collect further recommendations. All interviews were audio-recorded with consent and transcribed verbatim for subsequent analysis.

Data Analysis

The collected data were analyzed using appropriate methods to ensure robust and meaningful results.

1. Literature review: thematic analysis was applied to identify, categorize, and summarize the recurring factors influencing successful blended teaching. The results of this synthesis informed the initial draft of the model elements.

2. Delphi method: quantitative data from the Likert scale ratings were analyzed using descriptive statistics, including means and standard deviations, to assess the level of consensus for each element. A consensus threshold was established (e.g., SD ≤ 0.50 indicating high consensus). Qualitative feedback was subjected to content analysis to identify recurring suggestions or concerns.

3. ADDIE framework: the analysis focused on ensuring that each design phase met its intended objectives. Iterative feedback was reviewed, categorized, and integrated into successive design refinements.

4. Expert interviews: thematic coding was used to extract key insights regarding the feasibility and scientific validity of the proposed model. Emergent themes were cross-checked against the results from the Delphi method and the literature review to ensure consistency and to finalize the model components.

Through the triangulation of these multiple data sources, this phase ensured that the resulting blended teaching model is theoretically robust, contextually appropriate, and practically feasible for implementation in the target educational setting.

Phase 3

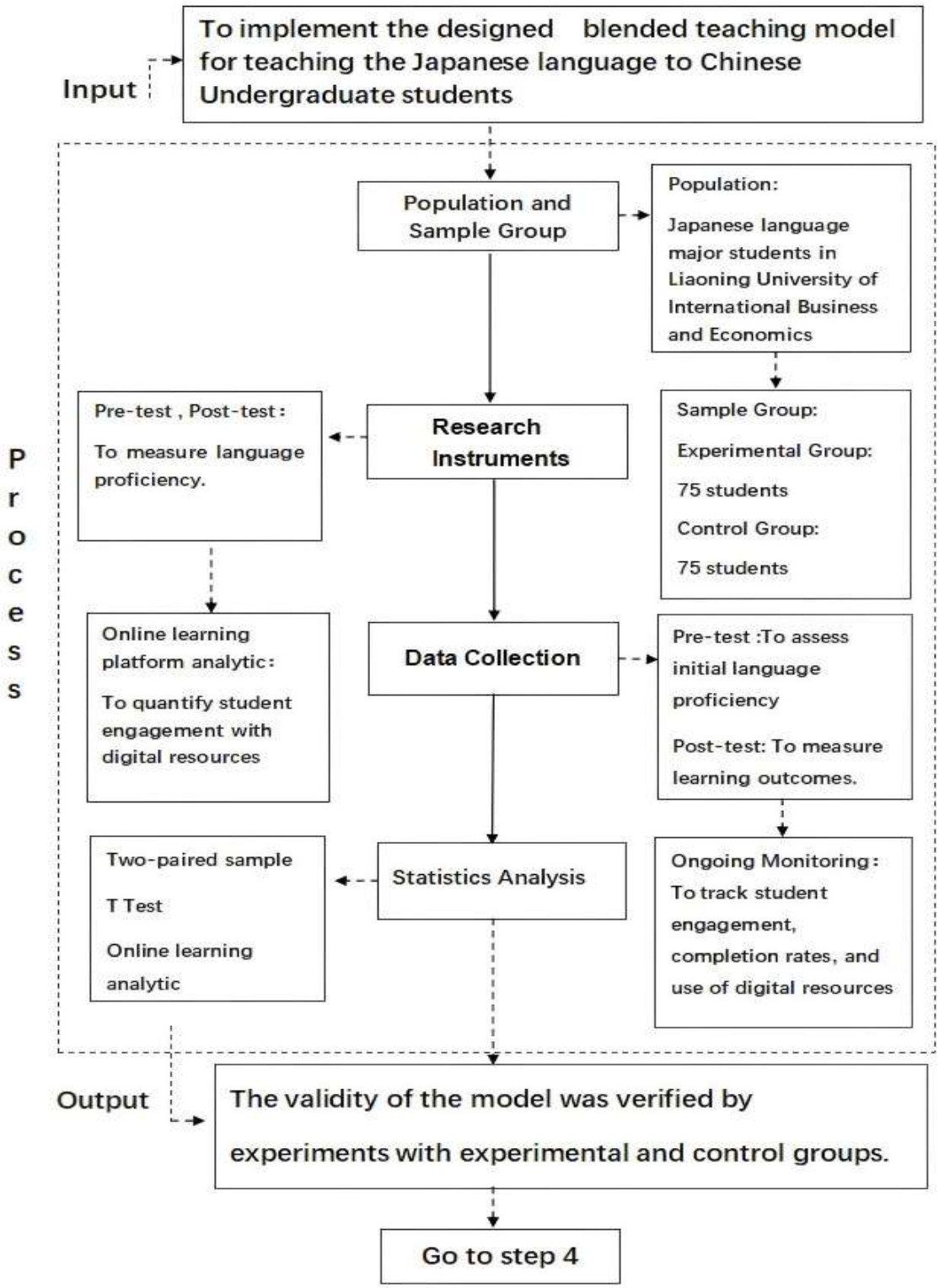

Figure 3.4 Process of Phase 3

Phase 3: To implement the blended teaching model for teaching the Japanese language to Chinese Undergraduate students.

The population/ Sample Group

The Population

The sample group of this stage consists of 150 first-year undergraduates majoring in Japanese at Liaoning University of International Business and Economics. These students have completed their first-year professional studies and have reached the level of JLPT-N4 through language proficiency tests.

The Sample Group

The sample group of this stage includes two relatively even groups: 75 students in the experimental group participated in the hybrid teaching model, and 75 students in the control group continued to receive traditional face-to-face teaching. Participants were randomly assigned to each group, and they were the same in terms of initial language level and pre-course learning.

Research Instruments

1. Pre-test and post-test to measure language proficiency
2. Online learning platform analytic
3. Questionnaire

(The complete pre-test and post-test instruments are included in Appendix E and Appendix F to ensure transparency and replicability)

Designing instrument

The implementation phase of the study involved a controlled experimental design, where the blended teaching model was applied to a select group of Japanese language students at Liaoning University of International Business and Economics

Specific implementation steps are as follows:

1. Pre-test and Post-test Implementation:

Conduct a pre-test before the implementation of the blended teaching model to assess students' initial language proficiency. After the implementation, a post-test will be conducted to measure the learning outcomes, providing a comparative analysis of students' progress.

2. Online learning platform analytic:

Throughout the implementation phase, track student engagement, completion rates, and the use of digital resources using the online learning platform analytic and observational checklists. This ongoing monitoring will provide real-time insights into student participation and interaction with the course content.

3. Questionnaire: The questionnaire is used to understand students' feedback on the implementation of the course.

Data Collection

Data collection during the implementation phase was extensive and multifaceted, ensuring a comprehensive assessment of the blended teaching model’s effectiveness. Quantitative data were collected through pre-tests and post-tests administered to both the experimental and control groups. These tests were designed to measure students' proficiency in Japanese language skills, including reading, writing, listening, and speaking, at the start and end of the semester. Additionally, online learning analytic were employed to track student engagement with digital resources, including the frequency of access, time spent on various activities, and completion rates of online assignments.

1. Pre-test: Conduct before the implementation to assess initial language proficiency.

2. Post-test: Conduct after the implementation to measure learning outcomes.

3. Online learning platform analytic: Track student engagement, completion rates, and use of digital resources during the implementation phase.

4. Questionnaire: Understand students' feedback on the implementation of the course.

Data Analysis

Statistical analysis during this phase focused on comparing the pre-test and post-test results between the experimental and control groups to determine the effectiveness of the blended teaching model.

1. T-test: To compare the mean scores of the experimental and control groups, assessing the effectiveness of the blended teaching model.

2. Online learning analytic: To quantify student engagement with digital resources. Correlation analyses were also performed to explore the relationship between student engagement and language proficiency gains.

3. Open Questionnaires: Thematic coding was used to extract key insights on the feasibility of the blended teaching model and its effects on learners' language learning.

Phase 4

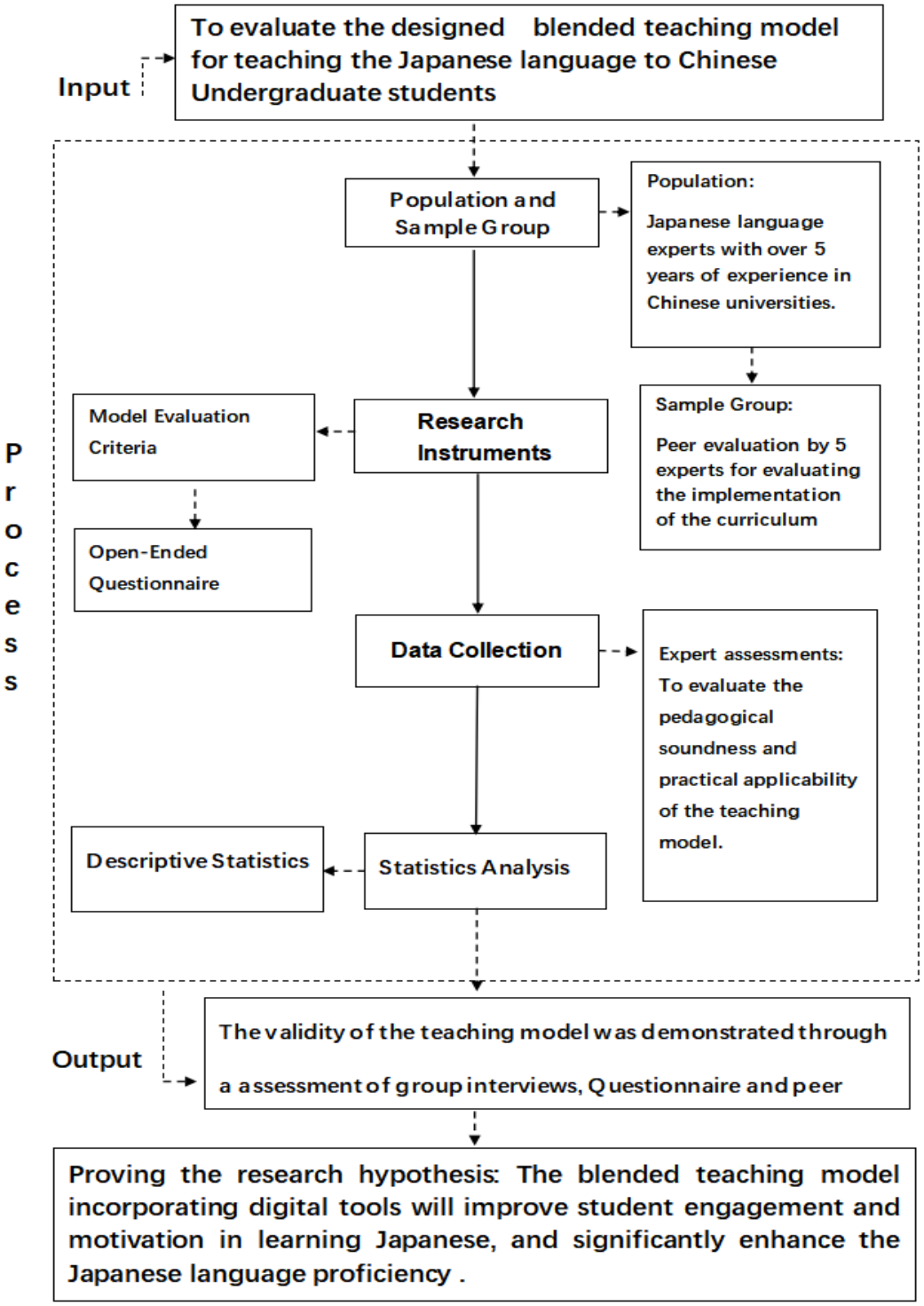

Figure 3.5 Process of Phase 4

Phase 4: To evaluate the blended teaching model for teaching the Japanese language to Chinese Undergraduate students.

The population/ Sample Group

The Population

The population for this phase includes two groups: Japanese language teachers and undergraduate students engaged in the implementation of the blended teaching model. Specifically, the teacher group consists of five experienced Japanese language instructors who directly participated in the delivery of both the blended and traditional courses. The student group comprises the same 75 undergraduate students in the experimental cohort from Phase 3, ensuring consistency in evaluating the model's impact and feasibility.

The Sample Group

The sample group in this phase is identical to the defined population: five teachers selected based on their direct involvement in the teaching process, and all 75 students who experienced the blended teaching model during the intervention. This alignment guarantees that feedback is drawn from stakeholders with first-hand experience of the model's design and practical implementation.

Research Instruments

Model Evaluation Criteria:

A structured set of evaluation criteria was developed to guide the expert peer review, focusing on the pedagogical soundness, theoretical coherence, and practical feasibility of the blended teaching model.

Open-Ended Questionnaire:

A semi-structured student questionnaire was designed to collect detailed feedback on learners' perceptions, satisfaction, and suggestions for further improvement of the blended teaching approach.

Data Collection

Expert Peer Review:

The peer review process involved the five Japanese language teachers applying the predefined scoring criteria to systematically assess the blended teaching model. Their evaluations provided critical insights into the pedagogical validity and practical applicability of the model in real classroom contexts.

Student Questionnaire:

Student feedback was gathered through open-ended questions, allowing participants to express their views on the effectiveness of the blended learning experience and to propose recommendations for future refinement.

Data Analysis

Descriptive Statistics:

The quantitative data of the expert evaluations were analyzed using descriptive statistics, including mean scores and standard deviations. The indicators clearly summarized the ratings of the expert evaluations. Thematic coding was used to extract key insights on the feasibility of the blended teaching model and its effects on learners' language learning.

Chapter 4
Results of Analysis

Research Question

This research was to study How to Design an Effective Japanese Blended Teaching Model for Chinese Undergraduate Students? The data analysis result can be presented as follows:

1. Overview of Research Methodology
2. Symbol and abbreviations
3. Presentation of data analysis
4. Results of data analysis

Overview of Research Methodology

This study adopts a systematic approach to developing an effective blended teaching model for Japanese language education in Chinese universities. The research methodology consists of three key phases: identifying existing teaching challenges through expert consensus, designing a blended teaching model based on the ADDIE framework, and implementing and refining the model through iterative evaluation.

First, the study employs the Delphi method to gather expert opinions on the major challenges in Japanese language instruction. A panel of 21 experts with extensive teaching experience in Chinese universities is selected through purposive sampling. Multiple rounds of surveys and feedback sessions are conducted to establish a consensus on critical instructional issues, such as teaching methodologies, resource integration, student engagement, language proficiency assessment, and adaptive learning resources. The expert consensus rate is calculated using statistical methods such as the Kendall's W coefficient to ensure reliability.

Second, the research utilizes the ADDIE instructional design model (Analysis, Design, Development, Implementation, and Evaluation) to construct a blended

teaching framework tailored to address the identified challenges. The model incorporates elements of project-based learning and task-based learning to enhance student engagement and practical application. Teaching resources are integrated from platforms such as Chaoxing platform, UCampus, NHK E-Learning, and the Japan Foundation online Course, ensuring a diverse and high-quality learning environment. The blended approach includes pre-class, in-class, and post-class learning activities that leverage both online and offline instructional strategies.

Next, the developed model was implemented. The implementation targets were first-year students majoring in Japanese at Liaoning University of International Business and Economics. The differences in academic performance, foreign language skills, learning attitudes, and learning outcomes between the implementation of a digital technology-based multi-teaching model and a traditional teaching model were compared in the form of an experimental group and a control group. At the same time, online learning data was added to understand students' learning preferences and dynamics, thereby providing data support for the improvement and iteration of the teaching model.

Finally, the developed and implemented model was evaluated. The rationality, effectiveness, and scientificity of the model were evaluated through interviews with teachers and group discussions between teachers and students who participated in this experiment. Quantitative data were analyzed using descriptive statistics (mean score, standard deviation) to measure overall satisfaction and areas for improvement.

Symbols and Abbreviations

Before presenting the data analysis results, the key symbols and abbreviations used in this chapter are listed below to ensure clarity:

BT – Blended Teaching

JLPT – Japanese Language Proficiency Test

ICT – Information and Communication Technology

EXP Group – Experimental Group

CTRL Group – Control Group

LMS – Learning Management System

Presentation of data analysis

The data analysis follows the structured methodology outlined in Chapter 3. The findings are categorized into four sections, reflecting each research step, including both qualitative and quantitative analyses.

Phase 1: The Key Findings of the current problem of teaching Japanese language to Chinese Undergraduate students and their sulotion from Expert Analysis

1. Introduction to Delphi Method

The Delphi method is a structured, iterative process used to achieve consensus among a panel of experts through multiple rounds of anonymous feedback and refinement. This study employs the Delphi method to identify key challenges in Japanese language teaching in Chinese universities, serving as the foundation for developing an effective blended teaching model. By gathering insights from experienced educators, this method ensures that the model addresses real-world issues in language instruction.

2. Expert Panel Selection and Sampling Methodology

The expert group members include 21 professors and associate professors engaged in Japanese language education from different universities, including 3 scientific researchers specializing in foreign language online education research and digital teaching platform technology experts.

The experts were selected using purposive sampling, ensuring that participants possess significant expertise in Japanese language education and digital instructional design. This selection criterion guarantees informed and relevant feedback throughout the Delphi rounds.

3. Survey Design and Questionnaire Development

This questionnaire was designed based on a literature review and preliminary discussions with language education experts. The questionnaire mainly covers six key categories:

Innovation and application of teaching models (e.g., traditional teaching models or blended teaching)

Innovation of teaching methods (e.g., introduction of intelligent teaching tools and methods)

Use of digital teaching tools (e.g., use of Super Star teaching platform and intelligent tools)

Teaching resources and resource integration (e.g., use of Japanese online teaching resources and UCampus digital platform resources)

Course assessment methods and ability assessment (e.g., formative assessment and summative assessment strategies)

Student learning methods and participation (e.g., providing personalized suggestions based on students' language level)

Each category contains a series of Likert scale items (1-5 points) and open-ended questions to facilitate experts to score the identified issues and provide qualitative feedback.

4. Data Collection

4.1 Data Collection Procedure

The Delphi method in this study was conducted in three structured rounds to ensure that expert opinions were systematically gathered and refined to achieve a high level of consensus on the challenges and potential solutions for Japanese language teaching in Chinese universities. The Delphi method in this study was conducted in three structured rounds to ensure that expert opinions were systematically gathered and refined to achieve a high level of consensus on the challenges and potential solutions for Japanese language teaching in Chinese universities.

In each round, questionnaires were distributed electronically via email and secure online survey tools. All communications were anonymized to prevent any influence among experts. Between each round, responses were aggregated and analyzed, and a summary of findings was provided to the panel to inform their reconsideration of initial judgments. This iterative feedback loop is essential to achieving reliable consensus.

The timeline for each round was as follows:

Round One: Initial identification of problems and solutions (1 week)

Round Two: Re-evaluation based on collective feedback (1 week)

Round Three: Final confirmation and consensus (1 week)

All 21 experts participated fully in each round, maintaining a response rate of 100%.

4.2 First Round:

Results and Analysis:

In the first round, the questionnaire focused on open-ended and Likert-scale items under six key categories: innovation of teaching methods, choice of teaching mode, teaching resources, course assessment, and student engagement, Adjustment of student participation strategies

The qualitative feedback was analyzed using thematic content analysis. Experts identified 6 primary challenges currently faced in Japanese language teaching at the undergraduate level. Examples of common themes included limited integration of digital tools, lack of personalized learning pathways, insufficient online resource development, traditional assessment methods not fully capturing student progress, and low student engagement in blended learning contexts.

The Likert-scale ratings were compiled and averaged for each category. Items with an average rating of 4.0 or above were flagged as priority areas.

Table 4.1 Summary of the first-round mean ratings by category

Category	Mean Rating	Standard Deviation
Selection of teaching mode	4.35	0.52
Innovation of teaching methods	4.20	0.47
Use of digital tools	4.45	0.50
Integration of teaching resources	4.10	0.48
Learning evaluation and assessment	4.50	0.46
Adjustment of student participation strategies	4.20	0.47

These results indicate that all categories were rated as highly relevant problem areas, requiring targeted solutions in the blended teaching model.

4.3 Second Round:

Results and Analysis

In the second round, experts were provided with a summary of the first-round results, including aggregated mean scores and thematic highlights. They were asked to reconsider their initial responses and refine their ratings for each item, and to comment on any additional elements that should be included in the model.

The level of agreement among experts was measured using Kendall's coefficient of concordance (Kendall's W). For the second round, Kendall's W was calculated at 0.72, indicating a substantial degree of consensus among the panel. Items that received significantly varied ratings in the first round were clarified and adjusted. Several new suggestions were also incorporated, including the need for adaptive learning technologies and more robust formative assessment strategies.

Table 4.2 Updated Ratings and standard Deviation for each category

Category	Mean Rating (Round 2)	Standard Deviation	Kendall's W
Selection of teaching mode	4.50	0.45	0.72
Innovation of teaching methods	4.30	0.42	0.72
Use of digital tools	4.60	0.40	0.72
Integration of teaching resources	4.25	0.44	0.72
Learning evaluation and assessment	4.55	0.41	0.72
Adjustment of student participation strategies	4.30	0.42	0.72

The narrowing of standard deviations indicates improved agreement. Experts emphasized the importance of aligning digital resources with course objectives and using multiple assessment tools.

4.4 Third Round:

Results and Analysis

The third round sought to finalize consensus. Experts were given the aggregated results from the second round, including updated mean scores and a summary of qualitative comments. They were asked to confirm, adjust, or explain any remaining disagreements.

A final Kendall's W of 0.80 demonstrated a strong consensus on the final set of priorities for the blended teaching model. Critical issues with a consensus agreement of 80% or higher were formally identified as core areas to be addressed in the model's design. This included:

Integration of adaptive learning pathways for students with varying proficiency levels

Continuous formative assessment mechanisms combined with summative evaluations.

Development of modular online resources aligned with in-class activities.

Teacher professional development for blended and digital teaching skills.

Strategies for enhancing student motivation and sustained engagement.

Table 4.3 Final Consensus Results

Category	Final Mean Rating	Consensus Rate (%)
Selection of teaching mode	4.70	95%
Innovation of teaching methods	4.60	92%
Use of digital tools	4.80	97%
Integration of teaching resources	4.55	90%
Learning evaluation and assessment	4.75	96%
Adjustment of student participation strategies	4.50	95%

The three-round Delphi method ensured that the development of the blended teaching model is grounded in expert-validated insights and addresses practical challenges in current Japanese language education. The high consensus levels (Kendall's W > 0.70) demonstrate strong agreement on both the problems and the feasible solutions, ensuring the model's academic and practical relevance.

Results of data Analysis

Descriptive Analysis

Following the completion of the three-round Delphi process, the expert responses were collated, categorized, and analyzed to identify the core issues currently affecting Japanese language teaching for Chinese undergraduate students. The feedback from 21 experts provided comprehensive insight into key challenges across six major domains: Innovation of Teaching Methods, Choice of Teaching Mode, Teaching Resources and Integration, Course Assessment Methods, And Student Engagement Strategies should be prioritized in developing a blended teaching model that aligns with the needs of Japanese language majors in Chinese universities.

Table 4.4 Expert Responses to Questionnaire on Existing Problems in Japanese Language Teaching

Expert No.	Q1: Teaching Mode	Q2: Teaching Methods	Q3: Digital Tool Integration	Q4: Teaching Resources	Q5: Learning Evaluation & Feedback	Q6: Student Engagement
1	Over-reliance on lectures	Lack of project-based learning	LMS underutilized	Resources not adaptive to student needs	Overemphasis on standardized exams	Passive learning behavior
2	Teacher-centered approach	Courses rely heavily on textbooks	Limited use of AI tools	Limited access to interactive materials	Unstructured feedback mechanisms	Lack of real-world application
3	Lack of flipped classrooms	Rigid syllabus structure	Limited adaptive learning tools	Digital resources lack feedback features	Rare formative assessments	Low student participation
4	Minimal interactive learning	Textbook-dependent	Underutilization of cloud-based tools	Ineffective scenario-based learning resources	Exam-driven assessments	Few collaborative activities
5	Limited student participation	Lack of experiential learning	AI-driven tools not implemented	Poor digital learning support	Infrequent feedback cycles	Limited real-world communication tasks

Table 4.4 (Continued)

Expert No.	Q1: Teaching Mode	Q2: Teaching Methods	Q3: Digital Tool Integration	Q4: Teaching Resources	Q5: Learning Evaluation & Feedback	Q6: Student Engagement
6	Overuse of passive learning	Insufficient industry alignment	Few gamification elements	Lack of personalized digital resources	Traditional assessment focus	Students disengaged in discussions
7	Lecture-heavy approach	Courses do not reflect industry trends	No real-time adaptive tools	Learning resources lack engagement features	Feedback not timely	No student-led activities
8	Lack of problem-based learning	Minimal real-world applications	Insufficient use of mobile learning	Traditional materials dominate	Standardized exams dominate	Students hesitant to participate
9	Rigid instructional approach	Overloaded syllabus	Poor integration of e-learning tools	Few AI-driven materials	Lack of structured formative feedback	Lack of motivation
10	Insufficient student-driven learning	Few project-based assignments	Digital platforms rarely utilized	Digital learning lacks feedback mechanisms	One-size-fits-all assessment	Passive class participation
11	Teacher-centered approach	Courses fail to develop critical thinking	No personalized learning tools	Digital resources not scenario-based	Rare use of alternative assessments	Lack of engagement activities

Table 4.4 (Continued)

Expert No.	Q1: Teaching Mode	Q2: Teaching Methods	Q3: Digital Tool Integration	Q4: Teaching Resources	Q5: Learning Evaluation & Feedback	Q6: Student Engagement
12	Minimal discussion-based learning	Overly theoretical syllabus	Limited interactive learning modules	Ineffective digital tracking	Assessment lacks flexibility	Few interactive assignments
13	Students not encouraged to explore	Heavy reliance on textbooks	LMS not fully integrated	Insufficient support for adaptive learning	Limited student feedback	Lack of practical application
14	Minimal technology-enhanced learning	Curriculum lacks innovation	Few AI-assisted tools	Traditional resources dominate	Overuse of summative evaluation	Low classroom participation
15	Passive knowledge transfer	Limited skill-building opportunities	Inconsistent use of LMS	Digital resources not effectively leveraged	Weak feedback cycles	Students not encouraged to interact
16	One-directional teaching methods	Outdated learning materials	AI tools underdeveloped	Limited access to interactive resources	Feedback not data-driven	No peer-driven discussions

Table 4.4 (Continued)

Expert No.	Q1: Teaching Mode	Q2: Teaching Methods	Q3: Digital Tool Integration	Q4: Teaching Resources	Q5: Learning Evaluation & Feedback	Q6: Student Engagement
17	Lack of real-world application	No alignment with international trends	Few adaptive learning interventions	No feedback tracking on digital platforms	Assessments lack diversity	Few case study discussions
18	Overreliance on lectures	Project-based learning not emphasized	No real-time learning analytics	Digital resources not immersive	Feedback not personalized	Minimal debate or role-playing
19	Lack of innovative pedagogy	Textbooks dominate coursework	Limited gamification	AI-driven resources not accessible	One-dimensional evaluation criteria	Lack of real-world simulations
20	Traditional teaching strategies	Rigid course structure	Limited engagement via digital tools	Digital learning not fully utilized	No structured formative feedback	Passive classroom behavior
21	Teacher-driven instruction	Minimal problem-solving activities	No integration of cloud-based tools	Digital learning resources are static	Evaluation lacks flexibility	Students not motivated to participate

(1) Teaching Methods

A significant majority of the panel (86%; 18 out of 21 experts) noted a lack of practical and project-based learning in current curricula. Additionally, 67% (14/21) emphasized the over-reliance on textbook-driven instruction with limited real-world alignment, while 57% (12/21) highlighted that course syllabi are often overloaded or overly rigid.

Proposed interventions include integrating project-based learning (PBL) and experiential activities, updating curricula to reflect industry demands and international benchmarks, and reducing textbook dependency by incorporating authentic, context-rich materials.

(2) Teaching Mode

81% (17/21) of the experts reported an excessive reliance on lecture-based, teacher-centered instruction, and 62% (13/21) indicated limited use of flipped classroom models or other interactive approaches.

Recommended actions include the adoption of active learning strategies such as flipped classrooms, inquiry-based tasks, and activities that foster student participation, critical thinking, and the use of student-generated multimedia content.

(3) Digital Tool Integration

A considerable portion of the experts (81%; 17/21) identified that learning management systems (LMS) remain underutilized. Moreover, 62% (13/21) mentioned insufficient adoption of interactive or adaptive learning technologies, while 57% (12/21) highlighted the absence of AI-driven and cloud-based digital learning resources.

Suggested solutions involve upskilling faculty in digital pedagogy, integrating gamified and AI-powered learning modules, and expanding access to collaborative and mobile-based learning applications.

(4) Teaching Resources

86% (17/21) of the experts agreed that available learning resources do not sufficiently support effective adaptive learning. Furthermore, 62% (13/21) noted that

high-quality scenario-based resources are underused, and 57% (12/21) indicated that current digital materials fail to provide meaningful feedback or learning analytics.

Interventions recommended by the panel include enhanced teacher training in digital tool usage, wider implementation of AI-supported resource tracking, and improving student access to diverse digital learning materials.

(5) Learning Evaluation and Feedback

An overwhelming 90% (19/21) emphasized that current assessment systems overemphasize standardized examinations, with insufficient use of formative assessment strategies. Furthermore, 67% (14/21) noted that feedback is often infrequent and unstructured.

Proposed improvements include portfolio-based assessments, self-reflective tasks, regular formative feedback cycles, and the adoption of AI-supported grading systems to enhance feedback efficiency.

(6) Student Engagement

Low student participation and passive learning behavior were reported by 86% (18/21) of the experts. Additionally, 71% (15/21) noted that real-world application and interactive activities are lacking.

To address this, the panel suggests promoting student-led discussions, debates, and problem-based case studies, as well as incorporating real-life communication scenarios and peer-to-peer learning projects.

Summary

The results of the above questionnaire summarised the experts' opinions and suggestions on common problems in Japanese teaching in Chinese universities. It reflects the experts' views on the main problems of Japanese teaching in Chinese universities and puts forward the necessity of teaching reform strategies, such as innovating teaching models, reforming teaching methods, using digital technology to improve teaching effects, increasing online learning resources, innovating evaluation methods, and improving student participation.

Phase 2: The results of Design and Development of the Blended Teaching Model Based on the ADDIE Framework

1. Introduction to research instrument

This phase focused on systematically designing and developing a blended teaching model suitable for Japanese language teaching in Chinese universities. The design and development process was guided by four core research instrument:

(1) A literature review to identify the ten major factors that affect the effectiveness of blended teaching;

(2) Three rounds of Delphi expert consultation to verify and improve these factors;

(3) Model development based on existing problems in Japanese language teaching and the elements of blended teaching model design

(4) In-depth semi-structured interviews with a selected expert panel to evaluate the scientificity, feasibility, and contextual adaptability of the developed model.

2. Overview of the ADDIE Model

The ADDIE model is a systematic instructional design framework that consists of five phases: Analysis, Design, Development, Implementation, and Evaluation. This model provides a structured and iterative approach to designing an effective blended teaching model for Japanese language education in Chinese universities. The current phase focuses on the design stage, where key instructional strategies, teaching content, and digital resources are determined.

3. Key Elements **of the Blended Teaching Model**

(1) Findings from literature review

Based on Based on the previous research on blended learning in Chapter 2 of the literature review and findings from the Delphi study, the blended teaching model incorporates the following Key Elements. (Table 4.3 is a representative mapping table showing the ten key elements, their theoretical origins, and example references.)

1. Learning Objectives Alignment
2. Course Content Development
3. Teaching Methods Innovation
4. Digital Technology Integration
5. Student Engagement Strategies
6. Personalized Learning Pathways
7. Assessment and Feedback Mechanism
8. Teacher Professional Development
9. Collaborative and Social Learning
10. Scalability and Sustainability

Table 4.5 Ten Key Elements of a Blended Teaching Model

No.	Core Element	Theoretical Foundation	Representative Sources
1	Learning Objectives Alignment	ADDIE (Analysis); Bloom's Taxonomy	Branch (2009); Anderson & Krathwohl (2001)
2	Course Content Development	TPACK Framework; Modular Design	Mishra & Koehler (2006); Allen & Seaman (2013)
3	Teaching Methods Innovation	Community of Inquiry (CoI); Flipped Classroom; TBLT	Garrison et al. (2000); Lage et al. (2000); Ellis (2003)
4	Digital Technology Integration	TPACK (Technological Knowledge)	Koehler & Mishra (2009); UNESCO ICT-CFT
5	Student Engagement Strategies	CoI (Social Presence); ARCS Model	Garrison & Arbaugh (2007); Keller (1987)
6	Personalized Learning Pathways	Adaptive Learning; Learning Analytics	Siemens (2013); Johnson et al. (2016)
7	Assessment and Feedback Mechanism	Formative & Summative Assessment; Authentic Assessment	Wiggins (1998); Black & Wiliam (1998)

Table 4.5 (Continued)

No.	Core Element	Theoretical Foundation	Representative Sources
8	Teacher Professional Development	TPACK; UNESCO Teacher ICT Framework	Mishra & Koehler (2006); UNESCO (2011)
9	Collaborative and Social Learning	Vygotsky's Sociocultural Theory; CoI	Vygotsky (1978); Garrison et al. (2000)
10	Scalability and Sustainability	OECD Digital Education Reports; ADDIE (Evaluation)	OECD (2020); Bates (2015)

(2) Findings from the Delphi study

Purpose of the Delphi method:

The purpose of the Delphi method in this step is to accurately collect the ten elements for the development of a Japanese hybrid teaching model for Chinese undergraduates.

Selection of the expert group:

Nine Japanese teaching experts, three educational technology education experts, and three digital education platform engineers from the original 15 experts participated in the Delphi survey in this step.

Delphi Rounds Design:

The Delphi survey process at this stage mainly consisted of two rounds:

Round 1: An open-ended questionnaire was distributed to the expert group to solicit their views on the current problems in Japanese teaching. The experts were asked to identify issues related to teaching model selection, teaching methods and curriculum design, digital technology integration, teaching resource integration, learner engagement, and learning assessment and effect evaluation. The experts analyzed the responses by theme and grouped similar items to generate a preliminary list of core elements of the hybrid model.

Round 2: In the second round, a refined list of ten core elements was submitted to the same expert group through a structured questionnaire. These elements included learning goal coordination, curriculum content development, teaching method innovation, digital technology integration, student engagement strategies, personalized learning paths, assessment and feedback mechanisms, teacher professional development, collaborative and social learning, and scalability and sustainability. The experts were asked to evaluate the importance of each element using a 5-point Likert scale (1 = not important to 5 = extremely important) and provide opinions or suggestions for further improvement.

Table 4.6 presents the mean scores and standard deviations for each core element rated by 15 experts using a 5-point Likert scale. Low standard deviations indicate high consensus among the panel.

Table 4.6 Expert Panel Ratings for the Core Elements of the Blended Teaching Model (N = 15)

Core Element	Mean Score	Standard Deviation	Consensus Level
1. Learning Objectives Alignment	4.80	0.41	Very High
2. Course Content Development	4.73	0.46	Very High
3. Teaching Methods Innovation	4.67	0.49	Very High
4. Digital Technology Integration	4.60	0.51	High
5. Student Engagement Strategies	4.73	0.46	Very High
6. Personalized Learning Pathways	4.47	0.52	High
7. Assessment and Feedback Mechanism	4.53	0.50	High
8. Teacher Professional Development	4.40	0.52	High
9. Collaborative and Social Learning	4.60	0.51	High
10. Scalability and Sustainability	4.47	0.52	High

Explanation of Delphi Likert Scale Results

Sample size: 15 experts (N = 15)

Scale: 1 (Not Important) to 5 (Extremely Important)

The Mean Score shows the average importance rating for each element.

Standard Deviation (SD) indicates the degree of agreement among experts.

Consensus Level:

SD ≤ 0.50 ⟶ Very High consensus

SD ≤ 0.70 ⟶ High consensus

Consensus Measurement:

Quantitative data from Round 2 were analyzed using descriptive statistics. Mean scores, standard deviations, and percentage agreement were calculated to assess the level of consensus for each core element. A standard deviation of ≤ 0.50 was interpreted as a very high level of consensus, while values ≤ 0.70 indicated high consensus. All ten elements received mean scores above 4.4 and standard deviations below 0.60, demonstrating strong agreement among the panel.

4. Developed of the Model

Based on the feedback and statistical results, minor wording adjustments were made to clarify certain elements. No significant elements were excluded, as all were considered highly relevant by the experts. The final validated list of ten core elements was then integrated into the subsequent stages of the model's design, development, and experimental implementation in Figure 4.1.

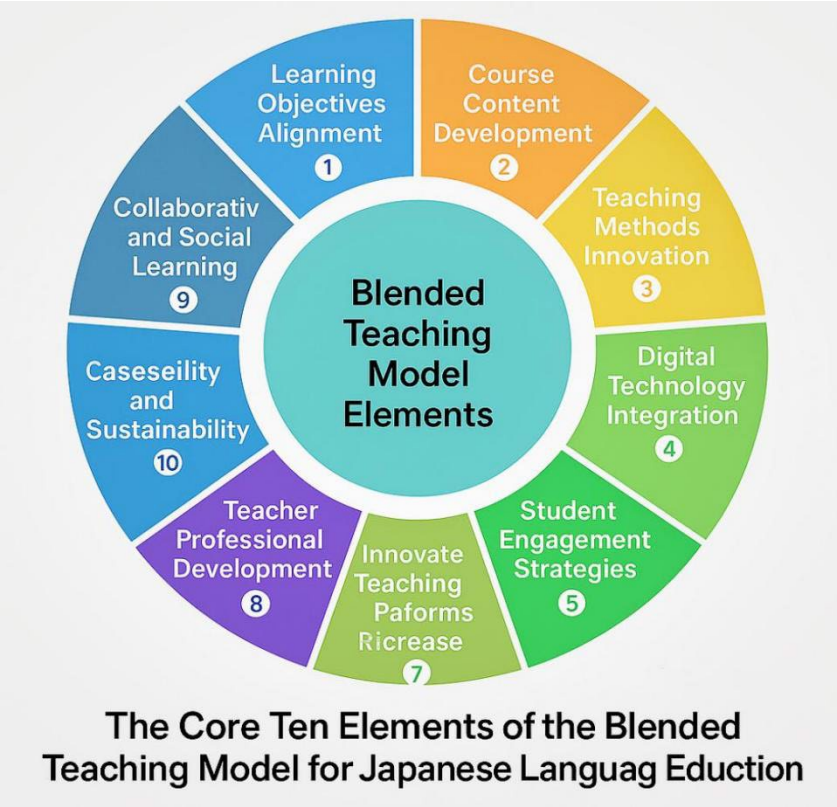

Figure 4.1 Ten Core Elements of Blended Teaching Model for Japanese Language

4.1 Rationale for Model Design

The Model design is based on the ten key elements of a blended teaching model, as identified in the literature review. Each element serves as a guiding principle in structuring the curriculum, instructional strategies, and assessment methods. Furthermore, each component of the model is directly linked to the existing challenges in Japanese language education identified through expert surveys. This alignment ensures that the blended learning model is not only pedagogically sound but also responsive to practical issues in higher education in Table 4.7.

Table 4.7 Key Elements of Blended Teaching Model and Implementation

Key Element of Blended Teaching Model	Model Design Implementation	Existing Problem Addressed
1. Learning Objectives Alignment	- Align with JLPT and CEFR standards. - Define clear language proficiency goals, incorporating communicative competence.	- Lack of clear, structured proficiency benchmarks in current teaching.
2. Course Content Development	- Use task-based and project-based learning (TBL, PBL) approaches. - Incorporate real-world scenarios such as business Japanese, academic writing, and translation practices.	- Overemphasis on rote memorization rather than practical application.
3. Teaching Methods Innovation	- Flipped classroom model: Pre-class online learning, in-class problem-solving. - Collaborative and interactive activities supported by AI-driven language feedback tools.	- Traditional lecture-based methods dominate, limiting student engagement.
4. Digital Technology Integration	- Utilize LMS platforms (e.g., Chaoxing, Moodle) for resource sharing and asynchronous discussions. - VR/AR simulations for immersive language learning.	- Insufficient use of technology in language instruction.

Table 4.7 (Continued)

Key Element of Blended Teaching Model	Model Design Implementation	Existing Problem Addressed
5. Student Engagement Strategies	- Gamification, peer assessment, and discussion-based learning. - Digital storytelling and social media projects to enhance motivation.	- Low student engagement and passive learning attitudes.
6. Personalized Learning Pathways	- Adaptive learning technologies to adjust content difficulty based on student progress. - Individualized feedback and flexible learning schedules.	- One-size-fits-all approach fails to cater to diverse student needs.
7. Assessment and Feedback	- Formative assessment tools, including e-portfolios and AI-based writing evaluations. - Real-time learning analytics to track progress.	- Over-reliance on summative exams; lack of formative assessments.
8. Teacher Professional Development	- Provide digital pedagogy training for instructors. - Establish a faculty learning community (FLCs) for collaborative curriculum development.	- Teachers lack expertise in using digital tools effectively.

Table 4.7 (Continued)

Key Element of Blended Teaching Model	Model Design Implementation	Existing Problem Addressed
9. Collaborative and Social Learning	- Implement peer tutoring, group projects, and international virtual exchange programs. - Leverage discussion forums and online peer review systems.	- Limited opportunities for authentic language practice and social interaction.
10. Scalability and Sustainability	- Modular course design allowing for flexible implementation across universities. - Encourage open educational resources (OERs) to facilitate widespread adoption.	- Difficulty in scaling up innovative teaching methods beyond pilot projects.

4.2 Model Design and Implementation based on Key Elements and Existing Problems

This section provides a comprehensive description of the blended teaching model specifically designed for Japanese language majors in Chinese universities. The model is structured around ten core elements, each responding directly to the problems identified through expert consultation. These elements are systematically implemented across three phases: Pre-Class Online Learning, In-Class Interactive Learning, and Post-Class Consolidation & Feedback. (Table 4.8)

Table 4.8 Blended Teaching Model – Implementation Process

Phase	Key Focus	Supporting Elements
Pre-Class Online Learning	Self-paced study, preparation	1. Learning Objectives Alignment 4. Digital Technology Integration 6. Personalized Learning Pathways
In-Class Interactive Learning	Active discussion, collaboration	2. Course Content Development 3. Teaching Methods Innovation 5. Student Engagement Strategies
Post-Class Consolidation & Feedback	Reflection, assessment, improvement	7. Assessment and Feedback Mechanism 9. Collaborative and Social Learning
Cross-Phase Supporting Elements	Continuous support across all phases	8. Teacher Professional Development 10. Scalability and Sustainability

4.2.1 Detailed Phase-wise Implementation of the Blended Teaching Model

The blended teaching model designed in this study is systematically implemented across three key phases: Pre-Class Online Learning, In-Class Interactive Learning, and Post-Class Consolidation and Feedback. Each phase incorporates

specific tasks, digital tools, and teaching methods that align with the learning objectives and ensure a coherent learning experience.

Pre-Class Online Learning

In the pre-class phase, students access online learning materials through the designated LMS platform (e.g., Chaoxing or Moodle). They engage in self-paced study using recorded video lectures, digital readings, and online quizzes. Pre-class quizzes or diagnostic tests are conducted to check students' initial understanding and readiness. This phase aims to activate prior knowledge and prepare students for active participation during in-class activities.

In-Class Interactive Learning

During in-class sessions, a flipped classroom approach is applied. Students work collaboratively on problem-solving tasks, group discussions, and project-based assignments related to real-world scenarios such as business Japanese or translation practice. Teachers facilitate interactive activities, provide immediate feedback, and guide peer-to-peer learning. Various student-centered methods such as task-based language teaching (TBLT) and small-group learning are employed to maximize engagement and practical language application.

Post-Class Consolidation and Feedback

After class, students complete follow-up activities to consolidate their learning. These include reflective tasks, additional exercises, or authentic practice using discussion forums and peer assessment. Formative assessments are conducted through e-portfolios and online submissions. Teachers provide personalized feedback and track student progress using learning analytics to identify areas for improvement and adapt future instruction.

4.2.2 Model Design and Implementation based on Key Elements

(1) Course Objectives

The Basic Japanese (3) course aims to further develop students' linguistic proficiency, intercultural competence, and digital literacy in a blended learning environment. By the end of the course, students will be able to:

Achieve a JLPT N3-equivalent proficiency level in listening, reading, and writing.

Be able to carry out general oral communication in living and learning environments.

Be able to produce concise written texts (e.g. simple reports, short essays) using appropriate grammar and vocabulary.

Critically assess cultural differences and socio-pragmatic factors in Japanese communication.

(2) Teaching Resource Development

Core Textbook: Shin Keitai Nihongo (New jingdian Japanese) Vol. 2 (Foreign Language Teaching and Research Press).

Supplementary Digital Resources:

Japan Foundation Online Courses: Interactive self-learning modules.

China University MOOCs : Enrichment courses on Japanese culture and linguistics.

NHK Easy News & Authentic Audio Materials: Exposure to natural spoken Japanese.

Social Media Integration: Tasks using Twitter, Wechat and blogs.

(3) Teaching Methods

Blended Three-Phase Model:

Pre-class (Autonomous Learning & Preparation)

Online modules: Video lectures and grammar exercises.

AI-based pronunciation drills.

Pre-lesson discussion forums.

In-class (Flipped Classroom & Interactive Learning)

Collaborative project-based learning (PBL) activities.

Debates and simulations

Case study discussions (real-world problems).

Post-class (Reflection & Application)

Portfolio development (recording progress).

Writing assignments with AI feedback.

Peer review of essays and presentations.

(4) Digital Technology Application

LMS (Learning Management Systems): (ChaoXingr) & (UCampus).

AI-based Language Learning:

AI-powered speech recognition tools for pronunciation.

AI-assisted writing feedback systems (e.g., Grammarly for Japanese).

Gamification & Interactive Tools:

Quizlet/Anki: Spaced repetition flashcards.

Kahoot! & Duolingo Quizzes: Reinforcement of learning.

Digital storytelling platforms (e.g., VoiceThread).

(5) Student Engagement Strategies

Peer-Assisted Learning:

Pair work for peer evaluation & feedback.

Role-Playing & Simulation Tasks:

Business Japanese simulations.

Cultural adaptation scenarios.

Social Media Integration:

Students create blogs or vlogs on cultural experiences.

Discussion-based forums.

(6) Personalized Learning Pathways

AI-driven Adaptive Learning Systems to adjust content difficulty.

Flexible Study Plans for learners with different paces.

Personalized digital feedback dashboards for real-time tracking.

(7) Assessment and Feedback Mechanisms

Formative Assessment:

Portfolio-based evaluation (recording learning progress).

Weekly reflection journals.

Summative Assessment:

AI-graded writing tasks.

Oral proficiency interviews with native speakers via virtual exchange.

(8) Teacher Professional Development

Experts highlighted teacher undertraining in digital tools. The model embeds ongoing teacher training programs.

Regular workshops cover TPACK knowledge, LMS functions, AI tools, flipped teaching, and learning analytics use. Teachers also share best practices through peer mentoring.

(9) Collaborative and Social Learning

To address minimal teamwork, weak peer assessment, and lack of interdisciplinary tasks, the model emphasizes collaboration.

Online forums, small-group projects, cross-disciplinary assignments (e.g., combining Japanese with business or tourism), and peer feedback tasks strengthen the social dimension.

(10) Scalability and Sustainability

To ensure that the model is not just a one-time pilot, scalability and sustainability are built in.

4.2.3 Note on Teacher Professional Development and Scalability

In addition, while the other key elements of the blended teaching model can be clearly mapped to specific activities within the pre-class, in-class, and post-class phases, the factors of Teacher Professional Development (Element 8) and Scalability and Sustainability (Element 10) play a different role in the model's overall implementation.

Teacher Professional Development is not embedded within the immediate teaching activities themselves, but serves as a continuous foundation for the effective delivery of the blended model. Ongoing training equips instructors with the digital pedagogical skills, curriculum design strategies, and technology integration competencies required to adapt and innovate their teaching practices.

Similarly, Scalability and Sustainability are not confined to a single phase but must be addressed across all stages. This element requires the model to remain flexible and adaptable to different class sizes, institutional contexts, and evolving learner needs. It emphasizes modular course design, open educational

resources (OERs), and iterative refinement to ensure that the blended approach can be sustained and expanded beyond initial pilot implementations.

In summary, the proposed model demonstrates that a comprehensive alignment of objectives, modularized content, innovative pedagogy, and technological integration can effectively transform Japanese language instruction. By embedding systematic feedback and professional development, the model provides a viable framework for long-term adoption and continuous improvement.

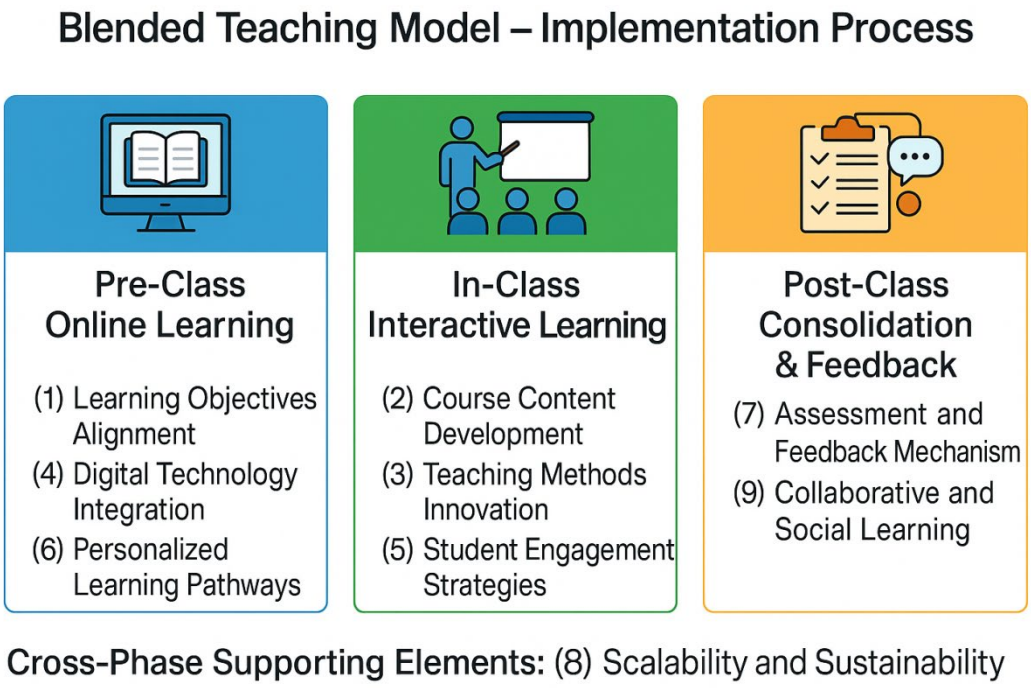

Figure 4.2 Implementation Process of Blended Teaching Mode

5. Validation of the developed model

After the model is developed, a semi-structured interviews were conducted with a sub-panel of 5 senior experts who had participated in the Delphi process. The interviews focused on validating the rationality, practicality, and alignment of the proposed design with the specific teaching context of Japanese language programs at Chinese universities. Thematic coding was employed to extract key insights and practical suggestions. The interview guide (Appendix X) and the following summary

present the key themes extracted through thematic analysis, highlighting consensus levels and representative expert statements.

Table 4.9 Expert Feedback Summary

Theme	Key Insights	Consensus Level	Representative Quotes
Flexibility of Content Modules	Content must be adaptable to different learner levels and evolving needs.	All 5 experts agreed	"A rigid curriculum will not suit diverse proficiency levels." (Expert A)
Adaptive Learning Analytics	Integration of learning analytics is crucial for personalized feedback and monitoring.	4 out of 5 experts strongly agreed	"Real-time analytics enable tailored interventions." (Expert C)
Monitoring Student Engagement	Clear digital engagement guidelines are needed, with tracking and incentives.	All 5 experts agreed	"Active participation must be visible and measurable." (Expert E)
Contextual Fit	The model aligns well with the current teaching context but needs more local case examples.	4 out of 5 experts agreed	"It suits Japanese language programs but should include local cases." (Expert B)
Practical Challenges	Possible issues include teacher training gaps and resistance to digital tools.	3 out of 5 experts mentioned this	"Teacher readiness and digital literacy could be bottlenecks." (Expert D)
Recommendations	Add continuous peer teacher support and student orientation sessions.	4 out of 5 experts suggested	"Ongoing peer sharing sessions would boost teacher confidence." (Expert A)

In summary, thematic Analysis analysis of the expert interviews confirmed that the model is contextually appropriate and scientifically robust. Key themes extracted included the necessity of flexible content modules, integration of adaptive learning analytics, and clear guidelines for monitoring, student engagement through digital platforms. These outcomes provide a theoretically sound and practically feasible foundation for the implementation of the blended teaching model in the next phase of the research. The verified model will now be applied in an experimental classroom setting with undergraduate students, and its effectiveness will be evaluated through pre-test and post-test measures, learning analytics, and feedback from both students and peer teachers.

Phase 3: The Implementation Results and Key Findings of **the blended teaching model to Chinese Undergraduate students**

This step employs both quantitative and qualitative analysis to comprehensively verify the effectiveness of the blended teaching model in Japanese language education.

1. Implementation of the blended teaching model

Sample and Population

The experiment selected sophomores majoring in Japanese from a Chinese university. They had a common language learning experience before the exam. In order to ensure that the students had a similar language foundation before the exam, the experimental group arranged a JLPT N4 level language test to ensure that the students participating in the experiment could reach the N4 language level.

Baseline Language Proficiency

Prior to the intervention, a comprehensive diagnostic test was administered to all 150 participants to assess their baseline Japanese language proficiency across four core skills: listening, speaking, reading, and writing. The test design aligned with the JF Standard and JLPT benchmarks to ensure consistency with recognized proficiency frameworks.

The average overall score across all participants was 65.0 out of 100, with the experimental group and control group demonstrating no statistically significant difference in means ($p > 0.05$), confirming comparability before treatment. The standard deviation was 3.5, indicating minimal variance within the sample. The diagnostic results are summarized in Table 4.9 below, showing the mean scores by skill.

Table 4.10 The mean scores by Language skill.

Skill	Experimental Group	Control Group	Total Mean
Listening	63.2	61.9	62.55
Speaking	59.8	60.9	60.35
Reading	78.4	77.5	77.95
Writing	59.4	58.9	59.15
Overall	65.2	64.8	65.0

Implementation process

The implementation of the model took place over the course of an academic year, totalling 20 weeks, with students being introduced to the course model and to digital platforms and smart applications before the start of the course. After the start of implementation blended learning methods were gradually integrated according to the content and progress, including flipped classroom activities and task-based assignments, which were adapted in an assessment-oriented manner. Post-implementation blended learning and collection of learning feedback and questionnaires were conducted at the end of the experiment.

Pre-test Validity Check

The pre-test and post-test items were directly sourced from the official JF-Standard N4-level question bank, which has been extensively validated for Japanese language proficiency assessment worldwide. Since the instructional objectives of this study align precisely with the JF-Standard N4 benchmarks, an additional Item-

Objective Congruence (IOC) analysis was deemed unnecessary. The inherent content validity and alignment with the established proficiency descriptors ensured that the test instruments accurately measured students' listening, speaking, reading, and writing skills at the target level.

2. Data Analysis

Quantitative Analysis

(1) Comparison of Pre-test and Post-test Scores:

To assess the effectiveness of the blended teaching model, an independent samples T-test was conducted to compare the pre-test and post-test scores between the experimental and control groups.

Comparison of Pre-test and Post-test Scores (T-test) shows that the mean score of the experimental group increased from 65.2 to 78.6, whereas the control group's score rose from 64.8 to 69.1. The T-test results (t=6.85, p=0.001) indicate a statistically significant improvement in the experimental group compared to the control group, suggesting that the blended teaching model effectively enhances students' Japanese language proficiency.

Table 4.11 Comparison of Pre-Test and Post-Test Scores (T-test Analysis)

Group	Sample Size (N)	Pre-Test Mean	Pre-Test SD	Post-Test Mean	Post-Test SD	t-Value	p-Value	Statistical Significance
Experimental Group	75	65.2	8.5	78.6	7.2	6.85	0.001	Significant Improvement
Control Group	75	64.8	8.3	69.1	7.8	2.15	0.038	Slight Improvement

Interpretation: The post-test scores of the experimental group were significantly higher than those of the control group ($p < 0.05$), indicating that the blended teaching model effectively improved learning outcomes.

Analysis: These findings demonstrate that integrating online resources with in-person interactive teaching significantly improves students' language learning outcomes. In contrast, the traditional teaching approach showed a relatively minor improvement, indicating its limitations in supporting personalized learning and knowledge retention.

(2) Comparison of scores for language skills

The impact of the blended teaching model on students' language proficiency was measured using standardized tests aligned with the Japanese Language Proficiency Test (JLPT) levels. The tests assessed students' skills in reading, writing, listening, and speaking.

Table 4.12 Comparison of scores for language skills (T-test Analysis)

Skill	E G Pre-Test Mean	E G Post-Test Mean	CG Pre-Test Mean	C G Post-Test Mean	F-Value	P-Value
Reading	63.2	78.7	63.8	69.1	27.04	$p < 0.001$
Writing	53.9	68.4	54.6	60.3	20.2	$p < 0.001$
Listening	58.1	71.3	59.3	64.5	16.6	$p < 0.001$
Speaking	60.7	75.2	61.4	66.8	21.5	$p < 0.001$

Reading skills: Experimental group scores improved from 63.2 to 78.7, while the control group saw a more modest increase from 63.8 to 69.1 ($F(1,148) = 27.04$, $p < 0.001$).

Writing skills: The experimental group improved from 53.9 to 68.4, compared to 54.6 to 60.3 in the control group ($F(1,148) = 20.2$, $p < 0.001$).

Listening skills: Gains in the experimental group (58.1 to 71.3) were significantly higher than in the control group (59.3 to 64.5) ($F(1,148) = 16.6$, $p < 0.001$).

Speaking skills: The experimental group showed notable improvement (60.7 to 75.2), surpassing the control group (61.4 to 66.8) ($F(1,148) = 21.5$, $p < 0.001$).

Based on the data, the experimental group demonstrated the most substantial improvement in reading skills, with scores increasing from 63.2 to 78.7. This remarkable gain can be attributed to the carefully structured blended teaching model, which combined pre-class online reading exercises, in-class interactive discussions, and post-class comprehension tasks. The integration of digital reading platforms, collaborative annotation tools, and timely teacher feedback fostered deeper engagement and critical reading strategies. Overall, these results further confirm that the blended teaching model significantly outperforms traditional approaches in developing students' overall language skills.

Detailed Skill Improvement

After the blended teaching model intervention, students in the experimental group demonstrated significant improvements across all four key language skills compared to the control group.

Listening: The experimental group's average listening score increased by 16.6% relative to the control group, reflecting the effectiveness of audio-rich online modules and repeated playback features.

Speaking: Speaking skills improved by an average of 21.5%, supported by interactive tasks, peer discussions, and video submissions through the Chaoxing platform.

Reading: Reading scores rose by 27.04% on average, attributed to digital reading materials, comprehension exercises, and online quizzes.

Writing: Writing proficiency improved by 20.2%, aided by online peer review and iterative feedback from instructors.

These improvements highlight how the blended model supports balanced skill development. The results are detailed in Figure 4.3.

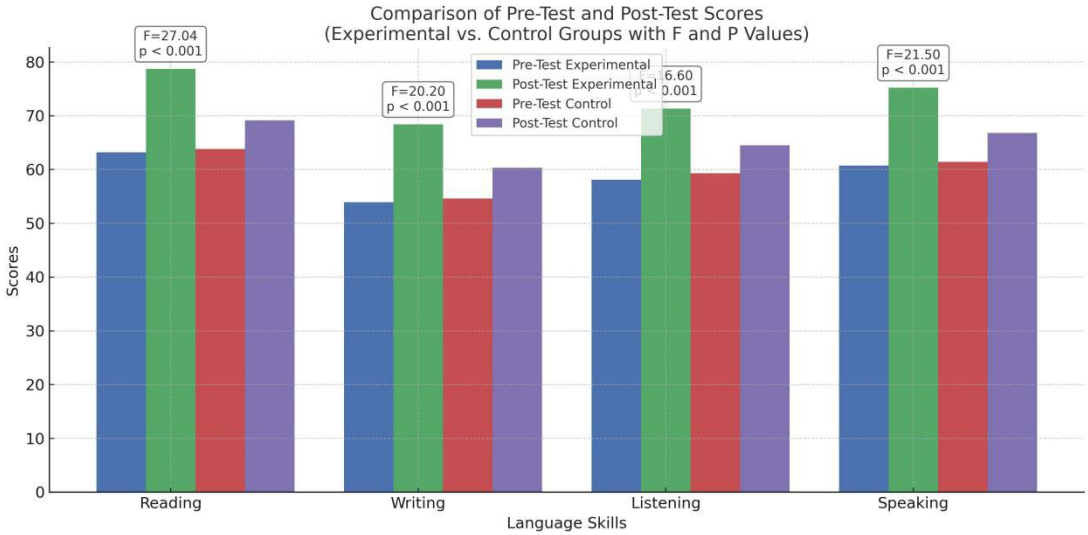

Figure 4.3 Language Skills Improvement

(3) Correlation Analysis Between Online Learning Behavior and Learning Outcomes

To further explore the relationship between students' learning behavior and their performance, a correlation analysis was conducted between online learning activities and post-test scores in Table 4.13.

Table 4.13 Analysis Between Online Learning Behavior and Learning Outcomes

Learning Behavior Indicators	Correlation Coefficient (r)	Significance (p)	Interpretation
Total Video Watching Time (Hours)	0.62	0.002	Moderate correlation
Online Quiz Completion Rate (%)	0.75	0.000	Strong correlation
Discussion Forum Participation	0.48	0.015	Low correlation

Outcomes Interpretation: Online quiz completion rate had the highest correlation with post-test scores ($r = 0.75$, $p < 0.01$), suggesting that students who actively completed quizzes achieved better learning outcomes.

Results: Completion rate of online quizzes showed the strongest correlation with post-test scores ($r = 0.75$, $p < 0.01$), indicating that students who actively completed online quizzes achieved better learning outcomes.

Video watching duration demonstrated a moderate correlation ($r = 0.62$, $p = 0.002$), suggesting that increased exposure to course videos contributes to improved performance.

Discussion forum participation had a lower correlation ($r = 0.48$, $p = 0.015$), implying that merely posting in discussion forums has a limited impact on learning outcomes, unless accompanied by more structured and interactive engagement (e.g., teacher feedback or peer discussions).

Students who actively engaged in at least 3 interactive activities per week achieved a mean improvement of 12.4 points in reading and writing scores. Those with limited participation (<2 activities per week) demonstrated an improvement of only 5.2 points. These activities provided opportunities for immediate feedback, peer interaction, and practical application of language skills, fostering deeper learning and retention.

Analysis: The learning analytics data provided deeper insights into students' engagement with the online components of the blended teaching model. Specifically, the key indicators were analyzed:

Total time spent on the learning platform – measured as the cumulative duration of students' active engagement with digital course materials, including video lectures, quizzes attempted, and interactive exercises.

Frequency of interactive engagement – including participation in discussion forums, peer review activities, and live Q&A sessions.

This finding underscores the importance of consistent engagement with digital learning resources. Regular platform use allowed students to access supplementary

materials, review lessons, and practice language skills at their own pace, thereby reinforcing classroom learning.

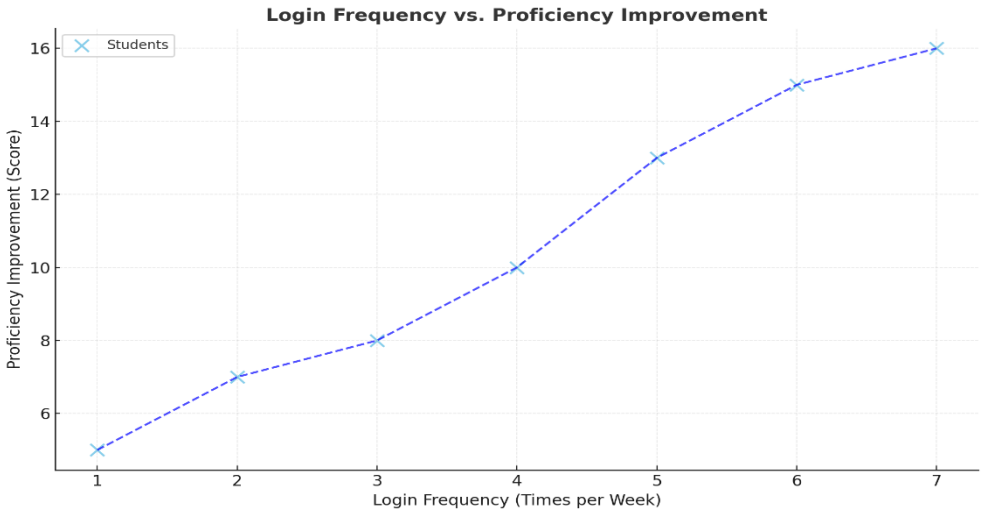

Figure 4.4 Login Frequency and Language Proficiency Improvement

(4) Student Engagement

The survey results indicate a significant increase in student engagement in the experimental group following the implementation of the blended teaching model. Engagement levels were measured based on students' self-reported frequency of participation in class activities, time spent on homework, and interaction with peers and instructors. The pre-intervention survey showed that 45% of students in the experimental group were regularly engaged in learning activities, while the post-intervention survey revealed an increase to 72%.

The control group, which continued with traditional face-to-face instruction, showed a smaller increase in engagement, rising from 47% to 55%. A paired t-test analysis of the engagement scores confirmed that the increase in the experimental group was statistically significant ($t(74) = 3.65$, $p < 0.001$), indicating that the blended teaching model had a positive impact on student engagement.

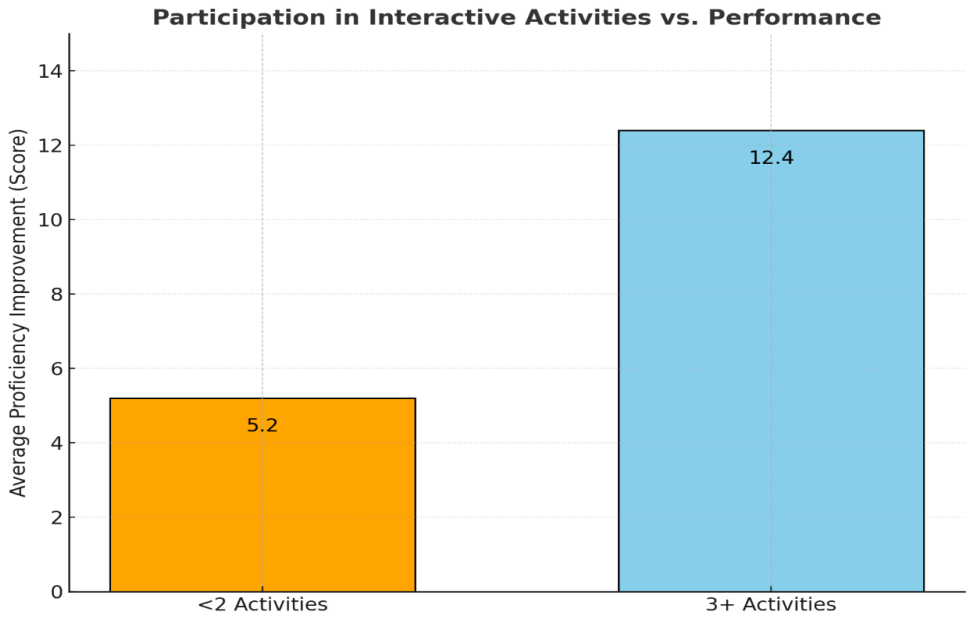

Figure 4.5 Participation in Interactive Activities

Qualitative Analysis

To gain deeper insights into students' experiences, post-experiment interviews and surveys were conducted to analyze their feedback on different teaching models in Table 4.14.

Table 4.14 Categorization of Student Interview Feedback

Feedback Category	Experimental Group (%)	Control Group (%)	Representative Feedback
More Flexible Course Structure	85%	40%	"I can arrange my learning schedule independently."
More Engaging Classroom Interactions	78%	50%	"Class activities are more interesting than traditional lectures."
Better Use of Online Resources	92%	30%	"Online quizzes help me reinforce knowledge effectively."

Interpretation: Students in the experimental group showed a higher preference for self-directed learning and interactive classroom activities, whereas students in the control group relied more on traditional lecture-based instruction.

Results: Experimental group students reported significantly higher satisfaction with course flexibility (85%), classroom interaction (78%), and online resource utilization (92%). Common feedback included statements such as "I can manage my learning pace better" and "The in-class activities are much more engaging compared to traditional lectures."

Control group students, although some acknowledged classroom interaction (50%), showed lower recognition of online learning (only 30%), indicating that they felt more comfortable with traditional teaching methods.

Analysis: These findings indicate that the blended teaching model better accommodates students with diverse learning styles. While students in the experimental group embraced self-directed learning, those in the control group remained reliant on teacher-led instruction. To facilitate a smoother transition to blended learning, proper guidance and technical support should be provided.

3. **Discussion and Summary**

The analysis results of this study indicate the following key findings:

Significant Improvement in Learning Outcomes – The experimental group demonstrated notable progress in post-test scores, proving the effectiveness of the blended teaching model.

Impact of Learning Behaviors - Completion of online quizzes was strongly correlated with improved test scores, highlighting the importance of well-structured assessment mechanisms.

Enhanced Learning Experience - Students in the blended learning environment expressed greater satisfaction due to its flexibility and interactive elements.

Implications for Teaching:

Future course designs should optimize online quizzes and feedback mechanisms to encourage active participation.

Instructors should combine online and offline interactions to maximize student engagement rather than relying solely on one mode of instruction.

Phase 4: Evaluation of the Blended Teaching Model for Undergraduate Japanese Language Majors in Chinese Universities

1. Introduction to research instrument

This phase primarily focuses on the evaluation of the blended teaching model by Japanese language teaching experts who participated in its implementation, as well as on collecting detailed feedback from students regarding their learning experience, level of satisfaction, and suggestions for further improvement of the model.

A structured evaluation rubric was developed to guide the expert peer review. This rubric covers ten key dimensions related to the blended teaching model, each rated on a 5-point Likert scale (1 = Poor to 5 = Excellent) with space for qualitative comments. (The full rubric is provided in Appendix). A semi-structured questionnaire was designed to collect students' detailed feedback on their learning experience, satisfaction, and suggestions for refining the model.

2. Data Analysis & Results

Expert Peer Evaluation Results (5 Teachers)

(1) Quantitative Analysis:

Table 4.15 Expert Peer Review for the Blended Teaching Model

Evaluation Item	Mean Score (N=5)	SD
1. Learning Objectives Clarity	4.6	0.2
2. Content Relevance and Quality	4.7	0.3
3. Blended Design Integration	4.6	0.3
4. Teaching Methods Innovation	4.5	0.4
5. Digital Tools and Resources	4.6	0.3
6. Student Engagement	4.7	0.2
7. Assessment and Feedback	4.5	0.3
8. Teacher Readiness and Support	4.6	0.3
9. Sustainability and Scalability	4.6	0.2
10. Overall Effectiveness	4.7	0.2
Overall Average	**4.6**	**0.3**

Key Finding: The results of the expert peer review indicate that the blended teaching model received consistently high ratings across all evaluation dimensions. The average scores for each dimension ranged from 4.5 to 4.7 out of 5, with an overall mean score of 4.6 (S.D. = 0.3). These findings confirm that the model is perceived as pedagogically sound, theoretically coherent, and practically feasible by the participating Japanese language instructors.

(2) Qualitative Analysis: Experts provided detailed feedback through open-ended responses, which were categorized into three main themes (Table 4.16).

Table 4.16 Expert feedback through open-ended response

Theme	Expert Feedback Summary	Suggested Improvements
Strengths	Well-structured course design, effective digital tools, clear assessment criteria.	Maintain the balance between online and offline learning activities.
Challenges	Some students lacked motivation for online learning.	Increase instructor-led interventions to boost engagement.
Recommendations	More interactive activities (e.g., real-world tasks, discussion forums).	Integrate gamification elements to enhance motivation.

Analysis: The qualitative feedback suggests that while the model is well-received, further improvements should focus on enhancing student engagement through interactive and gamified learning experiences.

Student Feedback Results (75 Students)

(1) Quantitative Analysis: Likert Scale Analysis

Table 4.17 Summary of Likert Scale Responses from Student Feedback (N = 75)

Category	% Agree / Strongly Agree	Interpretation
Peer Learning Engagement	87%	Most students found peer learning activities beneficial for participation and knowledge sharing.
Technology Integration	81%	A significant majority reported that AI tools improved their pronunciation and writing skills.
Assessment Fairness	79%	Most students agreed that the grading system reflected their actual learning progress.
Overall Satisfaction	85%	Overall, students rated the blended teaching model as effective or highly effective.

Key Finding: As shown in Table 4.17, over 80% of the students expressed positive agreement across all key indicators, particularly highlighting the value of peer learning and technology-assisted skill development.

(2) Thematic Analysis: Open-Ended Responses

Table 4.18 Summary of open-ended responses from Student Feedback

Theme	Representative Comments	Suggested Improvements
Strengths	"The flipped classroom made me feel more prepared before attending class."	Continue to expand pre-class video content and guided tasks.
Strengths	"AI writing feedback helped me avoid repetitive grammar mistakes."	Enhance AI-based feedback features for writing and speaking.
Challenges	"Sometimes the online platform was slow or had errors."	Improve technical infrastructure and provide platform support.
Challenges	"More real-life language practice would be useful."	Integrate virtual native-speaker interactions and role-play.
Suggestions	"Include more video-based conversation practice with AI."	Develop AI conversation modules for everyday scenarios.
Suggestions	"Offer optional face-to-face discussion groups for peer review."	Add on-campus or virtual discussion meet-ups for peer editing.

Analysis: Table 4.18 summarizes the main qualitative themes from open-ended responses. Students valued the flipped classroom approach and AI-based feedback, while also highlighting challenges related to technical stability and the need for more authentic speaking opportunities.

Discussion and Summary

1. Instructor Feedback

Faculty participating in this blended learning experiment reported that the blended model provided greater instructional flexibility and increased student engagement, especially in online discussions. However, there were some challenges to the implementation of the instruction, such as digital technology issues and the additional work hours required for faculty to manage the digital curriculum that needed to be adjusted and considered。

2. Student Perceptions

Student feedback reflected high satisfaction levels (85%), with AI tools & flipped learning as key contributors to enhanced learning outcomes.

Students emphasized the flexibility of time and space, and the adaptability of language level as the main advantages of the blended model, and they were interested in being able to learn to review the material at their own level. Many students also found that the multimedia resources (videos, quizzes, interactive tasks) made learning more engaging and improved their kanji comprehension and grammar memorization skills. However, some students had difficulties with self-discipline and time management, suggesting that the development of sensible and effective support mechanisms, such as progress tracking and structured learning plans, may improve the effectiveness of blended learning.

Implications for Future Implementation:

The expert evaluation provides valuable insights into the effectiveness and potential refinements of the blended teaching model. Key findings include:

Strong Pedagogical Framework – The model was highly rated for its course structure and assessment design, confirming its instructional effectiveness.

Challenges in Student Engagement – Experts noted that some students struggled with motivation, indicating the need for more structured engagement strategies.

Recommendations for Improvement – Experts suggested enhancing interactivity through gamification, real-world tasks, and discussion-based learning.

Chapter 5
Discussion Conclusion and Recommendations

This study provides a detailed examination of the current challenges in Japanese language education in Chinese universities and proposes a set of digital technology-driven strategies for improvement. The findings indicate that the primary limitations of traditional teaching methods lie in insufficient interaction, limited resource availability, weak self-directed learning capabilities, and an overly rigid assessment framework. By adopting a blended teaching model, incorporating diverse digital learning resources, supporting personalized learning pathways, and implementing multi-dimensional assessment mechanisms, these challenges can be effectively mitigated.

The details are as follows.

Conclusion

Objectives 1: Identifying the Current Problems in Teaching the Japanese Language to Chinese Undergraduate Students and Their Solutions

Objectives 1 Conclusion: The Delphi method used in this step systematically analyses the current situation of Japanese language education in Chinese universities through interviews and surveys with 21 senior Japanese language teachers. The findings show that traditional Japanese language teaching methods are facing great challenges in terms of pre-class pre-study, classroom interaction, post-class quizzes, diversity of teaching resources, personalised learning, and the development of students' independent learning abilities. These problems affect the efficiency and effectiveness of students' language learning and hinder the development of their overall language ability.

Objectives 2: Developing a Blended Teaching Model for Teaching the Japanese Language to Chinese Undergraduate Students

Objectives 2 Conclusion: In response to the challenges in traditional Japanese language education in Chinese universities, this study aims to develop an effective blended learning model that combines digital technology with traditional classroom teaching. Following the ADDIE (Analysis, Design, Development, Implementation and Evaluation) pedagogical model, this step systematically designs the proposed blended learning framework to address the current problems and deficiencies in teaching and learning derived from the first step, in order to optimize the learning outcomes and to promote students' motivation to engage in learning.

Objective 3: Implementing a Blended Teaching Model to Enhance Japanese Language Learning Among Chinese Undergraduate Students

Objectives 3 Conclusion: Based on the second step of developing a blended learning model, this step uses an experimental research approach to assess the impact of the blended learning model on student learning outcomes in real teaching scenarios. The comparative analysis of the experimental and control groups, the integration of learning platform data, and language proficiency tests confirms that the blended teaching model based on digital technology can effectively improve students' language proficiency, learning engagement, and learning motivation.

Objective 4: Evaluateing the blended learning model to further improve its implementation in the future

Objective 4 Conclusion: The peer evaluation results indicate a high level of effectiveness of the blended teaching model, with an overall rating of 4.6 out of 5. In particular, the model demonstrated strong efficacy in enhancing student engagement and proficiency. Student feedback further corroborates these findings, with 85% expressing high satisfaction, attributing the most significant improvements to the integration of AI tools and flipped learning strategies. However, areas requiring further enhancement were also identified, including the need for more immersive real-world applications, platform optimization, and expanded opportunities for conversational practice.

Discussion

1. Major Challenges in Japanese Language Education

(1) Rigid Teaching Methods and Limited Interactivity

Japanese language instruction in Chinese universities remains predominantly lecture-based, with minimal classroom interaction. As a result, students often passively receive knowledge, leading to decreased engagement and motivation. Approximately 76% of surveyed instructors identified the lack of interactive teaching strategies as a major impediment to student participation.

(2) Limited Integration of Digital Technologies and Insufficient Learning Resources

Despite the widespread application of digital technologies in English language education, their integration into Japanese language instruction remains inadequate. Survey results indicate that only 34% of instructors systematically incorporate digital platforms or online resources into their teaching, restricting students' access to diverse learning materials and hindering personalized learning experiences.

(3) Weak Autonomous Learning Abilities among Students

Japanese language acquisition requires consistent vocabulary memorization, grammar practice, and listening and speaking exercises. However, many students struggle with self-discipline and lack effective guidance for independent study. Survey results show that 68% of instructors perceive students' low self-regulation as a major obstacle to achieving long-term learning success.

(4) Traditional Assessment Methods with Limited Learning Process Monitoring

Evaluation in Japanese language courses primarily relies on midterm and final examinations, with little emphasis on students' engagement, assignment completion, or interactive learning behaviors. Among surveyed instructors, 83% expressed concerns that traditional exams fail to comprehensively reflect students' progress, making it difficult to adapt teaching strategies accordingly.

2. Proposed Solutions in Japanese Language Education

To address these challenges, this study proposes a series of digital technology-based solutions aimed at enhancing the effectiveness of Japanese language instruction.

(1) Implementing a Blended Teaching Model to Enhance Classroom Interaction

The findings indicate that a combination of online and offline learning can effectively improve classroom engagement. Experts recommend incorporating the flipped classroom approach, where students engage with online materials before class and participate in discussions, exercises, and applications during face-to-face sessions. This model has been shown to significantly increase student participation and learning efficiency.

(2) Integrating Digital Platforms to Optimize Learning Resources

The application of digital technologies can expand the variety of learning materials and improve students' motivation and self-directed learning abilities. This study suggests leveraging online platforms such as Unipus to provide diverse instructional resources, including video lectures, pronunciation exercises, and virtual conversation simulations. Furthermore, data-driven learning analytics should be utilized to track students' progress and support personalized learning paths.

(3) Enhancing Autonomous Learning Support Mechanisms

To strengthen students' self-regulation skills, task-based learning (TBL) strategies should be incorporated into the curriculum. These may include vocabulary retention challenges, online discussion forums, and interactive assessments. Additionally, the use of Learning Management Systems (LMS) can facilitate customized learning paths, enabling students to progress at their own pace while maintaining engagement.

(4) Optimizing Assessment Methods through Learning Process Monitoring

Given the limitations of traditional examinations, this study recommends integrating formative assessment with digital learning analytics to provide

comprehensive feedback on student progress. Online quizzes, discussion participation scores, and learning behavior analysis can collectively offer a more holistic evaluation of student performance. This approach allows instructors to make data-informed adjustments to teaching strategies and support students more effectively.

The Advantages of the Blended Teaching Model

The implementation of the blended teaching model in the Basic Japanese (3) course has demonstrated significant advantages in various aspects of teaching effectiveness, student engagement, and learning outcomes. Based on the design, development, implementation, and evaluation phases, the following key benefits were identified:

(1) Improved Learning Outcomes and Language Proficiency

The integration of digital tools (e.g., AI-powered speech recognition and writing feedback) provided real-time corrective feedback, enhancing students' pronunciation and written accuracy.

The flipped classroom approach allowed students to engage with learning materials before class, leading to higher retention rates and improved classroom participation.

Task-based and project-based learning (TBL & PBL) helped students apply their knowledge to practical and communicative tasks, reinforcing real-world language use.

(2) Increased Student Engagement and Motivation

Peer collaboration and interactive activities, such as digital storytelling, discussion-based learning, and social media tasks, increased student participation and enhanced motivation.

The gamification elements (e.g., online quizzes, leaderboards) made learning more dynamic and engaging, fostering a more active learning environment.

Students felt more control over their learning through the self-paced adaptive learning systems, allowing them to review materials and practice at their own speed.

(3) More Effective and Personalized Instruction

The use of learning analytics allowed instructors to track student progress and identify learning gaps, enabling data-driven teaching adjustments.

AI-generated feedback and automated assessments provided individualized learning paths, addressing students' unique needs and learning paces.

The combination of online and offline interactions ensured better teacher-student communication, allowing for timely guidance and feedback.

(4) Greater Flexibility and Accessibility

The blended approach eliminated geographical and time constraints, allowing students to access course materials anytime, anywhere.

The integration of digital resources (e.g., MOOCs, Japan Foundation's online materials) provided additional learning opportunities beyond the classroom.

Online learning platforms (ChaoXing/UCampus LMS) facilitated structured content delivery and seamless communication between students and instructors.

(5) Enhanced Teaching Efficiency and Scalability

Automated grading and AI-assisted assessments reduced the workload on instructors, allowing them to focus on interactive teaching activities.

The modular structure of the course made it scalable and replicable, allowing for wider adoption across institutions.

The blended model provided a structured and systematic framework that can be customized for different Japanese language proficiency levels.

Considerations for Future Implementation and Areas for Improvement

While the blended teaching model has proven to be effective and beneficial, some challenges were identified during implementation. The following considerations should be addressed to further optimize the model:

(1) Ensuring Technological Stability and Accessibility

Some students reported technical difficulties (e.g., unstable internet connections, slow platform response times). Future implementations should ensure:

Reliable digital infrastructure and platform optimization to minimize technical disruptions.

Multiple access options (e.g., mobile-friendly platforms, downloadable content for offline learning).

(2) Enhancing Real-World Language Application Opportunities

While the model effectively developed core language skills, some students suggested more real-life communication practice. Future improvements could include:

Virtual exchange programs with Japanese students.

More conversational AI simulations for spoken practice.

Industry collaboration projects (e.g., translation, interpretation, business case studies).

(3) Refining AI and Automated Feedback Mechanisms

Some students noted that AI-generated feedback was too generalized and lacked detailed explanations. Future updates should:

Improve AI models for more nuanced feedback on writing and pronunciation.

Allow for customized teacher feedback integration alongside AI responses.

(4) Strengthening Assessment Diversity and Flexibility

Some students expressed concerns about over-reliance on quizzes and automated assessments. Future implementations should:

Increase the use of peer evaluation and self-reflection assignments.

Incorporate oral proficiency interviews with instructors or native speakers.

Use portfolio-based assessments to track long-term progress.

(5) Providing More Instructor Training and Support

Some instructors lacked prior experience in blended teaching and faced challenges in effectively utilizing digital tools. Future efforts should:

Provide comprehensive faculty training programs on digital pedagogy and AI-assisted teaching methods.

Develop a shared resource hub for instructors to exchange best practices.

Offer technical support and regular workshops to help instructors maximize the use of blended learning tools.

Research Contributions

This study contributes to the field of Japanese language education and blended learning by offering both theoretical advancements and practical insights into the integration of digital technologies with traditional instructional models. The findings provide empirical evidence on the effectiveness of a blended teaching approach in enhancing student engagement, fostering language acquisition, and optimizing instructional practices.

1. Theoretical Implications

This research advances the theoretical understanding of blended learning in foreign language education, particularly in the context of Japanese language instruction for Chinese undergraduate students. It extends existing frameworks by integrating digital tools and adaptive learning methodologies into a structured pedagogical model, yielding the following key contributions:

(1) Expanding the Theoretical Framework of Blended Language Learning

While Blended Learning Theory (Graham, 2006) has been widely applied in general education, this study refines and contextualizes its application to Japanese language learning, demonstrating how a hybrid instructional model enhances linguistic competencies in reading, writing, listening, and speaking.

The research further validates the Personalized Learning Theory (Keefe & Jenkins, 2002) by demonstrating how adaptive online resources, learning analytics, and self-regulated study pathways contribute to individualized language acquisition.

(2) Empirical Validation of Instructional System Design (ISD) Theory in Language Education

By adopting the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model, this study provides an empirical framework for structured curriculum development in Japanese language blended learning.

The findings offer a systematic approach to instructional sequencing, ensuring that digital resources effectively complement traditional face-to-face instruction.

(3) Contribution to the Research on Learning Analytics in Foreign Language Acquisition

The study demonstrates the critical role of learning analytics in monitoring student engagement, tracking language proficiency improvements, and personalizing feedback mechanisms.

These findings align with Teaching Quality Assessment Theory (Marsh, 1987), supporting the notion that data-driven evaluations enhance pedagogical decision-making and instructional effectiveness.

(4) Bridging the Research Gap in Blended Learning for Japanese Language Education

Existing studies on blended learning have predominantly focused on English as a Foreign Language (EFL) education, with limited research exploring its application in Japanese language instruction.

This study fills a significant research gap by providing quantitative and qualitative evidence on the effectiveness, challenges, and optimization strategies of blended learning in Japanese language programs within Chinese universities.

2. Practical Implications

Beyond its theoretical contributions, this research has significant practical implications for language educators, curriculum designers, and educational policymakers seeking to enhance Japanese language instruction through digital integration.

(1) Optimizing Pedagogical Strategies for Japanese Language Teaching

The blended teaching model developed in this study offers a structured framework that can be adopted, adapted, and scaled across different Japanese language programs.

Flipped classrooms, task-based learning, and AI-driven language exercises can be incorporated into Japanese language curricula to improve instructional efficiency and student outcomes.

(2) Enhancing Student Learning Experiences Through Digital Technologies

The study confirms that integrating multimedia resources, online interactive activities, and learning analytics improves student engagement, motivation, and self-regulation.

Educators can leverage online platforms such as Unipus and Chaoxing to provide adaptive learning experiences, ensuring that students receive personalized feedback and support.

(3) Supporting Institutional Policies on Digital Transformation in Language Education

The findings highlight the importance of investing in digital infrastructure to support blended language education, ensuring equitable access to online resources and technological tools.

Universities and policymakers can use these insights to develop institutional guidelines for effective digital integration in foreign language teaching.

(4) Facilitating Professional Development for Language Instructors

Given the shift towards technology-enhanced instruction, this study underscores the need for faculty training in digital pedagogy.

Institutions should provide ongoing professional development programs to equip instructors with the skills needed to effectively integrate digital tools, learning analytics, and online teaching strategies.

(5) Expanding the Model's Applicability Across Other Foreign Language Programs

While this study focuses on Japanese language education, the blended learning framework can be adapted for other foreign language curricula (e.g., Korean, German, French, or Spanish).

Future research can explore cross-language comparisons, examining the scalability and effectiveness of blended learning across different linguistic and cultural contexts.

Recommendations

Based on the findings of this study, the following recommendations are proposed to further enhance the effectiveness of blended learning in Japanese language education. These recommendations address key stakeholders, including educators, language learners, researchers, institutions, and universities, with the aim of optimizing pedagogical strategies, improving learning experiences, and advancing future research in digital language education.

1. Practical Strategies Based on the Key Findings

The significant improvements observed in students' reading, writing, listening, and speaking skills highlight the effectiveness of the blended teaching model implemented in this study. These gains can be directly linked to specific instructional strategies systematically applied across the three phases of the model.

(1) Pre-class online modules enabled students to preview key concepts and engage with authentic language materials through self-paced study and targeted diagnostic quizzes. This approach helped activate background knowledge and build a foundation for in-class activities.

(2) In-class sessions adopted a flipped classroom approach emphasizing student-centered learning. Interactive tasks such as collaborative discussions, task-based language practice (TBLT), small group projects, and problem-solving exercises encouraged active participation and real-life language use. The integration of digital platforms, Chaoxing Platform and Ucampus further supported real-time feedback.

(3) Post-class activities provided structured opportunities for students to consolidate their learning. Follow-up exercises, reflective writing tasks, online quizzes, and e-portfolios allowed for continuous formative assessment. Personalized feedback and the use of learning analytics helped monitor individual progress and adapt subsequent instruction to students' needs.

To further enhance the application of this model, it is recommended that future implementations continue to integrate audio-rich resources for listening practice, peer-reviewed writing tasks for iterative improvement, and Digital technology tools for interactive speaking and reading activities. Moreover, expanding the use of intelligent feedback systems and adaptive learning pathways can ensure that the blended approach remains flexible and personalized for diverse learner profiles.

By combining well-designed pre-class preparation, active in-class engagement, and post-class consolidation, the blended teaching model provides a balanced, sustainable framework for improving language proficiency. This evidence-based approach should be scaled and adapted to other language programs to promote high-quality teaching and learning outcomes.

2. Recommendations for Educators

(1) Adopting a Data-Driven, Adaptive Teaching Approach

Educators should leverage learning analytics and AI-powered adaptive systems to monitor student engagement, assess learning progress, and provide personalized feedback. Data-driven insights can help instructors identify students at risk of disengagement and adjust teaching strategies accordingly.

(2) Implementing Task-Based and Interactive Learning Strategies

The study confirms that task-based learning (TBL), flipped classrooms, and interactive digital tools significantly improve student engagement and motivation. Educators should design student-centered learning tasks that encourage collaborative problem-solving, real-life communication, and digital resource integration.

(3) Providing Structured Guidance for Self-Regulated Learning

While digital learning offers flexibility, not all students possess strong self-regulation skills. Educators should incorporate clear learning pathways, progress-tracking mechanisms, and structured goal-setting exercises to support students in developing autonomous learning habits.

(4) Balancing Online and Offline Components

Blended learning requires an optimal balance between online materials and in-class interactions. Educators should ensure that online components supplement rather than replace face-to-face instruction, focusing on interactive discussions, oral practice, and collaborative learning activities in the classroom.

3. Recommendations for Language Learners

(1) Actively Engaging with Digital Learning Resources

Students should fully utilize online platforms (e.g., Unipus, Chaoxing) for self-paced learning, interactive exercises, and multimedia content, reinforcing classroom instruction through additional practice.

(2) Developing Self-Regulated Learning Habits

Blended learning demands greater learner autonomy. Students should adopt time-management techniques, set clear learning objectives, and regularly track progress to maximize the benefits of digital education.

(3) Participating in Online and Peer Interactions

Engagement in discussion forums, collaborative projects, and peer evaluations fosters deeper learning and improves communicative competence. Language learners should actively seek opportunities to interact with instructors and peers beyond the classroom.

(4) Utilizing Learning Analytics for Self-Assessment

Students should monitor platform usage statistics, quiz performance trends, and feedback reports to identify weaknesses and adjust their study strategies accordingly.

4. Recommendations for Researchers

(1) Expanding Studies on Blended Learning in Japanese Language Education

While blended learning has been widely researched in English education, there is limited empirical evidence in Japanese language programs. Future research should explore long-term learning outcomes, retention rates, and motivation factors in blended Japanese language instruction.

(2) Investigating the Role of AI and Adaptive Learning in Language Acquisition

Artificial intelligence and machine learning-driven personalized recommendations can enhance language proficiency tracking, automated feedback, and adaptive content delivery. Researchers should examine the effectiveness of AI in tailoring blended learning experiences.

(3) Conducting Cross-Linguistic Comparisons

Future studies should compare blended learning models across different foreign language disciplines (e.g., Japanese, Korean, German, French) to determine whether language structure influences the effectiveness of digital pedagogy.

(4) Exploring Cognitive and Psychological Aspects of Blended Learning

Further research is needed to examine cognitive load, self-regulation strategies, and motivational factors affecting students' success in blended language learning environments.

5. Recommendations for Educational Institutions

(1) Investing in Digital Infrastructure for Blended Learning

Institutions should provide high-quality digital platforms, stable online learning environments, and advanced AI-driven tools to enhance interactive and adaptive learning experiences.

(2) Establishing Professional Development Programs for Language Instructors

Blended learning requires educators to develop technological competencies. Institutions should offer training programs in instructional design, digital pedagogy, and learning analytics to equip teachers with the necessary skills.

(3) Implementing Learning Analytics for Institutional-Level Decision Making

Institutions should leverage learning analytics to assess the effectiveness of blended language courses, allowing for data-driven curriculum refinement and personalized learning support.

(4) Promoting Interdisciplinary Collaboration

Blended learning involves education technology, cognitive science, and language pedagogy. Institutions should encourage interdisciplinary research and partnerships to refine evidence-based teaching innovations.

6. Recommendations for Universities

(1) Incorporating Blended Learning as a Core Component of Language Programs

Universities should integrate blended learning into their curriculum policies, ensuring that digital components are systematically embedded in language courses rather than being used as supplementary tools.

(2) Establishing Research Centers for Digital Language Education

To advance blended learning methodologies, universities should establish specialized research centers dedicated to exploring technology-enhanced foreign language education.

(3) Enhancing Institutional Support for Blended Learning Implementation

Universities should provide technical assistance, instructional design support, and funding for digital course development to ensure seamless adoption of blended learning models.

(4) Encouraging International Collaboration in Digital Language Education

Given the global nature of foreign language education, universities should collaborate with international institutions to develop cross-cultural, technology-driven language learning programs that promote global academic exchanges and multilingual competence.

Challenges and Limitations

While this study provides valuable insights into the implementation of a blended teaching model for Japanese language education, several challenges and limitations must be acknowledged. These factors should be carefully considered when interpreting the findings and designing future research.

1. Sample Size and Generalizability

The study was conducted within a single university, with participants drawn from one specific Japanese language program. Although the results provide meaningful insights, the limited sample size (n=150) may affect the generalizability of the findings.

The model's effectiveness may vary across different university settings, student demographics, and institutional infrastructures, particularly in universities with less-developed digital learning environments.

2. Short-Term Study Duration

The study examined the impact of blended learning over a single semester. While the results indicate short-term improvements in language proficiency and engagement, the long-term effects of blended learning on retention, fluency, and cognitive load remain uncertain.

Future research should conduct longitudinal studies to explore whether students maintain their proficiency and engagement over extended periods.

3. Variability in Student Digital Literacy

Although digital learning platforms enhance flexibility, students' ability to effectively navigate and utilize digital tools varied significantly. Some students lacked digital literacy skills, which may have impacted their engagement and learning outcomes.

This suggests that preliminary digital skills training should be incorporated into blended learning programs to ensure equitable access and effective participation.

4. Instructor Adaptation and Workload

The transition to a blended teaching model requires extensive pedagogical adjustments, and not all instructors may have the necessary technical expertise.

Instructor workload significantly increased due to the need for course redesign, digital content creation, real-time monitoring, and personalized feedback.

Institutions should provide adequate professional development and workload management support to facilitate sustainable adoption.

5. Limitations of Learning Analytics and Assessment Methods

While learning analytics provided quantitative insights into engagement and performance, they could not fully capture the qualitative aspects of student motivation, cognitive strategies, or affective responses to blended learning.\

Additionally, traditional assessment methods such as pre-tests and post-tests may not fully reflect students' critical thinking, intercultural competence, and real-world language application skills.

Future studies should consider qualitative methodologies, including interviews, think-aloud protocols, and ethnographic observations, to gain deeper insights into students' learning experiences.

Future Research Directions

While this study has developed, implemented, and evaluated a blended teaching model for Japanese language education among Chinese undergraduate students, it is clear that further research is needed to build on the present findings and address the inherent limitations of this work. Therefore, this section outlines several directions for future research that could strengthen, refine, and expand the practical and theoretical contributions of blended learning models in the field of Japanese language education and beyond.

1. Longitudinal Studies on Language Retention and Learning Transfer

Future research should examine the long-term impact of blended learning on language retention and fluency, tracking students' progress beyond a single semester.

Studies should also investigate how blended learning supports real-world language application, including cross-cultural communication and workplace language proficiency.

2. AI and Adaptive Learning Technologies in Blended Language Education

The integration of artificial intelligence (AI) and adaptive learning algorithms can further personalize instruction based on students' progress and learning behaviors.

Future studies should assess the effectiveness of AI-driven chatbots, automated feedback systems, and intelligent tutoring systems (ITS) in enhancing Japanese language acquisition.

3. Expanding Research Across Different Institutional Contexts

To improve external validity, future research should replicate this study across multiple universities, including institutions with different digital infrastructures, student demographics, and linguistic backgrounds.

Comparative studies across public and private universities, urban and rural institutions, and different cultural contexts can provide broader insights into blended learning effectiveness.

4. Investigating the Role of Gamification and Social Learning in Blended Models

Future research should explore how gamification elements (e.g., point-based rewards, competitive challenges, and progress-tracking badges) enhance student motivation and engagement in blended learning environments.

Additionally, collaborative learning through peer-assisted learning, online discussion forums, and cross-cultural language exchanges should be examined for their impact on learner autonomy and interaction.

5. Developing a Comprehensive Framework for Digital Literacy in Language Education

As digital tools become integral to foreign language learning, future research should focus on developing standardized frameworks for digital literacy competencies.

Studies should investigate how training programs, scaffolding strategies, and institutional support can help students and educators navigate digital learning environments more effectively.

6. Multi-Method Approaches for a Holistic Understanding of Student Learning

While quantitative methods (e.g., learning analytics, test scores) provide measurable outcomes, future research should incorporate qualitative methodologies to explore students' cognitive, emotional, and social experiences in blended learning.

Techniques such as diary studies, interviews, ethnographic case studies, and eye-tracking experiments can offer a more nuanced understanding of student engagement and learning strategies.

In summary, these suggested directions aim to encourage future scholars and practitioners to build on the foundation laid by this research. By broadening empirical validation, deepening analytical rigor, embracing technological advancements, and addressing practical challenges in real-world implementation, future research can continue to advance the theoretical development and practical applications of blended Japanese language teaching for the evolving educational landscape in China and beyond.

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Xu, Q., & Tang, L. (2018). Addressing the urban-rural divide in Japanese language education in China. *Asian Journal of Education and Training, 4*(3), 161–168. https://doi.org/10.20448/journal.522.2018.43.161.168

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Appendices

Appendix A

List of Specialists and Letters of Specialists Invitation for IOC Verification

Delphi Panel Expert Profile for Phase1 (21 Experts)

No.	Name	Affiliation	Teaching Experience	Area of Specialization
1	Prof.Xu Wenzhi	Dalian University of Foreign Languages	22	Japanese education and teaching
2	Prof.Li Fang	Dalian Jiaotong University	20	Japanese language and literature
3	Prof.Liu Aijun	Dalian Polytechnic University	27	Japanese language and culture
4	Prof.Zhang Tong	Dalian University of Science and Technology	27	Japanese cultural studies
5	Dr.Zhang Yuanhui	Beijing Institute of Technology	12	Japanese education assessment and testing
6	Dr.Hu Wei	Dongbei ProfessorUniversity of Finance and Economics	13	Japanese testing
7	Dr.Liang Tian	Shenyang Normal University	15	Business Japanese
8	Dr.Jin Yu	Bohai University	15	Technology-assisted Japanese writing
9	Prof.You Zhishen	Dalian University of Technology	22	Japanese education and teaching
10	Prof.Fan Yehong	Liaoning Normal University	20	Japanese teacher professional development
11	Prof.Yang Xiaohui	Guangdong University of Foreign Studies	21	Japanese language and culture
12	Prof.Chen Yan	Chinese Association for Japanese Education	48	Japanese education and teaching
13	Dr.Xie Liye	Dalian Maritime University	10	Business Japanese

No.	Name	Affiliation	Teaching Experience	Area of Specialization
14	Dr.Wei Ran	Beijing Foreign Studies University	14	Japanese education and teaching
15	Dr.Liu Xiangnan	Guangdong University of Finance and Economics	15	Japanese teacher development
16	Prof.Wang Qi,	Harbin Normal University	23	Task-based language teaching
17	Dr.Duan Ran	Communication University of China	16	Project-based language learning
18	Prof.Liu Na	Dalian Academy of Arts	27	Blended teaching innovation
19	Prof.Cai Quansheng	Liaoning University of International Business and Economics	46	Online language learning
20	Prof.Zhangshu	Dalian Maritime University	17	Online teaching assessment
21	Dr.SongQi	Shanghai University of Foreign Languages	18	Japanese online learning

Delphi Panel Expert Profile for Phase2 (15 Experts)

No.	Name	Affiliation	Teaching Experience	Area of Specialization
1	Prof.Xu Wenzhi	Dalian University of Foreign Languages	22	Japanese education and teaching
2	Prof.Li Fang	Dalian Jiaotong University	20	Japanese language and literature
3	Prof.Liu Aijun	Dalian Polytechnic University	27	Japanese language and culture
4	Prof.Zhang Tong	Dalian University of Science and Technology	27	Japanese cultural studies
5	Dr.Zhang Yuanhui	Beijing Institute of Technology	12	Japanese education assessment and testing
6	Dr.Hu Wei	Dongbei ProfessorUniversity of Finance and Economics	13	Japanese testing
7	Dr.Liang Tian	Shenyang Normal University	15	Business Japanese
8	Dr.Jin Yu	Bohai University	15	Technology-assisted Japanese writing
9	Prof.You Zhishen	Dalian University of Technology	22	Japanese education and teaching
10	Prof.Fan Yehong	Liaoning Normal University	20	Japanese teacher professional development
11	Prof.Yang Xiaohui	Guangdong University of Foreign Studies	21	Japanese language and culture
12	Prof.Chen Yan	Chinese Association for Japanese Education	48	Japanese education and teaching
13	Dr.Xie Liye	Dalian Maritime University	10	Business Japanese

No.	Name	Affiliation	Teaching Experience	Area of Specialization
14	Dr.Wei Ran	Beijing Foreign Studies University	14	Japanese education and teaching
15	Dr.Liu Xiangnan	Guangdong University of Finance and Economics	15	Japanese teacher development

Model Evaluation Expert Profile (5 Experts)

No.	Name	Affiliation	Teaching Experience	Area of Specialization
1	Prof.Zhang Tong	Dalian University of Science and Technology	26	Japanese cultural studies
2	Prof.Liu Na,	Dalian Academy of Arts	27	Blended teaching innovation
3	Prof.C Quansheng	Liaoning University of International Business and Economics	46	Online language learning
4	Prof.Li Fang	Dalian Jiaotong University	20	Japanese language and literature
5	Prof.Liu Aijun	Dalian Polytechnic University	27	Japanese language and culture

Model Implementation Evaluation Expert Profile (5 Experts)

No.	Name	Affiliation	Teaching Experience	Area of Specialization
1	Prof. Zhang M	Liaoning University of International Business and Economics	13	Japanese cultural studies
2	Prof. Liu L	Liaoning University of International Business and Economics	10	Japanese cultural studies
3	Prof. Cai Qs	Liaoning University of International Business and Economics	46	Japanese language and literature
4	Prof.Wang Ld	Liaoning University of International Business and Economics	15	Japanese language and literature
5	Prof.Mu Lt	Liaoning University of International Business and Economics	16	Blended teaching innovation

Appendix B

Official Letter

Ref. No. MHESI 0643.14/901

Graduate School
BansomdejchaoprayaRajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

5 September 2024

Subject Request permission to collect data by attending Interviews and Questionnaires

Dear Mr. Xu Wenzhi,Professor, School of Japanese Language, Dalian University of Foreign Languages

Attachment Interview Form

Mrs. Cui Shuang is a graduate student in Doctor of Philosophy in Digital Technology Management for Education Program at Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Development of Blended Teaching Model for College English Reading Course Based on Unipus" . There is a thesis advisory committee as follows:

1. Assoc. Prof Dr Sombat Teekasap Major advisor
2. Assoc.Prof Dr Nainapas Co-advisor
3. Assoc.Prof Dr. Prapai Sridama Co-advisor

In this regard, the thesis advisory committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument. Therefore, permission was requested to allow the students to take the evaluation. and set a date and time for students at your convenience.

We would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Nukul Sarawong)
Dean of Graduate School

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E-mail: grad@bsru.ac.th

Ref. No. MHESI 0643.14/902

Graduate School
BansomdejchaoprayaRajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

5 September 2024

Subject Request permission to collect data by attending Interviews and Questionnaires

Dear Mrs. Li Fang, Professor, School of Foreign Languages, Dalian Jiaotong University

Attachment Interview Form

Mrs. Cui Shuang is a graduate student in Doctor of Philosophy in Digital Technology Management for Education Program at Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Development of Blended Teaching Model for College English Reading Course Based on Unipus" . There is a thesis advisory committee as follows:

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5 September 2024

Subject Request permission to collect data by attending Interviews and Questionnaires

Dear Mrs. Liu Aijun,Professor, School of Foreign Languages, Dalian Polytechnic University

Attachment Interview Form

Mrs. Cui Shuang is a graduate student in Doctor of Philosophy in Digital Technology Management for Education Program at Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Development of Blended Teaching Model for College English Reading Course Based on Unipus" . There is a thesis advisory committee as follows:

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Graduate School
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5 September 2024

Subject Request permission to collect data by attending Interviews and Questionnaires

Dear Mrs. Zhang Tong,Professor, School of Foreign Languages, Dalian University of Science and Technology

Attachment Interview Form

Mrs. Cui Shuang is a graduate student in Doctor of Philosophy in Digital Technology Management for Education Program at Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Development of Blended Teaching Model for College English Reading Course Based on Unipus" . There is a thesis advisory committee as follows:

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5 September 2024

Subject Request permission to collect data by attending Interviews and Questionnaires

Dear Mrs. Zhang Yuanhui, Professor,School of Foreign Languages, Beijing Institute of Technology

Attachment Interview Form

Mrs. Cui Shuang is a graduate student in Doctor of Philosophy in Digital Technology Management for Education Program at Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Development of Blended Teaching Model for College English Reading Course Based on Unipus" . There is a thesis advisory committee as follows:

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5 September 2024

Subject Request permission to collect data by attending Interviews and Questionnaires

Dear Mr. Hu Wei,Professor ,Head of the Japanese Department, School of Business Foreign Languages, Dongbei University of Finance and Economics

Attachment Interview Form

Mrs. Cui Shuang is a graduate student in Doctor of Philosophy in Digital Technology Management for Education Program at Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Development of Blended Teaching Model for College English Reading Course Based on Unipus" . There is a thesis advisory committee as follows:

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5 September 2024

Subject Request permission to collect data by attending Interviews and Questionnaires

Dear Mrs. Liang Tian, Professor,Shenyang Normal University

Attachment Interview Form

Mrs. Cui Shuang is a graduate student in Doctor of Philosophy in Digital Technology Management for Education Program at Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Development of Blended Teaching Model for College English Reading Course Based on Unipus" . There is a thesis advisory committee as follows:

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Thonburi Bangkok 10600

5 September 2024

Subject Request permission to collect data by attending Interviews and Questionnaires

Dear Mrs. Jin Yu,Professor, School of Foreign Languages, Bohai University

Attachment Interview Form

Mrs. Cui Shuang is a graduate student in Doctor of Philosophy in Digital Technology Management for Education Program at Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Development of Blended Teaching Model for College English Reading Course Based on Unipus" . There is a thesis advisory committee as follows:

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5 September 2024

Subject Request permission to collect data by attending Interviews and Questionnaires

Dear Mrs. You Zhishen, Professor,Head of the Japanese Department, School of Foreign Languages, Dalian University of Technology

Attachment Interview Form

Mrs. Cui Shuang is a graduate student in Doctor of Philosophy in Digital Technology Management for Education Program at Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Development of Blended Teaching Model for College English Reading Course Based on Unipus" . There is a thesis advisory committee as follows:

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5 September 2024

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Dear Mrs. Fan Yehong, Professo,rHead of the Japanese Department, School of Foreign Languages, Liaoning Normal University

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5 September 2024

Subject Request permission to collect data by attending Interviews and Questionnaires

Dear Mrs. Yang Xiaohui,Professor, School of Foreign Languages, Guangdong University of Foreign Studies

Attachment Interview Form

Mrs. Cui Shuang is a graduate student in Doctor of Philosophy in Digital Technology Management for Education Program at Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Development of Blended Teaching Model for College English Reading Course Based on Unipus" . There is a thesis advisory committee as follows:

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Ref. No. MHESI 0643.14/223

Graduate School
BansomdejchaoprayaRajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

7 February 2025

Subject Request permission to collect data by attending Interviews and Questionnaires

Dear Mr.Chen Yan, Professor,Former President, Chinese Association for Japanese Education

Attachment Interview Form

Mrs. Cui Shuang is a graduate student in Doctor of Philosophy in Digital Technology Management for Education Program at Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Development of Blended Teaching Model for College English Reading Course Based on Unipus" . There is a thesis advisory committee as follows:

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Sincerely,

(Assistant Professor Dr.Nukul Sarawong)
Dean of Graduate School

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Thonburi Bangkok 10600

7 February 2025

Subject Request permission to collect data by attending Interviews and Questionnaires

Dear Mr. Xie Liye, Professor,Head of the Japanese Department, School of Foreign Languages, Dalian Maritime University

Attachment Interview Form

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Thonburi Bangkok 10600

7 February 2025

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Dear Mrs. Wei Ran,Professor, School of Foreign Languages, Beijing Foreign Studies University

Attachment Interview Form

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Thonburi Bangkok 10600

7 February 2025

Subject Request permission to collect data by attending Interviews and Questionnaires

Dear Mrs. Liu Xiangnan, Professor, School of Foreign Languages, Guangdong University of Finance and Economics

Attachment Interview Form

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Thonburi Bangkok 10600

7 February 2025

Subject Request permission to collect data by attending Interviews and Questionnaires

Dear Mrs. Wang Qi,, Professor, School of Foreign Languages, Harbin Normal University

Attachment Interview Form

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Thonburi Bangkok 10600

7 February 2025

Subject Request permission to collect data by attending Interviews and Questionnaires

Dear Mrs. Duan Ran,, Professor, School of Foreign Languages, Communication University of China

Attachment Interview Form

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7 February 2025

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Dear Mrs. Liu Na, Professor, School of Foreign Languages, Dalian Academy of Arts

Attachment Interview Form

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7 February 2025

Subject Request permission to collect data by attending Interviews and Questionnaires

Dear Mr. Cai Quansheng, Professor, School of Foreign Languages, Liaoning University of International Business and Economics

Attachment Interview Form

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7 February 2025

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Dear Mrs. Zhangshu, Professor, School of Foreign Languages, Dalian Maritime University

Attachment Interview Form

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7 February 2025

Subject Request permission to collect data by attending Interviews and Questionnaires

Dear Mrs. SongQi, Professor, School of Japanese Language, Shanghai University of Foreign Languages

Attachment Interview Form

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Appendix C

Questionnaire

Delphi Method – Round 1 (Phase1)

Delphi Method – Round 2 (Phase1)

Delphi Method – Round 3 (Phase1)

Delphi Method – Round 1 (Phase2)

Delphi Method – Round 2 (Phase2)

Expert Interview Guide (Phase2)

Peer Evaluation Rubric for the Model (Phase 4)

Open-ended Student Feedback Questionnaire (phase 4)

Delphi Method – Round 1 (Phase1)

Title: Delphi Method – Round 1 Questionnaire

Identifying Current Challenges and Solutions in Japanese Language Teaching

Instructions:

Dear Expert,

Thank you for your valuable contribution to this Delphi study. In this first round, we invite you to share your professional views on the major challenges currently faced in Japanese language teaching for Chinese undergraduate students, and to suggest possible solutions. Please answer openly and provide specific details where possible.

Section 1. General Information

1. Name (optional): _____
2. Affiliation: _____
3. Years of Teaching Experience: _____
4. Area of Specialization: _____

Section 2. Open-ended Questions

1. What do you consider to be the major problems in the current Japanese language teaching practices at Chinese universities?

2. In your experience, what factors contribute most to these challenges? (e.g., curriculum, student engagement, teaching methods, digital resource limitations)

3. What changes or solutions would you recommend to address these problems?

4. What examples of good practice have you seen that could inspire improvement?

5. Any other comments or observations related to current teaching challenges and improvements?

Delphi Method – Round 2 (Phase1)

Questionnaire

Title: Delphi Method – Round 2 Questionnaire

Review and Re-evaluation of Identified Issues and Solutions

Instructions:

Dear Expert,

Thank you for your continued participation. In this second round, we present you with a summarized list of the challenges and solutions identified by the expert panel in Round One. Please review each item and indicate your level of agreement on a 5-point Likert scale. You may also provide further comments or suggestions.

Section 1. Confirmation

1. Name (optional): _____
2. Affiliation: _____

Section 2. Rating of Identified Issues

Identified Issue	Level of Agreement (1–5)	Comments
Issue 1	____	_____
Issue 2	____	_____
Issue 3	____	_____

Section 3. Rating of Proposed Solutions

Proposed Solution	Level of Agreement (1–5)	Comments
Solution 1	____	_____
Solution 2	____	_____
Solution 3	____	_____

Delphi Method – Round 3 (Phase1)

Questionnaire

Title: Delphi Method – Round 3 Questionnaire

Final Consensus on Key Issues and Solutions

Instructions:

Dear Expert,

Thank you for your final contribution. In this third round, please review the refined list of key issues and solutions that have emerged as critical based on expert consensus. Kindly confirm your agreement and add any final remarks.

Section 1. Final Confirmation

1. Name (optional): _____
2. Affiliation: _____

Section 2. Final Confirmation

Final Issue	Do you agree this is critical? (Yes/No)	Comments
Issue 1	Yes / No	_____
Issue 2	Yes / No	_____
Issue 3	Yes / No	_____

Section 3. Final Comments

Please add any final suggestions or additional remarks that may help improve this research.

Delphi Method : Round 1 (Phase2)

Development of a Blended Teaching Model for Japanese Language Majors

Dear Expert,

Thank you for participating in this Delphi study. This first-round questionnaire aims to collect your professional insights on the key issues, needs, and influencing factors in the current Japanese language teaching context in Chinese universities. Please answer openly and provide as much detail as possible.

Section A. General Information

1. Name (optional): _____
2. Affiliation: _____
3. Years of Teaching Experience: _____
4. Area of Specialization: _____

Section B. Open-ended Questions

1. In your opinion, what are the major challenges facing Japanese language teaching in Chinese universities today?

2. Which aspects of blended teaching do you think are most important for improving Japanese language learning outcomes?

3. What factors should be prioritized when designing a blended teaching model for Japanese language majors?

4. Do you have suggestions for specific teaching methods, digital tools, or assessment strategies that should be included?

5. Please share any other comments or recommendations for developing an effective blended teaching model.

Delphi Method : Round 2 (Phase2)

Validation of Core Elements for the Blended Teaching Model

Dear Expert,

Based on your feedback in Round 1, we have compiled ten key elements for the blended teaching model. Please rate the importance of each element on a scale of 1 (Not Important) to 5 (Extremely Important). Feel free to add any further comments.

Section A. Expert Confirmation

1. Name (optional): _____
2. Affiliation: _____

Section B. Core Elements Rating

Core Element	Rating (1–5)	Comments
1. Learning Objectives Alignment	____	_____
2. Course Content Development	____	_____
3. Teaching Methods Innovation	____	_____
4. Digital Technology Integration	____	_____
5. Student Engagement Strategies	____	_____
6. Personalized Learning Pathways	____	_____
7. Assessment and Feedback Mechanism	____	_____
8. Teacher Professional Development	____	_____
9. Collaborative and Social Learning	____	_____
10. Scalability and Sustainability	____	_____

Expert Interview Guide (Phase2)

1. Open-ended Questionnaire

Purpose:

This open-ended questionnaire aims to collect in-depth expert feedback on the developed blended teaching model for Japanese language programs in Chinese universities. The questions are designed to elicit practical suggestions, critical assessments, and context-specific insights that can help refine the model's design and implementation strategy.

No.	Question	Purpose
1	How would you evaluate the overall design of the blended teaching model?	To understand the expert's general assessment of the model framework.
2	In your opinion, how well does the model align with the specific context of Japanese language teaching in Chinese universities?	To confirm contextual appropriateness.
3	To what extent should the content modules be flexible to accommodate learner diversity?	To gather suggestions on content adaptability.
4	What is your view on integrating adaptive learning analytics into this model?	To evaluate the feasibility and value of learning analytics.
5	How should student engagement be monitored and encouraged through digital platforms?	To collect strategies for online engagement.
6	What potential challenges or limitations do you foresee in applying this model in real classrooms?	To identify risks and practical issues.
7	Do you have any additional recommendations to improve the scientific soundness and practical feasibility of the model?	To solicit any extra insights or recommendations.

2. Semi-Structured Interview Protocol

Introduction:
Thank you very much for taking the time to participate in this expert interview.
The purpose of this interview is to gather your valuable insights and suggestions on the blended teaching model developed for Japanese language education at Chinese universities.

Your input will help us validate whether the model is scientifically sound, practically feasible, and appropriately tailored to the specific teaching context.
There are no right or wrong answers—we are interested in your professional opinions, critical reflections, and constructive recommendations.

I would like to assure you that your responses will be kept strictly confidential and will be used solely for academic research purposes.
With your permission, I would like to record this interview to ensure that your ideas are accurately captured. The recording will only be accessible to the research team and will be securely stored and deleted after data analysis is completed.

If at any point you feel uncomfortable answering a question or wish to stop the interview, please feel free to let me know.

Do I have your permission to begin recording now?

Opening Questions:
1. Could you briefly describe your experience with blended or digital teaching models?
2. How familiar are you with the specific context of Japanese language teaching in Chinese universities?

Core Questions:
1. Please share your thoughts on the overall design of the proposed model.
2. Do you find the model suitable for the unique needs of Japanese language students in China?
3. In what ways should the content modules be flexible?
4. How do you see the role of adaptive learning analytics in enhancing the model?
5. What mechanisms do you recommend for monitoring student engagement digitally?

6. What challenges do you anticipate during implementation?
7. What would you suggest to strengthen the model further?

Closing:
Is there anything else you'd like to add? Are there any aspects we didn't cover that you think are important?

Peer Evaluation Rubric for the Blended Teaching Model (Phase 4)

Title: *Peer Evaluation Criteria for the Blended Japanese Language Teaching Model*

Instructions

Dear Reviewer,

Thank you for participating in this peer evaluation. Please assess each dimension of the blended teaching model implementation using the following rubric. Use the 5-point scale provided and add comments as needed. Your feedback will help verify the scientific soundness, instructional effectiveness, and practical feasibility of the model.

Evaluation Dimensions

Evaluation Item	Score (1–5)	Comments
1. Learning Objectives Clarity	____	_____
2. Content Relevance and Quality	____	_____
3. Blended Design Integration	____	_____
4. Teaching Methods Innovation	____	_____
5. Digital Tools and Resources	____	_____
6. Student Engagement	____	_____
7. Assessment and Feedback	____	_____
8. Teacher Readiness and Support	____	_____
9. Sustainability and Scalability	____	_____

Evaluation Item	Score (1–5)	Comments
10. Overall Effectiveness	____	_____

Scoring Scale:

1 = Poor, 2 = Fair, 3 = Acceptable, 4 = Good, 5 = Excellent

Source and Rationale

This evaluation rubric was developed with reference to widely recognized standards for blended learning design (Garrison & Vaughan, 2008; Graham, 2013) and adapted to fit the specific context of Japanese language education in Chinese universities. The dimensions reflect key quality indicators recommended by educational researchers (e.g., alignment with JF-Standard, CEFR-based objectives, and best practices in task-based and project-based language teaching). The criteria were validated through expert consultation during the model development phase.

Open-ended Student Feedback Questionnaire (phase 4)

Title:

Open-ended Questionnaire for Students

Evaluation of the Blended Teaching Model for Japanese Language Majors

Instructions

Dear Student,

Thank you for taking part in this blended learning course. Your feedback is valuable for us to improve the blended teaching model for future Japanese language courses. Please answer the following questions honestly and in as much detail as possible.

Student Open-ended Questions

1. Learning Experience

What are your overall impressions of participating in this blended learning course?

Open-ended Response

2. Online Learning

How did you find the online learning part (e.g., video lectures, digital assignments, online discussions)? What worked well, and what challenges did you face?

Open-ended Response

3. Classroom Interaction

How did the face-to-face classroom sessions help you better understand the content learned online?

Open-ended Response

4. Engagement and Participation

Did you feel motivated and engaged throughout the blended learning process? Please explain why or why not.

Open-ended Response

5. Skill Development

In what ways did the blended model help you improve your Japanese language skills (listening, speaking, reading, writing)?

Open-ended Response

6. Feedback and Assessment

Did you find the feedback and assessment methods effective? Please share any suggestions for improvement.

Open-ended Response

7. Suggestions for Improvement

What suggestions do you have for making the blended learning course better for future students?

Open-ended Response

8. Other Comments

Is there anything else you would like to share about your experience with this blended teaching model?

Appendix D
JLPT Can-do Self-Evaluation List

JLPT Can-do Self-Evaluation List:Listening

JLPT Can-do Self-Evaluation List:Speaking

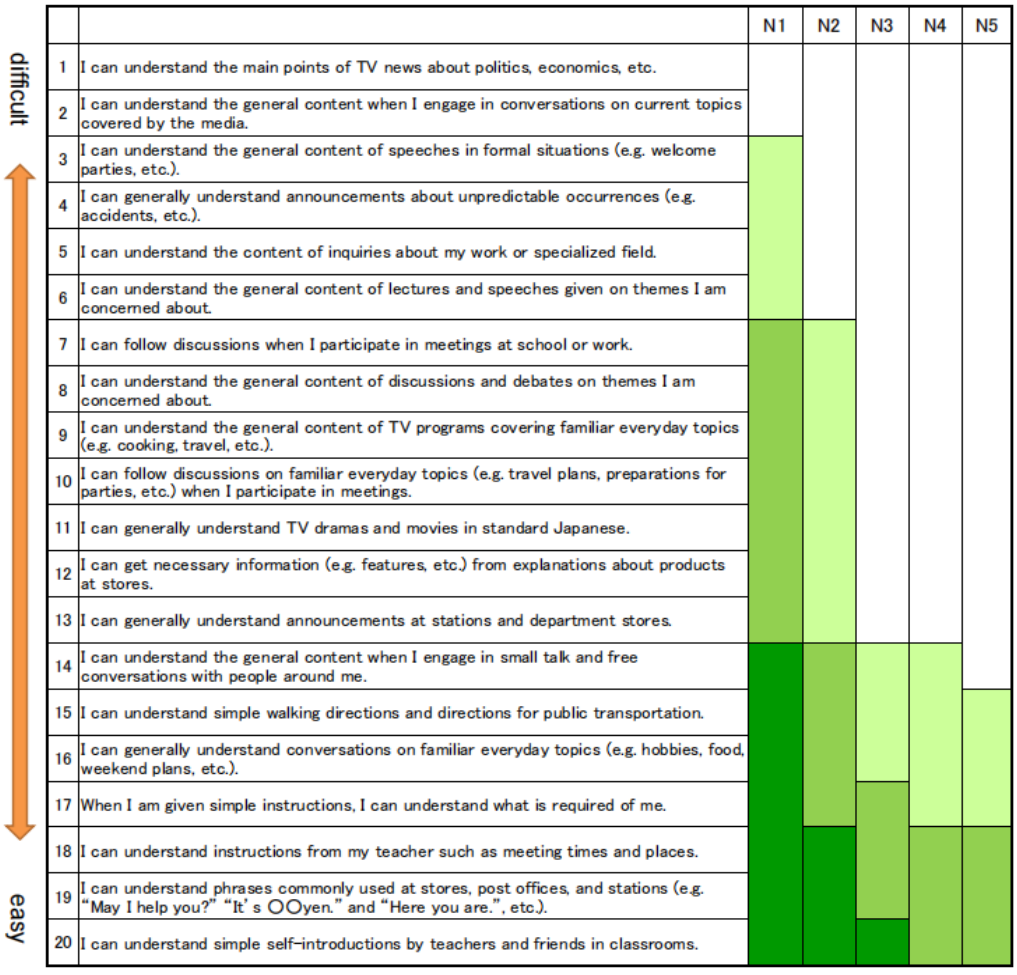
JLPT Can-do Self-Evaluation List:Reading

JLPT Can-do Self-Evaluation List:writing

JLPT Can-do Self-Evaluation List: Listening

JLPT Can-do Self-Evaluation List: Listening

The list summarizes "what successful JLPT examinees of each level think they can do in Japanese," based on self-evaluation survey results.
It is not a syllabus (question outline) of the JLPT, nor does it guarantee the Japanese-language proficiency of successful examinees. For language proficiency measured by the JLPT and question outline, please refer to "Summary of Linguistic Competence Required for Each Level."
The list can be used as a reference to help examinees and others get an idea of "what successful examinees of a particular level can do in Japanese."



		N1	N2	N3	N4	N5
1	I can understand the main points of TV news about politics, economics, etc.					
2	I can understand the general content when I engage in conversations on current topics covered by the media.					
3	I can understand the general content of speeches in formal situations (e.g. welcome parties, etc.).					
4	I can generally understand announcements about unpredictable occurrences (e.g. accidents, etc.).					
5	I can understand the content of inquiries about my work or specialized field.					
6	I can understand the general content of lectures and speeches given on themes I am concerned about.					
7	I can follow discussions when I participate in meetings at school or work.					
8	I can understand the general content of discussions and debates on themes I am concerned about.					
9	I can understand the general content of TV programs covering familiar everyday topics (e.g. cooking, travel, etc.).					
10	I can follow discussions on familiar everyday topics (e.g. travel plans, preparations for parties, etc.) when I participate in meetings.					
11	I can generally understand TV dramas and movies in standard Japanese.					
12	I can get necessary information (e.g. features, etc.) from explanations about products at stores.					
13	I can generally understand announcements at stations and department stores.					
14	I can understand the general content when I engage in small talk and free conversations with people around me.					
15	I can understand simple walking directions and directions for public transportation.					
16	I can generally understand conversations on familiar everyday topics (e.g. hobbies, food, weekend plans, etc.).					
17	When I am given simple instructions, I can understand what is required of me.					
18	I can understand instructions from my teacher such as meeting times and places.					
19	I can understand phrases commonly used at stores, post offices, and stations (e.g. "May I help you?" "It's ○○yen." and "Here you are.", etc.).					
20	I can understand simple self-introductions by teachers and friends in classrooms.					

※Percentages of successful examinees of each level who think they "can do" an item are shown in four ranges. When estimating percentages, the responses of only "successful examinees near the passing line" were used. For details, please refer to "List preparation" at the beginning.

less than 25%
25–50%
50–75%
75% or higher

JLPT Can-do Self-Evaluation List: Speaking

JLPT Can-do Self-Evaluation List: Speaking

The list summarizes "what successful JLPT examinees of each level think they can do in Japanese," based on self-evaluation survey results.
It is not a syllabus (question outline) of the JLPT, nor does it guarantee the Japanese-language proficiency of successful examinees. For language proficiency measured by the JLPT and question outline, please refer to "Summary of Linguistic Competence Required for Each Level."
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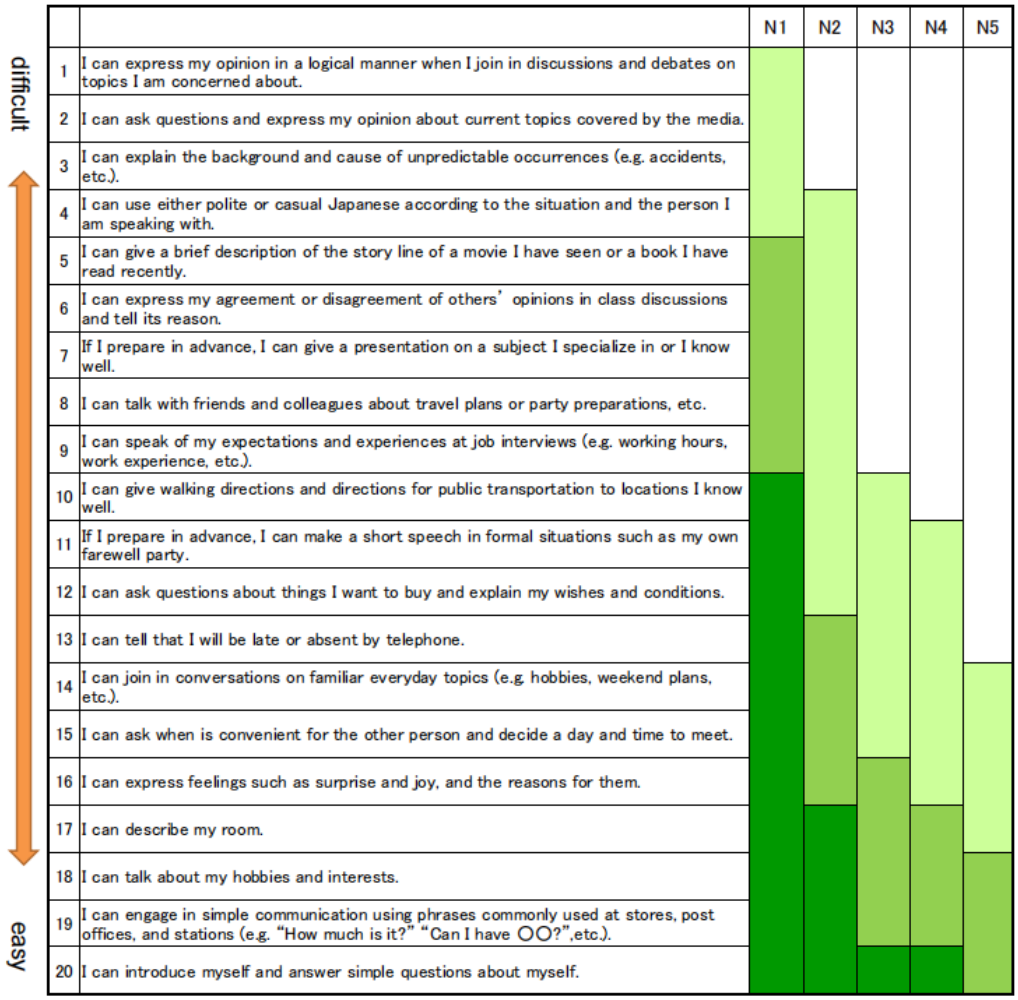


		N1	N2	N3	N4	N5
1	I can express my opinion in a logical manner when I join in discussions and debates on topics I am concerned about.					
2	I can ask questions and express my opinion about current topics covered by the media.					
3	I can explain the background and cause of unpredictable occurrences (e.g. accidents, etc.).					
4	I can use either polite or casual Japanese according to the situation and the person I am speaking with.					
5	I can give a brief description of the story line of a movie I have seen or a book I have read recently.					
6	I can express my agreement or disagreement of others' opinions in class discussions and tell its reason.					
7	If I prepare in advance, I can give a presentation on a subject I specialize in or I know well.					
8	I can talk with friends and colleagues about travel plans or party preparations, etc.					
9	I can speak of my expectations and experiences at job interviews (e.g. working hours, work experience, etc.).					
10	I can give walking directions and directions for public transportation to locations I know well.					
11	If I prepare in advance, I can make a short speech in formal situations such as my own farewell party.					
12	I can ask questions about things I want to buy and explain my wishes and conditions.					
13	I can tell that I will be late or absent by telephone.					
14	I can join in conversations on familiar everyday topics (e.g. hobbies, weekend plans, etc.).					
15	I can ask when is convenient for the other person and decide a day and time to meet.					
16	I can express feelings such as surprise and joy, and the reasons for them.					
17	I can describe my room.					
18	I can talk about my hobbies and interests.					
19	I can engage in simple communication using phrases commonly used at stores, post offices, and stations (e.g. "How much is it?" "Can I have ○○?",etc.).					
20	I can introduce myself and answer simple questions about myself.					

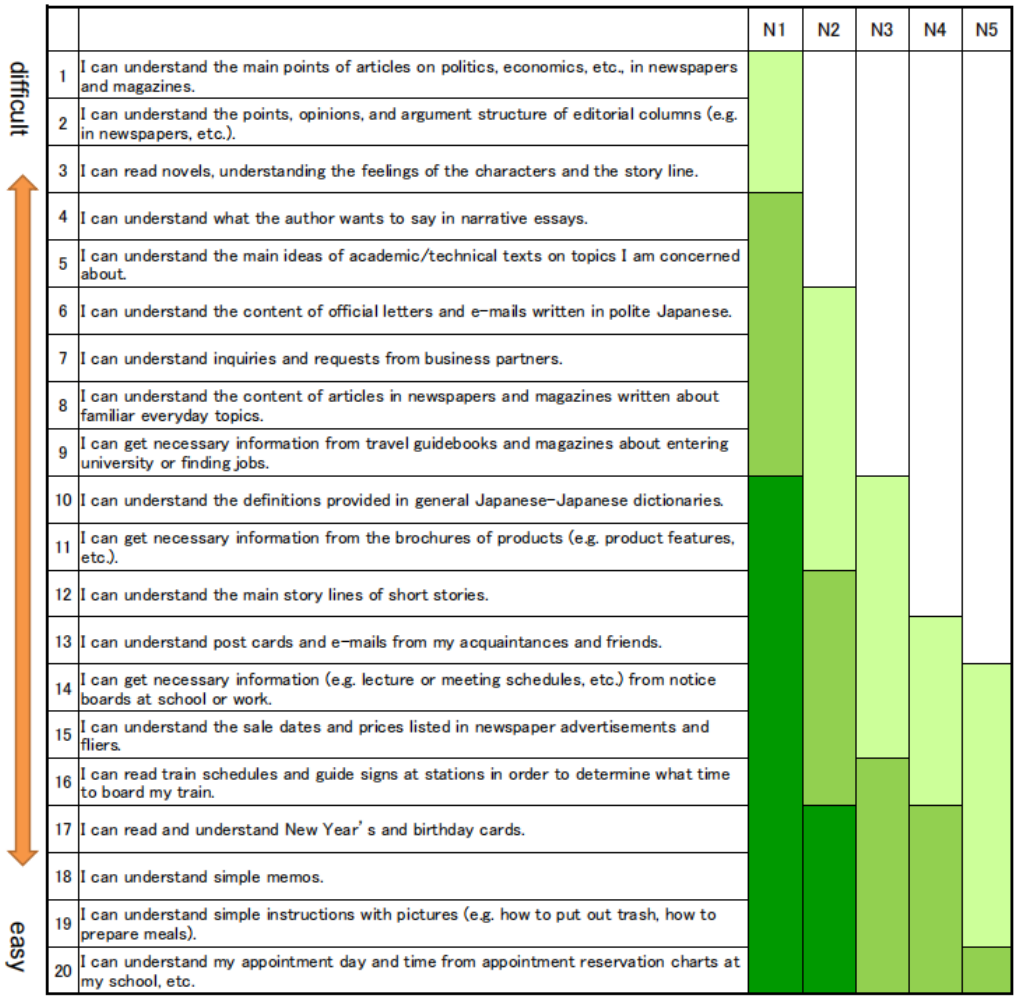
※Percentages of successful examinees of each level who think they "can do" an item are shown in four ranges. When estimating percentages, the responses of only "successful examinees near the passing line" were used. For details, please refer to "List preparation" at the beginning.

less than 25%
25–50%
50–75%
75% or higher

JLPT Can-do Self-Evaluation List: Reading

JLPT Can-do Self-Evaluation List: Reading

The list summarizes "what successful JLPT examinees of each level think they can do in Japanese," based on self-evaluation survey results.
It is not a syllabus (question outline) of the JLPT, nor does it guarantee the Japanese-language proficiency of successful examinees. For language proficiency measured by the JLPT and question outline, please refer to "Summary of Linguistic Competence Required for Each Level."
The list can be used as a reference to help examinees and others get an idea of "what successful examinees of a particular level can do in Japanese."



		N1	N2	N3	N4	N5
1	I can understand the main points of articles on politics, economics, etc., in newspapers and magazines.					
2	I can understand the points, opinions, and argument structure of editorial columns (e.g. in newspapers, etc.).					
3	I can read novels, understanding the feelings of the characters and the story line.					
4	I can understand what the author wants to say in narrative essays.					
5	I can understand the main ideas of academic/technical texts on topics I am concerned about.					
6	I can understand the content of official letters and e-mails written in polite Japanese.					
7	I can understand inquiries and requests from business partners.					
8	I can understand the content of articles in newspapers and magazines written about familiar everyday topics.					
9	I can get necessary information from travel guidebooks and magazines about entering university or finding jobs.					
10	I can understand the definitions provided in general Japanese-Japanese dictionaries.					
11	I can get necessary information from the brochures of products (e.g. product features, etc.).					
12	I can understand the main story lines of short stories.					
13	I can understand post cards and e-mails from my acquaintances and friends.					
14	I can get necessary information (e.g. lecture or meeting schedules, etc.) from notice boards at school or work.					
15	I can understand the sale dates and prices listed in newspaper advertisements and fliers.					
16	I can read train schedules and guide signs at stations in order to determine what time to board my train.					
17	I can read and understand New Year's and birthday cards.					
18	I can understand simple memos.					
19	I can understand simple instructions with pictures (e.g. how to put out trash, how to prepare meals).					
20	I can understand my appointment day and time from appointment reservation charts at my school, etc.					

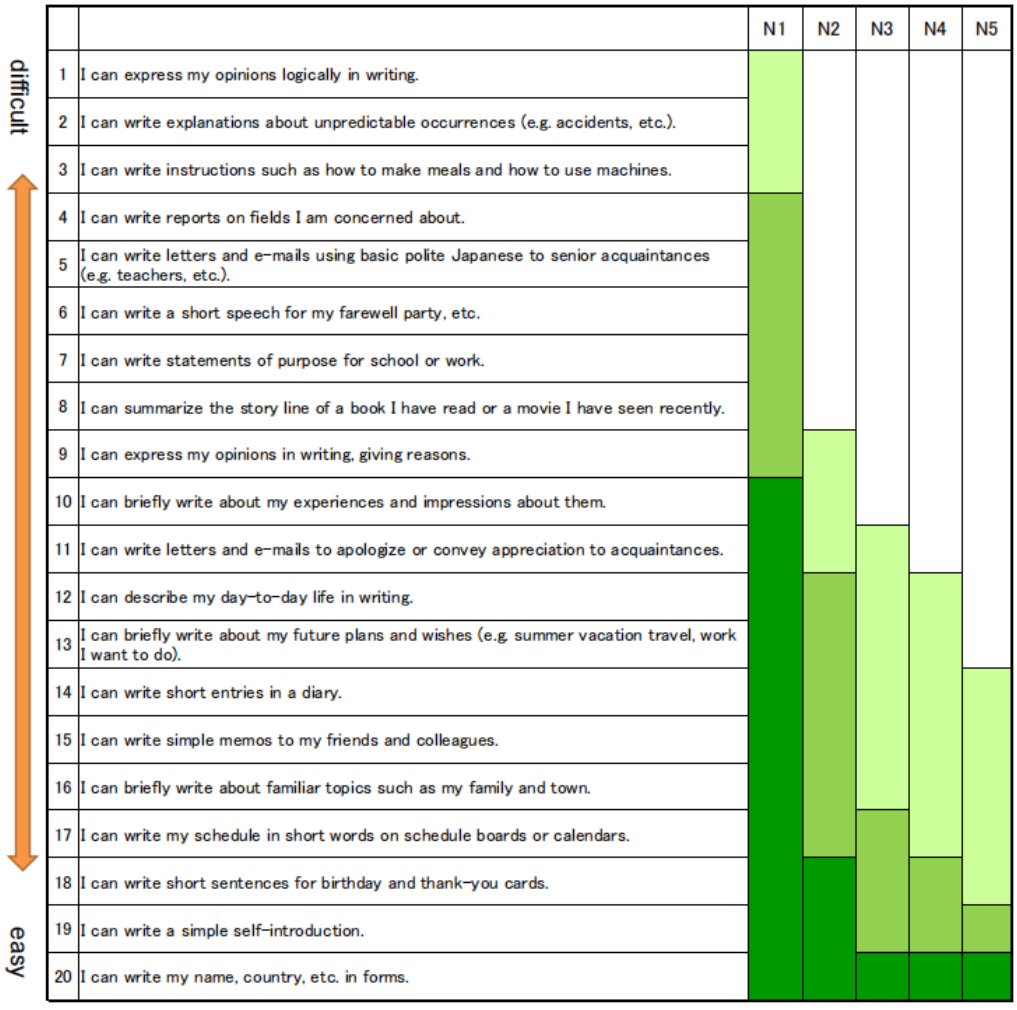
※Percentages of successful examinees of each level who think they "can do" an item are shown in four ranges. When estimating percentages, the responses of only "successful examinees near the passing line" were used. For details, please refer to "List preparation" at the beginning.

- less than 25%
- 25–50%
- 50–75%
- 75% or higher

JLPT Can-do Self-Evaluation List: writing

JLPT Can-do Self-Evaluation List: Writing

The list summarizes "what successful JLPT examinees of each level think they can do in Japanese," based on self-evaluation survey results.
It is not a syllabus (question outline) of the JLPT, nor does it guarantee the Japanese-language proficiency of successful examinees. For language proficiency measured by the JLPT and question outline, please refer to "Summary of Linguistic Competence Required for Each Level."
The list can be used as a reference to help examinees and others get an idea of "what successful examinees of a particular level can do in Japanese."



		N1	N2	N3	N4	N5
1	I can express my opinions logically in writing.					
2	I can write explanations about unpredictable occurrences (e.g. accidents, etc.).					
3	I can write instructions such as how to make meals and how to use machines.					
4	I can write reports on fields I am concerned about.					
5	I can write letters and e-mails using basic polite Japanese to senior acquaintances (e.g. teachers, etc.).					
6	I can write a short speech for my farewell party, etc.					
7	I can write statements of purpose for school or work.					
8	I can summarize the story line of a book I have read or a movie I have seen recently.					
9	I can express my opinions in writing, giving reasons.					
10	I can briefly write about my experiences and impressions about them.					
11	I can write letters and e-mails to apologize or convey appreciation to acquaintances.					
12	I can describe my day-to-day life in writing.					
13	I can briefly write about my future plans and wishes (e.g. summer vacation travel, work I want to do).					
14	I can write short entries in a diary.					
15	I can write simple memos to my friends and colleagues.					
16	I can briefly write about familiar topics such as my family and town.					
17	I can write my schedule in short words on schedule boards or calendars.					
18	I can write short sentences for birthday and thank-you cards.					
19	I can write a simple self-introduction.					
20	I can write my name, country, etc. in forms.					

※Percentages of successful examinees of each level who think they "can do" an item are shown in four ranges. When estimating percentages, the responses of only "successful examinees near the passing line" were used. For details, please refer to "List preparation" at the beginning.

- less than 25%
- 25–50%
- 50–75%
- 75% or higher

Appendix E

Pre-Test Paper for Japanese Language Proficiency

Pre-Test Paper for Japanese Language Proficiency

This appendix contains the original pre-test used to assess students' Japanese language proficiency prior to the implementation of the blended teaching model. The test is designed to align with JLPT standards and covers the four core skills: reading, writing, listening, and speaking. The original questions are provided in Japanese.

Section 1: Vocabulary and Grammar (40')

【問1】雨が降りそう_____、傘を持って行きましょう。
① ので　② だから　③ なので　④ ですから
【問2】あした先生に会う_____です。
① つもり　② こと　③ とき　④ もの
【問3】ケーキを作った_____、誰も食べませんでした。
① のに　② から　③ ので　④ とき
【問4】来週旅行に行く_____、切符を買いました。
① あと　② ため　③ 前に　④ から
【問5】田中さんは英語_____話せます。
① だけ　② しか　③ ばかり　④ など
【問6】これは誰が作った_____知っていますか。
① を　② が　③ の　④ か
【問7】あの人はまだ学生_____思います。
① だ　② で　③ に　④ を
【問8】先生_____言ったことを覚えていますか。
① に　② の　③ が　④ が
【問9】家に帰る_____、電話をしてください。
① ので　② と　③ まで　④ まえに
【問10】この本は読む_____です。
① こと　② もの　③ つもり　④ ところ
【問11】今晩、勉強_____寝ます。
① して　② した　③ する　④ し

【問12】駅まで_____どのくらいかかりますか。
① で　② から　③ まで　④ へ
【問13】これを_____ください。
① 見せて　② 見て　③ 見つけて　④ 見られて
【問14】テレビを_____、宿題をします。
① 見て　② 見ながら　③ 見たり　④ 見ると
【問15】まだ_____いけません。
① 食べて　② 食べた　③ 食べないで　④ 食べる
【問16】これは私が昨日_____本です。
① 読む　② 読んだ　③ 読んで　④ 読んでいる
【問17】図書館で本を_____ことがありますか。
① 借りた　② 借りる　③ 借りて　④ 借ります
【問18】漢字を_____ようになりました。
① 書く　② 書ける　③ 書いた　④ 書いて
【問19】もっと早く来れば_____。
① よかった　② よくなる　③ よくて　④ よく
【問20】あしたは雨が_____でしょう。
① 降って　② 降る　③ 降れば　④ 降らない
【問21】朝ごはんに_____を食べます。
① パン　② ペン　③ ノート　④ 時計
【問22】先生に_____を聞きました。
① 答え　② 話　③ 質問　④ 手紙
【問23】駅で電車を_____。
① 待ちます　② 泳ぎます　③ 書きます　④ 読みます
【問24】昼ごはんを_____。
① 飲みます　② 見ます　③ 食べます　④ 聞きます
【問25】日本語を_____。
① 使います　② 住みます　③ 立ちます　④ 行きます
【問26】毎朝新聞を_____。
① 書きます　② 見ます　③ 読みます　④ 言います
【問27】部屋をきれいに_____。
① 掃除します　② 練習します　③ 運動します　④ 散歩します

【問28】病院へ_____に行きます。

① 会い　② 習い　③ 休み　④ 行き

【問29】毎日_____をします。

① 宿題　② 運転　③ 勉強　④ 練習

【問30】駅で_____を買いました。

① チケット　② パン　③ 時計　④ 傘

【問31】_____を借ります。

① 車　② ノート　③ 電話　④ テレビ

【問32】_____でごはんを食べます。

① 学校　② 公園　③ 駅　④ 家

【問33】お金を_____。

① 作る　② 買う　③ 使う　④ 飲む

【問34】この道を_____行きます。

① 右　② 左　③ 戻って　④ まっすぐ

【問35】_____に住んでいます。

① 町　② 学校　③ 会社　④ 駅

【問36】教室に_____があります。

① 人　② 机　③ 木　④ 車

【問37】_____を使います。

① パソコン　② ペン　③ 本　④ テレビ

【問38】_____を見ます。

① 新聞　② テレビ　③ 映画　④ ノート

【問39】

明日、_____をします。

① 旅行　② 運動　③ 料理　④ 勉強

【問40】学校で_____をします。

① 話　② 宿題　③ 授業　④ 練習

Section 2: Reading Comprehension (20')

【第1篇】 私の家は駅の近くにあります。駅の前にはコンビニとスーパーがあります。スーパーでは食べ物や日用品を買います。コンビニは夜遅くまで開いているので、便利です。週末には、友達とスーパーで買い物をして、家でご飯を作ります。駅の近くには小さな公園もあります。そこでは子供たちが遊んだり、大人が散歩したりします。私はこの町が好きです。

【問1】私の家はどこにありますか？

① 学校の近く　② 駅の近く　③ 公園の近く　④ 図書館の近く

【問2】駅の前には何がありますか？

① 図書館と本屋　② コンビニとスーパー　③ 病院と銀行　④ 学校と公園

【問3】コンビニはどうですか？

① 朝早く開く　② 夜遅くまで開く　③ 昼間だけ開く　④ いつも閉まっている

【問4】週末には誰と買い物しますか？

① 一人で　② 先生と　③ 友達と　④ 家族と

【第2篇】 来週の日曜日に、学校で運動会があります。学生は走ったり、ボールを投げたりします。参加する人は、体育館で名前を書いてください。運動会は朝9時から始まります。お昼には、みんなでお弁当を食べます。去年の運動会はとても楽しかったです。今年もたくさん人が来ると思います。家族も見に来ることができます。

【問5】何がありますか？

① 音楽会　② 運動会　③ 授業　④ 試験

【問6】どこでありますか？

① 図書館　② 公園　③ 体育館　④ 教室

【問7】いつありますか？

① 今日　② 明日　③ 来週の日曜日　④ 先週の日曜日

【問8】参加したい人はどうしますか？

① 本を借りる　② 名前を書く　③ お金を払う　④ 友達に話す

【第3篇】 山田さんは毎朝6時に起きます。朝ごはんにはご飯とみそ汁を食べます。7時に家を出て、電車で学校に行きます。学校には8時に着きます。授業は9時から始まります。山田さんは日本語の授業が好きです。放課後は友達と図書館で勉強します。夜は家でテレビを見ます。週末は公園で散歩します。

【問9】山田さんは何時に起きますか？

① 6時　② 7時　③ 8時　④ 9時

【問10】山田さんは朝ごはんに何を食べますか？

① パンとコーヒー　② ご飯とみそ汁　③ サラダとジュース　④ ケーキと牛乳

【問11】家を出る時間はいつですか？

① 6時　② 7時　③ 8時　④ 9時

【問12】どこで勉強しますか？

① 家　② 図書館　③ 公園　④ 教室

【第4篇】 私の町には大きなスーパーがあります。そこでは野菜、肉、魚などを買います。スーパーの近くにバス停があります。バスに乗ると、駅まで10分で着きます。週末には、家族と一緒にスーパーで買い物します。スーパーの横にカフェがあり、そこでケーキを食べることができます。私はこのスーパーが好きです。

【問13】何がありますか？

① 銀行　② スーパー　③ 学校　④ 図書館

【問14】スーパーはどこにありますか？

① 駅の後ろ　② 私の町　③ 学校の前　④ 公園の横

【問15】スーパーの近くに何がありますか？

① 本屋　② バス停　③ レストラン　④ 花屋

【問16】どこでケーキが食べられますか？

① 駅　② スーパー　③ カフェ　④ 家

【第5篇】 先週の土曜日に、友達と動物園に行きました。ゾウやキリンを見ました。とても楽しかったです。動物園には小さな店があり、そこでジュースを買いました。お昼には、お弁当を食べました。動物園は駅からバスで15分です。来月また友達と行く予定です。

【問17】どこへ行きましたか？

① 博物館　② 水族館　③ 動物園　④ 公園

【問18】誰と行きましたか？

① 一人で　② 家族と　③ 友達と　④ 先生と

【問19】いつ行きましたか？

① 昨日　② 来週の土曜日　③ 先週の土曜日　④ 今日

【問20】何を見ましたか？

① 魚　② ゾウやキリン　③ パンダ　④ 鳥

Section 3: Listening Comprehension (20’)

【問1】

A: すみません。駅はどこですか？

B: あの信号を右に曲がって、まっすぐ行くとあります。

Q: 駅はどこにありますか？

① 左に曲がる　② 右に曲がる　③ まっすぐ行く　④ 戻る

【問2】

A: この電車は東京駅に行きますか？

B: いいえ、次の駅で乗り換えてください。

Q: 東京駅へ行くにはどうしますか？

① この電車でそのまま行く

② バスに乗り換える

③ タクシーで行く

④ 次の駅で乗り換える

【問3】

A: 明日の授業は何時からですか？

B: 10時からです。

Q: 授業は何時からですか？

① 9時　② 10時　③ 11時　④ 12時

【問4】

A: 昨日、何をしましたか？

B: 友達と映画を見ました。

Q: 何をしましたか？

① 勉強した　② 仕事をした　③ 映画を見た　④ 買い物をした

【問5】

A: 学校はどこにありますか？

B: 駅の前にあります。

Q: 学校はどこにありますか？

① 駅の中　② 駅の前　③ 駅の後ろ　④ 駅の横

【問6】

A: すみません、このバスはどこへ行きますか？

B: 駅前まで行きます。

Q: バスはどこへ行きますか？

① 公園前　② 学校前　③ 駅前　④ 市役所前

【問7】

A: 今日の晩ごはんは何を食べますか？

B: カレーにします。

Q: 何を食べますか？

① すし　② カレー　③ そば　④ パン

【問8】

A: バス停はどこですか？

B: 交差点の角にあります。

Q: バス停はどこですか？

① 交差点の角　② 学校の中　③ 駅の中　④ 駅の前

【問9】

A: 明日、どこに行きますか？

B: 美術館へ行きます。

Q: どこに行きますか？

① 映画館　② 美術館　③ 動物園　④ 博物館

【問10】

A: 今日は何曜日ですか？

B: 金曜日です。

Q: 今日は何曜日ですか？

① 火曜日　② 水曜日　③ 木曜日　④ 金曜日

【問11】

A: あの人は誰ですか？

B: 私の先生です。

Q: あの人は誰ですか？

① 友達　② 母　③ 先生　④ 兄

【問12】

A: どこで昼ごはんを食べますか？

B: 公園で食べます。

Q: どこで食べますか？

① 学校　② 家　③ 公園　④ 駅

【問13】

A: これは誰のかばんですか？

B: 田中さんのです。

Q: かばんは誰のですか？

① 田中さん　② 山田さん　③ 佐藤さん　④ 高橋さん

【問14】

A: あの人はどこにいますか？

B: 教室の中にいます。

Q: どこにいますか？

① 図書館　② 食堂　③ 教室　④ 家

【問15】

A: 昨日は雨でしたか？

B: はい、雨でした。

Q: 昨日はどうでしたか？

① 晴れだった　② 雨だった　③ 雪だった　④ 曇りだった

【問16】

A: 午後はどこへ行きますか？

B: スーパーへ行きます。

Q: どこへ行きますか？

① 学校　② 銀行　③ スーパー　④ 映画館

【問17】

A: 何を買いましたか？

B: パンを買いました。

Q: 何を買いましたか？

① 本　② ノート　③ パン　④ ペン

【問18】

A: 家はどこですか？

B: 駅の近くです。

Q: 家はどこですか？

① 学校の近く　② 駅の近く　③ 公園の近く　④ 図書館の近く

【問19】

A: これはいくらですか？

B: 500円です。

Q: いくらですか？

① 100円　② 200円　③ 300円　④ 500円

【問20】

A: どのバスに乗りますか？

B: 2番のバスに乗ります。

Q: どのバスに乗りますか？

① 1番　② 2番　③ 3番　④ 5番

Section 4: Writing Task (10')

【作文】

「あなたの一日の生活について300文字程度書いてください。（起きる時間、学校、友達、好きなことなど）」

Section 4: speaking (10')

【口頭試問】

①自己紹介をしてください。

②今、何年生ですか？

③好きな授業は何ですか？

④週末は何をしますか？

⑤昨日、どこへ行きましたか？

⑥朝ごはんは何を食べましたか？

⑦家族について話してください。

⑧友達と何をしますか？

⑨夏休みに何をしたいですか？

⑩将来の夢は何ですか？

Post-Test Paper for Japanese Language Proficiency

(JLPT N4) Reference Answers

Section 1: Vocabulary and Grammar

【問1】③ なので

【問2】① つもり

【問3】① のに

【問4】③ 前に

【問5】② しか

【問6】④ か

【問7】① だ

【問8】① に

【問9】④ まえに

【問10】② もの

【問11】① して

【問12】③ まで

【問13】① 見せて

【問14】② 見ながら

【問15】③ 食べないで

【問16】② 読んだ

【問17】② 借りる

【問18】② 書ける

【問19】① よかった

【問20】② 降る

【問21】① パン

【問22】③ 質問

【問23】① 待ちます

【問24】③ 食べます

【問25】① 使います

【問26】③ 読みます

【問27】① 掃除します

【問28】④ 行き

【問29】③ 勉強
【問30】① チケット
【問31】② ノート
【問32】④ 家
【問33】③ 使う
【問34】④ まっすぐ
【問35】① 町
【問36】② 机
【問37】① パソコン
【問38】③ 映画
【問39】④ 勉強
【問40】③ 授業

Section 2: Reading Comprehension

【第1篇】
【問1】② 駅の近く
【問2】② コンビニとスーパー
【問3】② 夜遅くまで開く
【問4】③ 友達と

【第2篇】
【問5】② 運動会
【問6】③ 体育館
【問7】③ 来週の日曜日
【問8】② 名前を書く

【第3篇】
【問9】① 6時
【問10】② ご飯とみそ汁
【問11】② 7時
【問12】② 図書館
【第4篇】
【問13】② スーパー

【問14】② 私の町
【問15】② バス停
【問16】③ カフェ

【第5篇】
【問17】③ 動物園
【問18】③ 友達と
【問19】③ 先週の土曜日
【問20】② ゾウやキリン

Section 3: Listening Comprehension

【問1】② 右に曲がる
【問2】④ 次の駅で乗り換える
【問3】② 10時
【問4】③ 映画を見た
【問5】② 駅の前
【問6】③ 駅前
【問7】② カレー
【問8】① 交差点の角
【問9】② 美術館
【問10】④ 金曜日
【問11】③ 先生
【問12】③ 公園
【問13】① 田中さん
【問14】③ 教室
【問15】② 雨だった
【問16】③ スーパー
【問17】③ パン
【問18】② 駅の近く
【問19】④ 500円
【問20】② 2番

Section 4: Writing Task

Scoring Criteria:

Content: Clearly describe a typical day, including wake-up time, school, friends, and hobbies.
Word Count: Approximately 300 characters (±10%).
Grammar: Use N4-level grammar (e.g., ～ます，～て，～たり) with minimal errors.
Vocabulary: Use daily-life vocabulary, avoiding complex expressions.
Structure: Include an introduction, body, and conclusion with logical flow.

Sample Answer:

私は毎朝7時に起きます。顔を洗って、朝ごはんにパンと牛乳を食べます。8時に家を出て、電車で学校に行きます。学校では日本語と数学の授業が好きです。昼ごはんは友達と一緒に食堂で食べます。放課後は、図書館で本を読みます。夜は家でテレビを見て、10時に寝ます。週末は友達と映画を見たり、公園で散歩したりします。私の生活は忙しいですが、とても楽しいです。

Section 5: Speaking

Scoring Criteria:

Pronunciation: Clear, accurate, with natural intonation.
Content: Relevant to the question, with sufficient detail.
Grammar: Use N4-level grammar with minimal errors.
Fluency: Coherent responses with minimal pauses.

Sample Answers:

① こんにちは。私の名前は山田です。20歳で、学生です。よろしくお願いします。

② 私は2年生です。

③ 好きな授業は日本語です。面白いからです。

④ 週末は友達と買い物したり、映画を見たりします。

⑤ 昨日は家で本を読みました。

⑥ 朝ごはんはパンとジュースを食べました。

⑦ 私の家族は4人です。父、母、姉、私です。
⑧ 友達と話したり、カフェに行ったりします。
⑨ 夏休みに海に行きたいです。
⑩ 将来、教師になりたいです。

Post-Test Paper for Japanese Language Proficiency

This appendix provides the original post-test administered after the implementation of the blended teaching model. The test items mirror the structure and content of the pre-test to ensure comparability. The questions are presented in Japanese.

Section 1: Vocabulary and Grammar

【問1】この書類は明日までに提出_____、上司に確認してもらってください。

① されなければ　② されるなら　③ されてから　④ されても

【問2】来週の会議に出席_____、事前に資料を準備してください。

① つもりなら　② ことにして　③ ときには　④ ものだから

【問3】一生懸命勉強した_____、試験に合格できませんでした。

① のに　② から　③ ので　④ としても

【問4】海外に住む_____、外国語を学ぶ必要がある。

① からには　② ために　③ につれて　④ ところで

【問5】このレストランでは現金_____支払いができません。

① だけで　② しか　③ ばかりで　④ などで

【問6】この絵_____人が描いたのか、知っていますか。

① を　② が　③ に　④ によって

【問7】彼はそんなミスをする人_____思えません。

① だと　② では　③ にしか　④ とは

【問8】先生_____指導のおかげで、上達しました。

① に　② の　③ を　④ から

【問9】家を出る_____、必ず鍵をかけてください。

① ので　② としたら　③ までに　④ まえに

【問10】この本は難しい_____、とても勉強になります。

① ことから　② ものの　③ つもりで　④ ところに

【問11】今晩、資料を_____寝るつもりです。

① まとめて　② まとめた　③ まとめる　④ まとめ

【問12】駅_____会社まで、徒歩で15分かかります。

① で　② から　③ まで　④ へ

【問13】この書類を_____いただけますか。

① ご覧になって　② 見て　③ 見つけて　④ 見られて

【問14】テレビを_____、宿題を始めました。

① 見つつ　② 見ながら　③ 見てから　④ 見ると

【問15】許可_____、この部屋に入れません。

① を得て　② を得ないで　③ を得た　④ を得る

【問16】これは私が昨日_____手紙です。

① 書く　② 書いた　③ 書いて　④ 書いている

【問17】図書館で本を_____経験はありますか。

① 借りた　② 借りる　③ 借りて　④ 借り

【問18】漢字を_____ようになりました。

① 書く　② 書ける　③ 書いた　④ 書いて

【問19】もっと練習していれば、試合に_____。

① 勝てた　② 勝つ　③ 勝てる　④ 勝つなら

【問20】明日は雨が_____可能性が高いです。

① 降って　② 降る　③ 降れば　④ 降らない

【問21】朝食に_____を食べます。

① サラダ　② ペン　③ 紙　④ 時計

【問22】先生に_____を相談しました。

① 答え　② 質問　③ 計画　④ 話

【問23】駅で電車を_____。

① 待ちます　② 走ります　③ 書きます　④ 読みます

【問24】昼食に_____を食べます。

① 飲みます　② 見ます　③ 食べます　④ 聞きます

【問25】パソコンを_____。

① 使います　② 住みます　③ 立ちます　④ 行きます

【問26】毎朝、新聞を_____。

① 書きます　② 見ます　③ 読みます　④ 言います

【問27】部屋を_____します。

① 掃除します　② 練習します　③ 運動します　④ 散歩します

【問28】病院へ_____に行きます。

① 会い　② 習い　③ 診察　④ 行き

【問29】毎日_____をします。

① 宿題　② 運転　③ 勉強　④ 練習

【問30】駅で_____を買いました。

① 切符　② パン　③ 時計　④ 傘

【問31】_____を借ります。

① 自転車　② ノート　③ 電話　④ テレビ

【問32】_____で夕食を食べます。

① 学校　② 公園　③ 駅　④ 家

【問33】お金を_____。

① 作る　② 買う　③ 使う　④ 飲む

【問34】この道を_____進みます。

① 右　② 左　③ 戻って　④ まっすぐ

【問35】_____に住んでいます。

① 町　② 学校　③ 会社　④ 駅

【問36】教室に_____があります。

① 人　② 机　③ 木　④ 車

【問37】_____を使います。

① パソコン　② ペン　③ 本　④ テレビ

【問38】_____を見ます。

① 新聞　② テレビ　③ 映画　④ ノート

【問39】明日、_____をします。

① 旅行　② 運動　③ 料理　④ 勉強

【問40】学校で_____をします。

① 話　② 宿題　③ 授業　④ 練習

Section 2: Reading Comprehension

【第1篇】

私の町にある図書館は、静かで勉強に最適な場所です。建物は古いですが、たくさんの本があります。日本語の本だけでなく、英語や中国語の本もあります。毎週新しい本が入るので、いつも楽しみです。図書館では、読書だけでなく、勉強会や講演会も開催されます。参加費は無料ですが、事前に申し込みが必要です。私はよく友達と一緒に勉強会に参加します。図書館の近くにはカフェがあり、休憩時間にそこでお茶を飲みます。この図書館は、落ち着いた雰囲気なので、集中して勉強したい人におすすめです。

【問1】図書館はどういう場所ですか？

① うるさい　② 静か　③ 狭い　④ 暗い

【問2】図書館にはどんな本がありますか？

① 日本語の本だけ　② 日本語と外国語の本　③ 漫画だけ　④ 古い本だけ

【問3】図書館で何ができますか？

① 食事をする　② 勉強会に参加する　③ 映画を見る　④ 買い物をする

【問4】勉強会に参加するにはどうしますか？

① お金を払う　② 申し込む　③ 本を借りる　④ 友達に話す

【第2篇】

来週、町のホールで国際交流イベントがあります。外国人と日本の文化を紹介し合うイベントで、参加者は食べ物や音楽を楽しみます。参加費は500円で、事前にインターネットで申し込みが必要です。去年はアメリカ、韓国、中国からの参加者が多かったです。私は友達と一緒に行く予定で、日本の伝統的なお菓子を持っていきます。イベントは午後2時から5時までで、誰でも参加できます。外国語を話す練習にもなるので、楽しみです。興味がある人は早めに申し込んでください。

【問5】どんなイベントがありますか？

① 音楽フェスティバル　② 運動会　③ 国際交流イベント　④ 勉強会

【問6】イベントはどこでありますか？

① 公民館　② 図書館　③ ホール　④ 公園

【問7】イベントの参加費はいくらですか？

① 無料　② 500円　③ 1000円　④ 1500円

【問8】去年のイベントにはどんな人がいましたか？

① 日本人だけ　② 外国人と日本人　③ 学生だけ　④ 子供だけ

【第3篇】

田中さんは忙しい会社員です。毎朝6時に起きて、7時に家を出ます。電車で会社まで1時間かかります。会社では、会議や書類の作成をします。昼休みに同僚とレストランでご飯を食べますが、忙しいときはお弁当を買います。仕事は夕方6時に終わり、帰宅後は家族と話したり、テレビを見たりします。週末は疲れているので、家

でゆっくりしますが、時々ジムに行って運動します。田中さんは、忙しい生活でも健康を大切にしたいと考えています。

【問9】田中さんは何時に家を出ますか？

① 6時　② 7時　③ 8時　④ 9時

【問10】会社までどうやって行きますか？

① 車で　② バスで　③ 電車で　④ 歩いて

【問11】忙しいとき、昼ごはんはどうしますか？

① 家で食べる　② レストランに行く　③ お弁当を買う　④ 食べない

【問12】田中さんは週末に何をしますか？

① 毎日ジムに行く　② 家でゆっくりする　③ 会社で働く　④ 旅行に行く

【第4篇】

私の町には大きな映画館があります。そこでは最新の映画だけでなく、古い映画も上映されます。チケットは大人2000円、学生1500円です。週末は混むので、平日に見に行くことが多いです。映画館の近くにレストランがあり、映画の後に友達と食事します。ポップコーンやジュースも売っていて、映画を見ながら食べます。私は映画が大好きで、月に2回は行きます。特にアクション映画が好きで、大きなスクリーンで見ると興奮します。

【問13】映画館ではどんな映画が見られますか？

① 最新の映画だけ　② 古い映画だけ　③ 最新と古い映画　④ 子供向けの映画だけ

【問14】映画館のチケットはいくらですか？

① 大人1500円、学生1000円　② 大人2000円、学生1500円　③ 大人2500円、学生2000円　④ 大人1000円、学生500円

【問15】いつ映画を見に行くことが多いですか？

① 週末　② 平日　③ 朝　④ 夜

【問16】映画の後に何をしますか？

① 本を読む　② 散歩する　③ 食事する　④ 勉強する

【第5篇】

先週、友達と一緒に温泉旅行に行きました。温泉は山の中にあり、電車とバスで2時間かかりました。温泉に入ると、体が温まり、とてもリラックスできました。夜は旅館で和食を食べました。料理は新鮮な魚や野菜を使ったもので、美味しかったです。次の日は近くの神社を訪れました。そこからの景色はとてもきれいでした。友達とたくさん話して、楽しい時間を過ごしました。また行きたいです。

【問17】どこへ行きましたか？

① 海　② 温泉　③ 遊園地　④ 博物館

【問18】温泉までどうやって行きましたか？

① 車で　② 電車とバスで　③ 飛行機で　④ 歩いて

【問19】夜は何を食べましたか？

① 洋食　② 中華　③ 和食　④ ファストフード

【問20】次の日は何をしましたか？

① 神社を訪れた　② 温泉に入った　③ 買い物をした　④ 家に帰った

Section 3: Listening Comprehension

【問1】

A: すみません、郵便局はどこですか？

B: この道をまっすぐ行って、左に曲がってください。

Q: 郵便局はどこにありますか？

① 右に曲がる　② 左に曲がる　③ まっすぐ行く　④ 戻る

【問2】

A: この電車は新宿に行きますか？

B: いいえ、次の駅で乗り換えてください。

Q: 新宿に行くにはどうしますか？

① この電車でそのまま行く　② バスに乗り換える　③ 次の駅で乗り換える　④ タクシーで行く

【問3】

A: 明日の会議は何時からですか？

B: 9時からです。

Q: 会議は何時からですか？

① 8時　② 9時　③ 10時　④ 11時

【問4】

A: 昨日、何をしましたか？

B: 友達と買い物に行きました。

Q: 何をしましたか？

① 勉強した　② 買い物した　③ 映画を見た　④ 仕事した

【問5】

A: 図書館はどこにありますか？

B: 駅の隣にあります。

Q: 図書館はどこにありますか？

① 駅の中　② 駅の隣　③ 駅の後ろ　④ 駅の前

【問6】

A: すみません、このバスはどこへ行きますか？

B: 病院まで行きます。

Q: バスはどこへ行きますか？

① 公園前　② 病院　③ 駅前　④ 学校前

【問7】

A: 今日の昼ごはんは何を食べますか？

B: ラーメンにします。

Q: 何を食べますか？

① すし　② ラーメン　③ うどん　④ パン

【問8】

A: コンビニはどこですか？

B: 信号の前にあります。

Q: コンビニはどこですか？

① 信号の前　② 学校の中　③ 駅の中　④ 駅の後ろ

【問9】

A: 明日、どこに行きますか？

B: 博物館へ行きます。

Q: どこに行きますか？

① 映画館　② 博物館　③ 動物園　④ 美術館

【問10】

A: 今日は何曜日ですか？

B: 水曜日です。

Q: 今日は何曜日ですか？

① 月曜日　② 火曜日　③ 水曜日　④ 木曜日

【問11】

A: あの人は誰ですか？

B: 私の友達です。

Q: あの人は誰ですか？

① 友達　② 姉　③ 先生　④ 父

【問12】

A: どこで夕ごはんを食べますか？

B: 家で食べます。

Q: どこで食べますか？

① 学校　② 家　③ 公園　④ 駅

【問13】

A: これは誰の傘ですか？

B: 山田さんのです。

Q: 傘は誰のですか？

① 山田さん　② 田中さん　③ 佐藤さん　④ 高橋さん

【問14】

A: あの人はどこにいますか？

B: 図書館にいます。

Q: どこにいますか？

① 図書館　② 食堂　③ 教室　④ 家

【問15】

A: 昨日は晴れでしたか？

B: いいえ、曇りでした。

Q: 昨日はどうでしたか？

① 晴れだった　② 雨だった　③ 雪だった　④ 曇りだった

【問16】

A: 午後はどこへ行きますか？

B: 銀行へ行きます。

Q: どこへ行きますか？

① 学校　② 銀行　③ スーパー　④ 映画館

【問17】

A: 何を買いましたか？

B: 本を買いました。

Q: 何を買いましたか？

① 本　② ノート　③ パン　④ ペン

【問18】

A: 家はどこですか？

B: 公園の近くです。

Q: 家はどこですか？

① 学校の近く　② 駅の近く　③ 公園の近く　④ 図書館の近く

【問19】

A: この本はいくらですか？

B: 1000円です。

Q: いくらですか？

① 500円　② 1000円　③ 1500円　④ 2000円

【問20】

A: どの電車に乗りますか？

B: 3番の電車に乗ります。

Q: どの電車に乗りますか？

① 1番　② 2番　③ 3番　④ 4番

Section 4: Writing Task

日本の文化について、あなたが好きなものを300文字程度で紹介してください。（どんな文化か、なぜ好きか、どんな体験をしたかなど）

Section 5: Speaking

【口頭試問】

① 日本のどんな文化が好きですか？

② 最近、どんな本を読みましたか？

③ どんな旅行をしたいですか？

④ 週末にどんな場所に行きますか？

⑤ 好きな日本の食べ物は何ですか？

⑥ 日本の祭りに参加したことがありますか？

⑦ あなたの国と日本の違いは何ですか？

⑧ 日本語を勉強してよかったと思うことは？

⑨ 日本の映画やドラマについてどう思いますか？

⑩ 将来、日本で何をしたいですか？

-Test Paper for Japanese Language Proficiency (JLPT N3)
Reference Answers

Section 1: Vocabulary and Grammar

【問1】① されなければ
【問2】① つもりなら
【問3】① のに
【問4】① からには
【問5】② しか
【問6】④ によって
【問7】④ とは
【問8】① に
【問9】④ まえに
【問10】② ものの
【問11】③ まとめる
【問12】③ まで
【問13】① ご覧になって
【問14】② 見ながら
【問15】② を得ないで
【問16】② 書いた
【問17】① 借りた
【問18】② 書ける
【問19】① 勝てた
【問20】② 降る
【問21】① サラダ
【問22】③ 計画
【問23】① 待ちます
【問24】③ 食べます
【問25】① 使います
【問26】③ 読みます
【問27】① 掃除します

【問28】③ 診察
【問29】③ 勉強
【問30】① 切符
【問31】① 自転車
【問32】④ 家
【問33】③ 使う
【問34】④ まっすぐ
【問35】① 町
【問36】② 机
【問37】① パソコン
【問38】③ 映画
【問39】④ 勉強
【問40】③ 授業

Section 2: Reading Comprehension

【第1篇】
【問1】② 静か
【問2】② 日本語と外国語の本
【問3】② 勉強会に参加する
【問4】② 申し込む

【第2篇】
【問5】③ 国際交流イベント
【問6】③ ホール
【問7】② 500円
【問8】② 外国人と日本人

【第3篇】
【問9】② 7時
【問10】③ 電車で
【問11】③ お弁当を買う
【問12】② 家でゆっくりする

【第4篇】

【問13】③ 最新と古い映画

【問14】② 大人2000円、学生1500円

【問15】② 平日

【問16】③ 食事する

【第5篇】

【問17】② 温泉

【問18】② 電車とバスで

【問19】③ 和食

【問20】① 神社を訪れた

Section 3: Listening Comprehension

【問1】② 左に曲がる

【問2】③ 次の駅で乗り換える

【問3】② 9時

【問4】② 買い物した

【問5】② 駅の隣

【問6】② 病院

【問7】② ラーメン

【問8】① 信号の前

【問9】② 博物館

【問10】③ 水曜日

【問11】① 友達

【問12】② 家

【問13】① 山田さん

【問14】① 図書館

【問15】④ 曇りだった

【問16】② 銀行

【問17】① 本

【問18】③ 公園の近く

【問19】② 1000円

【問20】③ 3番

Section 4: Writing Task

Scoring Criteria:

Content: Clearly describe a favorite place, including its location, characteristics, reasons for liking it, and activities done there.
Word Count: Approximately 300 characters (±10%).
Grammar: Use N3-level grammar (e.g., ～ながら，～のに，～つもり) with minimal errors.
Vocabulary: Use varied vocabulary appropriate for N3, including some descriptive expressions.

Structure: Include an introduction, body, and conclusion with logical flow.

Sample Answer:

私が好きな日本の文化は茶道です。茶道は静かで、落ち着いた雰囲気の中でお茶を点てる伝統です。心が穏やかになるので好きです。去年、友達と茶道教室に参加しました。先生がお茶の点て方を教えてくれて、抹茶を飲みました。とても美味しかったです。また、茶道の道具や着物も美しくて、感動しました。茶道を学ぶことで、日本の伝統を深く理解できました。これからも続けたいです。

Section 5: Speaking

Scoring Criteria:

Pronunciation: Clear, accurate, with natural intonation.
Content: Relevant to the question, with detailed and appropriate responses.
Grammar: Use N3-level grammar with minimal errors.
Fluency: Coherent responses with few pauses.

Sample Answers:

① 日本の茶道が好きです。静かで心が落ち着くからです。

② 最近、歴史の本を読みました。日本の戦国時代が面白かったです。

③ 北海道で自然を楽しむ旅行をしたいです。

④ 週末はカフェや映画館に行きます。

⑤ 好きな日本の食べ物は寿司です。新鮮で美味しいからです。

⑥ はい、去年の夏祭りに参加しました。屋台が楽しかったです。

⑦ 私の国は食事の時間が短いですが、日本はゆっくり食べます。

⑧ 日本語を勉強して、友達が増えました。

⑨ 日本のドラマはストーリーが面白いと思います。

⑩ 将来、日本で日本語の先生になりたいです。

Appendix F
Certificate of English

BANSOMDEJCHAOPRAYA
RAJABHAT UNIVERSITY

This is to certify that

Miss.Cui Shuang

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C1

Given on 7th February 2025

(Assistant Professor Dr Kulsirin Aphiratvoradej)

Director

Appendix G

The Document for Acceptance Research

Interdisciplinary Academic and Research Journal
ISSN 2985-2749 (Online)
DR.KEN Institute of Academic Development and Promotion.
No. 139/26 Theenanon Road, Talad Sub-district, Mueang Mahasarakham District,
Mahasarakham Province, Thailand, 44000 Tel: +66946398978.
Website: https://so03.tci-thaijo.org/index.php/IARJ/about

No. IARJ 166/2025 4 April 2025

Acceptance Letter for Publication

To Shuang Cui, Sombat Teekasap, Nainapas Injoungjirakit, and Prapai Sridama

Due to You submitted the article entitled "Blended Teaching Model Development for Japanese Language Education in Chinese Universities" for publishing in **Interdisciplinary Academic and Research Journal (Online), Old ISSN 2774-0374 (Online): New ISSN 2985-2749 (Online) indexed by Thailand Citation Index (TCI) Tier 2, DOI CrossRef Member, ResearchGate, and SEMANTIC Scholar.** The editorial team has carried out the article review process by submitting it to the Peer Reviewer for consideration and editing for completeness of the article before publication. The editorial team would like to inform you that your article has been reviewed by peer reviewers, experts in the field of the article, come from various external institutions and are not affiliated with the same organization as the author. It is in the process of being published in Interdisciplinary Academic and Research Journal, volume 5, Issue 6, November-December 2025. follow the article at https://so03.tci-thaijo.org/index.php/IARJ/about
Thank you for submitting for publication. As always, the editorial team hopes to receive interesting and useful articles from you to publish in the journal's next issue.

Regards

Asst. Prof. Dr. Sanya Kenaphoom
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Blended Teaching Model Development for Japanese Language Education in Chinese Universities

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Abstract

Background and Aims: This study investigates the development and implementation of a Japanese language blended teaching model specifically designed for Chinese university students, leveraging advanced digital technologies. The integration of online and offline learning modes is vital in language education as the educational landscape evolves. This research aims to address the innovative challenges faced by students and educators in Japanese language major within Chinese universities. The study proposes a blended teaching model that combines traditional face-to-face instruction with digital learning tools.

Methodology: This study used a mixed-method approach, utilizing pre- and post-tests to assess language proficiency, surveys to evaluate student engagement and satisfaction, and learning analytics to track digital platform usage. Expert reviews were also conducted to ensure instructional quality and validate the blended teaching model's implementation outcomes

Results: The results of the study showed that there was a significant increase in student engagement, language proficiency and overall satisfaction with the learning experience under this blended learning model. The study also highlighted the importance of flexibility, interactivity and personalized learning pathways in enhancing language acquisition through blended learning.

Conclusion: Integrating digital technology and adopting a blended teaching model in Japanese language teaching in Chinese universities meets the language learning needs of students at different levels and improves the effect of language learning. It also cultivates students' digital literacy and learning autonomy and motivation, thus further improving the quality of foreign language learning and teaching. This research contributes to the growing body of literature on blended learning in language education and offers practical insights for educators seeking to innovate their teaching practices. Future research should examine adaptive learning or conduct comparisons with alternative language teaching models.

Keywords: Japanese language; Blended teaching model; Chinese university students; Digital technologies; Language acquisition

Introduction

The blended teaching model, which integrates face-to-face instruction with online learning, has gained prominence due to advancements in educational technology and the demand for more flexible, student-centered learning environments. This approach supports diverse learning needs, enhances digital literacy, and promotes active engagement through a combination of synchronous and asynchronous methods. Its importance has grown, especially following the COVID-19 pandemic, as institutions seek resilient, accessible, and scalable educational solutions. The development of effective blended models is thus essential for improving teaching practices and aligning with global educational goals (Boelens, De Wever, & Voet, 2017; Graham, 2006; Hrastinski, 2019).

The educational landscape has undergone a significant transformation in recent years. Rapid advancements in digital technologies and the increasing demand for flexible, student-centred learning environments have driven this change. Blended learning models, integrating traditional face-to-face instruction with digital and online resources, have become a central feature in various disciplines. This approach has been particularly influential in language education, where the need for interactive, engaging, and accessible learning opportunities is paramount. Japanese language education in Chinese universities is unique and presents both challenges and opportunities. Japan-China relations are growing in importance in terms of trade, diplomacy, and cultural exchange. This means there is an

increasing demand for proficient Japanese language speakers. However, traditional teaching methods, often characterised by teacher-centred instruction and limited use of technology, have been criticised for their inability to fully engage students and address their diverse learning needs. The answer is clear: the adoption of blended teaching models.

Objectives

1. To identify the current problem of teaching the Japanese language to Chinese Undergraduate students and its solution.
2. To develop a blended teaching model for teaching the Japanese language to Chinese Undergraduate students.
3. To implement the blended teaching model for teaching the Japanese language to Chinese Undergraduate students.
4. To evaluate the blended teaching model for teaching the Japanese language to Chinese Undergraduate students.

Literature Review

Blended Learning: The Key to Effective Language Education

Blended learning, which combines traditional classroom instruction with digital tools, has been increasingly applied in Japanese language education to address specific challenges in grammar acquisition and speaking proficiency. Recent studies have explored the effectiveness of this approach in enhancing learners' grammatical understanding and oral communication skills.

Sato and Suzuki (2022) conducted a mixed-methods study involving 120 university students to assess the impact of a blended learning program on Japanese grammar acquisition. The program integrated online grammar exercises with in-class discussions. Quantitative analysis of pre- and post-tests revealed a significant improvement in students' grammatical accuracy. Qualitative feedback indicated that the flexibility of online components allowed for self-paced learning, while face-to-face sessions provided opportunities for immediate clarification of doubts.

Challenges in Japanese Language Education Based on Digital Technologies

Digital platforms have expanded opportunities for self-directed learning, but they also present challenges such as high dropout rates and varying levels of student engagement. Li and Chen (2023) conducted an empirical study on the impact of digital and hybrid learning models on Japanese language education in China in the post-pandemic era. Their study employed a mixed-methods approach, combining quantitative surveys (n=500) with qualitative interviews (n=30) across multiple universities. Their findings indicate that while digital learning tools facilitate accessibility and flexibility, they also introduce challenges such as technological adaptation difficulties, reduced motivation, and inconsistent engagement levels. Specifically, their data analysis revealed that 62% of students reported difficulties in maintaining concentration in online settings, while 47% expressed concerns regarding the lack of real-time feedback compared to traditional classroom interactions. Additionally, Li and Chen's (2023) research highlights the necessity of integrating adaptive learning technologies to enhance student outcomes. Their study suggests that the implementation of AI-driven personalized learning pathways can address disparities in student engagement by providing tailored instructional content. However, their findings align with Brown's (2021) argument that blended learning platforms must reconcile the structured nature of traditional classroom instruction with the flexibility of digital alternatives. This reinforces the need for a well-designed hybrid approach that balances technological affordances with pedagogical structure to maximize learning effectiveness. Blended learning has proven effective in addressing diverse learner needs in Japanese language education by combining traditional classroom instruction with digital tools (Saito et al., 2021). The use of AI-driven personalized learning to tailor content for students with varying skill levels, improving engagement, and adapting instruction for listening and reading comprehension (Huang & Li, 2024)

Gaps in Existing Literature

While existing studies have explored the application of blended learning in Japanese language education, several research gaps remain. First, although Sato and Suzuki (2022) demonstrated the effectiveness of blended learning in grammar acquisition, their study focused primarily on quantitative improvements without an in-depth analysis of long-term retention and learner autonomy. Additionally, their research did not specifically address the contextual challenges faced by Japanese language learners in Chinese universities.

Furthermore, while Li and Chen (2023) provided valuable insights into the post-pandemic adaptation of digital and hybrid learning models in China, their study highlighted key issues such as low engagement levels and technological adaptation challenges. However, their research did not propose a concrete pedagogical framework for mitigating these issues. The absence of an empirically tested blended learning model tailored specifically for Japanese language learners in Chinese universities further underscores the need for a structured and adaptable approach.

This study aims to bridge these research gaps by developing a blended learning model specifically designed for Japanese language learners in Chinese universities. By integrating digital technologies and interactive strategies, the proposed model seeks to enhance learning effectiveness, student motivation, and overall proficiency gains. Unlike previous studies, empirical data will be collected to assess not only linguistic outcomes but also learner engagement and motivation, providing a more holistic understanding of blended learning's impact in this context.

This research aligns with global trends in digital education by integrating blended learning models that combine online and offline instruction, personalized learning pathways, and digital tools to enhance student engagement and autonomy.

Research Theories

This study integrates five key theories to construct a digital technology-based blended learning model for Japanese language education in Chinese universities.

1. Personalized Learning Theory (Keefe & Jenkins, 2002) supports adaptive instruction, allowing students to engage with customized digital content that aligns with their proficiency levels and learning styles.

2. Blended Learning Theory (Graham, 2006) underpins the integration of online and offline learning, optimizing engagement and accessibility while enhancing communicative competence in Japanese.

3. Instructional System Design (ISD) Theory (Gagné et al., 1992) guides the systematic development of instructional materials through the ADDIE model, ensuring effective sequencing, multimedia integration, and iterative evaluation.

4. Teaching Quality Assessment Theory (Marsh, 1987) provides a framework for evaluating instructional effectiveness using learning analytics, peer review, and expert evaluations, ensuring data-driven improvements in teaching quality..

Conceptual Framework

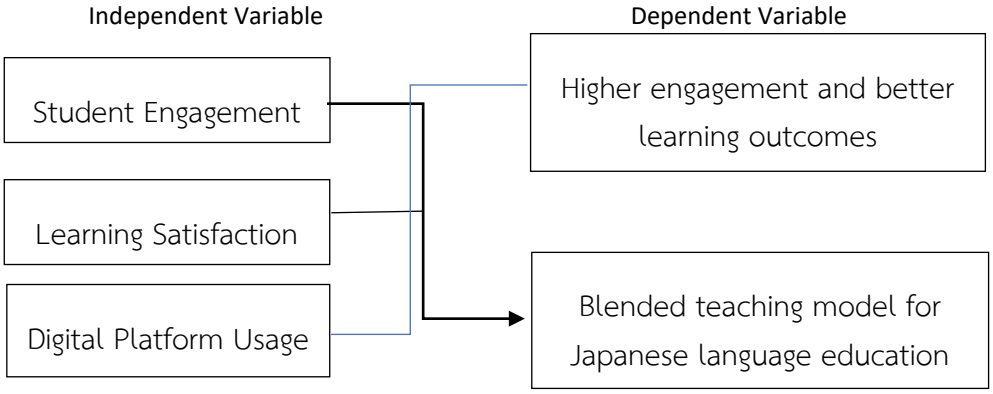

Figure 1: Research Framework

Methodology

The population / Sample Group

The population of this study is Japanese language major students at Liaoning University of International Business and Economics. And the sample groups consist of:

1. The experimental group, which consisted of 75 students in the Japanese language major at Liaoning University of International Business and Economics, took part in the blended learning model.

2. The control group, which has 75 students in the Japanese language major grade 1 at Liaoning University of International Business and Economics, used the traditional teaching method.

Time-frame

The time frame of this study spans 20 weeks, aligning with the standard semester length at Liaoning University of International Business and Economics. This duration ensures that the blended teaching model is fully integrated into a complete course cycle within the second year of the Japanese language major program. The experiment was conducted in a foundational Japanese language course, introduced after students had attained JLPT N4 proficiency, allowing them to effectively engage with both traditional and digital learning components.

To enhance the accuracy and reliability of the findings, future iterations of this experiment are planned across consecutive academic cycles. This extended approach will enable a more comprehensive assessment of both short-term and long-term effects, ensuring a deeper understanding of the model's impact on language proficiency and student engagement.

Research Procedure and Processes

This study used a multi-phase, mixed-method research design that integrates both qualitative and quantitative analysis techniques. The study was divided into four steps.

Step 1: To identify the current problem of teaching the Japanese language to Chinese Undergraduate students and its solution.

In this step, we engaged a purposive sample of 21 Japanese language instructors and experts. These experts were specifically chosen based on their extensive experience, with each having over 5 years of professional involvement in Japanese language teaching at Chinese universities. The selection ensured that participants possessed in-depth contextual knowledge of the educational challenges and

opportunities within this domain. They were tasked with identifying current challenges in traditional Japanese language teaching methods and proposing potential solutions.

Step 2: To develop a blended teaching model for teaching the Japanese language to Chinese Undergraduate students. The design phase of the blended teaching model followed the ADDIE framework, ensuring a structured and systematic instructional approach through Analysis, Design, Development, Implementation, and Evaluation. The key steps were as follows:

(1) Blended Teaching Model Development. A customized blended learning model for Japanese language education was designed using the ADDIE model, ensuring pedagogical effectiveness and structured implementation.

(2) Selection and Design of Teaching Content. Japanese language materials were selected and designed in alignment with the JF-Standard for Japanese Language Learning (based on CEFR), integrating them into the curriculum to support the blended approach.

(3) Expert Evaluation and Refinement. The finalized model and course content underwent expert evaluation to assess their scientific rigor and suitability. Necessary modifications were made based on expert feedback to enhance the model's effectiveness.

Step 3: To implement the blended teaching model for teaching the Japanese language to Chinese Undergraduate students. The study used a controlled experimental design, implementing the blended teaching model with a selected group of Japanese language students at a Chinese university. The key implementation steps were as follows:

(1) Pre-test and Post-test Analysis. The pre-test assessed students' initial language proficiency, while the post-test measured learning outcomes after implementation. The comparative analysis evaluated students' progress under the blended model.

(2) Learning Monitoring. Student engagement, completion rates, and digital resource usage were tracked through online learning platform analytics and observational checklists, providing real-time insights into participation and interaction.

Step 4: To evaluate the blended teaching model for teaching the Japanese language to Chinese Undergraduate students. In this step, A panel of 5 experts was assembled to conduct the peer review to ensure they had substantial qualifications and professional experience in the field of Japanese language education. They possessed a significant background in curriculum development, particularly in the context of foreign language education. The peer review process involved the use of a detailed rubric, allowing for a systematic evaluation of the course model from an instructional perspective.

Results

Key Problems in Japanese Language Education in Chinese Universities

The data came from 21 experts in Japanese language teaching and educational technology, and the questionnaire survey and feedback yielded the current problems in the teaching of Japanese language majors in Chinese colleges and universities.

Table 1 Problems in Japanese Language Education in Chinese Universities (Based on Delphi Survey Results)

Problem No.	Problem Category	Specific Feedback from Experts	Expert Mention Percent (%)
1	Lack of Motivation and Engagement	Students show low enthusiasm for learning, passive participation, and difficulty maintaining long-term motivation.	85%
2	Difficulty in Mastering Pronunciation and Intonation	Students struggle with distinguishing similar sounds, lack effective pronunciation training, and have limited practice opportunities.	78%
3	Challenges in Reading Comprehension	Students find it difficult to grasp sentence structures, understand implicit meanings, and analyze complex texts.	72%
4	Struggles with Vocabulary Acquisition	Memorization is ineffective, contextual usage is unclear, and word retention rates are low.	69%
5	Limited Exposure to Native Speakers	Insufficient interaction with native speakers, lack of immersive language environments, and difficulty developing natural conversational skills.	65%
6	Difficulty in Understanding Cultural Nuances	Students lack cultural awareness, struggle with indirect expressions, and misunderstand Japanese social norms.	62%
7	Problems with Listening Comprehension	Difficulty distinguishing fast speech, unfamiliar accents, and low ability to infer meaning from context.	60%
8	Writing Challenges	Inconsistent grammar application, difficulty in structuring logical essays, and limited opportunities for written output.	55%
9	Inadequate Teaching Methods	Traditional lecture-based methods dominate, with limited interactive teaching and insufficient use of modern pedagogical approaches.	53%
10	Limited Use of Technology in Language Learning	Lack of digital learning resources, low integration of technology in teaching, and limited use of AI-based learning tools.	50%

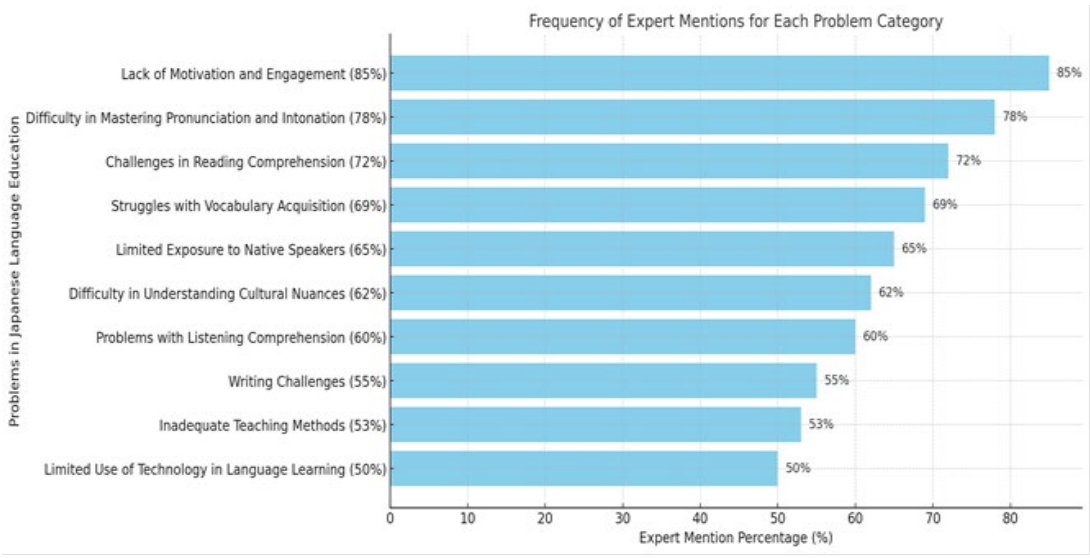

Figure 2: Frequency of Expert Mentions for Each Problem Category

Japanese language Blended Teaching Model based on techniques

The instructional design is framed using the ADDIE model as a guiding framework, while learner assessment is aligned with the JF Standard established by the Japan Foundation for International Exchange.

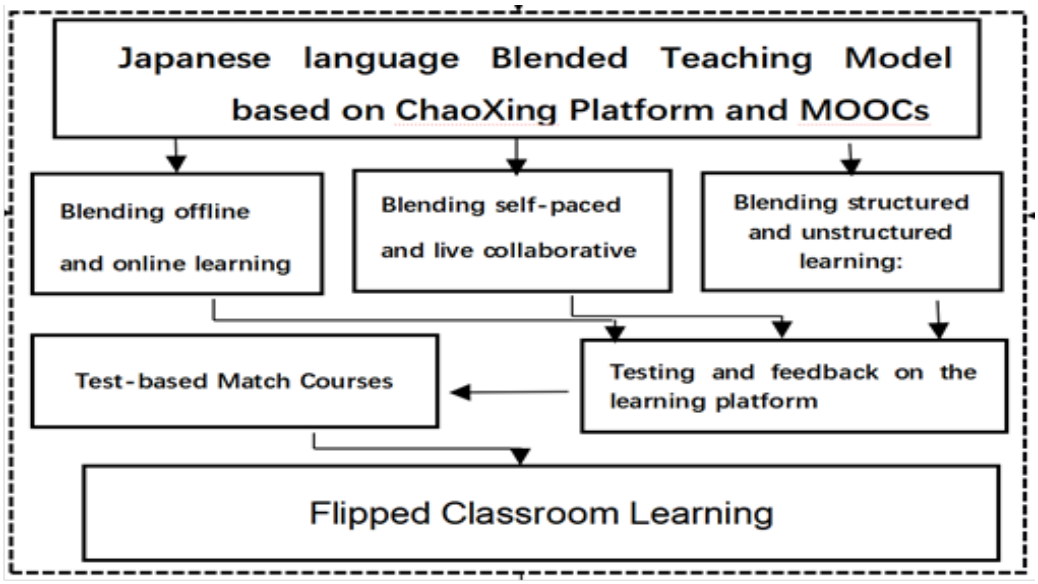

Figure 3: Japanese language Blended Teaching Model based on the platform

Survey results

The quantitative data in this study were derived from the pre-intervention and post-intervention surveys, language proficiency tests, and learning analytics. This section presents the findings from these data sources, analyzing the impact of the blended teaching model on student engagement, language proficiency, and overall satisfaction.

The increase in engagement levels could be linked to Graham's (2006) blended learning model, which emphasizes the role of structured online-offline integration in fostering motivation.

Table 2: Pre-Intervention and Post-Intervention Survey Results

Measure	Group	Pre-Intervention Mean (SD)	Post-Intervention Mean (SD)	t-value	p-value
Engagement	Experimental	45% (±5)	72% (±4)	3.65	<0.001
	Control	47% (±6)	55% (±5)	1.89	0.065
Satisfaction	Experimental	60% (±7)	80% (±5)	2.89	<0.01
	Control	55% (±6)	65% (±7)	1.76	0.085

a. Student Engagement

The survey results indicate a significant increase in student engagement in the experimental group following the implementation of the blended teaching model. Engagement levels were measured based on students' self-reported frequency of participation in class activities, time spent on homework, and interaction with peers and instructors. The pre-intervention survey showed that 45% of students in the experimental group were regularly engaged in learning activities, while the post-intervention survey revealed an increase to 72%.

The control group, which continued with traditional face-to-face instruction, showed a smaller increase in engagement, rising from 47% to 55%. A paired t-test analysis of the engagement scores confirmed that the increase in the experimental group was statistically significant ($t(74) = 3.65$, $p < 0.001$), indicating that the blended teaching model had a positive impact on student engagement.

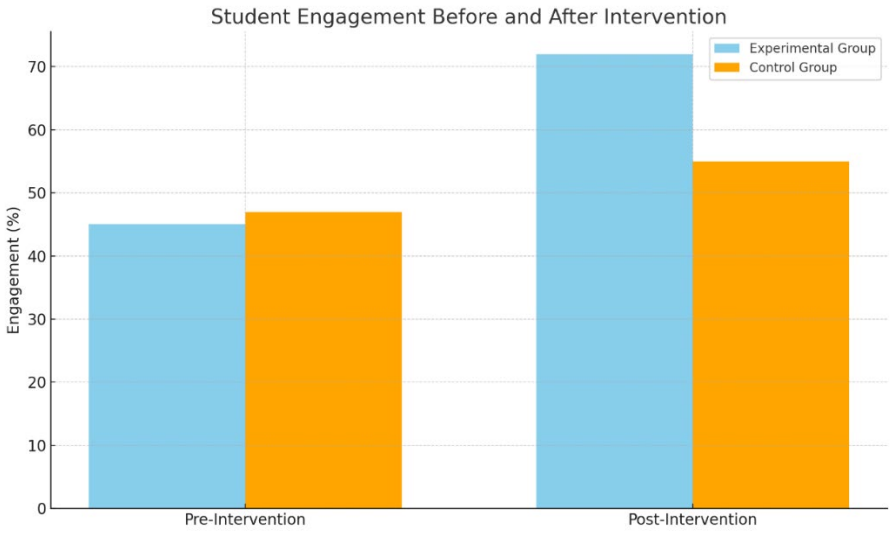

Figure 4 Student Engagement

b. Student Satisfaction

Student satisfaction with the learning experience was notably higher in the experimental group. 80% of students expressed satisfaction with the flexibility and accessibility of online components, compared to 65% reporting overall learning satisfaction. Meanwhile, in the control group, only 60% of students found traditional methods satisfactory. Statistical analysis confirmed a significant difference ($t(74) = 2.89$, $p < 0.01$, $d = 0.75$), supporting the effectiveness of blended instruction in improving students' learning experiences.

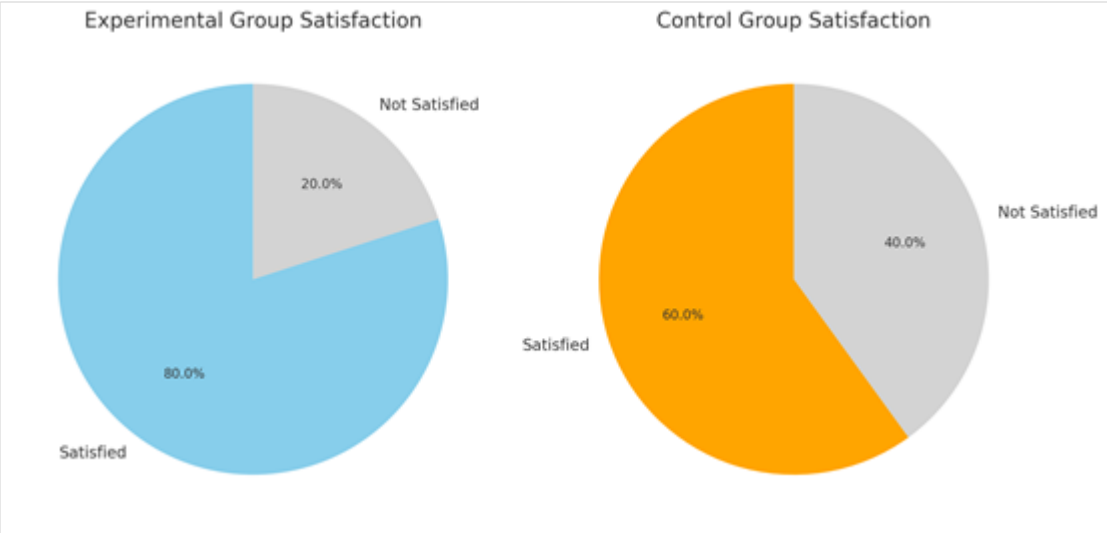

Figure 5: Student Satisfaction

Language Proficiency Tests

The impact of the blended teaching model on students' language proficiency was measured using standardized tests aligned with the Japanese Language Proficiency Test (JLPT) levels. The tests assessed students' skills in reading, writing, listening, and speaking.

Table 3: Language Proficiency Test Results

Skill	Group	Pre-Test Mean (SD)	Post-Test Mean (SD)	F-value	p-value
Reading	Experimental	55.2 (±4.5)	68.7 (±5.0)	12.57	<0.001
	Control	56.4 (±4.2)	61.8 (±4.8)	2.34	0.048
Writing	Experimental	53.9 (±5.2)	70.4 (±5.1)	14.34	<0.001
	Control	54.6 (±5.3)	62.3 (±5.5)	2.78	0.037
Listening	Experimental	58.1 (±4.7)	71.3 (±4.9)	10.82	<0.01
	Control	59.3 (±5.0)	64.5 (±4.7)	1.94	0.062
Speaking	Experimental	60.7 (±5.0)	75.2 (±5.2)	13.56	<0.001
	Control	61.4 (±4.8)	66.8 (±4.6)	2.56	0.042

Reading skills: Experimental group scores improved from 55.2 to 68.7, while the control group saw a more modest increase from 56.4 to 61.8 ($F(1,148) = 12.57$, $p < 0.001$).

Writing skills: The experimental group improved from 53.9 to 70.4, compared to 54.6 to 62.3 in the control group ($F(1,148) = 14.34$, $p < 0.001$).

Listening skills: Gains in the experimental group (58.1 to 71.3) were significantly higher than in the control group (59.3 to 64.5) ($F(1,148) = 10.82$, $p < 0.01$).

Speaking skills: The experimental group showed notable improvement (60.7 to 75.2), surpassing the control group (61.4 to 66.8) ($F(1,148) = 13.56$, $p < 0.001$).

The experimental group showed the highest improvement in speaking skills, with scores rising from 60.7 to 75.2, due to several key factors rooted in the design of the blended teaching model; students engaged with audio-visual materials, the integration of peer feedback and group-based speaking tasks encouraged active participation, and digital practice platforms enabled learners to apply speaking skills. These results confirm that the blended teaching model significantly enhances students' language proficiency compared to traditional methods.

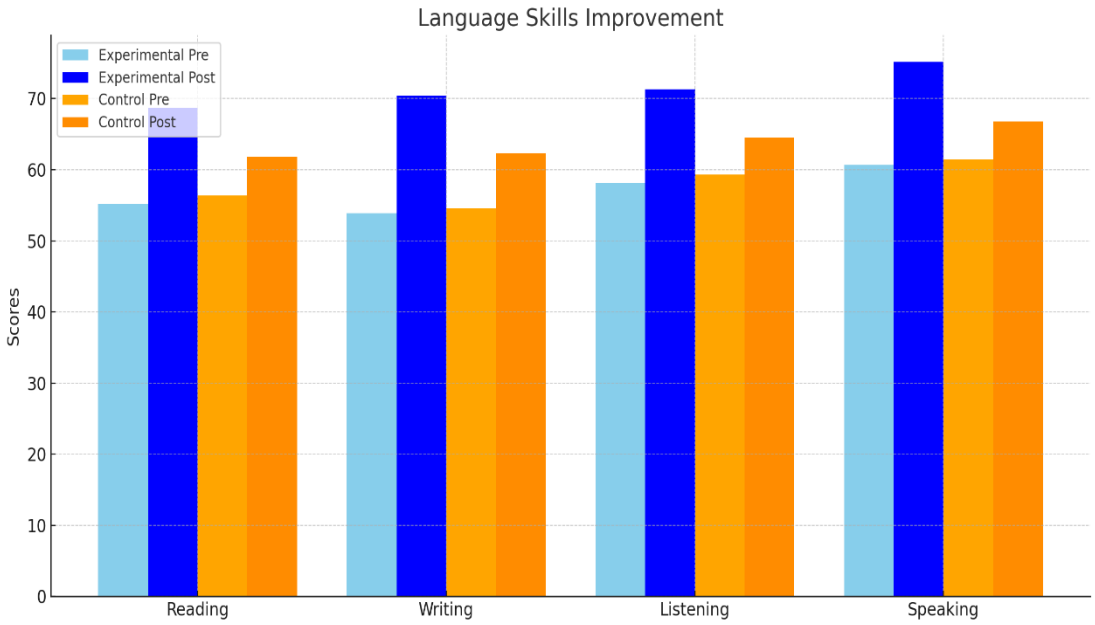

Figure 6: Language Skills Improvement

Learning Analytics

The learning analytics data provided deeper insights into students' engagement with the online components of the blended teaching model. Specifically, the key indicators were analyzed:

1. Total time spent on the learning platform – measured as the cumulative duration of students' active engagement with digital course materials, including video lectures, quizzes attempted, and interactive exercises.

2. Frequency of interactive engagement – including participation in discussion forums, peer review activities, and live Q&A sessions.a. Login Frequency and Academic Performance.

Login Frequency and Academic Performance

Data revealed a strong positive correlation between login frequency and language proficiency improvement, with a correlation coefficient of $r=0.72r = 0.72r=0.72$ ($p<0.001p < 0.001p<0.001$). Students who logged into the platform more frequently demonstrated significantly higher gains in their language proficiency tests. Specifically:

1. Students with an average of 5–7 logins per week showed a mean improvement of 15.6 points in proficiency scores.

2. In contrast, students with fewer than 3 logins per week had a mean improvement of only 7.8 points.

This finding underscores the importance of consistent engagement with digital learning resources. Regular platform use allowed students to access supplementary materials, review lessons, and practice language skills at their own pace, thereby reinforcing classroom learning.

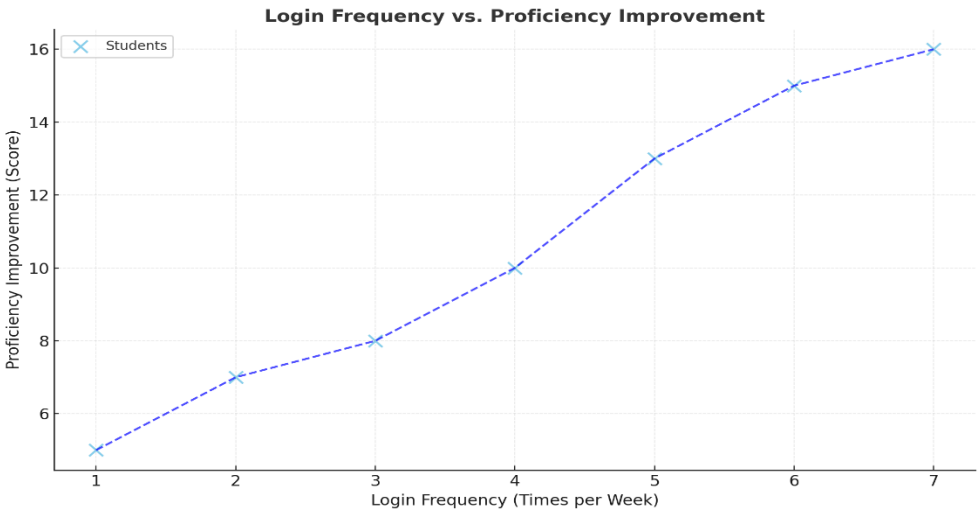

Figure 7: Login Frequency and Language Proficiency Improvement

Participation in Interactive Activities

Participation in interactive activities, such as quizzes, discussion forums, and virtual exchanges, also played a crucial role in language acquisition:

1. Students who actively engaged in at least 3 interactive activities per week achieved a mean improvement of 12.4 points in reading and writing scores.

2. Those with limited participation (<2 activities per week) demonstrated an improvement of only 5.2 points.

These activities provided opportunities for immediate feedback, peer interaction, and practical application of language skills, fostering deeper learning and retention.

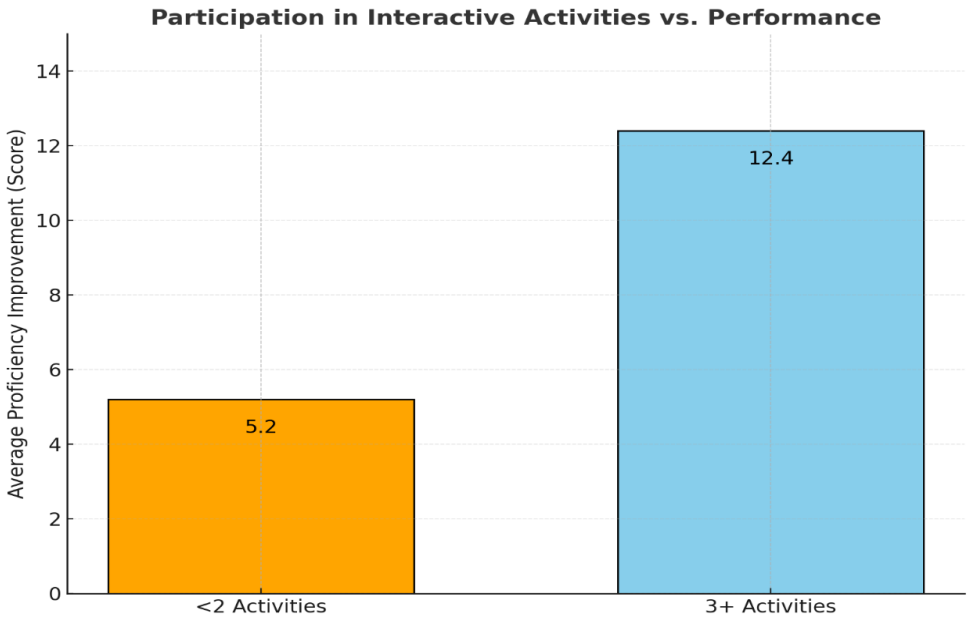

Figure 8 Participation in Interactive Activities

Student Perceptions

Students emphasized the flexibility of time and space, and the adaptability of language level as the main advantages of the blended model, and they were interested in being able to learn to review the material at their own level. Many students also found that the multimedia resources (videos, quizzes, interactive tasks) made learning more engaging and improved their kanji comprehension and grammar memorization skills. However, some students had difficulties with self-discipline and time management, suggesting that the development of sensible and effective support mechanisms, such as progress tracking and structured learning plans, may improve the effectiveness of blended learning.

Instructor Feedback

Faculty participating in this blended learning experiment reported that the blended model provided greater instructional flexibility and increased student engagement, especially in online discussions. However, there were some challenges to the implementation of the instruction, such as digital technology issues and the additional work hours required for faculty to manage the digital curriculum that needed to be adjusted and considered。

Discussion and conclusion

The findings of this study confirm that a blended teaching model, integrating digital technologies and traditional instruction, significantly enhances student engagement, language proficiency, and satisfaction in Japanese language education at Chinese universities.

Impact of Blended Learning on Student Engagement and Satisfaction

The effectiveness of blended learning in enhancing student engagement and language skill development can be understood through the perspectives of Sociocultural Theory (Vygotsky, 1978) and Cognitive Load Theory (Sweller, 1994). Learning is fundamentally a social process, shaped by interaction, collaboration, and mediated tools. Blended learning environments foster these conditions by integrating face-to-face instruction with digital platforms that promote peer collaboration, scaffolded support, and social interaction through forums, group projects, and real-time discussions. Survey results demonstrate higher engagement and satisfaction among students in the blended learning group, consistent with prior research on digital education (Ghazizadeh & Fatemipour, 2017; Albiladi & Alshareef, 2019). Access to multimedia resources and interactive activities was a contributing factor. However, some students reported difficulties with self-regulation and time management, suggesting that structured learning plans, gamification, or peer accountability mechanisms would further enhance engagement.

Improvements in Language Proficiency

The findings are clear: the blended learning approach is effective in supporting Japanese language acquisition. This is in line with previous findings that digital storytelling, flipped classrooms, and online interaction enhance second-language learning (Zhang, 2020; Wang, 2018). However, challenges remain in ensuring consistent participation in online components. Future strategies must include adaptive learning technologies that provide personalised content based on students' progress.

The Role of Digital Learning Analytics

The learning analytics data showed a strong correlation between online engagement and language proficiency gains, reinforcing the importance of frequent platform usage. However, variations in students' digital literacy and access to technology may impact these outcomes. Further research should explore how to bridge digital disparities and ensure equitable learning opportunities for all students.

Conclusion

Previous studies offered conceptual or theoretical models, this study implements the blended model in a real classroom setting using a controlled experimental design. It uses pre- and post-tests, surveys, and learning analytics to systematically evaluate its impact on student engagement, satisfaction, and language proficiency. The authors collect and triangulate data from multiple sources: quantitative language assessments, student feedback, expert peer review, and learning analytics, enabling a more comprehensive understanding of how blended learning affects language development and student behavior. The combination of flexible digital resources, interactive activities, and structured in-person instruction fosters higher engagement and better learning outcomes. However, to fully optimize this model, several factors require attention: Self-regulated learning support – Incorporating progress tracking, learning reminders, and motivational incentives could help students maintain consistency. Instructor training for teachers – Educators need continuous professional development to effectively integrate technology into language instruction. Policy and institutional support – Universities should provide robust digital infrastructure, technical assistance, and structured evaluation frameworks to sustain blended learning success.

Recommendations

1. Systematic Integration of Blended Learning

Institutions should formally incorporate blended models into language programs, ensuring a balance between online and offline components.

2. Enhanced Teacher Training Programs

Universities should offer workshops on digital pedagogy, platform management, and online student engagement strategies.

3. Learning Analytics for Personalized Support

Using real-time data tracking, educators can identify students at risk of disengagement and provide targeted interventions.

4. Gamification and Peer Learning Strategies

Implementing reward-based systems, discussion forums, and collaborative projects can sustain long-term student motivation.

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Further Studies

While this study contributes to the growing literature on blended language education, further exploration could be the comparative studies across language programs. Future research could compare blended teaching models for different language programs (e.g., English, Korean, German) to determine whether the effectiveness of blended learning varies by language structure and learning difficulty. The area of study may encompass linguistic complexity, syntactic structure, or cultural implications in language acquisition.

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