Study of Learners' Behavior of using electronic dictionaries in intensive reading in Japanese --Taking Japanese students from Jiaxing University as an example

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Abstract—**In order to make learners and teachers understand the similarities and differences of the application of electronic dictionaries in Japanese intensive reading among college Japanese undergraduates and academy learners, a questionnaire survey was conducted among 346 Japanese college students in Jiaxing College. The results of the survey indicated that the differences between teachers and learners' attitudes lead to the differences in the use of electronic dictionaries by Japanese learners in intensive reading. Based on learner differences, teachers should take advantage of electronic dictionaries' function such as wordbooks and marking to assist intensive reading in Japanese teaching.**

Index Terms—**Japanese intensive reading; electronic dictionary; teaching; investigation**

I. BACKGROUND AND PURPOSE OF THE INVESTIGATION

The Japanese Intensive Reading Course is the main course in the study of Japanese majors. The teaching content not only includes language knowledge such as vocabulary and grammar, but also develops learners' skills in listening, speaking, reading and writing. However, the traditional Japanese classroom teaching mode is lack of diversity, in which the active party is usually the teacher. Teachers blindly instill knowledge, while learners passively learn. This kind of packed teaching can easily make learners lose their subjective initiative and reduce their enthusiasm for learning Japanese. In recent years, with the development of science and technology in China, this old model of Japanese education in universities has gradually begun to change. In this context, how to improve the classroom teaching model of Japanese teaching in higher education schools has become an urgent issue.

In the Japanese intensive reading class, more and more learners are using electronic dictionaries. To this new change, teachers need to adjust classroom teaching according to the actual situation. Some scholars and experts in advanced research have pointed out that electronic dictionaries have been used in teaching classrooms in recent years and have achieved certain results. Leng Limin (2014) believes that "learners often use electronic dictionaries throughout the Japanese learning process. Electronic dictionaries have become an indispensable learning tool for Japanese learners. "[1]Yao Ximing and Liu Senlin (2003) believe that electronic dictionaries have the advantages of portability, fast query speed, and diversified functions[2]. However, at the same time, investigations on the use of electronic dictionaries in Japanese intensive reading classes have not been conducted. In view of this, this study wants to explore the actual use of electronic dictionaries in the Japanese intensive reading class. The purpose of this survey is to enable learners and teachers to understand the similarities and differences of the application of electronic dictionaries in Japanese intensive reading by college Japanese undergraduates and college students. At the same time, it provides some reference and ideas for how to develop new forms of intensive Japanese classroom teaching.

II. RESEARCH STATUS AT HOME AND ABROAD

(I) Status of domestic research

A total of 1051 Chinese literature records were searched on the China Knowledge Network through the search keyword "electronic dictionary". Domestic research on the application of electronic dictionaries in foreign language teaching is mainly reflected in the study of the use of dictionaries, evaluation of electronic dictionaries and the application of electronic dictionaries in teaching. And this kind of research mostly focuses on the use of English dictionaries.

Chen Yuzhen (2007)[3] and Deng Lin (2009)[4] used a questionnaire survey to investigate the type, frequency, purpose, strategy, and attention of the students' English dictionaries. The results of the research can be drawn as follows: Points: (1) Due to the convenience of electronic dictionaries, learners use electronic dictionaries more frequently than paper dictionaries; (2) Learners will use dictionaries in reading, translation, writing, listening, speaking lessons, etc. The main purpose of the dictionary is to query new words; (3) From the perspective of query strategies, most learners like to query the double-solution dictionary, and think that the double-solution dictionary is the most helpful for learning. The proportion of dictionaries used in reading is greater than that of writing. Learners are more inclinded to use electronic dictionaries to quickly obtain information in reading, listening and speaking. (4) When searching for words, the main focus is

on Chinese interpretation, but not enough on foreign interpretation.

Yao Ximing and Liu Linlin (2003)[2] expounded the advantages and disadvantages of electronic dictionaries from the perspective of the impact of electronic dictionaries on foreign language teaching. The advantages of electronic dictionaries include: (1) easy to carry; (2) fast reference speed; (3) multiple functions, including pronunciation, handwriting input, point reading, etc. provide convenience for learners' speech learning; (4) large amount of information and combines a variety of dictionaries in one. The shortcomings of electronic dictionaries include: (1) simple annotations and insufficient vocabulary; (2) small screens, which are not conducive to reading; (3) hesitating to query quickly, and students are prone to dependence.

Wang Qiang and Chen Zehang (2012b)[5] focused on listening, vocabulary, reading, writing and conversation in English classrooms,and Conducted practical research on electronic dictionaries. The influence of the application of the electronic dictionary on the learning of learners and the teaching of teachers was discussed. The research results show that the use of electronic dictionaries improves students' learning interest, learning efficiency, enhances learner autonomy, promotes vocabulary and reading learning, and improves classroom teaching efficiency. On the other hand, related research also pointed out that in order to prevent excessive reliance on electronic dictionaries, teachers need to guide the use of electronic dictionaries.

(II) Status of Foreign Studies

A total of 68 foreign language literature records are searched by China Knowledge Network through the search keyword "electronic dictionary". Related research on electronic dictionaries conducted in Japan is mostly on English education. Studies in the field of Japanese education mainly include Putian (2005)[6]; Hirota (2007)[7];Mashinina, Miura (2009)[8], etc. Some of these studies and domestic research are the same. There are studies related to the use of the dictionary (Mashinina, Miura 2009)[8], and there are evaluative studies on electronic dictionaries (Putian 2005[6]; Hirota 2007[7]). The results obtained are roughly the same as domestic research.

In addition, some scholars in Japan have studied the speed and frequency of electronic dictionary inspections and the impact of electronic dictionaries on reading comprehension. In the study of Koyama & Takeuchi (2004)[9], in order to compare the frequency of use of electronic dictionaries and paper dictionaries, the respondents were divided into two groups, and the respondents used electronic dictionaries and paper dictionaries respectively to compare the number of query words per unit time. The research results show that when the survey subjects are required to query only the meaning of words, the query speed of the electronic dictionary is faster. Under the condition that both the meaning of the word and the example sentence are required, there is no significant difference between the paper dictionary and the electronic dictionary. At the same time, Koyama &

Takeuchi's (2004)[9] research shows that there is no significant difference in reading effects using different types of dictionaries. Studies have also shown that paper dictionaries are better for reading.Although the above studies have not obtained a unified result of the superiority and inferiority of electronic dictionaries and paper dictionaries,specific examples are given on the questions about "how to use electronic dictionaries (or paper dictionaries) to improve learning efficiency" and "how to promote vocabulary and reading learning" and other issues so that we can more intuitively understand the advantages and disadvantages of these learning tools.

(Ⅲ) Summary of research status at home and abroad

From the above-mentioned current literature, it can be seen that, because of the advantages of fast reading speed and large amount of information, the use of electronic dictionaries in reading courses such as reading is higher than that of paper dictionaries. Moreover, the electronic dictionary of foreign language education has positive effects on improving students' learning interest and enhancing learning autonomy. However, from the perspective of domestic and foreign research, most of the domestic researches mainly focus on the use of English education and electronic dictionaries, as well as their advantages and disadvantages, and there are few studies on Japanese education and the application of electronic dictionaries in Japanese professional courses. And most of them take junior high school students as research objects. Therefore, in order to further understand the application of the electronic dictionary in intensive reading of Japanese, and then provide ideas for a new model of Japanese intensive reading classroom teaching,to improve the quality of teaching, and promote students' autonomous learning of Japanese,after discussion, our group decided to take undergraduates and college students of Jiaxing College as an example to investigate the application of electronic dictionaries in the Japanese intensive reading class.

Ⅲ SURVEY SUMMARY

(I) Investigation and Analysis methods

1.Investigation method

In order to further understand the application of electronic dictionaries in intensive reading of Japanese, we took undergraduates and college students majoring in Japanese from Jiaxing College of our school as the survey objects, focusing on the application of electronic dictionaries in intensive reading classes in Japanese. Participants in Japanese majors of the class of 2019 and 2019 and some undergraduate Japanese majors of the class of 2016, 2017, 2018, and 2019 will conduct an electronic questionnaire survey. The investigation period is from November 20 to November 28. 400 questionnaires were distributed separately. 346 questionnaires were recovered, and 346 valid questionnaires, with a recovery rate of 86.5%. These include 142 college students and 204 undergraduates.

2.Analysis methods

In order to better display the results of the questionnaire survey of this subject, the author summarizes the data of the survey results and plots them. The purpose of this research is clarified by some research on the application of the electronic dictionary. Through the quantitative analysis and qualitative analysis of the results of the questionnaire survey of students, this article explores how to develop a new form of intensive Japanese classroom teaching.

(II) Investigation and research objects

This research focuses on "Japanese Intensive Reading", one of the main courses of undergraduate and specialized courses in Japanese at Jiaxing University. The reason why I chose this course as the research object is that"Japanese Intensive Reading" is one of the most important subjects in the Japanese professional course. "Japanese Intensive Reading" has high requirements for learners' comprehensive learning ability. It is a course that integrates listening, speaking, reading, and writing. There is a phenomenon of using electronic dictionaries in the teaching process of this course.

(Ⅲ) Investigation date and content

In this study, a Japanese language learner from Jiaxing College was used as an example. A questionnaire survey was conducted on Japanese language learners in colleges and universities. The survey date is from November 16 to November 28. This study investigated the overall use of electronic dictionaries by learners in Japanese intensive reading classes and the use of electronic dictionaries by Japanese language college learners in Japanese intensive reading courses. Based on the survey results, the reasons for the differences in the application of Japanese electronic dictionaries by Japanese learners at different levels in universities are analyzed. It also puts forward corresponding suggestions for the new model of Japanese intensive reading classroom teaching.

Ⅳ. INVESTIGATION AND ANALISIS OF INVESTIGATION RESULTS

(I) The Use of Electronic Dictionaries by Japanese Learners in Intensive Reading Classes

This part of the survey was conducted by means of a questionnaire. The results of the survey are now reported in the form of charts.
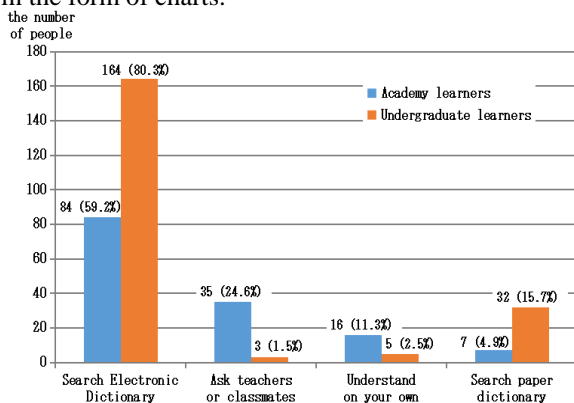

Figure 1 If you don't understand something in class,what will you go?(Percentage in brackets)

Among the 346 respondents, 268 of them thought that there were more problems in the intensive reading courses in the various professional courses, accounting for 77.4% of the total. In addition, according to the survey results, 248 students will query the electronic dictionary when they encounter problems, accounting for 71.7% of the total. Among them, as shown in Figure 1, 84 college students chose to query the electronic dictionary, accounting for 59.2% of the total number of college students. 164 undergraduates chose to search the electronic dictionary, accounting for 80.3% of the total number of undergraduates. In this respect, most of the college students are in the same situation. Among the 346 respondents, 163 students said that most of them used mobile apps (Baidu translation, Youdao dictionary, etc.) for query, accounting for 47.1% of the total. A personal computer dictionary (New Century Japanese Dictionary, etc.) was used to search by 154 people, accounting for 44.5% of the total.

In addition, according to the survey results, survey respondents used electronic dictionaries in intensive reading classes to query new words, accounting for 74% of the total. Secondly, the query syntax accounted for 46.2% of the total. First, when using electronic dictionaries to search for words, the survey respondents paid more attention to Chinese meanings, accounting for 65.9% of the total. The second is pronunciation, intonation (42.8% of the total) and the grammar related to the word (42.8% of the total). In addition, when using an electronic dictionary to query the grammar, the survey respondents were concerned about the Chinese meaning of the grammar, (60.4%), followed by the usage of this grammar, accounting for 42.8% of the total.

(Ⅱ) Differences in the use of electronic dictionaries by college students
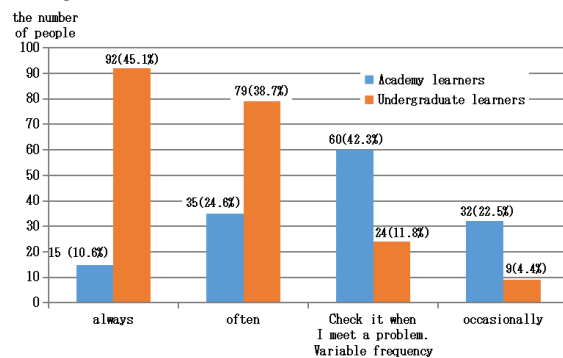

Figure 2 How often do you use an electronic dictionary in an intensive Japanese reading class?(Percentage in brackets)

According to the survey results, there are differences in the use of electronic dictionaries among the college students. As shown in Figure 2, when asked "How often do you use an electronic dictionary in an intensive Japanese reading class?" Of the 142 college students

surveyed, 60 college students chose "encountered a problem only check, the frequency is uncertain ", accounting for 42.3% of the total number of college students. Secondly, 35 college students (24.6%) chose "often", 32 college students (22.5%) chose "occasional", and 15 college students (10.6%) chose "always". Among the 204 undergraduate survey respondents, 92 undergraduates chose "always", accounting for 45.1% of the total number of undergraduates. Secondly.79 undergraduates (38.7%) chose "often".24 undergraduates (11.8%) chose "to check the problem.the frequency is uncertain", and 9 undergraduates (4.4%) chose "occasional" .
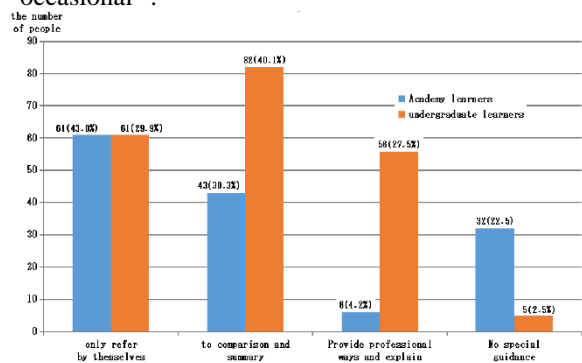

Figure 3 How does your teacher instruct or require you to use electronic dictionary in an intensive Japanese reading class?(Percentage in brackets)

In addition, the teachers of this college also have different attitudes towards the use of electronic dictionaries in intensive reading classrooms. As shown in Figure 3, when asked, "What is your teacher's request for your use of an electronic dictionary in an intensive Japanese reading class?" Of the 142 college students surveyed, 61 were specialists. Students who chose "only require students to inquire and understand themselves", accounts for 43.0% of the total number of college students. Secondly, 43 junior college students who chose "Induced students to query and compare and summarize them", accounts for 30.3% of the total number of college students.6 junior college students who chose "Provide professional inquiry channels and explain", accounts for 4.2% of the total number of college students. and 32 junior college students who chose "No special guidance required", accounts for 22.5% of the total number of college students. Among the 204 undergraduate survey respondents, 61 undergraduates who chose "only require students to inquire and understand themselves", accounting for 29.9% of the total number of undergraduates. Secondly, 82 undergraduates (40.1%) chose to "induct student query comparisons and summarize them", 56 undergraduates (27.5%) chose "to provide professional query channels and explain", and 5 undergraduates chose "no Special guidance requirements."
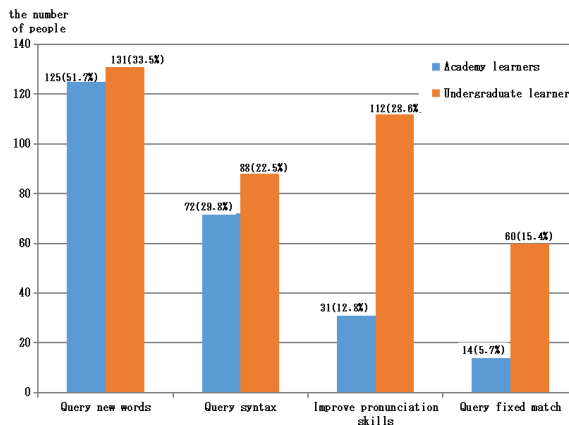

Figure 4 What do you do when you use an electronic dictionary?(Percentage in brackets)

As shown in Figure 4, when asked "what do you do when using an electronic dictionary?", each investigator limited to two answers. Among them, 125 junior college students surveyed chose "query words", accounting for 51.7% of the total junior college students. Secondly, 72 junior college students (29.8%) chose "query grammar", 31 junior college students (12.8%) chose "improve pronunciation accuracy and speaking ability", and 14 junior college students (5.7%) chose "query fixed Match. " On the other hand, 131 undergraduate survey respondents chose "Query Words", accounting for 33.5% of the total number of undergraduates. Secondly, 88 undergraduates who chose "query grammar", accounts for 22.5% of the total number of undergraduates.112 undergraduates who chose "improve pronunciation accuracy and speaking ability", accounts for 28.6% of the total number of undergraduates.And 60 undergraduates who chose "query fixed Match", accounts for 15.4% of the total number of undergraduates.
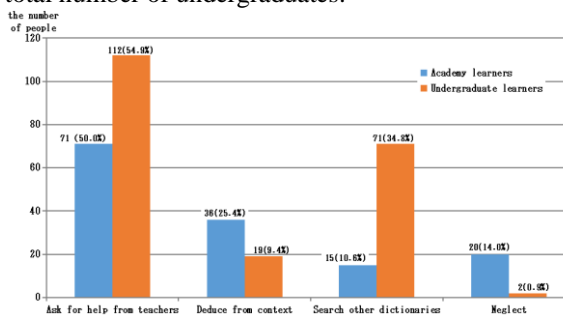

Figure 5 Use an electronic dictionary to look up new words or grammar and put them back into the original text ,what do you do if you still don't understand the meaning?(Percentage in brackets)

As shown in Figure 5, when asked, "What do you do if you still don't understand the meaning of the original word or grammar after checking it using an electronic dictionary?", Each investigator limited to two answers. Among them, 71 college students surveyed chose "seeking classmates or teachers for help", accounting for 50.0% of the total number of college students. Secondly, 36 junior college students who chose "to infer their own context",

accounts for 25.4% of the total number of college students.15 junior college students who chose "to query other dictionaries", accounts for 10.6% of the total number of college students.And 20 junior college students who chose "ignore", accounts for 14.0% of the total number of college students.On the other hand, the 112 undergraduate survey respondents chose to "ask for help from classmates or teachers", accounting for 54.9% of the total number of undergraduates. Secondly, 19 undergraduates who chose "guess based on context", accounting for 9.4% of the total number of undergraduates.71 undergraduates who chose "to query other dictionaries", accounting for 34.8% of the total number of undergraduates, and 2 undergraduates chose "ignore".
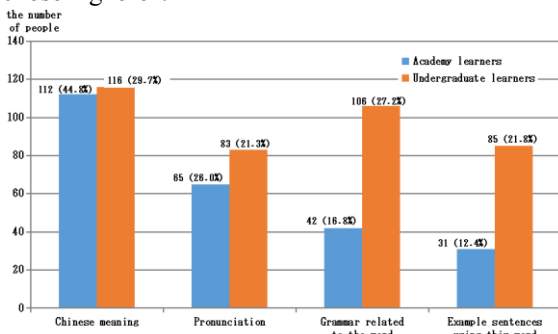

Figure 6 When using an electronic dictionary to look up words that you do not understand in an intensive Japanese reading class,what information would you focus on?(Percentage in brackets)

As shown in Figure 6, when asked "What information do you mainly focus on when you use an electronic dictionary to look up words that you do not understand in an intensive Japanese reading class?", Each investigator is limited to two answers. Most of the survey respondents chose Chinese meaning, pronunciation and tone, accounting for 44.8% and 26.0% of the total, respectively. Secondly, 42 college students (16.8%) chose to query the grammar related to the word, and 31 college students (12.4%) chose to query the example sentences using the word. In addition, 116 undergraduate survey respondents chose Chinese meanings of query words, accounting for 29.7% of the total number of undergraduates. Secondly, 106 undergraduates (27.2%) chose to query the grammar related to the word, and 85 undergraduates (21.8%) chose to query the example sentences using the word.
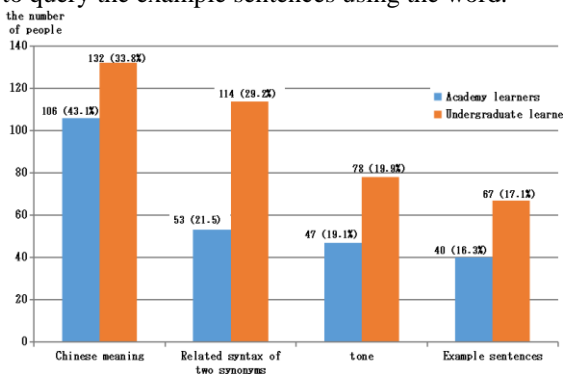
As shown in Figure 7, when asked "what information do you pay attention to for two synonyms when using an electronic dictionary to query synonyms in the classroom?", each investigator was limited to two answers. Among them, 106 college students chose to query the Chinese interpretation of synonyms, accounting for 43.1% of the total number of college students surveyed. Secondly, 53 college students who chose "to query the grammar related to these two synonyms", accounts for 21.5% of the total number of college students.47 college students who chose "the tone of the query for synonyms", accounts for 19.1% of the total number of college students.And 40 college students who chose "the query for synonyms", accounts for 16.3% of the total number of college students.. Example. In addition, 132 undergraduate survey respondents chose to query the Chinese interpretation of synonyms, accounting for 33.8% of the total number of undergraduate survey respondents. Secondly,114 undergraduates who chose "to query the grammar related to these two synonyms", accounting for 29.2% of the total number of undergraduates.78 undergraduates who chose "the tone of the query for synonyms", accounting for 19.9% of the total number of undergraduates.And 40 undergraduates who chose "the query for synonyms", accounting for 17.1% of the total number of undergraduates.

As shown in Figure 8, when asked "what kind of grammar information do you mainly focus on when you use an electronic dictionary to query grammar
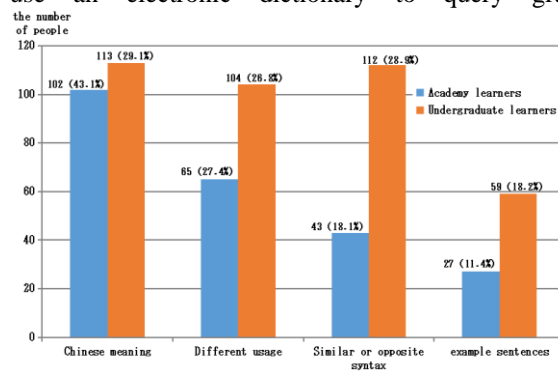

Figure 8 When using an electronic dictionary to look up grammar that is in class,what information will you focus on?(Percentage in brackets)

that you can't use in class?", each investigator is limited to two answers. Among them, 102 college students who chose "Chinese meaning", accounts for accounting for 43.1% of the total number of college students. Secondly, 65 junior college students who chose "different usages", accounts for accounting for 27.4% of the total number of college students.43 junior college students who chose "each have similar or opposite grammar", accounts for accounting for 18.1% of the total number of college students.And 27 junior college students who chose "each

Example sentences", accounts for accounting for 11.4% of the total number of college students.In addition, 113 undergraduate survey respondents chose to inquire "Chinese meaning", accounting for 29.1% of the total number of undergraduates. Second, 104 undergraduates who chose "different usages", accounting for 26.8% of the total number of undergraduates.112 undergraduates who chose ""respectively similar or opposite grammar", accounting for 28.9% of the total number of undergraduates.And 59 undergraduates who chose "respective Example sentences", accounting for 18.2% of the total number of undergraduates.
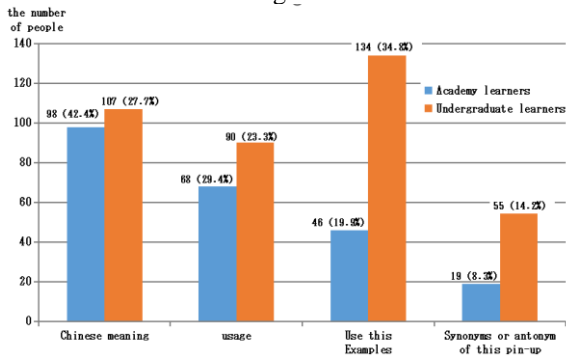

Figure 9 When using an electronic dictionary to look up fixed

combination that you don't understand ,what information will you focus

in?(Percentage in brackets)

Finally, as shown in Figure 9, when asked "what information do you pay attention to when you use an electronic dictionary to query a fixed match that you do not understand" in the classroom, similar to the above question, each investigator is limited to two answer. Among them, 98 college students surveyed chose "Chinese meaning", accounting for 42.4% of the total number of college students. Secondly, 68 junior college students who chose "Usage", accounts for accounting for 29.4% of the total number of college students.46 junior college students who chose "Example sentences using this fixed match", accounts for accounting for 19.9% of the total number of college students.And 19 junior college students who chose "This fixed match Synonyms or Antonyms", accounts for accounting for 8.3% of the total number of college students.In addition, 107 undergraduate survey respondents chose to inquire "Chinese meaning", accounting for 27.7% of the total number of undergraduates. Secondly, 90 undergraduates who chose "Example sentences using this fixed collocation", accounting for 23.3% of the total number of undergraduates.134 undergraduates who chose "respectively similar or opposite grammar", accounting for 34.8% of the total number of undergraduates.And 55 undergraduates who chose "Synonym or antonym of this collocation", accounting for 14.2% of the total number of undergraduates.

V. CONCLUSIONS AND ENLIGHTENMENT OF INVESTIGATION

(I) Conclusion of investigation

This project is aimed at first-to-fourth-year undergraduates and third-year learners of Japanese majors in Jiaxing College. This subject focuses on intensive Japanese reading classes. A questionnaire survey was conducted on the behavior and situation of learners using electronic dictionaries. Through the analysis of the survey results, the following conclusions can be drawn:

First, by investigating the proportion of Japanese learners using electronic dictionaries in intensive reading classes, this study found that the results are basically similar to those of previous research. Due to the convenience of electronic dictionaries, electronic dictionaries are gradually integrated into Japanese classroom teaching. In the process of learning Japanese, learners often use electronic dictionaries. Electronic dictionaries have gradually replaced paper dictionaries and become an important learning aid in Japanese intensive reading classes. Combining electronic dictionaries to teach Japanese intensive reading has become a new Japanese teaching model.

Second, by investigating learners' evaluations and opinions on electronic dictionaries, we can see that for learners, electronic dictionaries have many advantages over other types of dictionaries. The electronic dictionary plays an important role in "improving Japanese speaking, listening, reading, writing, helping to improve classroom learning efficiency, and helping expand vocabulary." Therefore, most learners are satisfied with their use of electronic dictionaries. However, there are still some learners who think that electronic dictionaries still have shortcomings such as "simple annotation, difficulty in querying fixed collocations (such as Japanese proverbs, etc.), and insufficient vocabulary of foreign and popular words."

Third, there is a difference in the use of electronic dictionaries by the college students. According to the survey results, most college students did not develop the habit of querying electronic dictionaries, and would only query electronic dictionaries when they encountered problems. And college students use the electronic dictionary function in a centralized and single way. When using the electronic dictionary to query vocabulary and grammar in the Japanese intensive reading class, the survey respondents of the college students paid more attention to the Chinese interpretation of the grammar but ignored the use of vocabulary in example sentences. On the other hand, college students tend to give up after searching the dictionary once. In the case of using an electronic dictionary to look up new words or grammar and return it to its original position in class, most college students choose to ask their classmates or teachers for help instead of querying other dictionaries.

Fourth, undergraduates are more motivated to learn Japanese and are accustomed to querying electronic dictionaries. Moreover, most of the undergraduate survey respondents use electronic dictionaries in a variety of ways, and can actively explore in many ways. The electronic dictionary function is better used to query Japanese knowledge in various aspects. When using electronic

dictionaries to query vocabulary and grammar and expand their knowledge in the Japanese intensive reading class, the proportion of each selection result was higher than that of the surveyed by the college students. In addition, in the case of using electronic dictionaries to look up new words or grammar and returning them to their original positions in the classroom, the proportion of undergraduates choosing other dictionaries is much higher than that of college students.

Fifth, according to the analysis of the survey results, there are two reasons why there are differences in the use of electronic dictionaries in Japanese intensive reading classes among college-based college Japanese language college students. Teachers and learners' attitudes towards the use of electronic dictionaries in Japanese intensive reading classes are important factors that cause differences. On the one hand, the teachers of this college have different attitudes towards learners' use of electronic dictionaries. Most college teachers do not require or have low requirements for the use of electronic dictionaries in intensive reading classrooms. They rarely provide learners with professional inquiry channels or induce students to query electronic dictionaries correctly. Most undergraduate teachers provide instructions for students to use electronic dictionaries.On the other hand, the college students' own attitude towards the use of electronic dictionaries also affected the survey results. Some college students lack subjective initiative in the learning process,a thorough learning spirit,desire for Japanese knowledge, and rely on the advantages of the mother tongue provided by electronic dictionaries to use basic functions to complete learning tasks. When using electronic dictionaries in intensive reading classrooms, the specialty survives in shortcomings such as the simplification of the use method and the utilitarian nature of the test.

(II) Enlightenment from investigation

Learners are increasingly using electronic dictionaries in their intensive Japanese language courses. The Japanese Intensive Reading Course is the main course for Japanese majors. The teaching content includes both vocabulary and grammar and other language knowledge. At the same time, it also takes into account the training of students' listening, speaking, reading, writing, and translation skills. Therefore, in the Japanese Intensive Reading Course the use of electronic dictionaries is particularly important. Moreover, the electronic dictionary has a positive impact on expanding vocabulary, improving Japanese listening, speaking, reading and writing, and improving classroom learning efficiency. It can be seen that the electronic dictionary is beneficial to improving Japanese classroom teaching.Teachers' positive attitude and correct guidance of using electronic dictionaries in Japanese intensive reading classes can make up for the shortcomings of electronic dictionaries, and then provide ideas for a new model of Japanese intensive reading classroom teaching, improve teaching quality, and promote students' autonomous learning of Japanese. The current electronic dictionary provides a wealth of additional features, and teachers can combine these functions to assist classroom learning. Here are some references:

1. Use the dictionary function
① Use dictionary function
Let learners use the word book function to record the key points of intensive reading in the classroom and conduct self-review after class.
② Use the dictionary star function
Let learners use the star function of the dictionary to mark problematic vocabulary or grammar when querying words or grammar. After class, teachers will generate problem papers based on the star content, which will help learners to review and consolidate their knowledge.
③Using the recording function
Let learners read and listen to the texts of intensive reading textbooks, and repeatedly correct their own incorrect pronunciation.
④Using extensive reading function
Most of the texts and exercises in Japanese intensive reading textbooks are only relevant to Japanese culture and society. In addition to the exercises in the intensive reading textbooks, the electronic dictionary extensive reading function is used to allow learners to read Japanese essays in class, exercise reading speed, and expand the scope of Japanese reading.
2. Guide students to make full use of electronic dictionaries
① Teachers should urge students to fully understand the function of the dictionary and cooperate with learning
②Using the wordbook function to make learning plans and review plans for students
③ Most of the electronic dictionaries searched through mobile APP (Baidu translation, Youdao dictionary, etc.) have the shortcomings of simple annotations and insufficient vocabulary. On the basis of students' learning through mobile apps, teachers provide more information about authoritative electronic dictionaries for learners, such as "Japanese-Chinese Double Explanation", "Chinese-Japanese Dictionary" and "Da Ci Hai".
④ It is easy for learners to pay attention to only Chinese interpretations when querying electronic dictionaries, but not enough attention to Japanese interpretations. This is not conducive to learners to cultivate a sense of language through context and to understand vocabulary or grammar more thoroughly. Teachers should pay attention to remind learners to pay attention to the Japanese interpretation in the dictionary first.
⑤ Learners are often utilitarian in the process of querying electronic dictionaries. Most learners only pay attention to querying the Chinese meaning of vocabulary or grammar, and it is easy to ignore the application after understanding the semantic interpretation. Teachers should pay attention to remind learners to fully understand the related knowledge such as example sentences, synonyms, antonyms, etc. while memorizing vocabulary or grammar, and expand their knowledge by memory.

In summary, this study investigates the use of electronic dictionaries by Japanese college students in intensive Japanese reading classes, and provides a deeper understanding of the similarities and differences in the

application of electronic dictionaries in Japanese intensive reading by college Japanese undergraduates and college students. It also provides some reference and ideas for how to carry out new forms of Japanese classroom education by analyzing the data results of investigation and research, and provides a clear and direct theoretical basis for the new model of classroom teaching. On the other hand, the subject of this survey is the Japanese intensive reading course, which has certain limitations on the Japanese classroom teaching of new models. After that, the scope of the study can be expanded and other Japanese courses can be used as research subjects.

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