



**BUAP**



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**BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE  
PUEBLA**

**FACULTAD DE LENGUAS**

**THE USE OF AUTHENTIC AUDIO-VISUAL  
MATERIAL FOR IMPROVING THE LEARNING  
OF JAPANESE**

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Puebla, Pue.

Marzo 2024

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IMPROVING THE LEARNING OF JAPANESE**

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## ABSTRACT

The way of using media has changed drastically with the rapid technological advancement, so now there is rapid and effective access to the use of authentic audio-visual materials from different parts of the world on different streaming platforms, making this material arouse the interest to learn in an entertaining and effective way. This research aims to explore and classify the cultural and language knowledge that students have with the use of different Japanese television programs. The research questions that guide this study are: 1) What differences do participants report between classroom learning and using television programs to learn Japanese? 2) What benefits do participants perceive from using Japanese television programs when learning Japanese? 3) What cultural knowledge do participants report acquiring from watching Japanese television programs? This study used data from a questionnaire with open and closed questions and an interview involving 16 students aged from 23 to 33 years from different CELE groups. To better visualize and analyze the participants' responses, graphs and tables were created. The results obtained in this study demonstrate that the use of Japanese television programs as authentic audio-visual material helps in a positive way to understand and learn different cultural aspects that exist within Japanese society, students can use this type of material outside and inside the classroom without it being monotonous, so that with this material they can enjoy, understand, improve and get closer to the culture and language of Japan, and finally learn new youthful expressions, understand native speakers, and improve the pronunciation of the Japanese language.

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## DEDICATION

This thesis is specially dedicated with much love to my parents Rosario Sainos y Raúl Rojas. I feel very grateful for all the unconditional support and patience they gave me to complete my studies. Thank you for believing in me, and for making me a professional person with a great future lying ahead.

Likewise, I dedicate this thesis to all my family, especially to my uncle Eduardo Sainos, who was always supporting me by reading each of the corrections I did in my thesis, sharing with me his opinions, and good advice.

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# CHAPTER I

## INTRODUCTION

### 1.1 Introduction

In the postmodern era, Japanese has become popular little by little among today's young people, as it is an important skill for future professionals by offering better job opportunities, international academic exchanges, relationships with new international friends, and other benefits. It is often said that globalization opens international markets; according to Smart (2024), Japan is the third largest economy in the world after the United States, and China which is one of the reasons why learning Japanese is important. Since Japan is the third largest economy in the world, many people are interested in learning Japanese to have more job options, which is why the Japanese language is increasing the number of learners of this language. Japanese language uses kanji which are logographic characters that can have multiple readings and meanings depending on the strokes of each kanji. It is one of the three scripts of the Japanese language along with its other two alphabets which are hiragana and katakana. When learning kanji, you have to memorize all its strokes when writing them. Although these kanjis are also used in the Chinese language, they have different pronunciation and meaning, which is why despite learning Japanese you cannot automatically understand the Chinese language.

One of the most important aspects of learning Japanese is that it can open a whole new world of literature, movies, music, games, anime, manga, and other media to enjoy, and have a better knowledge about the Japanese culture. Today's young people have a great facility to get in touch with different kinds of media like Netflix, Rakuten, Crunchyroll, or other kinds of apps for watching programs. Films as an authentic audio-visual material are effective in the teaching and learning process inside and outside the classroom because they

have been described as, “an authentic source material, that is, created for native speakers, and not learners of the language.” Kaiser (2011). Using this kind of material, students will be able to learn, and improve different aspects of the language in a dynamic, and entertaining way.

Television series and films contain a significant amount of specialized language as shown in descriptive studies of these multimodal genres. According to Kaiser (2011), these multimodal genres have been shown to be relevant for learning purposes for their authenticity, that is, because they are meant for native speakers while approximating spontaneous conversation, and specialized discourse’s rhetorical strategies. Kaiser’s ideas are relevant because the students who are learning Japanese want to improve their Japanese learning through native people, because they want to be able to pronounce the words with a native pronunciation, also learn more expressions, and idioms using the resources that are close to them.

The students who learn Japanese want to improve their listening, and speaking skills to have a fluent conversation using the words that young people use in the daily life, and with a native accent. As such, this thesis will explore how different television programs are ideal for improving the oral production, and oral reception of Japanese. It will also explore what aspects of Japanese culture can be acquired with the use of these authentic audio-visual materials, and how this can help students to improve their learning in the Japanese language.

## **1.2 The problem**

At BUAP, Dirección General de Desarrollo Internacional (2024) oversees national and international exchanges. According to this office, one of the requirements to do a

student exchange to Japan is to have the N3 level of Japanese proficiency test. Every year, students who follow the requirements that the International Relations Office requests can apply to do a student exchange program. When learning Japanese as a foreign language, one of the most important aspects that should be emphasized is that the Japanese language is not easy to learn even if we study all the time, as students are often faced with language differences and culture shock. The pronunciation of the words and the Japanese grammar is very different from Spanish or English. This is one of the languages that CELE offers to BUAP students who are interested in learning a foreign language.

CELE students who come from different majors from BUAP may face difficulties learning Japanese. Some of these difficulties can be: they may not be able to understand the language when they listen to it, especially youthful expressions, and everyday language. Listening is also important in succeeding at the Japanese Language Proficiency Test known as the JLPT certification in charge of the Japan Foundation Mexico (2023), because it includes a listening paper where candidates have to answer questions based on everyday language. Speakers in the audio may have different accents and dialects of Japanese. In addition, pronunciation of Japanese can be really challenging for CELE students who learn Japanese because lessons tend to be based on verb conjugations and training for the writing of kanji. It is not very common the use of Japanese series or movies in learning of Japanese language, as an L3 student at CELE, BUAP. Just few times in the class some songs are used to be completed with words from some vocabulary of a new lesson, this type of authentic material for language learning is not enough for the students to acquire a genuine knowledge of the Japanese language.

CELE students who try to start conversations with Japanese exchange students can feel frustrated when doing that. Possible reasons for this can be that they cannot clearly understand these Japanese exchange students whose conversations are fluid and informal. More importantly, when these CELE students have the opportunity to travel and stay in Japan for a long time to improve their second language, they also have problems to interact with Japanese people. Some of these problems can be related to culture shock, language varieties, informality of language and the ability to interact with a Japanese speaker in general. The use of series or different media could help the students to be more in touch with the language and culture of Japan. Japanese CELE students from English and French teaching degrees of the Faculty of Languages of the BUAP who agreed to be participants in this research can also experience all of the problems described above. This research explores these problems.

### **1.3 Significance of the study**

This study is important for CELE students who want to certify the Japanese language, since, as mentioned before, CELE classes has students from different BUAP degrees. There are 4 different BUAP schools which are given the choice to certify Japanese as a foreign language as a requirement to be able to graduate, all this according to the Centro de Certificaciones Internacionales y Acreditación CCIA (2023). These 4 different schools are: the school of engineering, the school of electronic sciences, the school of plastic and audio-visual arts, and the school of languages.

All the 14 degrees of the 4 different BUAP schools have between four and seven different language options they can certify as a requirement to be able to graduate, one of

them is the Japanese language. These 4 different BUAP schools admit an approximate of 2,439 students each year, this according to the Coordinación de Planeación Institucional (2023), so it is good that all these degrees have several languages as options so as not to saturate only one language in CELE classes and allow students to choose the language that interests them most. In these circumstances, it is possible that Japanese as a foreign language is certified by a good number of BUAP students from the four schools above.

Adding that the government of Mexico provides scholarships to study in Japan to bachelor's or master's degree graduates from different degrees, in this type of exchange one would think that only academic Japanese is needed. However, being in the Japanese-speaking country, Japanese for general and social purposes is necessary as well. As it can be seen, Japanese learners may be varied, but they all need Japanese for general purposes if they are going to function properly in the Japanese speaking environment. This study is important for general purposes Japanese learners because this type of Japanese television programs, can contribute to the development of general and social purposes Japanese language, including expanding vocabulary, and sentence structure. In addition, according to Jordan (1997), general and social purpose components are often added in academic purpose language courses to improve and expand language learning, so the development of general purposes of Japanese can contribute to having a general understanding of academic language. Very importantly, developing their Japanese for general purposes can help Japanese as a foreign language learners relate to Japanese people and understand their culture, their way of acting and thinking in society a little better, which in turn can help make the culture shock less harsh.

This audio-visual material could be used to improve the development of the Japanese language by improving skills inside and outside the classroom. In doing this, the study could offer a possible contribution to the field of Japanese as a foreign language, since as Kemp (2007) says, the more languages students learn, the greater the number and frequency of the strategies and materials they will use.

#### **1.4 Aims of the Research**

The objective of this study is to classify the cultural and language knowledge that participants report acquiring from watching different types of Japanese television programs as authentic audio-visual material to improve the learning of Japanese for general and social purposes as a foreign language. Also, to identify the differences that participants report between classroom learning and using Japanese television programs. And finally, to determine the different benefits that participants perceive from using Japanese television programs when learning the Japanese language.

#### **1.5 Research Questions**

The Research Questions for the current investigation are:

1. What differences do participants report between classroom learning and using television programs to learn Japanese?
2. What benefits do participants perceive from using Japanese television programs when learning Japanese?
3. What cultural knowledge do participants report acquiring from watching Japanese television programs?

## **1.6 Chapter conclusion**

In this chapter, it is presented the introduction, the problem of this study, the purpose of the study, as well as the research questions. The following chapter will present the literature review to carry out this research.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

In this chapter, the different learning styles will be seen in depth, but taking visual and aural/auditory learning with greater relevance for the acquisition of foreign languages, all this will help to contribute to my research on how to improve the Japanese language with the use of different audio-visual materials.

The Japanese language has several grammatical challenges when learning it, so this chapter describes the differences between the Spanish and Japanese languages. In order to delve into the fact that learning Japanese is a great challenge for all the students, but the biggest challenge comes when you have to listen and understand daily conversations in Japanese and be able to speak it fluently. Students who want to improve their knowledge of Japanese culture and language with resources available on the Internet, and on different audio-visual platforms with native Japanese television programs will be able to improve these aspects where there is a greater disadvantage.

#### **2.2 Native language vs foreign language acquisition**

Humans have the ability to be aware of language and understand it. This process is called language acquisition, where words and sentences are used to communicate. As Krashen (1988) mentions, acquisition requires meaningful interaction in the target language (natural communication). We do all this process without realizing it in our childhood, in which as children we do not concentrate in forming correct sentences, and grammar is not very important, but only being able to communicate with others is important. Also, children do not need to be motivated to learn their language. As Clark (2009, p. 21) says, "infants

are born into a social world, a world of touch, sound, and affect, a world of communication”. In other words, children are at all times exposed to an environment where the language is used socially to communicate, and where they develop and grow as social beings. This social environment is a space where children do not feel controlled, and in which they are encouraged to think about what they are doing, regardless of whether they are doing it right or wrong. The result of all these social interactions is our first language acquisition, which we know as our native language.

Most of the times the first language interferes with the acquisition of other languages and there is a transfer from the first to the other languages that are being learned, which leads to errors. The learning and improving of a foreign language that is acquired, in comparison has a completely different learning process. This consists of go to the school, and start studying a language from scratch, carrying out massive memorization of vocabulary, and grammar rules. When Japanese learners want to improve their Japanese, they have the problem of understanding, pronouncing, and analyzing everything at the same time. So, improving this foreign language can take years to have noticeable improvements in several cases. The study and improvement of a foreign language takes a long number of hours, since students usually concentrate on the form of the sentence, structure of the language being studied. In addition, they also focus on the correction of grammatical errors, before being fully immersed in the oral communication with native speakers of the language being studied.

One way that would help language students to improve a foreign language is meaningful communication both inside and outside the classroom, where there are authentic real-world situations. As Kemp (2003) mentioned, people who study a foreign

language are more aware of linguistic forms, making the way of learning more efficient and effective, since this occurs while the person is truly immersed in the environment in which the target language is spoken. Also, when the students are motivated, they can learn a new language more easily and with significant learning. According to Louligiene and Metiuniene (2006) motivation is considered an immediate goal because it shows the desire to learn something new, and the satisfaction of achieving an objective, so that by giving students authentic and dynamic material they will feel more motivated to improve a foreign language.

### **2.3 Latin versus Asian languages learning**

Romance languages are so called because they derive from the Roman language, which according to Tagliavini (1973) constitute a group of languages that are genetically related. Some examples of Romance languages are Italian, French, Spanish, Portuguese, Romanian, and Romansh. All these Latin languages, although they have many verb tenses, all of them have something very similar which is the use of prepositions and word order. This is because the origin of all these languages is Latin. That does not mean that if a person speaks Spanish can automatically speak French, but there is a lot of similar vocabulary to other languages. For example, a person who speaks Italian or Portuguese can understand a person who speaks Spanish, this is because some words sound like Italian and Portuguese. The study of these languages is also easier because they use the same grammar rules and grammar structure. Maybe the most difficult part here is trying to talk with the same pronunciation but with time it will improve little by little.

On the other hand, Asian languages at first glance are already quite difficult to learn, because of the Latin alphabet. Asian alphabets are indistinguishable and incomprehensible if we do not have any knowledge of them, be it the Korean alphabet, the

characters in Japanese and Chinese, since in our day we do not see them in our environment. In fact, the influence of classical Chinese was seen in the languages of many East and Southeast Asian countries, mostly in the written form. These languages include Korean, Vietnamese, Zhuang and Japanese, according to Bolton (2003), these languages took the type of Chinese writing with characters as a reference, which caused all these languages to be different from those of the rest of the world. The Japanese language uses various kanji like in Chinese writing, that is why, many people think that if students can understand Japanese automatically, they can understand Chinese because of the writing they use. However, this is absolutely false. Japanese use kanjis that came from China, and because of that, the learning of the strokes of the kanjis would be easier to learn. But as mentioned before, the meaning and the pronunciation of those kanjis are very different from Japanese to Chinese. In Chinese writing the kanjis are used entirely, but in the case of the Japanese writing, it is a combination of alphabets that are used together to write. These alphabets are hiragana, katakana, and kanji; that is why the modern Japanese writing system is often considered one of the most difficult to learn in the world.

#### **2.4 Japanese as a foreign language**

Some historians believe that the origin of the Japanese language has existed for more than 2,000 years, but in a way this data remains uncertain, since there are no official data on which to base 100%. From the 4<sup>th</sup> century onwards, Japanese population began to use some Chinese characters to write and from these scripts is where some historical data from that century could be obtained but not about its language history from past years. Later, from the 5<sup>th</sup> century, the Japanese language began to expand, and a system was introduced to represent Japanese sounds using modified Chinese characters, Bolton (2003).

According to Onishi (2021), in Japan there are 16 different types of dialects, this is based on the theory of Misao Tojo (1954) about the division of dialects. Each dialect has distinct differences that may involve intonation, pronunciation, and vocabulary. In the Meiji era, the Kansai dialect was considered standard Japanese, but it moved to the Edo region, now known as Tokyo, in the 17th-Mid 19th century, Coto Japanese Academy (2022), and has remained to this day.

The Japanese language has unique characteristics that differentiate it from other languages, First, it can be said that the Japanese language is only spoken in Japan, which is a group of islands. According to Zeidan (2023) the English language has more that 1400 million speakers, Chinese has more than 1000 million speakers, and Spanish has more than 500 million speakers. The total number of Japanese speakers is 130 million. Comparing Japanese with English, Chinese or Spanish, the number of speakers is less. Also, the grammar rules, the vocabulary, and the alphabets that they use are very different, in this case when someone wants to learn Japanese that person needs to study from zero, because there is nothing similar from one language to another.

#### **2.4.1 The Japanese alphabets**

Japanese has three different alphabets that are hiragana, katakana, and kanji. All these alphabets are used in the Japanese writing. As a beginner student of Japanese, all of them begin by learning the first 2 alphabets, which are hiragana and katakana. Since they are usually the easiest and the ones that will help to understand a lot of Japanese grammar. This does not mean that with these two alphabets someone will succeed when learning Japanese, since the kanjis are quite important when writing and more so when reading.

Hiragana literally means ordinary or simple, this is basically used for particles, words, and parts of words. In the 10<sup>th</sup> century, known as Heian era, women were not





the students to improve not only their listening and speaking skills, but also in their reading and writing.

#### **2.4.2 Japanese language certification**

The Japanese Language Proficiency Test (JLPT) is for students of Japanese who do not speak Japanese as their mother tongue, to measure and evaluate the language skills of this language outside and inside Japan. In Mexico, the institution in charge of the official certification exam of the Japanese language is The Japan Foundation Mexico (2023), this is Japan's only institution dedicated to carry out comprehensive institutional cultural exchanges, and Japanese-language education overseas. Since its establishment in 1984, the Japan Foundation has the goal of introducing the art and culture of Japan, it has also continuously developed programs to enrich Japanese-language education all over the world and created numerous opportunities to exchange wisdom between Japan and other countries.

The Nihongo Nōryoku Shiken abbreviated “Nōken” or “JLPT” is the official exam to evaluate and certify the level of Japanese students. In the JLPT there are 5 levels through which the knowledge of the students is evaluated, according to The Japan Foundation Mexico (2023). Levels starts with level N5 that is the most basic level, while the level N1 is the most advanced level. JLPT covers grammar, vocabulary, reading, and listening skill; the following Figure 2.4 explain more in detail what JLPT cover the characteristics that students know when obtain levels of Japanese certification, Go! Go! Nihon (2018).

In its early years, there were approximately 7,000 people who took this test around the world. Little by little the number of applicants to take the JLPT test increased. In 2011, there were up to 610,000 people taking the test around the world, with these data and the

effectiveness of these tests, it made the JLPT the most recognized Japanese language test, giving academic and business recognition.

*Figure 2.4 Official Japanese Language Proficiency Test Levels*

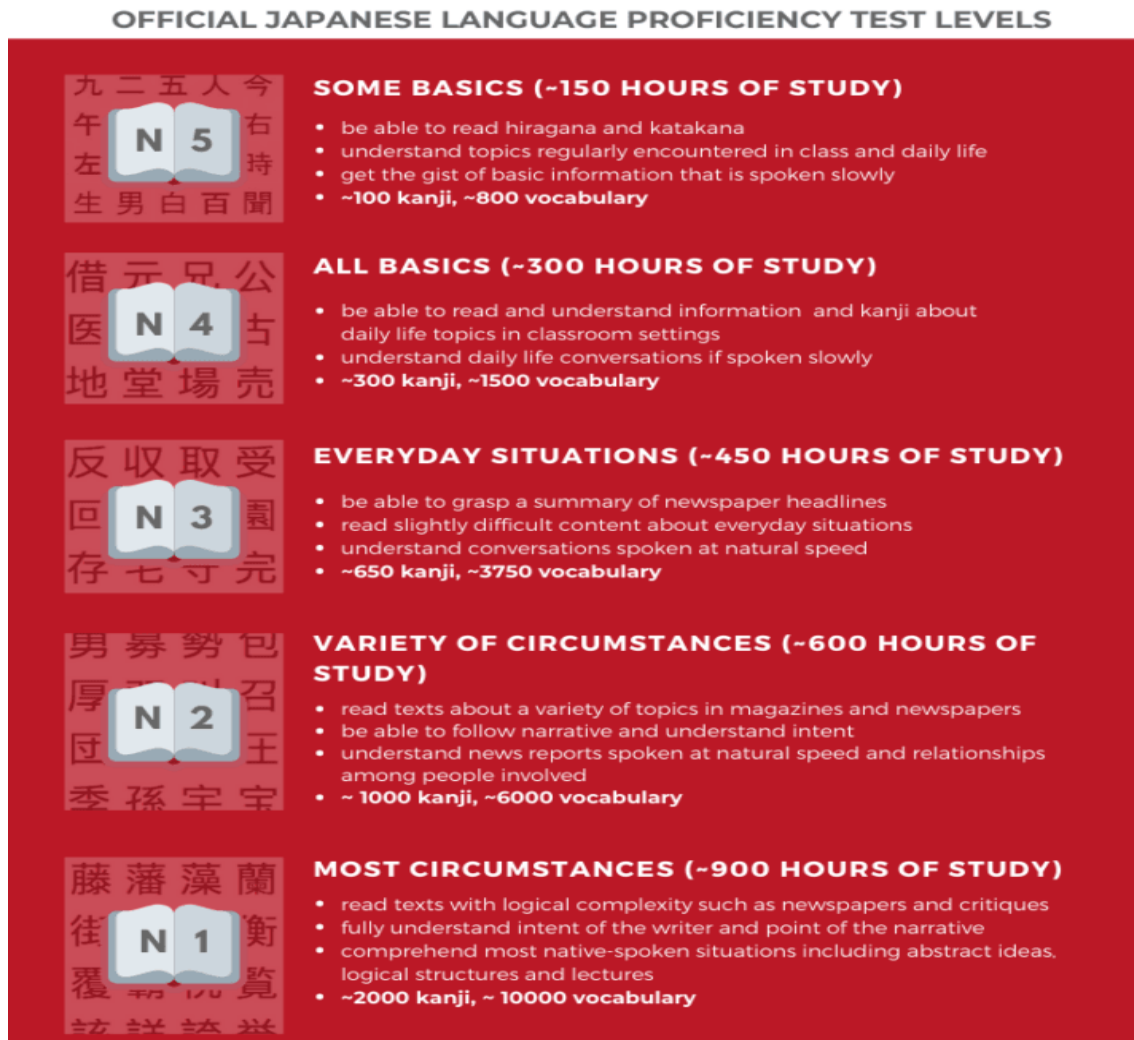
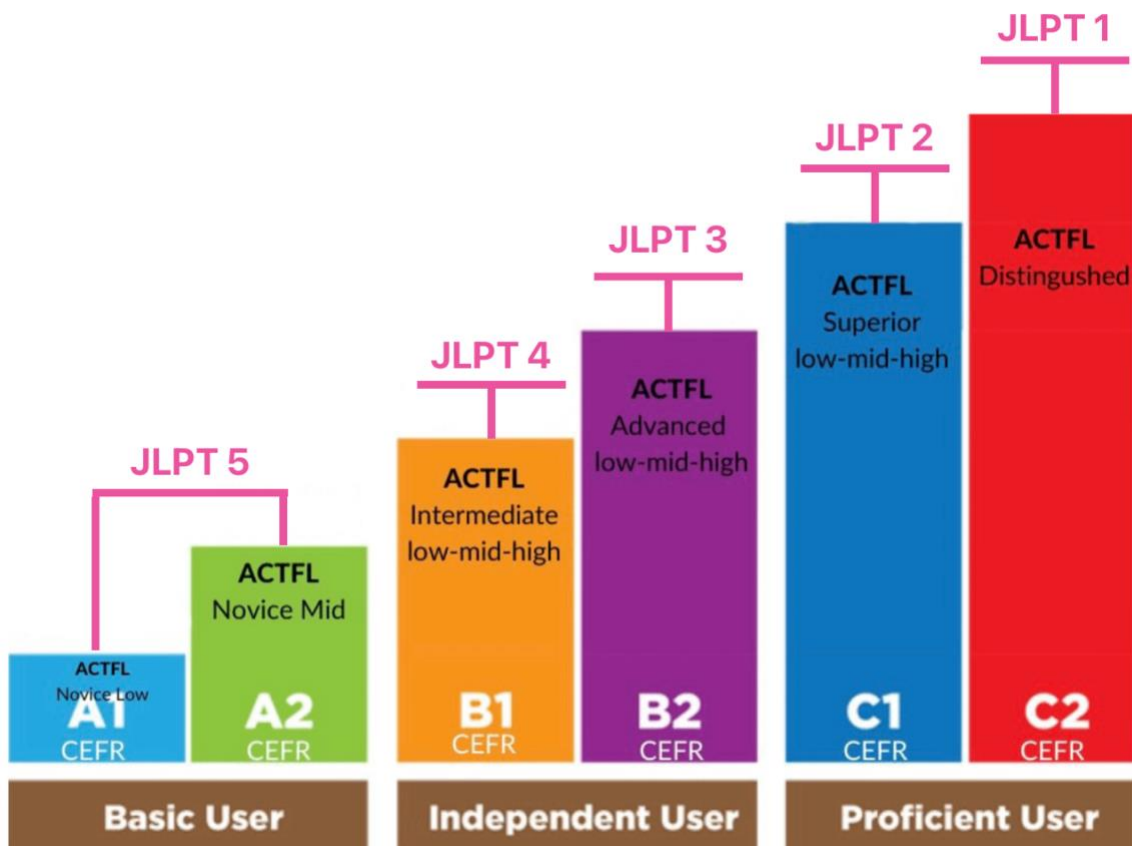


Figure 2.4 shows the different skills that students have, according to the certification passed with the JLPT exam. Taking as reference the Common European Framework in the Japanese language with the English levels from A2 to C2, the Center for Language Education and Research (2018).

It is important to mention the levels of the JLPT exam shown in the Figure 2.5 since, according to the Centro de Certificaciones Internacionales y Acreditación CCIA (2023), having one of these certifications at any level is a requirement to graduate. CELE students can obtain from a level N5 to a level N3 depending on their studies according to the results found in Chapter 4. If you want to do an academic exchange to Japan, you need an N3 certification according to the Dirección General de Desarrollo Internacional (2024).

*Figure 2.5 Equivalence of the JLPT exam with CEFR*



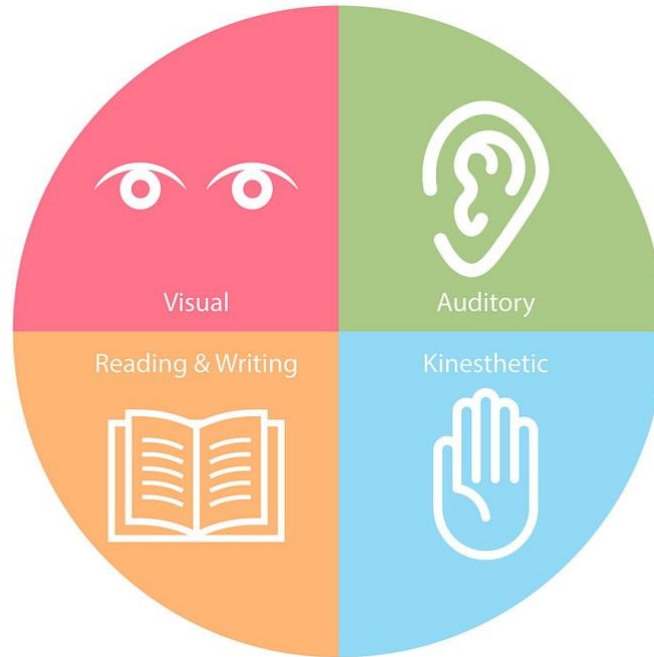
## 2.5 Language learning styles

Learning styles are the way people understand, express, obtain and remember information. In other words, how students learn. Students give meaning to new material to obtain significant learning through processes and actions consciously deployed to learn or use language more effectively. Since 1970's the language learning strategies have received a considerable amount of significance for their role in language learning. Different researchers defined this in different ways, also different teachers and students use different strategies when teaching or studying.

Fleming and Mills (1992) developed a model that consisted of helping students and teachers to better retain the new information obtained according to their preferences, with which they created the VARK learning styles. The four learning styles they identified were the visual, aural/auditory, read and writing, and kinesthetic. These different learning styles influence and stimulate each student when learning a language, making the experience more engaging since we all perceive and retain information depending on our cognitive, emotional, and environmental factors obtained throughout life experience.

The VARK model (Figure 2.6) provides different approaches in which students process information. It proposes that students have a classification of learning preferences that helps identify which learning style is ideal for each one in a flexible way that adapts to their environments, being guided in the preferred learning modes. This classification motivates students to study, and their learning experience is more dynamic and attractive, which makes them to be more attentive and involved when studying.

*Figure 2.6 VARK Model*



According to Fleming and Bonwell (2019) to make these learning styles clear, these authors make an explanation of these methods.

**Visual learning:** Visual learners prefer the use of graphics, images, or videos to retain the desired information with a better understanding. This learning method gives the learner the ability to record information very quickly when viewing it.

**Aural/Auditory learning:** This learning style is helped by music, post casts, discussions, repetitions, dialogues, in general all the material that has tones of voice helps the student to memorize abstract concepts with ease.

**Reading and writing learning:** Students tend to take in new information by reading and writing with the use of textbooks, articles, notes, lists, essays, summaries, and writing. This type of learning benefits students who are asked to take notes in class so they can study after class, re-read the notes they remember, understand, and memorize concepts quickly.

***Kinesthetic learning:*** Uses sensations and physical activity with body movement to process new information, learners learn better when in constant motion. Previously, most teachers did not understand this, leading teachers to despair and scold students for being “fidgety” when standing up or moving around too much. This learning style needs more time compared to the other styles when trying to remember new concepts, since it is not possible to teach all the concepts using the body, in general. This type of students enjoy doing projects or experiments since they incorporate an activity into their study by paying attention to the learning they are acquiring firsthand. If this type of student stays still, they have less chance of learning.

### **2.5.1 Visual learning**

In this modern world where many people have access to a screen, computer, or smartphone where we can view everything, it is easier to obtain information with which we can expand our knowledge without often having to travel to faraway places. Most of us use these resources as a means of entertainment, where many times we do not have a filter of what we are viewing, many times we end up looking at junk content with which we do not obtain any benefit, since the only thing we are looking for is pleasure. But having all this we can use these materials to improve in this case, some language, now it is easier to watch programs from anywhere in the world, which means that the visual learning style has no limits and is available to everyone thanks to access to the internet and different platforms that provide them to us.

According to Daniels (2018) visual language is a form of communication that is not aural, written, or gestural. The author ensures the visual style is a dynamic, stimulating, and exciting method that broadens the imagination, enabling students to imagine the concepts and information in their heads, causing the mind to expand, increasing interest in learning a

certain topic. The use of videos, images, diagrams, movies, demonstrations, projections, and other audio-visual materials to develop visual thinking makes the learning process enjoyable. Visual learners have no problem with loud sounds in their environment, as if their eyes are busy looking at interesting new topics, there is nothing to distract them, making these learners versatile and empathetic when studying and memorizing selected topics.

In the following table are written some different actions that Japanese language learners do when they use audio-visual programs.

**Figure 2.7** *Visual Trial Model (VTM)*

	<b>See</b>	<b>Imagine</b>	<b>Depict</b>
<b>Actions</b>	<i>Decode</i> Look View Perceive Observe Inspect Examine Identify Analyze Contemplate Investigate Evaluate	<i>Manipulate mental models</i> Picture Visualize View in mind's eye Envision Conceptualize Interpret Design Foresee Inspire Invent Dream	<i>Encode</i> Doodle/draw/diagram Represent Reproduce Chronicle Communicate Illustrate Display Model/map Compose/recompose Express Create

The last figure 2.7 is the visual trial model (VTM) that provides a visual schematic for how the process of seeing, imagine, and depicting interact to support the visual learning, Daniels (2018).

### **2.5.2 Aural/Auditory learning**

The major characteristic of this learning style is that auditory learners learn best by listening to a conversation, or a source with clear verbal sounds, such as a mother talking to

her child, storytelling, music, or videos or movies where conversations can be heard. Learners of this style place a lot of emphasis on how to pronounce, and the speed at which it is heard, these students often have strong musical, and linguistic skills. This means they can easily improve their pronunciation of the language they are learning, since they are listening to the correct pronunciation of a native speaker without pauses, as they do in the listening exercises in the textbooks, which results in a natural intonation and rhythmic pattern when speaking.

By having these skills, these students become more sociable since they have solid linguistic skills. In general, it is good for them to listen to native speakers, so when listening to natives they can listen and remember new vocabulary, resulting in good conversations, and expressing ideas clearly.

## **2.6 Teaching material**

Teaching materials are published educational materials that teachers choose based on the level of the students. This type of teaching materials continues to be an important resource for many teachers around the world. Some examples of teaching materials are textbooks, workbooks, dictionaries, and other types of published teaching materials. This type of materials helps teachers and students achieve the desired learning objectives of any language learning course and facilitate the teaching and learning process.

According to Tomlinson (2013), the books teachers use in their classes are well designed, systematic and teacher friendly. These books are not bad for learning a language, but often, students feel bored, and lose interest because they think these materials are monotonous and lack imagination. This happens because even though they are teaching materials designed for students, much depends on the creative capacity of the teachers and how they explain the topic to the students. It is also worth mentioning that teachers must

select very carefully what type of teaching material will be good to use, because citing Epstein and Ormiston (2010) it is not possible to teach or learn much without interesting texts. Several textbooks have too much text that does not motivate or involve students in real situations. Therefore, if teachers want to use this type of teaching material, they must know how to choose it.

### **2.6.1 Authentic Audio-visual material**

Learning itself is a complicated process, this also depends on what kind of resources and materials are used for the learning process. Audio-visual materials such as: movies, series, videos, television programs, and other audio-visual media are excellent tools for students since they can arouse their interest in learning in an entertaining way. These types of materials can be used inside and outside the classroom. It also provides the students with true significant knowledge, as the author Lansford (2014) mentions, authentic materials provide students exposure to unregulated native-speaker language, since these are designed for a native-speaking audience, and not as didactic teaching material.

Language teaching materials, which are grammar books, workbooks, dictionaries, among others, are known as non-authentic materials. As Berardo (2006) mentions, this type of non-authentic material becomes unreal and monotonous, since it does not allow students to understand and learn real-life language. In consequence, when using this authentic audio-visual material, learning is obtained with a real context. As an old Chinese proverb says, "a picture is worth a thousand words", implying that if we see something we will remember it. This gives meaning and effectiveness to using these audio-visual tools, which will help students learn in a faster, more efficient, and entertaining way. If teachers provide students

with listening and linguistic skills, they will improve their pronunciation, and learn phrases that textbooks do not teach.

According to Lee and Mayer (2015), this type of visual aids motivates students by making connections between spoken words, this is because images can more easily identify objects and actions. The use of video improves verbal and auditory learning results. Visual aids can be very useful to reinforce a topic, and the amalgamation of both visual and audio stimuli is particularly effective since the two most important senses are involved. This thus demonstrates that with these tools two different learning styles are used which help many people who prefer visual and aural/auditory styles.

### **2.6.2 Smart TV programs for the improving of the Japanese language**

Thanks to Philo Farnsworth, a great American inventor in 1927, the entire world had a great technological evolution thanks to the introduction of the first televisions that projected electronic images. Televisions provide society with entertainment and are a great disseminator of news. Then, with the rise of the internet in the 90s, new possibilities of acquiring all kinds of information and material were expanded without leaving home. Now, these two technologies combined, smart television can be used as an entertaining educational method.

When studying a foreign language students need to receive and use a large amount of authentic language input. However, not all the students can travel abroad and interact with native speakers. In school, most of the time teachers use books and some audios to teach. However, that is not enough when students want to have a conversation with a native person or also when they want to have a certification because the vocabulary might be limited to the textbooks and course materials. So, the use of TV series and programs give

the opportunity to improve listening, learn new vocabulary and grammar; all these is possible because the series, movies and tv shows are made for native speakers. So, the language that is used consists of the slang used by Japanese native speakers with a native and authentic speech.

Furthermore, with the rapid technological advancement, using media has changed drastically; nowadays, more people spend a lot of time using streaming platforms such as Netflix, Disney+, HBO Max, Crunchyroll, depending on their taste. As Bada and Okan (2000) and Gieve and Clark (2005), mention the television is most seen as a form of entertainment rather than a platform for learning a new language. Television is a valuable resource for language learning because the learners are motivated through watching television. That is why now, more than ever, television is an important source of information and varied entertainment to be used not only as a hobby but also as a dynamic non-forced learning.

Ito (2020) mentions that students can learn many things with anime and manga such as onomatopoeia, cultural norms or cues, slang, and taboo, as all these elements are immersed in a real context. This happens because most anime is directed and focused on native Japanese speakers. Several of the children's anime are usually very helpful for students who want to improve Japanese language because they are simple and uncomplicated. In other words, many of them the situations that are observed are from everyday life. Some of the animes in this classification that students who want to improve the Japanese language can use are Shin-chan or Chibi Maruko Chan. These two programs have vocabulary from home, school, and many occasions show the culture of Japan, which can help students improve their vocabulary, listening skills and understanding of Japanese

culture. In general, many programs help to improve language skills by having an effective and significant process, but we must know how to choose the type of program, to help us and focus on what we want to learn and improve.

## **2.7 The relationship between language and culture**

The term "culture" can refer to different meanings such as: the way of life, ideologies, religions, beliefs, traditions, language, art, and values. According to Jiang (2000) language is the mirror of culture in the sense that people can see a culture through its language. This means that when learning a language, we are not only learning the alphabets, grammatical rules, vocabulary, but at the same time we immerse ourselves in the culture.

By becoming more familiar with the culture, we begin to learn how society behaves and thinks, people can learn about their customs and traditions. All of us as human beings are shaped by the culture that surrounds us, so even our behavior is always culturally conditioned. As Feibleman (1970) says, that culture is conditioned when it is transmitted and conditions the people of that society to maintain different aspects such as attitudes, beliefs, values, social norms and even religion, which influence the way in which people interact with others. This conditioning can have a profound impact on various aspects of life, a subtle example of this is the social behaviors admitted and not admitted within society in daily life. This brings us closer to the idea that culture is deeply intertwined with language, and they are inseparable.

Understanding the culture of a place can help people to understand the social behavior of that place, for this reason it can be easier to start conversations with local

people in a natural and respectful way. This is because languages may contain specific linguistic features, such as honorifics, or polite forms of address, which signify respect or hierarchy within a society. In some cases, the use of certain terms or expressions may be considered taboo or offensive in a particular cultural context. That is why the role of language, and culture can help understand how its grammatical rules, colloquial expressions, and unique idioms are used and how they encapsulate specific cultural concepts and world views.

### **2.7.1 The Japanese culture reflected in the language**

Japanese culture has been maintained for several centuries throughout history, it has a great force in how Japanese people act and think. The Japanese language is linked with Japanese culture, as using the Japanese language reflects on various aspects of Japan's traditions, values, and social norms. Culturally it is necessary to understand that in Japan direct confrontation and conflicts are avoided, so the country is calm and harmonious. This part matches their culture and language, since in Japan compared to other countries there are not many bad words, and those that exist are very soft. In addition, the use of expressions is usually clear and short to avoid offending someone.

In Japan, it is important to know how to express yourself towards elders, bosses, friends, and family. That is why knowing how to use honorifics within Japanese society is important, since this has prevailed to this day, becoming an important cultural aspect. The use of honorifics is reflected when speaking, such as when the suffixes "san" is used for older people or to whom one must show respect, "kun" for boys with whom we do not have a very strong bond, and "chan" for those people who are younger than us, and we have a

special affection for them. Understanding their culture will give us a better reasoning on how to learn and use the Japanese language.

Within Japanese culture, anime, and manga play an important role in Japan, since they are the largest source of entertainment and indirectly show their culture as you can find specific phrases and expressions used to express gratitude, apologize, or show respect.

## **2.8 Conclusion**

This chapter included important descriptions for this study, starting with various aspects of the Japanese language, such as: its history, its different alphabets, and its different levels of certification. The different language learning styles were also described, focusing on visual and aural/auditory learning. In addition, audio-visual materials, and their use to improve the Japanese language are explained. Finally, a description is given of how their culture is reflected in the Japanese language. This chapter in general helps the reader to understand terms and concepts used throughout this research. The following chapter presents the research methodology of this thesis.

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 Introduction**

The aim of this chapter is to describe the methodology used to carry out this case study research. Firstly, it is described which research approach was chosen for this study, followed by the questionnaire and interview used as the main instruments to collect the participants' answers and opinions of what kind of audio-visual materials they think are more efficient when learning Japanese. Accordingly, this chapter detailed the features of participants, the description of the setting, the instruments used to accomplish the purpose of the research and the procedure to obtain the results.

#### **3.2 Research design**

This research has a mixed approach to collect and analyze qualitative and quantitative data in a single study and enable an in-depth exploration of how students use different authentic audio-visual materials to improve Japanese. A case study is an exploration of a bounded system or a case or multiple cases over time through detailed in-depth data collection involving multiple sources of information in context (Creswell, 1998, 2008), as well the researcher observes individuals to enquire deeply and analyze the phenomena and generalize to the population where the individual belongs (Cohen & Manion, 1994). This research will identify the different perceptions that participants have when using different authentic audio-visual materials, this mixed approach was selected as the most appropriate.

### **3.3 Setting**

This research was conducted at the Faculty of Languages of the Benemérita Universidad de Puebla (BUAP), which is the university department responsible for the teaching of different languages. CELE is the office in charge of teaching language courses of French, German, Portuguese, Italian, and Japanese. These courses are taken by this university students, and these students come from all degrees, especially from the schools of engineering, electronic sciences, plastic and audio-visual arts, and the school of languages. All the participants for this research were CELE students from the English teaching degree and the French teaching degree, so most of them knew each other.

### **3.4 Participants**

This study involves 9 men and 7 women whose ages range from 23 to 33 years old; all these participants are from the Faculty of Languages of the BUAP, 15 participants are from the English teaching degree with the acronym LEI and 1 of the participants is from the French teaching degree with the acronym LEF. The participants for this research are some of my close friends who I met in the CELE Japanese classes, and also other friends who helped me when I started my preparation to study abroad, because some of them already did an academic exchange in Japan.

Table 1 shows the participant's information. The participants' names were changed to pseudonyms to maintain confidentiality; all the participants are from the Faculty of Languages of the BUAP but not all the participants are from the same degrees. The participants in this study are studying or have already studied Japanese at the Language Center (CELE) in BUAP. All of them, at least, have a basic and intermediate level of Japanese, and some have been studying abroad in Japan for an academic year exchange in

the universities Aichi Prefectural University, Tenri University, Kanda University and Ryukoku University.

**Table 1** *Participants' information*

Pseudonym	Gender	Age	Faculty / Degree
Antonio	Male	33	Languages / LEI
Briana	Female	25	Languages / LEI
Caleb	Male	28	Languages / LEI
Camilo	Male	26	Languages / LEI
Daniel	Male	23	Languages / LEI
Edmundo	Male	33	Languages / LEI
Ernesto	Male	26	Languages / LEI
Fabián	Male	32	Languages / LEI
Inés	Female	24	Languages / LEI
Ismael	Male	31	Languages / LEI
Karin	Female	28	Languages / LEF
Mariana	Female	25	Languages / LEI
Miriam	Female	25	Languages / LEI
Paola	Female	25	Languages / LEI
Sahara	Female	29	Languages / LEI
Santiago	Male	31	Languages / LEI

### 3.5 Instruments

The instruments used for the data collection process in this research consisted of a questionnaire with open and close questions and an interview. These two data collection instruments were designed and applied in the mother tongue of all the participants, Spanish; to facilitate the participants' answers. These instruments were designed to help me learn how authentic audio-visual materials can help improve the Japanese language in an entertaining, and non-monotonous way.

The questionnaire was designed with 13 questions in total, with open and closed questions. It is important to mention that the second instrument, which was an interview, was not mandatory, the participants agreed voluntarily. This interview contained 9 questions, in which participants had the opportunity to express their opinions and thoughts openly.

### **3.5.1 Questionnaire**

The questionnaire was applied to 16 participants: 9 men and 7 women, from the English and French teaching degrees. All the questionnaire was designed in the mother tongue of all the participants, Spanish; to facilitate the answers to the questions of the questionnaire and to have a better perspective of what the participants thought having more reliable results, see the appendix A.

The questionnaire applied to the participants was very important for this thesis, since with its information could be collected that helped answer the thesis questions. This instrument included 13 questions, some of which were open, close, and multiple-choice questions, about the Japanese courses they had taken, their current level of Japanese, and their opinion on the use of audio-visual material to improve the Japanese language. Due to COVID-19, this questionnaire was sent to each participant through Messenger.

### **3.5.2 Interview**

I carried out the interview with 10 participants from the 16 participants that answered the questionnaire. As in the Table 1, all the real names of the participants were changed to pseudonyms.

The following table shows the general information of all the interviews.

**Table 2** *Information from participants' interviews*

<b>Pseudonym</b>	<b>Date of the interview</b>	<b>Duration of the interview</b>	<b>Number of transcript words.</b>
<b>Antonio</b>	February 12 <sup>th</sup> 2022	11 min 35 s.	835 words.
<b>Briana</b>	February 15 <sup>th</sup> 2022	13 minutes.	1105 words.
<b>Camilo</b>	March 2 <sup>nd</sup> 2022	17 min 38 s.	1301 words.
<b>Edmundo</b>	February 15 <sup>th</sup> 2022	15 min 25 s.	1174 words.
<b>Fabián</b>	February 13 <sup>th</sup> 2022	9 minutes.	1049 words.
<b>Inés</b>	February 15 <sup>th</sup> 2022	11 minutes.	791 words.
<b>Ismael</b>	February 12 <sup>th</sup> 2022	7 minutes.	685 words.
<b>Karin</b>	February 13 <sup>th</sup> 2022	13 minutes.	1189 words.
<b>Sahara</b>	February 13 <sup>th</sup> 2022	10 minutes.	874 words.
<b>Santiago</b>	February 18 <sup>th</sup> 2022	13 min 20 s.	846 words.

In the Table 2 is written the general information of all the interviews made to the participants who decided to participate voluntarily, where they could decide the day and time of their interviews. Also, all participants were sent a letter of consent that they signed, specifying the goal of the interview, and making it clear that the information collected will be kept confidential and anonymous, and it will not be used for any other purpose outside of this research.

The information of the interviews is in different categories, as pseudonym, date of the interview, duration of the interview, and the number of transcript words that had each one of the interviews. The interview, which can be seen in appendix B, had a total of 9

questions. The purpose of this interview was to know more in depth the opinions of the participants regarding the use of audio-visual material. Some of these questions included the difference between the Japanese that is taught in class and that heard in Japanese programs, or the type of programs with which you can get to know more about Japanese culture. These interviews were done through videocall on Messenger.

It should be mentioned that the analysis is based on the transcription of five of the interviews which provides the most relevant information to carry out better research. Which are the interviews of the participants who carry the pseudonyms: Antonio, Briana, Camilo, Edmundo, and Fabián. All of them shared similar answers and points of view about how to reinforce Japanese by using programs, and how the Japanese culture plays an important role in learning the Japanese language. They thought that the use of different audio-visual tools such as: watching movies, anime, series, dramas, and the use of video games helps to improve their Japanese language. This helps them improve and learn different aspects such as: learning slangs, vocabulary, expressions, Japanese culture.

In conclusion, the most interesting thing to highlight is that everyone has different preferences and not everyone watches the same programs or uses different video games and streaming platforms, but they all agreed that there is an improvement by using these tools and that this knowledge cannot be acquire with the use of didactic material, resulting in a totally authentic and meaningful learning, contemplating the tastes of each person.

### **3.6 Data collection procedure**

This section describes the procedure that the researcher followed to collect the information for this research. Due to COVID-19, the questionnaire was contacted and sent to the 16 participants through Messenger. Several of the participants were acquaintances who took Japanese classes at CELE and have a good knowledge of Japanese, I also

contacted people who did an academic exchange at different universities in Japan. The questionnaire data collection lasted two weeks, those participants who agreed to do an interview had the option to decide the day and time to be interviewed. The interview was conducted with the 10 participants who agreed through Messenger on videocall. In addition, their permission was requested through letters, which they had to sign giving their consent to record their conversations. All the students were willing to participate, they were cooperative and respectful, so the entire environment was very friendly and comfortable.

### **3.7 Data analysis procedure**

After collecting the data from the questionnaire and the interview, the open, close, and multiple-choice questionnaire were first read a few times to have a general and better understanding of what the participants were trying to say. To explain the results of the questionnaire the data was analyzed in two different ways because in the questionnaire there was multiple choice questions and the normal questions, so for the multiple-choice questions there was created charts where the data was collected in a way to facilitate the visualization of the results and see the clearer results of the data obtained; and for the open and close questions, the information was collected in different tables made in Microsoft Excel, which are found in the following chapter. For the interview, the most relevant information obtain of the participants was transcribed to see the results returned. Categories were determined by returning to the research questions. When trying to answer these questions, they were grouped into categories that provided answers to this research. Finally, table 3 below shows the main topics found in the results that could be read more clearly in chapter 4.

**Table 3** *Main topics found*

RESULTS
Perceptions based on experienced differences
Consumption habits
Benefits

## **Chapter IV**

### **FINDINGS**

#### **4.1 Introduction**

This chapter focuses on the analysis of all the data collected from the questionnaire and the interviews applied to the participants for this research, showing the results obtained about what students think regarding using different authentic audio-visual materials for improving the learning of Japanese.

#### **4.2 Research Questions**

The questions guiding this research are important as they helped focus the study. This research analyzes the participants' responses in the following sections.

The Research Questions for the current study are:

1. What differences do participants report between classroom learning and using television programs to learn Japanese?
2. What benefits do participants perceive from using Japanese television programs when learning Japanese?
3. What cultural knowledge do participants report acquiring from watching Japanese television programs?

#### **4.3 Obtained Results**

The main objective of the following section is to identify, analyze, present, and explain the most relevant information in each research question about participants' answers from the questionnaire and the interview about the use of different authentic audio-visual materials to improve the Japanese language.

For each of the participants' responses, a figure or table were included to visualize and analyze the participants' responses. The interview responses were put into tables so that their visualization, organization, and evaluation was better. As mentioned before both instruments and the participants' answers are in their mother tongue, Spanish; for this section, both the questions and the answers were translated to English.

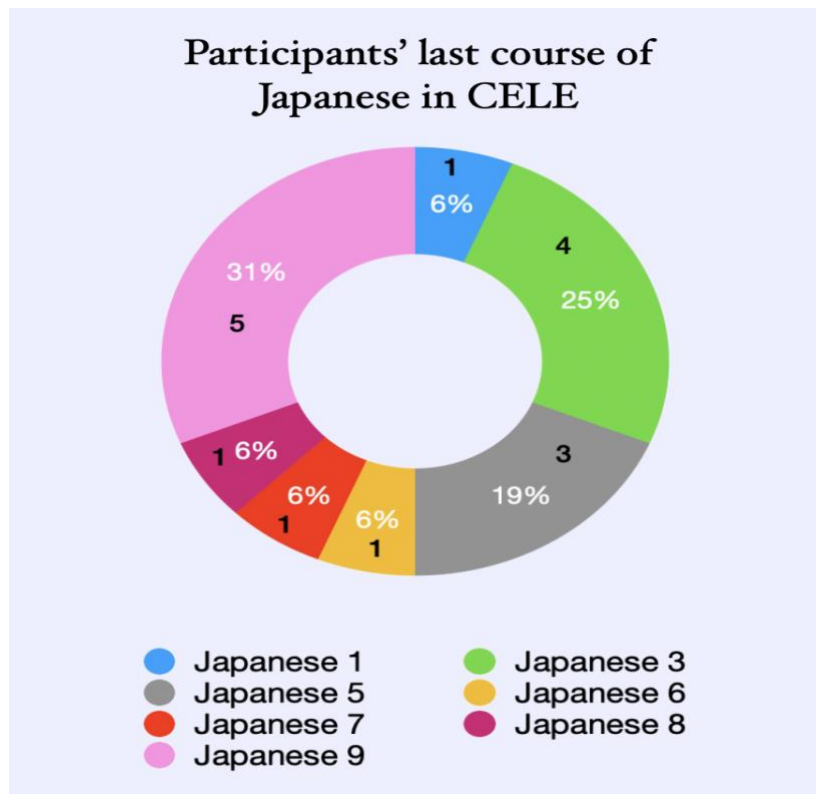
The results obtained in the two different instruments will be explained below, not separately or in the order of each question of the questionnaire and interview located in the appendixes, but in combination of instruments. The selected order is so that the information on the research questions can be found with greater clarity and easy access for the reader. Firstly, information about the participants will be offered. Then, main findings will be described in 5 sections; perception of the use of television programs, differences experienced between Japanese in class and on TV programs, consumption habits, opinion on the efficiency of the consumption habit, and the role of culture in the learning of Japanese language.

#### **4.3.1 Information about participants**

First, information about participants' last Japanese course in CELE is offered. Figure 4.1 below illustrates the last courses of Japanese that the participants took in CELE, the answers of the participants vary between Japanese levels 1, 3, 5, 6, 7, 8, and 9. The highest number is: 5 participants who studied Japanese 9 course (31%), followed by 4 participants who studied Japanese 3 course (25%), followed by 3 participants who studied Japanese 5 course (19%), and finally Japanese courses 1, 6, 7, and 8 (6% each one) having only 1 participant each course. The figure shows that the majority of the participants already have basic and even an intermediate knowledge of the Japanese language. In other

words, they have a sufficient Japanese language learning experience so they can provide information about the things that can be more complicated when learning the Japanese language.

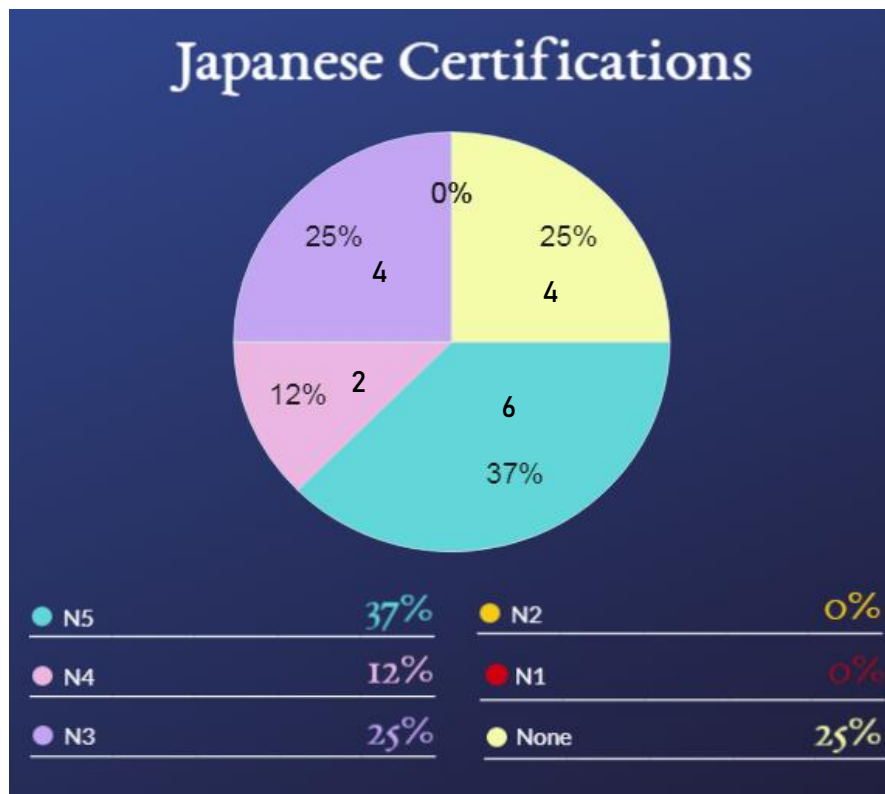
**Figure 4.1** *Participants' last course of Japanese in Cele*



The different Japanese certifications the participants have is below in figure 4.2, in order to have a better understanding of how much Japanese are equivalent, taking as reference the common European framework in the Japanese language as in the chapter II of this research. So N5 bordering on N4 is an A2 in English, N4 bordering on N3 is a B1, N3 is a B2, N2 is a C1, and finally N1 is a C2. To obtain the first N5 certification, it is possible to achieve this goal from CELE Japanese course 5. As shown in figure 4.2, the highest level of certification is the level N3, so it can be deduced that CELE Japanese courses 7, 8 and 9 are the ones that provide the most advanced studies to be able to have this certification.

Knowing this, we can see that the highest number is: 6 participants who have an N5 certification, followed by 4 participants who have an N3 certification, and other 4 participants who do not have any certification. By comparing the figure 4.1 and 4.2, these two figures confirm and make it clearer that the participants have a basic-intermediate level, some participants do not have any certification yet, but possibly the fact that they do not have a certification is for the study of kanjis.

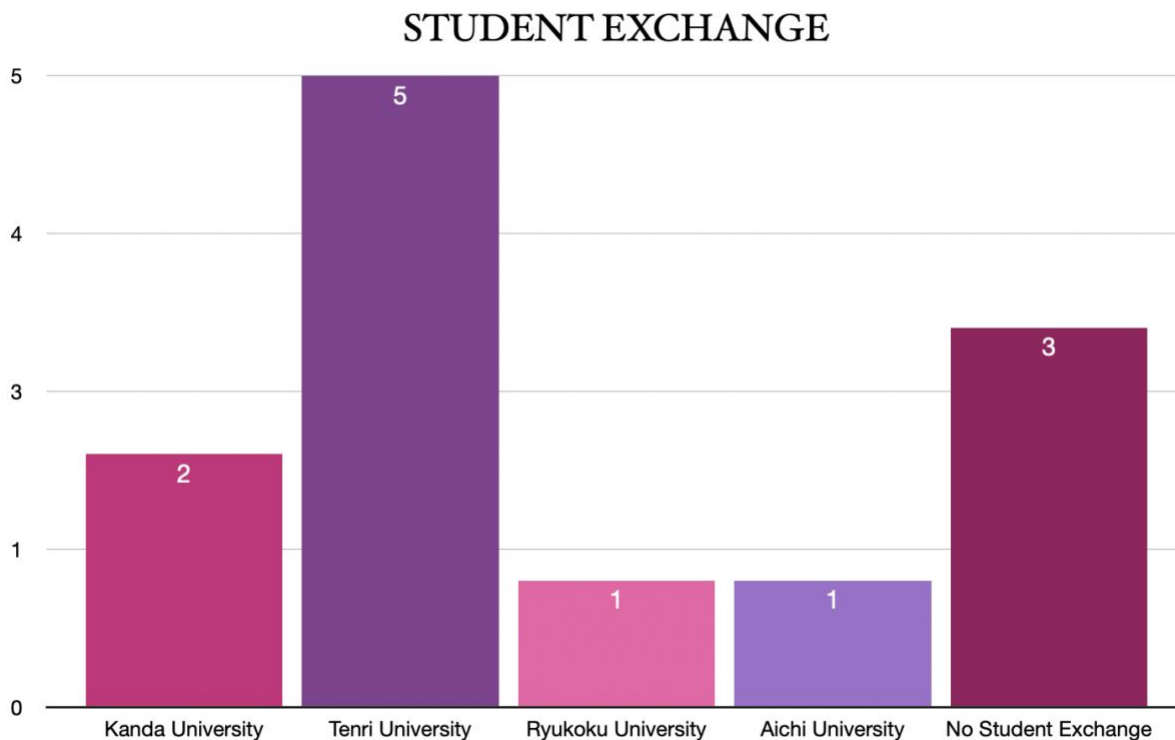
**Figure 4.2** *Participants' Japanese certifications*



By comparing the figure 4.1 and 4.2, these two figures confirm that the participants have a basic-intermediate level, some participants do not have any certification yet, but possibly the fact that they do not have a certification is for the study of kanjis.

The information about participants' student exchange in the different universities in Japan is offered in figure 4.3 below. It shows the universities where some participants did a student exchange for one year or just half year, this question was not obligatory to fill that is why just 12 participants answered it. The four universities shown in the figure 4.3 are the universities with which the Faculty of Languages of the BUAP has an agreement in Japan. Most of the participants who answered this question also decided to do the interview voluntarily, having already done an exchange in Japan and having interacted with native Japanese speakers, they contributed with other points of view that are not noticed when studying just in a classroom in Mexico.

**Figure 4.3** *Participants' student exchange*



### 4.3.2 Perception of the use of television programs

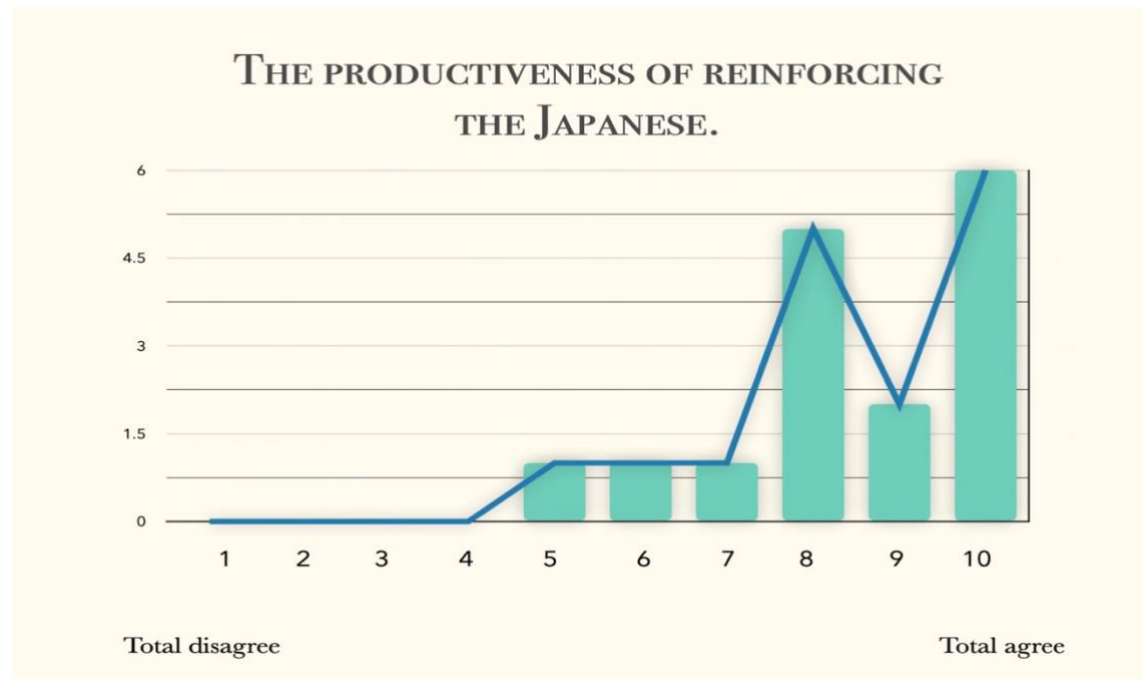
First, the productiveness of reinforce Japanese through different types of Japanese television programs is offered in figure 4.4. It shows how much the participants agree or disagree with reinforcing the Japanese language through different types of Japanese television programs, figure 4.4 gave mixed results but all of them are positives results, the highest number is: 6 participants who fully agreed that is productive to reinforce different types of Japanese television programs, the other participants vary from the number 5 that is a neutral option to number 9.

All people have different ways of how to reinforce a language, in this case Japanese, but quoting the participant Edmundo (33 years old participant) who totally agreed on this question:

*“Exercise your auditory skills, you can also learn new vocabulary by listening to words that don't sound familiar, it also forces your brain to try to understand or identify what they are saying in the programs.”*

According to the interview, he was able to give a clear opinion about why he agreed to reinforce the language with the help of different types of Japanese programs, reinforcing that audio-visual tools are a great support when reinforcing the Japanese language by improving different skills such as auditory, and speaking.

**Figure 4.4** *The productiveness of reinforcing the Japanese*



The different aspects that improve Japanese by using different types of audio-visual programs can help is shown in table 4. The table shows the different aspects that can be acquired when using different types of audio-visual programs according to the participants, the answers obtained were divided into 4 categories because it was an open question, so the participants had to write their thoughts. The four categories were: Language comprehension, listening skill, pronunciation, and language familiarization.

The results in table 4 showed that the participants had very similar responses, so it can be deduced that these four categories are the ones that stand out the most when using Japanese programs to reinforce the learning of Japanese. By analyzing the interview and the answer in the table 4 of the participant Fabián (32 years old participant) with the citation of his interview:

*“You understand the language better, both by region, since it is very different in certain regions and they make you understand why they speak that way, and I believe that also in the way they pronounce it, because in the books, it is a very robotic way, ¿right? And seeing them in programs is in a more natural way.”*

Analyzing his interview, he confirms what he had written as an answer in the questionnaire and even he said one more category that was listening.

**Table 4** *Aspects that improve audio-visual programs*

						TOTAL
1	Language comprehension	Briana	Sahara	Fabián	Daniel	4
2	Listening Skill	Antonio	Caleb	Camilo	Paola	4
3	Pronunciation	Ismael	Mariana	Paola		3
4	Language familiarization	Ismael	Inés	Miriam	Karin	4

#### 4.3.3 Differences experienced between Japanese in class and on TV programs

In this subsection, the differences between Japanese taught in class and the Japanese that is used in Japanese television programs is offered. Table 5 below shows where the answers of the participants were collected and divided into 3 categories that emerged when compiling all the information of the answers the participants wrote, these are: In class the Japanese learned is formal, in programs the Japanese is informal, and in class the Japanese learned is not common. The categories that the participants wrote the most were: making a

total of 9 participants “in class the Japanese learned is formal”, and 9 participant who wrote “in programs the Japanese is informal”.

Quoting Edmundo’s interview (33 years old participant):

*“Formalities and informalities too, in textbooks it is very formal, and in normal life it is much more colloquial.”*

This quote shows that the majority of Japanese learners notice the great difference between the Japanese taught in class and the one heard on programs and in the daily life in Japan.

This does not mean that the Japanese taught in class is useless, but it is good to learn the first rules of the Japanese language when start to learn the language, but as you progress, it begins to be a bit useless, so you must resort to different tools to improve to have a more natural Japanese when speaking.

**Table 5** *Differences between Japanese in class and Japanese in programs*

											TOTAL
1	In class the Japanese learned is formal	Briana	Antonio	Sahara	Mariana	Ernesto	Fabián	Miriam	Camilo	Karin	9
2	In programs the Japanese is informal	Briana	Sahara	Mariana	Fabián	Inés	Edmundo	Caleb	Santiago	Miriam	9
3	In class the Japanese learned is not common	Daniel	Paola								2

#### 4.3.4 Consumption habits

This section presents audio-visual materials that participants use and platforms they watch. First, the audio-visual materials used by the participants to improve their Japanese language is offered in this section. Later, information about the platforms will be provided.

Figure 4.5 below illustrates a bar graph with the audio-visual materials that the participants use the most, there are 7 different categories: Japanese movies, anime, Japanese reality shows, Japanese dramas, YouTube videos, video games, other websites. The participants had the opportunity to select more than one option and write other audio-visual materials that they use.

For this question, the 16 participants could select more than one option. The category that the participants selected the most was anime having 13 votes, followed by Japanese movies with 11 votes, and Japanese dramas with 8 votes. Quoting Edmundo (33 years old participant) in his interview:

*“I was watching one punch man, kimetsu no yaiba, and doraemon as they have a little simpler vocabulary in some things, as they are for children, they have a lot of language that is easier to understand.”*

This quote shows that some participants like Edmundo use anime because simple language is used, and it is easy to understand.

According to Ito (2020) where he mentions that different aspects can be learned by using anime, this reference supports the answer of Edmundo since many of the times people in general do not believe that it can be done. learn by watching "cartoons" according to them, but these programs, such as anime, provide a lot of information about the language with its phrases, slangs, vocabulary, and general Japanese culture, helping the student to immerse it in a real context, and having significant learning in language.

Another quote that shows why some participants use Japanese movies and dramas is the Briana’s interview (25 years old participant) quote:

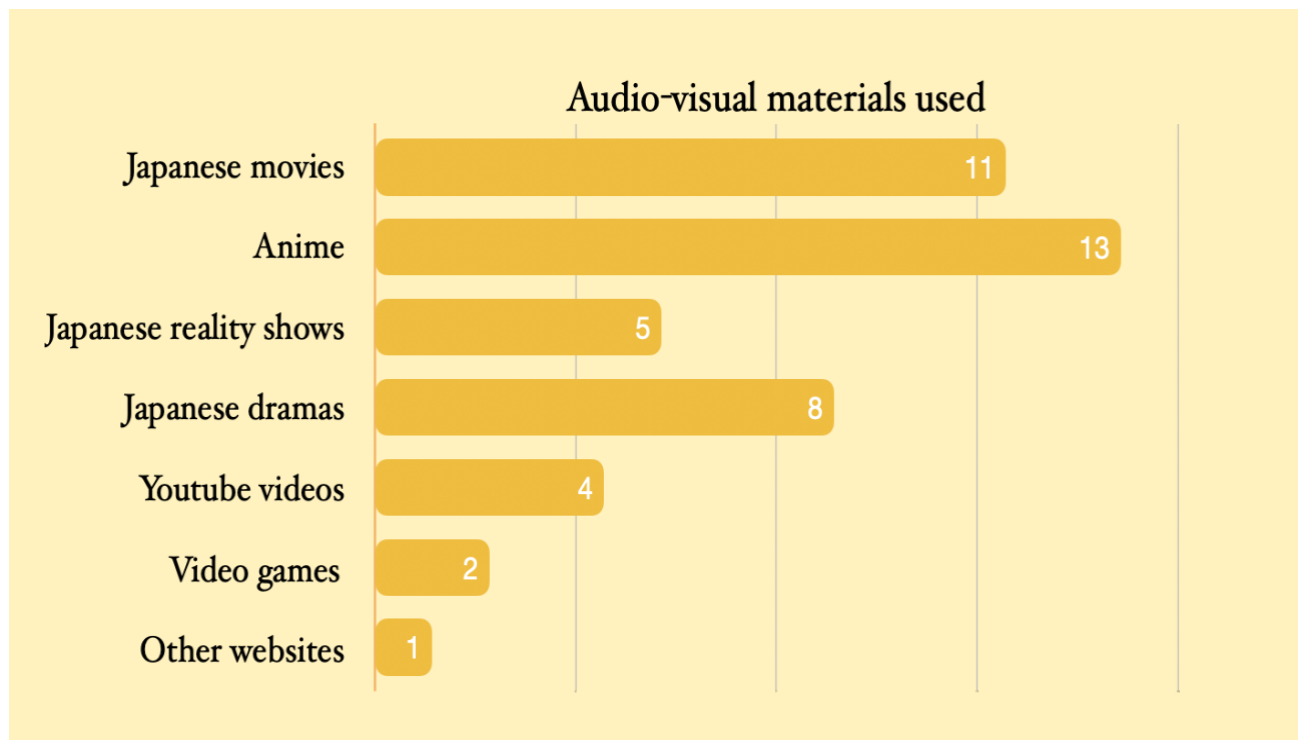
*“Recently I've been watching a lot of movies and dramas, I feel like, well, now that I'm an adult, instead of watching, I don't know, before I watched a lot of*

*school, romantic, all that stuff, and now it's like... more adult issues. You know? "I don't know why, but I feel like it has helped me learn some new words."*

This quote shows that the Japanese movies and dramas, by having different themes from anime, provides a more common vocabulary, and also new words used by young Japanese today and that are used more in daily life in Japan.

In conclusion, audio-visual programs can help improve the Japanese language, but it depends on the different preferences of each person, what type of program they watch, but as seen in figure 4.5, the majority who study this language enjoy anime quite a lot, which is created in the country where that language is from, helping students to immerse themselves in the Japanese context.

**Figure 4.5** *Audio-visual materials used by the participants*



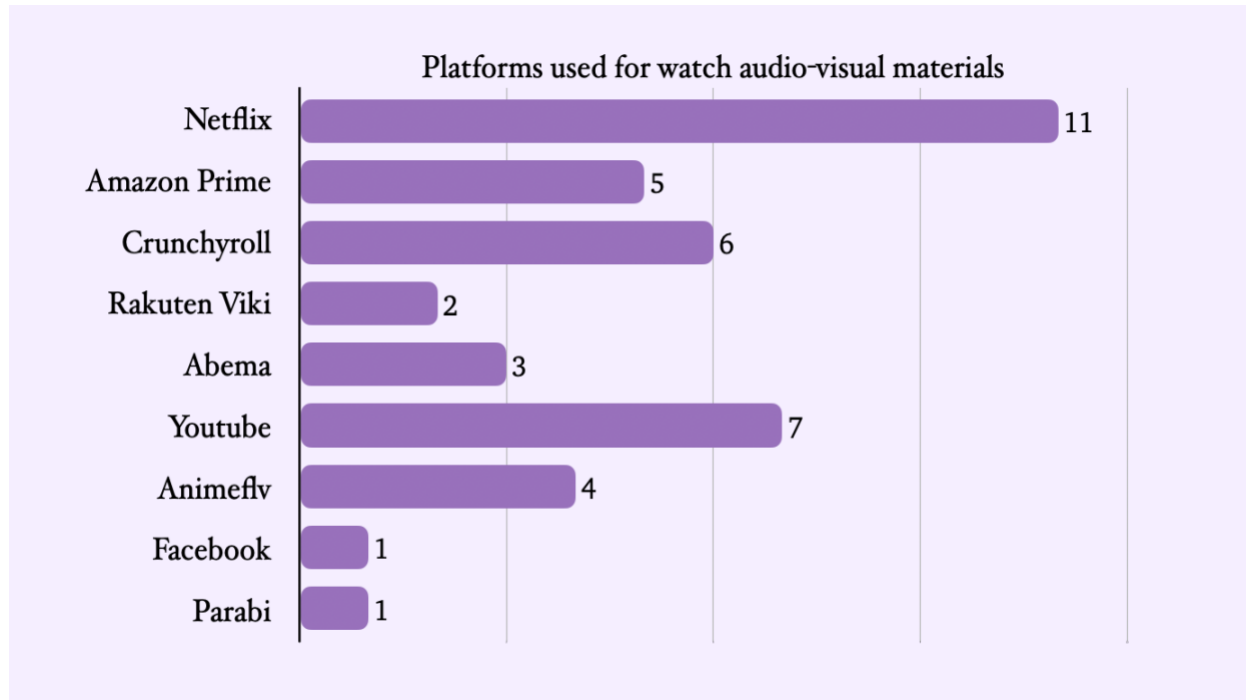
Second, the platforms used for watching the audio-visual materials previously selected is offered. Figure 4.6 illustrates the different platforms used by the participants when watching the different audio-visual materials illustrated in the figure 4.6, there are 9 different platforms: Netflix, Amazon prime, Crunchyroll, Rakuten Viki, Abema, YouTube, Animeflv, Facebook, and Parabi. In all the different platforms different Japanese programs can be watched. In this question the participants could choose more than one option and write some other platform that they usually use. The platform that most of the participants selected was Netflix, followed by YouTube, Crunchyroll, and Amazon prime. Nowadays it is easier to be able to see content from different countries, in this analysis specifically content from Japan.

Quoting Edmundo's interview (33 years old participant):

*"I generally watch, obviously, some anime series, some dramas like... the ones that are closest to me or that are easiest to access on Netflix."*

By analyzing this quote, the majority of the participants who selected Netflix as the platform it is because Netflix is of easy access, with varied content, and practical since people can watch programs in their original language and put subtitles in Japanese.

The results of this question vary because the participants like different programs, and not all the platforms offer the same programs, for example in Crunchyroll there are just animes, in Rakuten Viki there are Asian dramas and movies. Probably it is another reason that Netflix is the platform participants selected the most, perhaps it is because it has varied content and is reasonably priced compared to other platforms.

**Figure 4.6** *Platforms used by the participants*

#### 4.3.5 Opinion on the efficiency of the consumption habit

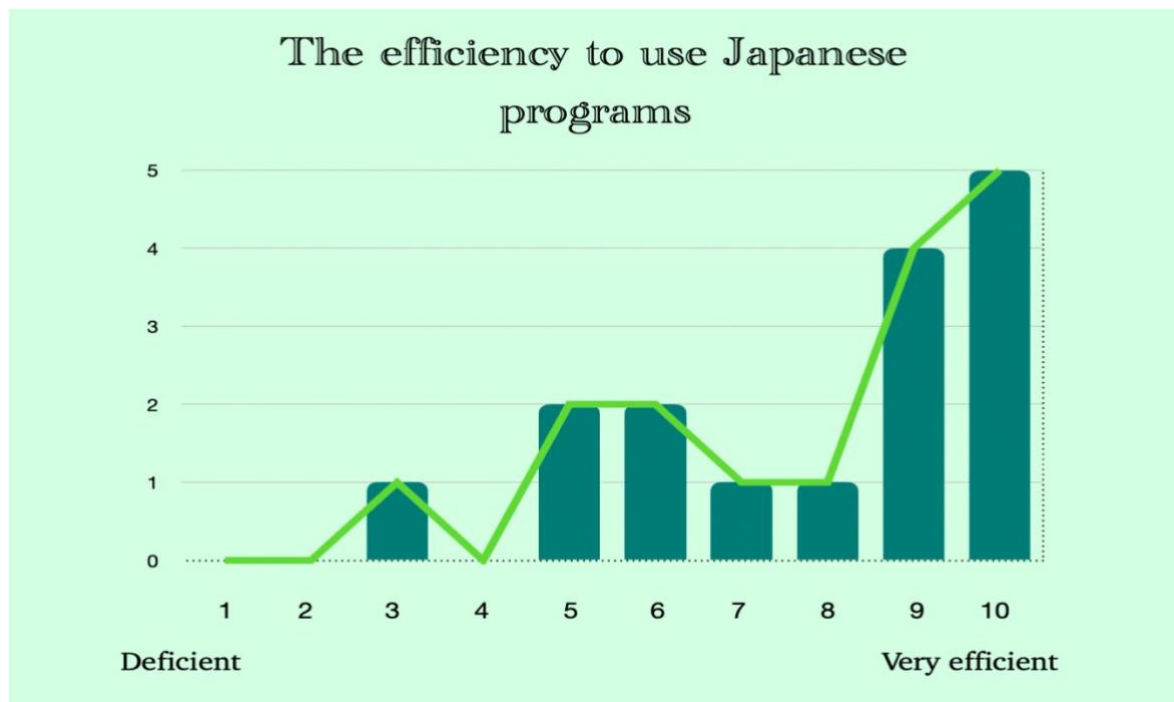
In this subsection, the efficiency to use Japanese programs to improve the Japanese language is offered. Figure 4.7 shows how efficient is to use this kind of Japanese programs when improving the Japanese language, participants were asked to select from 1 to 10 how efficient or deficient the use of these programs was, resulting in the highest number: 5 participants who think it is very efficient to use different kind of Japanese television programs, the other participants vary from the number 3 to 9. This question has mixed results because not all the participants learn the same way, some participants are more visual and some others learn by practicing the language using different tools, also by reading.

The answers in general were positive, some participants selected that is very efficient to use Japanese programs to improve the language and are more focused on the pronunciation and the learning of new words like in the case of Briana, Camilo, and

Edmundo. These participants have a Visual and Aural/Auditory learning, so these tools are liked by the participants, which means that they do not feel that they are studying since they are enjoying learning, having an entertaining learning.

The only person who thinks it is a little deficient mentioned that he learns more by reading, so his answer was different from the others, but although he thinks it is a little deficient, he thinks that this is only in the realm of writing in his opinion.

**Figure 4.7** *The efficiency to use Japanese programs*



#### 4.3.6 The role of culture in the learning of Japanese language

In this subsection, the role of culture will be discussed emphasizing two things: aspects of the culture which improve Japanese language learning, and the specific cultural insights that participants gained from watching these audio-visual materials.

First, is presented whether the participants agree or not that culture helps improve the language. Figure 4.8 illustrates that the vast majority of participants think that being more attached to Japanese culture can have a better understanding of the Japanese language, as mentioned by Huda (2017) the relevance of providing real language and cultural information motivate students during the learning process. Being able to observe in this graph that 14 participants who answered "Yes" and only 2 participants who answered "maybe", is a positive and real aspect of learning more about the culture when using this type of authentic material.

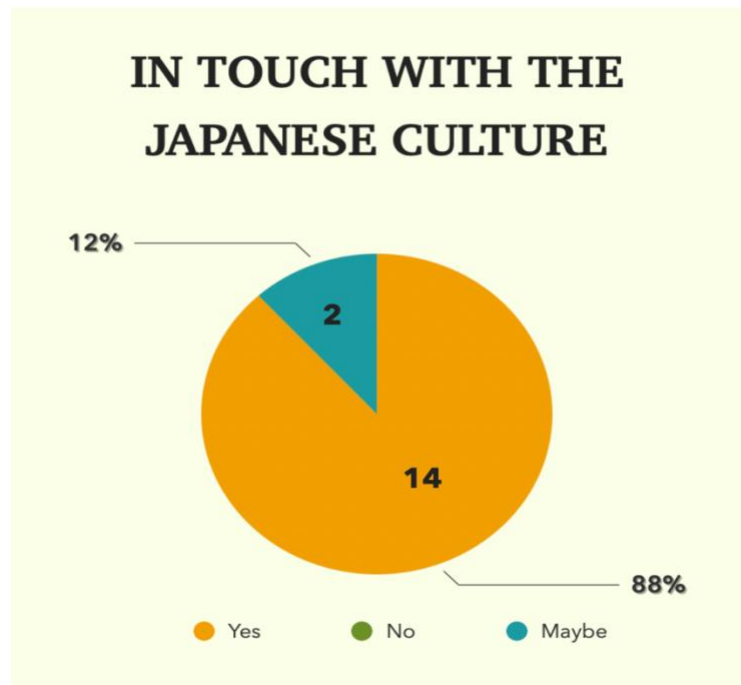
Quoting Antonio's interview (33 years old participant):

*"You can learn with animes, but they would have to be animes about daily life because then they are about students and you can appreciate daily life, taking off your shoes before entering houses, bowing, formal and informal greetings depending on the person, a little bit of sonkeigo, keigo (respectful treatment)."*

Knowing cultural things can improve the dealings that exist in the Japanese language. For those who do not have the opportunity to travel to Japan or make Japanese friends, this type of authentic audio-visual materials immerses them and teaches them the culture in an effective, fast, and easy way to understand, since it is immersed in a real situation. As mentioned in section 2.7, culture helps to understand more about how people from a certain country act and helps to understand various things in the language that many times cannot be understood just by reading.

From Japanese programs, it is very easy to obtain this type of learning, since it does not matter what type of program you watch, almost in most of the times you can observe something cultural in them.

**Figure 4.8** *In touch with the Japanese culture*



The specific aspects of Japanese culture that help improve the Japanese language according to the participants are presented now. Table 6 shows a table where the answers of the participants were collected and divided into 5 categories that emerged when compiling all the information of the answers the participants wrote, these are: Real use of the Japanese language, expressions and idioms, new knowledge, Japanese perspective, friendships. The two categories that the participants wrote the most were: the new knowledge and the Japanese perspective, followed by the real use of the Japanese language.

To confirm what Fabián (32 years old participant) wrote in the questionnaire and what he said in the interview gives a better understanding of how the Japanese perspective affects when speaking and learning the Japanese language, by quoting:

*“Speaking formally towards older people and superiors, and that you never have to speak to them casually, since it is a lack of respect, also understanding*

*that... why the Japanese are very orderly and very disciplined since, well, thanks to that, today they are world power, and you understand why they are like that.”*

It confirms that it is important to know more about Japanese culture when watching programs because it is the option with easier access, to be able to improve the Japanese language.

**Table 6** *Aspects Japanese culture help to improve the Japanese Language*

						TOTAL
1	Real use of the Japanese language	Briana	Daniel	Camilo		3
2	Expressions and idioms	Sahara	Fabián			2
3	New knowledge	Antonio	Santiago	Miriam	Karin	4
4	Japanese Perspective	Fabián	Edmundo	Caleb	Paola	4
5	Friendships	Ismael	Caleb			2

Finally, the cultural insights obtained from participants about different Japanese TV programs is offered. Table 7 shows a table where the answers of the participants were collected and divided into 9 categories that emerged when compiling all the information of the answers the participants wrote, these are: sociocultural aspects, expressions, celebrations, food, traditions and customs, Japanese thought, dealings between people, real situations, and history. The category that the participants wrote the most was: traditions and customs, followed by dealings between people. Learning about traditions and customs through watching Japanese television programs helps to learn new vocabulary and enjoy more if they want to take a trip to Japan.

This question is similar to the previous one, but this question focuses more on what cultural things are learned from Japanese television programs, quoting Briana’s interview (25 years old participant):

*“well, I think that thanks to watching Japanese programs I found out that in Japan there are these types of thoughts, I don't want to say primitive, but cultural ones such as beliefs like covering mirrors with sheets or towels, then I started watching programs or YouTube channels of people who live in Japan who said exactly the same thing, and later when I went to Japan I saw many of those cases exactly like that, and it's like, oh, how strange!”*

Having as a result that different television programs can provide us with new cultural and language knowledge, as observed in the same way in figure 4.8 and table 6.

**Table 7** Participants’ cultural insight gained

								TOTAL
1	Sociocultural aspects	Briana						1
2	Expressions	Ernesto						1
3	Celebrations	Sahara	Mariana	Inés				3
4	Food	Ismaél	Sahara	Mariana	Paola			4
5	Traditions and customs	Briana	Inés	Fabián	Miriam	Camilo	Karin	6
6	Japanese thought	Sahara	Inés	Fabián				3
7	Dealings between people	Briana	Sahara	Edmundo	Daniel	Karin		5
8	Real situations	Antonio	Mariana					2
9	History	Ismaél	Caleb	Paola				3

#### **4.4 Conclusion**

In this chapter, the results were presented in a combination of instruments along with their analysis, showing tables and figures in an organized and clear way the results obtained from each of the questions to facilitate reading for the reader. In the following chapter 5, the main findings, the limitations of this study, and some recommendations to continue this research will be provided.

## **CHAPTER V**

### **CONCLUSION**

#### **5.1 Introduction**

This final chapter will present a discussion of the main findings of this current research in order to conclude this thesis. In this section it will be shown that the research objectives of the use of authentic audio-visual materials to improve the Japanese language were achieved, as well as the answers to the research questions. When answering my research questions, I found out different advantages of which I had not thought about of using different audio-visual tools when improving the Japanese language. Furthermore, some conclusions and information for further research will be provided.

#### **5.2 Main findings**

The results of the current study demonstrate that improving the learning of Japanese for general and social purposes by using different Japanese television programs is productive for the vast majority of the participants in this research. According to Bada and Okan (2000) and Gieve and Clark (2005), television is a valuable resource for any language learning because learners are motivated through watching television. This research's participants expressed that by using different Japanese programs one can acquire more listening skills because they are forced to listen well to what people in the programs say to understand what they are saying. Also, they learn new vocabulary by listening to words that do not sound familiar, and what is important is that they believe that language can be learned and improved in an entertaining and dynamic way, which means that the task of studying and improving the Japanese language does not feel heavy.

The first research question: What differences do participants report between classroom learning and using television programs to learn Japanese?

Traditional classes are not bad for learning and improving the Japanese language, but it presents very notable differences compared to the Japanese that is spoken daily in Japan. Participants noticed that the Japanese learned in a classroom is formal, the grammar and the expressions are also different and more respectful, then the Japanese that is used in television programs is informal and more natural, consequently they can learn the Japanese for general and social purposes, like the vocabulary that young people use today.

Continuing with the second research question: What benefits do participants perceive from using Japanese television programs when learning Japanese?

It had different opinions from the participants because not all of them focus on the same benefits, the benefits that the participants said were: learn new vocabulary, listening practice, new youthful expressions, understand native speakers, improve the pronunciation of the words. There are many different benefits by the use of different Japanese television programs which can help students understand the Japanese language in more natural and fluent context.

According to Condon (1973) culture can be defined as a way of life. Finally, the last research question: What cultural knowledge do participants report acquiring from watching Japanese television programs?

This question was very interesting, most people do not think that culture is related to learning a language, since they only focus on grammar, vocabulary, practice, among other things. But culture plays a very important role when studying and improving a new

language, and much more in the Japanese language. As Jiang (2000) mentions, language is the mirror of culture in the sense that people can see a culture through its language, and Japanese culture is something that they continue to maintain for a long time. The participants helped a lot with their answers both in the questionnaire as in the interview, all of them totally agreed that being more in touch with the Japanese culture is good for improving the Japanese language for general and social purposes. Many of them agreed on various cultural things that are learned from watching Japanese television programs, as are the dealings between people, the customs of eating so as not be disrespectful, the things that must be done in Japanese houses such as taking off shoes and do reverences. There were several cultural things that the participants agreed to the most.

It can be concluded that it does not matter what Japanese program you watch, in all of them different cultural aspects are shown. In the long term, when you watch them, you can become familiar with the language and its culture, and it can be easier to understand many topics. Definitely, it helps the learning of Japanese for general and social purposes because it makes the students understand the use of Japanese in formal and informal settings, as well as learning new vocabulary and being able to use it in conversations outside and inside school.

### **5.3 Implications**

This study is important because it helps students improve their Japanese language for general and social purposes in a dynamic and entertaining way in their spare time. Demonstrates that the participants gain a lot of vocabulary and expressions that are used in daily life resulting in a more natural and fluid conversation when speaking with native

speakers of Japan, learners may intentionally learn more about the language they are learning by practice in a disciplined and orderly manner their listening, pronunciation, and by taking notes of vocabulary or expressions used in programs through watching television and short videos (d'Ydewalle & Pavakanun, 1995; d'Ydewalle & Van de Poel; 1999; Koolstra & Beentjes, 1999; Neuman & Koskinen, 1992; Pavakanun & d'Ydewalle, 1992). Teachers could explicitly encourage Japanese learners to take notes while they are watching these audio-visual materials, then to review these notes to make sentences, repeat and practice these sentences and then try to use these sentences in conversation. In addition, it is important to mention that with this study teachers can help students by giving some recommendation of programs according to their level of Japanese so that they can practice their listening skill, learn vocabulary, expression and listen to how the native people speak, resulting in having a significant learning.

#### **5.4 Limitations**

This study, like the rest of all the studies, presents certain limitations. First, there is the incidental nature of television programs for learning since they are not considered a source of learning. Since they are not considered as educational material when learning a language, they are considered a source of entertainment merely where time is wasted. But if students have the encouragement of their Japanese teachers to carry very specific learning activities and actions to, the learning of this language will be enormously improved.

This study focuses on a limited set of participants from the English and French teaching careers, because in the Faculty of Languages of the BUAP there are not a lot of students who are studying or already studied in highest levels of Japanese which caused

gather a limited set of data. The lack of collaboration of some students, referring to those students who, despite agreeing to contribute to this research, ultimately did not answer the questionnaire.

Finally, the situation of COVID-19 caused that, face-to-face interviews could not be done, but rather by videocall, causing a social distance that in a certain way caused that there was not a very comfortable environment as it is in person, and that it would have been also very good to have much more contact with the participants in this study.

### **5.5 Further research**

For this research the main suggestion for further research is to continue or extend this work with a bigger number of participants to get more data, this study only focused on participants from the faculty of languages, it will be advised to find participants from other degrees at the BUAP such as the school of engineering, electronic sciences, and plastic and audio-visual arts, which can certify Japanese language as a requirement to graduate. Also, it would be good to consider other universities, or from some Japanese schools where people are studying Japanese as a foreign language.

Personally, as a Japanese student, I was very interested in doing this research in this language, but I really find it interesting to do this research not just in Japanese but other foreign languages. I think this research could be applied to any language because there is a wide variety of television programs in many languages. Finally, another good idea for further research is not only focus on Japanese television programs but also include music in this research.

## 5.6 Personal reflection

In my personal experience I found this research about learning Japanese quite interesting. In order to make this thesis, I faced different obstacles such as: decide the main topic of my thesis, find participants willing to collaborate with my research, obtain information from Japanese sites on the topic to be able to collaborate on my thesis and to make the material that was used to obtain the data of this study.

When doing an exchange program in Japan, I discovered that the Japanese language taught at school was not enough to be able to have a fluent conversation using the colloquial Japanese that is used daily in Japan. At first, it was difficult for me to get used to the way Japanese people speak. That was the main reason why I decided to carry out this research. I was interested to know the different opinions and thoughts of my other Japanese classmates in the Faculty of Languages of the BUAP. I got new different points of views that made me reflect, change, and agree on several of them. This thesis taught me that everything with dedication, patience, and effort, accomplish something that can help others improve.

Finally, I am glad I was able to carry out all this research until the end of it. I am also grateful to all the participants who answered the survey and who also took their time to do the interview, which was an essential part of this study.

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**Appendix A: Questionnaire about the improving of Japanese by using authentic  
audio-visual material**

**BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA  
FACULTAD DE LENGUAS BUAP**

El propósito de este cuestionario es recopilar información sobre cómo mejorar el idioma japonés mediante el uso de autentico material audiovisual. Esta información será utilizada únicamente con fines de investigación y será estrictamente confidencial. **¡Gracias por su cooperación!**

**Facultad:** \_\_\_\_\_ **Edad:** \_\_\_\_\_

Instrucciones: Lee el siguiente cuestionario y responde o selecciona las opciones que se muestran en el siguiente cuestionario

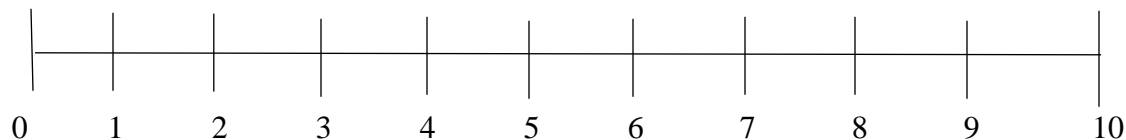
1.- ¿Cuál fue el último curso de japonés en CELE que tomaste?

2.- ¿Tienes alguna certificación en japonés?

a)  N5   b)  N4   c)  N3   d)  N2   e)  N1   f)  Ninguna

3.- **Si hiciste algún intercambio estudiantil en japon, ¿en qué universidad estudiaste?**

4.- Es productivo reforzar el japonés a través de diferentes tipos de programas de televisión japonesa. (Encierra el número)



En desacuerdo

Muy de acuerdo

5.- ¿Por qué crees que usar diferentes tipos de programas audiovisuales pueden ayudar a mejorar el japonés?

6.- ¿Cuáles de estos materiales audiovisuales has usado para mejorar tu japonés? (puedes escoger más de una opción)

Películas japonesas

Animes

Reality shows japoneses

Dramas japoneses

Otros \_\_\_\_\_

7.- ¿Cuáles plataformas ocupas para ver los materiales audiovisuales que seleccionaste anteriormente? (puedes escoger más de una opción)

Netflix

Amazon prime

Crunchyroll

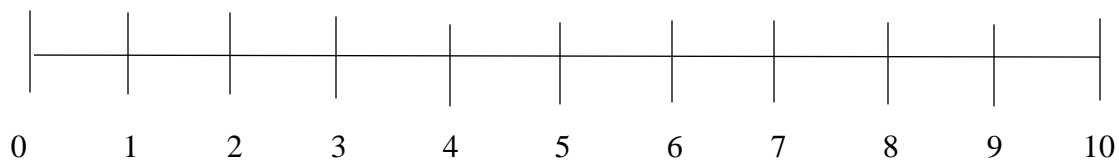
Rakuten viki

Abema

Otros \_\_\_\_\_

8.- Es eficiente usar este tipo de programas japones para mejorar el idioma japonés.

(Encierra el número)



Deficiente

Muy eficiente

9.- ¿Crees que estar más en contacto con la cultura japonesa es bueno para mejorar en el idioma japonés?

a)  Sí      b)  No      c)  Tal vez

10.- Si tu respuesta anterior fue “Sí o Tal vez”, ¿por qué crees que estar más en contacto con la cultura japonesa pueda ayudar a mejorar el idioma japonés?

11.- ¿Qué tipo de conocimientos culturales podrían obtener los estudiantes al ver programas de televisión japonesa?

12.- ¿Cuáles son las diferencias del idioma japonés entre el japonés que se enseña en clase al japonés que se ocupa en diferentes programas japoneses?

13. Si estás de acuerdo, escribe tu correo electrónico para poder tener una entrevista de 20 minutos vía Skype, Messenger o plataforma de tu conveniencia, el día y la hora que tú quieras, sobre el mismo tema. \_\_\_\_\_

¡Gracias por tu ayuda!

## Appendix B: Interview questions

- 1.- ¿Qué es lo que haces para mejorar tu habilidad para escuchar y hablar el idioma japonés?
- 2.- ¿Cuáles serían las ventajas de ver diferentes programas japoneses para mejorar el idioma japonés?
- 3.- ¿Qué tipo de programas japoneses sueles ver?
- 4.- Al ver algún programa japonés (películas, animes, reality shows) ¿qué problemas tienes al ver estos programas?
- 5.- ¿A qué crees que se deba el hecho de no poder entender bien el idioma japonés de esos programas?
- 6.- ¿Cuál es la diferencia que notas del japonés que se enseña en clase al que se escucha en los programas japoneses o en la vida diaria de Japón?
- 7.- : ¿Qué programas recomendarías a alguien que apenas empieza a aprender japonés?  
¿Qué programas recomendarías para niveles intermedios? ¿Para avanzados?
- 8.- ¿Con cuál tipo de programas (nombre del programa) se puede llegar a conocer más de la cultura japonesa?
- 9.- Al estar en Japón ¿cuáles cosas culturales ya habías conocido por medio de los programas japoneses?