

# Innovative Practice in the Teaching of College Japanese Based on the Output-Oriented Approach

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To Link this Article: <http://dx.doi.org/10.6007/IJARPED/v13-i4/23889> DOI:10.6007/IJARPED/v13-i4/23889

*Published Online:* 27 December 2024

## Abstract

This paper examines a restructured approach to teaching "College Japanese" in applied undergraduate institutions, designed to align with contemporary demands for interdisciplinary education and practical language application. Grounded in the Production-Oriented Approach (POA), the course integrates local cultural resources such as Wuyi Mountain's heritage and professional knowledge from various fields to construct a student-centered, output-oriented teaching model. Innovations in content design, teaching methods, learning environments, and evaluation systems create a dynamic framework that addresses deficiencies in traditional language education. The findings demonstrate significant improvements in students' linguistic proficiency, interdisciplinary competence, and cultural engagement. These results suggest that this approach offers a replicable model for foreign language education reform in applied institutions worldwide.

**Keywords:** College Japanese, Production-Oriented Approach, Interdisciplinary Integration, Teaching Innovation, Applied Undergraduate Education

## Introduction

In March 2019, Wu Yan, then Director of the Higher Education Department at China's Ministry of Education, outlined the overarching goals for foreign language education reform at the Fourth National Forum on Reform and Development of Foreign Language Education in Higher Education. Under the theme of "New Missions, Broad Perspectives, New Liberal Arts, and Global Foreign Languages," Wu emphasized the necessity of aligning foreign language education with contemporary demands. He called for fostering high-quality talents equipped with international perspectives, cross-cultural communication skills, and multidisciplinary knowledge structures. Wu also highlighted that foreign language curriculum reform should not only support students' academic and career development but also contribute to the enhancement of national cultural soft power.

University-level public foreign language education has long been a cornerstone of higher education, benefiting a large and diverse student population. However, traditional teaching approaches, which focus heavily on grammar and vocabulary, often neglect the cultivation of

practical application skills, failing to meet the needs of the new era. Wu advocated for a shift in foreign language teaching objectives toward cultivating "specialists with broad capabilities and interdisciplinary skills" through comprehensive innovations in course content, teaching methods, and assessment mechanisms.

As an integral part of university foreign language education, the Japanese language curriculum offers both unique advantages and challenges in developing versatile talents. On the one hand, Japanese education provides students with a gateway to Japanese culture, economy, and technological advancements, broadening their international perspectives. On the other hand, the curriculum must deeply integrate students' specialized knowledge and local cultural heritage to advance both language learning and application. Yet, current course models often suffer from overly narrow content, outdated methods, and limited alignment with societal needs. Repositioning the Japanese language curriculum to address the educational demands of the new era has become an urgent task. Against this backdrop, this study explores the pressing need to reform Japanese language education to better align with the New Liberal Arts initiative and societal development demands. Specifically, the research identifies the limitations of traditional approaches and emphasizes the necessity of integrating local cultural resources, interdisciplinary academic knowledge, and global perspectives. By adopting the Production-Oriented Approach (POA), this study seeks to bridge the gap between theoretical language learning and practical application, ultimately enhancing students' cross-cultural communication competencies and fostering innovative talents for local and global engagement.

New Liberal Arts construction, a major national higher education reform initiative, advocates interdisciplinary integration while emphasizing the cultivation of humanistic literacy, scientific thinking, and practical skills. Within this framework, reforming the Japanese language curriculum requires transcending the limitations of traditional language instruction. This includes incorporating local cultural features and cutting-edge disciplinary knowledge to build a cross-disciplinary, integrated curriculum. For application-oriented undergraduate institutions, aligning the curriculum with their educational missions and talent cultivation goals and adopting a Production-Oriented Approach (POA) as a guiding framework is key to achieving high-quality course development.

Moreover, the rapid development of digital technologies and artificial intelligence presents unprecedented opportunities for foreign language education. The integration of modern educational technologies can significantly expand the teaching resources of the Japanese language curriculum, enhance students' learning efficiency, and increase the flexibility and practicality of the course. The challenge lies in leveraging these advancements to construct an innovative curriculum system that integrates local characteristics, international perspectives, and practical skills.

This study focuses on innovative practices in the Japanese language curriculum against the backdrop of contemporary demands. Based on the objectives of New Liberal Arts construction and the specific needs of application-oriented undergraduate institutions, the study proposes a reform framework centered on the POA. Through systematic optimization of teaching content, methods, environments, and evaluation mechanisms, the study seeks to enhance students' language application abilities and cross-cultural communication

competencies, providing theoretical support and practical insights for local cultural dissemination and international talent cultivation.

### **Problem Statement**

#### *Learner Profile: Strengths and Weaknesses*

The "College Japanese" course, as part of general education, targets non-language-major students and serves as a required component of undergraduate education. At Wuyi University, for instance, the course spans three semesters, offering a total of 10 credits and catering primarily to students who took Japanese as their foreign language during college entrance exams. These students come from a variety of academic backgrounds, including literature, science, engineering, agriculture, management, and the arts. The curriculum focuses on developing students' listening, speaking, reading, writing, and translation skills to enable them to utilize Japanese for acquiring domain-specific information.

In the context of globalization and deepened Sino-Japanese exchanges, students' demand for Japanese language skills has become increasingly diverse. However, notable challenges persist in their learning profiles, often characterized by three strengths and three weaknesses: Strength in Basic Knowledge but Weakness in Specialized Expression: Students possess foundational Japanese knowledge acquired during high school, but their ability to express specialized content in Japanese, such as technical terms in engineering or business phrases in management, remains limited.

Strength in Information Access but Weakness in Self-Directed Learning: While students demonstrate competence in accessing resources online, their learning processes often lack systematicity and goal orientation. As a result, they struggle to effectively apply their knowledge in practice, such as during cross-cultural interactions or in drafting professional reports in Japanese.

Strength in Course Awareness but Weakness in Cultural Mission: Although students recognize the importance of Japanese language skills for their careers, they lack a sense of responsibility or initiative to use these skills for cultural dissemination or international exchange, undermining the role of language as a cultural bridge.

In light of New Liberal Arts initiatives, these learner characteristics provide critical references for curriculum design and teaching reform. Future courses should balance students' existing knowledge with practical application needs, focusing on cross-disciplinary knowledge integration and cultural dissemination to address their weaknesses.

#### *Key Challenges*

Course content must extend beyond traditional language skills to incorporate cross-disciplinary elements closely aligned with local culture and societal development needs. For example, the curriculum should integrate foundational language instruction with cutting-edge knowledge from fields like environmental engineering or tourism management, enabling students to articulate professional topics in Japanese. Emphasis should also be placed on fostering students' ability to use Japanese to promote local culture, such as creating tourism brochures or explaining tea culture in Japanese.

Traditional "College Japanese" courses prioritize linguistic knowledge while neglecting its practical application. To address this, a multi-dimensional learning environment is needed. This study proposes a practical solution to these challenges by leveraging the Production-Oriented Approach (POA) as a guiding framework. By incorporating Wuyishan's unique cultural heritage, such as tea culture and Zhu Xi culture, alongside interdisciplinary elements like environmental engineering and tourism management, the proposed curriculum reform equips students with the skills needed to address real-world tasks. This not only enriches their language learning experience but also aligns with the educational missions of applied universities, providing a replicable model for cultivating talents capable of bridging local culture with international audiences. Digital platforms, including bilingual libraries and interactive modules, should support flexible and individualized learning. Furthermore, task-driven practice activities, such as cultural promotion projects or simulated cross-cultural interactions, should be designed to provide authentic language application opportunities.

While the course prioritizes language application skills, traditional methods often emphasize written exams, failing to comprehensively evaluate practical abilities. Innovative approaches, such as project-based learning (PBL) and flipped classrooms, can encourage active participation in tasks like writing bilingual tour guides or conducting comparative cultural presentations. Dynamic evaluation systems incorporating peer feedback, teacher assessments, and digital data analysis can further refine the focus on practical application.

### **Theoretical Framework**

#### *Theoretical Framework: Production-Oriented Approach (POA)*

The Production-Oriented Approach (POA), developed by Professor Wen Qiufang at Beijing Foreign Studies University, is a foreign language teaching theory uniquely tailored to China's educational context. POA is structured around three core components: teaching principles (Learning-Centeredness, Integration of Learning and Application, and Holistic Education), teaching hypotheses (Output-Driven, Input-Enabled, and Selective Learning), and a teacher-guided teaching process (Motivation, Facilitation, and Evaluation) (Wen, 2015).

This framework conceptualizes foreign language learning as a dynamic interplay of input and output, emphasizing the practical and applied nature of language acquisition.

**Learning-Centeredness:** Places students at the core of the teaching process, encouraging them to identify and resolve problems in authentic language application, thereby improving comprehensive language skills.

**Integration of Learning and Application:** Highlights the close connection between language input and output, transforming input into actionable language skills in real-life contexts.

**Holistic Education:** Focuses on cultivating students' overall abilities, encompassing linguistic competence, critical thinking, cultural understanding, and cross-cultural communication.

The teaching hypotheses of POA further refine this approach:

**Output-Driven:** Language learning aims at output; setting clear language output tasks effectively stimulates learning motivation.

Input-Enabled: High-quality input is essential for achieving meaningful output.

Selective Learning: Advocates for targeted input tailored to specific learning objectives and tasks.

POA's teaching process comprises three stages:

- (1) Motivation: Engaging students through meaningful, task-oriented activities to spark interest and drive learning.
- (2) Facilitation: Supporting students with diverse input resources to complete the tasks effectively.
- (3) Evaluation: Assessing task outcomes and facilitating reflection to refine learning strategies and foster sustainable language growth.

POA is further enriched by its alignment with Sociocultural Theory and Situated Learning Theory. Sociocultural Theory emphasizes the role of social interaction and collaboration in language acquisition, while Situated Learning Theory advocates embedding learning within authentic contexts to enhance task relevance and challenge, thereby improving outcomes.

In recent years, POA's application in foreign language teaching has expanded beyond traditional classroom settings. By integrating digital learning technologies, such as artificial intelligence, online platforms, and blended learning models, POA provides theoretical support for modernizing and diversifying language education.

#### *A Production-Oriented and Integrated Learning Model*

Guided by POA, the reform of the "College Japanese" curriculum aims to establish a "production-oriented and integrated" learning model. This model leverages local cultural resources and academic expertise to promote practical language application while enhancing students' comprehensive linguistic abilities, interdisciplinary thinking, and cultural communication skills.

The curriculum introduces innovations across four key dimensions: teaching content, learning environment, teaching methods, and evaluation systems.

#### (1) Innovation and Integration of Teaching Content

The curriculum incorporates Wuyishan's unique dual heritage status, tea culture, and Zhu Xi culture as core content, enriched by the university's specialized disciplines, such as tourism, tea science, art, and environmental engineering. This cross-disciplinary integration broadens the scope of language learning, extending it to diverse academic and social application scenarios. Additionally, the curriculum incorporates an international perspective, fostering global competencies through comparative studies of Chinese and Japanese cultures and case studies of international cooperation.

#### (2) Multi-Dimensional Learning Environment

To enhance students' autonomous and practical learning abilities, the curriculum creates a blended learning environment combining online and offline resources.

**Online Learning Platform:** The program establishes a bilingual resource library, micro-courses, and interactive learning modules. For example, students can access Japanese-language materials on tea culture, watch bilingual videos showcasing Wuyishan tourism, and deepen their understanding of local culture.

Offline Practical Activities: Students participate in real-world applications, such as volunteering in international events and promoting local culture. For instance, students can introduce Wuyishan attractions to Japanese tourists in Japanese or engage in cultural exchange events to reinforce their language skills through practical use.

(3) Task-Oriented and Contextualized Teaching Methods

The curriculum uses "group project activities" as the core instructional design, embedding language learning in task-based frameworks to achieve integrated learning and application. For example:

Output-Driven Phase: Students undertake tasks related to local culture and professional expertise, such as creating bilingual brochures or cultural promotion videos, which set clear learning objectives.

Input-Enabled Phase: Diverse input resources, such as specialized vocabulary, professional terms, and case studies, are provided to help students complete these tasks effectively.

Evaluation Phase: Group presentations and evaluations assess students' project designs, language expression, and teamwork, promoting comprehensive development.

(4) Diversified Evaluation System

The evaluation framework moves beyond traditional written exams, employing project-based assessments, multi-dimensional feedback, and data-supported analyses for dynamic evaluation.

Process Evaluation: Provides timely feedback on task performance, including group discussions, resource collection, and interim reports.

Summative Evaluation: Assesses students' overall capabilities through project presentations, focusing on language accuracy, creativity, and presentation quality.

Digital Evaluation: Tracks students' learning behavior via online platforms, providing objective data to guide self-reflection and strategy improvement.

Through these innovations, the curriculum establishes a closed-loop design that integrates language input and output, enabling students to "learn through use" and "use through learning." Grounded in POA, the course design combines local cultural resources with professional knowledge while incorporating digital technologies for efficient resource integration. The task-based and contextualized teaching methods, alongside multi-dimensional evaluation systems, create a robust framework for educational innovation. This "production-oriented and integrated" model not only suits university Japanese courses but also offers valuable insights for reforming other language and discipline-specific curricula.

### **Innovations in College Japanese Curriculum**

#### *Content Innovation: Restructuring and Integration*

Content innovation is central to achieving the teaching goals of production orientation and integrating learning with application. By restructuring the curriculum, resources such as Wuyishan's tourism culture, tea culture, and Zhu Xi culture are deeply integrated with academic disciplines like environmental engineering, architecture, and mechanical

manufacturing. This multi-dimensional, interdisciplinary approach drives students to set learning objectives and broadens the scope and depth of College Japanese content.

### (1) Local Cultural Highlights

**Tourism Culture:** Centered on the theme "Promoting Wuyishan," bilingual materials introducing major attractions like Tianyou Peak and Nine-Bend Stream are incorporated. Students engage in Japanese-language tasks related to tourism promotion, such as creating Japanese-language travel brochures and bilingual promotional videos. By analyzing the preferences and behaviors of Japanese tourists, students are encouraged to design targeted cultural dissemination strategies, enhancing their global perspective and cultural adaptability.

**Tea Culture:** The course integrates Japanese descriptions of China's six major tea categories, with a focus on Wuyishan's oolong tea and black tea. Students are tasked with designing tea culture experiences for Japanese consumers, acting as cultural ambassadors. These activities enable students to master Japanese expressions related to tea culture while appreciating its global influence, fostering cultural confidence.

**Zhu Xi Culture:** By introducing literature on Japanese Zhu Xi studies and leveraging research by the instructional team, students explore ways to disseminate Zhu Xi culture in Japanese. Tasks include writing specialized introductions to Zhu Xi culture and simulating academic conference presentations. These assignments deepen students' understanding of Zhu Xi culture and hone their Japanese academic expression skills, supporting Sino-Japanese cultural exchanges.

### (2) Interdisciplinary Academic Content

**Environmental Engineering:** Using waste classification as a starting point, students explore differences in waste management technologies, systems, and policies between China and Japan. Assignments include creating bilingual reports on waste classification or designing promotional campaigns for joint environmental initiatives. These activities link environmental issues with language learning, cultivating the ability to address professional challenges in Japanese.

**Architecture:** Students examine advanced Japanese seismic technology alongside the characteristics of traditional Chinese architecture. Through tasks such as comparative research and cross-cultural architectural project proposals, they expand their professional knowledge while improving Japanese language skills in the context of architecture.

**Mechanical Manufacturing:** Focusing on the histories of automobile manufacturing in China and Japan, students analyze innovation in the automotive industries of leading companies like Toyota and BYD. Assignments include drafting Japanese-language presentations highlighting Chinese automotive technology or planning market-specific strategies for Japanese consumers. These projects enhance technical Japanese proficiency and bolster confidence in Chinese innovation.

### (3) Task Design and Implementation

Task design uses textbook knowledge as a foundation, aligned with students' academic disciplines to create production-oriented tasks:

**Task-Driven Learning:** Students complete tasks relevant to their fields, such as creating reports, recording promotional videos, or designing bilingual exhibits.

**Problem-Oriented Learning:** Challenging questions, such as "How can Wuyishan tea be promoted in the Japanese market?" spark urgency and initiative.

**Resource Integration:** Students independently gather information using the internet, learning platforms, and Japanese texts, developing their research and synthesis skills.

These tasks help students identify weaknesses and improve through practice. Moreover, completing these tasks enables students to integrate knowledge from diverse disciplines, including humanities, technology, and economics, fostering cross-cultural learning and collaboration. The innovative approach transforms language training into a multi-disciplinary, cross-cultural educational experience, meeting academic needs and supporting career development.

### **Environmental Innovation: Enhancing Learning Platforms to Support Education**

Environmental innovation integrates digital technologies to create a multi-dimensional, blended learning environment. This enhances access to linguistic and cultural resources, boosting students' autonomous learning and practical skills.

#### **(1) Digital Platforms and Resource Integration**

Leveraging platforms like Chaoxing Learning, the curriculum establishes a resource ecosystem encompassing micro-courses, online courses, and cultural television programs. These resources address the shortcomings of traditional classroom teaching, which focuses heavily on language mechanics at the expense of cultural competence.

The resource library includes self-developed courseware, exercises, and supplementary materials tailored to students' needs. For example, resources on Wuyishan tea culture, Zhu Xi studies, and bilingual readings are integrated into the curriculum.

A dedicated database of materials supports group projects, featuring Japanese original texts, research papers, and case studies related to tourism, tea culture, and engineering.

Media-rich materials, such as documentaries and interviews, highlight Sino-Japanese cultural parallels and economic strategies. For instance, students compare tourism development in Wuyishan and Japan to understand the cultural role in economic growth.

#### **(2) Offline Practice and Multi-Faceted Support**

Complementing digital resources, offline practice opportunities facilitate authentic language use:

**Volunteer Teams:** Students support local events like Wuyishan's International Tea Culture Exchange by acting as translators and cultural ambassadors.

**Cultural Promotion:** Hands-on activities, such as tea ceremonies or traditional performances, provide practical platforms for Japanese communication.

Academic Competitions: Students participate in nationwide contests, such as Japanese speech and cross-cultural exchanges, using Japanese to articulate unique perspectives.

### (3) Technology-Driven Personalized Learning

Advanced technology enables individualized learning and detailed management:

Behavioral Analysis: Platforms track student progress, identifying weak areas and suggesting targeted resources.

Interactive Feedback: Discussion boards foster collaborative learning, and real-time teacher feedback enhances engagement.

Immersive Learning: Virtual reality (VR) modules, like a "Virtual Wuyishan Tour," provide immersive language practice, increasing interest and contextual application.

### (4) Integration of Culture and Technology

The blended environment supports dual outcomes: language mastery and cultural communication. Students report improved proficiency and deeper insights into Sino-Japanese exchanges after completing service-learning tasks. By combining traditional and digital resources, the curriculum enhances flexibility and problem-solving skills.

Future efforts will emphasize expanding international resources and incorporating AI-driven solutions, fostering intelligent, globalized learning environments. This innovative environment supports student growth into globally competent, interdisciplinary talents.

### *Methodological Innovation: Encouraging Language Production and Practical Application*

#### (1) Thematic Projects with Semester-Based Tasks

Each "College Japanese" unit revolves around a thematic context, employing diverse texts and strategies to develop linguistic and cultural competence. Topics include tourism, tea culture, Zhu Xi culture, environmental engineering, architecture, and mechanical manufacturing.

Stage 1 (Introduction): Tasks involve presenting keywords from each theme to activate prior knowledge.

Stage 2 (Interaction): Students create scenarios to deepen language production, such as simulated dialogues.

Stage 3 (Synthesis): Projects culminate in comprehensive presentations, analyzing topics from multiple perspectives.

#### (2) Hybrid Teaching Methods: PBL and Flipped Classrooms

Teaching occurs in three phases:

1. Pre-Class Preparation: Teachers assign tasks and questions, encouraging independent research and peer collaboration.

2. In-Class Guidance: Teachers address challenges and facilitate thematic discussions. Students present group projects, receiving multi-faceted feedback.

3. Post-Class Reflection: Students submit reports and reflect on their learning process.

### (3) Multi-Faceted Evaluation

The assessment system combines process-based and summative evaluation:

Process Evaluation: Tracks group collaboration, resource use, and interim reports.

Summative Evaluation: Measures language precision, creativity, and presentation skills.

Data-Informed Evaluation: Digital tools provide evidence-based insights into learning behaviors.

By integrating thematic projects, advanced methods, and diverse evaluations, the curriculum enables students to learn by doing and refine skills iteratively.

#### *Innovation in Evaluation: Expanding Criteria and Diversifying Assessments*

The curriculum replaces single-exam evaluations with a multi-layered framework, with 50% weight for process assessments and 50% for final exams. Process-based grades include homework (20%), class participation (10%), and group presentations (20%). Group projects are evaluated for innovation, content, and delivery, encouraging students to develop practical Japanese communication skills.

#### *The Impact of College Japanese Curriculum Reform*

The implementation of the curriculum reform has significantly enhanced students' overall competencies, particularly in Japanese language proficiency, cross-cultural communication skills, and innovation-driven practical abilities.

#### *Comprehensive Improvement in Language Proficiency*

The adoption of the production-oriented teaching model has markedly improved students' listening, speaking, reading, and writing skills in Japanese. Specific achievements include:

Substantial improvement in exam performance: The number of students passing the Japanese Language Proficiency Test (JLPT) in 2023 tripled compared to 2018, with notable gains in the pass rates for N2 and N1 levels.

Enhanced practical application: Students now confidently use Japanese in real-world scenarios, such as participating in Sino-Japanese cultural exchange events or providing translation services for international guests, demonstrating a strong integration of language learning with practical application.

#### *Development of Practical and Innovative Abilities*

The reform emphasizes student participation in authentic tasks and projects, significantly fostering their practical and innovative skills:

Undergraduate innovation projects: Since the reform, students have initiated five related innovation training projects, covering areas like tourism promotion, cultural dissemination, and environmental protection. For instance, a student team developed a multilingual video project to promote Wuyishan's rock tea in Japanese, gaining attention from local media and showcasing their work at relevant exhibitions.

Volunteer service and cultural dissemination: Students actively use Japanese to support large-scale local events. During the Wuyishan International Tea Culture Festival, they provided translation and cultural interpretation for Japanese guests. These activities not only enhanced their language skills but also instilled a sense of responsibility and a commitment to cultural dissemination.

#### *Effective Ideological and Political Education*

By integrating localized and culturally enriched content, the reform has also achieved notable success in ideological and political education:

Increased cultural identity and pride: Students not only mastered linguistic skills but also developed a stronger sense of identity and pride in Chinese culture. For example, after studying Zhu Xi culture, students actively wrote Japanese-language articles to introduce it and shared their work in cultural exchange activities.

Critical thinking through cross-cultural comparisons: Tasks like comparing environmental policies in China and Japan enhanced students' critical thinking skills and deepened their understanding of cultural similarities and differences, highlighting China's unique advantages.

#### *Multi-Dimensional Enhancement of Overall Competence*

Through interdisciplinary integration and task-driven teaching, students have achieved holistic development. From language proficiency to practical skills and from cultural recognition to cross-cultural communication, students exhibit the qualities of well-rounded talents suited to the needs of the modern era. This comprehensive improvement has laid a solid foundation for their future career growth and contributions to society.

### **Recommendations for College Japanese Curriculum Reform**

#### *Strategies for Enhancing Students' Overall Competence*

To further improve students' comprehensive abilities, curriculum design should focus on optimizing and deepening language application, interdisciplinary integration, and cultural dissemination tasks.

##### (1) Integrating language proficiency with practical application:

Incorporate real-world language practice tasks, such as simulating international conference speeches, cross-cultural situational dialogues, and project-based tasks. These authentic activities help students transition from knowledge acquisition to skill application.

Employ virtual reality (VR) and augmented reality (AR) technologies to simulate international exchange scenarios, allowing students to enhance their language expression skills in immersive environments.

##### (2) Developing interdisciplinary tasks:

Design cross-disciplinary tasks based on students' academic backgrounds. For instance, engineering students can translate documents on Sino-Japanese renewable energy technologies and create bilingual reports, while management students can analyze Japanese corporate management models.

Encourage cross-departmental collaborations to complete projects such as environmental protection initiatives or comparative analyses of Chinese and Japanese policies. These projects foster teamwork, interdisciplinary integration, and international perspective development through participation in Sino-Japanese academic forums and competitions.

(3) Innovating cultural dissemination tasks

Leverage local cultural resources to create online international cultural exhibition platforms and multimedia dissemination formats. Students can produce short videos about local culture, design tourism experience routes, and use Japanese to share Wuyishan tea culture, Zhu Xi culture, and other regional highlights.

Role-playing and cross-cultural scenario simulations can help students communicate effectively in diverse cultural contexts. Assignments like comparative analyses of Sino-Japanese cultures and cross-cultural volunteer services further enhance students' cross-cultural sensitivity and cultural confidence.

By innovating language application, interdisciplinary integration, and cultural dissemination tasks, the curriculum reform will comprehensively improve students' overall competence, laying a solid foundation for their career development and participation in international exchanges.

*Establishing Long-Term Mechanisms for Sustainable Outcomes*

(1) Continuous Optimization of Teaching Resources

The reform focuses on creating a comprehensive and dynamic resource support system to ensure the long-term enhancement and iterative renewal of teaching materials:

Dynamic updates to multilingual resource libraries: Regularly supplement multilingual resources related to local cultural features and cutting-edge academic knowledge based on student feedback and curriculum needs. For example, include materials in Japanese, Chinese, and English on Wuyishan ecological protection, international tea culture promotion, and Zhu Xi culture studies to maintain relevance and practicality.

Collaborative digital resource sharing: Establish partnerships with Japanese universities and other domestic applied universities to exchange quality teaching materials, such as Japanese original textbooks, bilingual videos, and cross-cultural case studies. This not only enriches resources but also broadens students' international perspectives.

Development of interactive learning modules: Incorporate VR technology and interactive case-based teaching modules into the resource library. For instance, create a "Virtual Wuyishan Tour Guide" module, enabling students to practice Japanese in realistic scenarios and improve contextual language skills.

(2) Professional Development of Teaching Staff

Faculty development is critical for ensuring the sustainability of curriculum innovation. The teaching team engages in multi-level professional training and research activities to provide stable intellectual support:

Joint training programs: Host workshops and lectures by renowned Japanese language teaching experts and cross-cultural researchers to help faculty members update their teaching philosophies and adopt advanced methods and technologies. For example, targeted teacher training on “AI-assisted language teaching” has enhanced the team’s capabilities in designing intelligent teaching frameworks and data analysis.

Cross-cultural academic exchanges: Regularly participate in domestic and international conferences on language education, sharing reform outcomes and adopting best practices from other institutions. For instance, one faculty member’s presentation on "Production-Oriented Approach in Local Cultural Japanese Teaching" received widespread acclaim at a national language teaching conference.

Teaching reflection and improvement mechanisms: Establish a feedback and reflection system where teachers document classroom observations and student performance for regular evaluation and improvement. A teaching supervision group conducts peer evaluations and periodic discussions to ensure continuous professional growth among team members.

### (3) Sustaining Student Engagement

The reform extends its impact beyond the classroom, fostering students' long-term development and social engagement through participatory mechanisms:

Establishment of learning communities: Form a "Japanese Culture Learning Club" to encourage extracurricular exploration of language and culture. Activities such as Japanese reading groups, Sino-Japanese cultural salons, and online exchange programs offer students diverse learning platforms.

Support for practice and competitions: Organize practice opportunities and competition selection every semester to provide real-life language application scenarios. For example, after participating in Wuyishan international cultural exchange volunteer services, some students gained recognition from local governments and enterprises, leading to continued involvement in cultural dissemination initiatives.

### *Diversifying the Evaluation System*

Innovations in evaluation systems are crucial for deepening reform. Future curriculum efforts will prioritize diversified and precise assessment methods:

Task-based dynamic evaluation: Implement process-based records and iterative feedback during tasks to help students continuously improve their language skills.

Introducing multidimensional evaluation criteria: Expand evaluation metrics to include cross-cultural understanding and teamwork abilities, ensuring a comprehensive assessment of students' overall competence.

Through the continuous optimization of teaching resources, faculty development, and institutionalized student engagement, the reform ensures the sustainability of Japanese language education. Looking ahead, the curriculum will harness AI technologies and prioritize internationalization to build an intelligent, open, and diversified learning ecosystem. These

innovative measures not only enhance the academic value of the reform but also offer new pathways for promoting local cultural dissemination and educational internationalization.

### Conclusion

Under the framework of the New Liberal Arts initiative, the reform and development of college Japanese courses must keep pace with the evolving times, addressing emerging needs and challenges. These courses require multi-dimensional innovation and optimization across teaching content, learning environments, instructional methods, and evaluation systems to deepen reform pathways. By effectively integrating local cultural elements and cutting-edge academic knowledge, a multidisciplinary and cross-disciplinary teaching system can be constructed, transforming course content into an interdisciplinary and integrative format that better serves local economic and societal development needs.

Looking ahead, college Japanese courses should adopt a production-oriented approach, emphasizing the seamless integration of language learning with practical application. This study offers a holistic reform framework for Japanese language education, combining POA with interdisciplinary and cultural integration. By focusing on the practical application of language skills and aligning them with students' professional expertise, the proposed model effectively supports talent cultivation for global engagement and local cultural dissemination. Future research could further explore the integration of AI-driven tools and virtual learning platforms to enhance the curriculum's adaptability and internationalization, ensuring its sustainability in the context of rapid technological advancements and globalization. Students should be encouraged to align their Japanese language skills with their professional expertise, enhancing cross-cultural communication abilities and professional competencies through hands-on language practice. By fostering students' ability to apply Japanese in real-world tasks and cultivate innovative and practical skills, the curriculum aims to develop multi-talented individuals equipped to meet the demands of the new era. Such individuals will contribute to local cultural dissemination, international exchange, and interdisciplinary collaboration. This teaching model, which balances local cultural characteristics with a global perspective, not only enhances students' overall competitiveness but also provides valuable insights and sustainable strategies for reforming foreign language courses in applied undergraduate institutions.

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