

A Study on the Psychological Path of Text Reading for Junior Japanese Majors

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Abstract: In order to carry out Japanese reading teaching more smoothly, this paper discusses the psychological mechanism of Chinese native speakers in Japanese text reading activities. The research mainly takes nearly 200 sophomores majoring in Japanese in an ordinary university in western Guangdong as the object of investigation, and through long-term observation, interviews, small talk, questionnaires and other forms in the teaching process, understands their main modes and strategies of Japanese text reading, and analyzes their psychological path of reading. The research results show that junior students tend to solve the problems in vocabulary perception, viewpoint, schema, etc. in the reading process linearly. This "word-sentence-text" bottom-up model conforms to the characteristics of language psychological development of beginners with zero starting point and is the common preference of most junior Japanese learners.

Keywords: Reading Mode; Lexical Perception; Viewpoint; Schematism

1. The Main Reading Patterns of Junior Students

Text reading is the basis of all Japanese subject courses, with intensive reading and extensive reading as the core. Japanese reading activities involve almost all college Japanese major courses and run through the university for four years. The premise of Japanese reading course is that students read Japanese on the basis of their cognitive ability and logical thinking formed in their mother tongue reading. As skilled mother tongue readers, college students are presumed to have the basic "reading" ability [1].

Different from English majors, Japanese majors are mostly students with zero starting point, which is similar to children's language learning to some extent, but college students' cognitive and learning abilities are much higher than children's, and there is also a great psychological

difference between learning a foreign language in a mother tongue environment and children's acquisition of a mother tongue with physical and intellectual growth [2].

Nearly 200 sophomores for three consecutive years were randomly selected for their classroom tasks and after-school assignments. According to the texts they submitted, they interpreted idioms and published the original texts in the classroom. Less than 15% of junior students considered the issues of chapter structure, cultural context, author factors, title and content when reading the chapters from top to bottom. The questionnaire survey shows that the reading purpose of junior students is mainly utilitarian, that is, they hope to master Japanese language knowledge, meet the requirements of their studies, complete reading tasks, and obtain credits and related certificates through examinations. Under such motivation, their reading objects are mainly textbooks and exam-oriented corpus texts, and they pay more attention to the acquisition of language ontology knowledge. Therefore, most of them follow the path of "learning new words-analyzing the subject and predicate of sentences-disassembling the text paragraph by paragraph" to understand the text materials. And this "bottom-up" reading mode of "word-sentence-text" is also a common teaching order in reading class.

A small number of students may consider information such as morphology, context outside syntax, writing background and text structure, but for junior students, it takes great efforts to receive a lot of information such as new words and new grammar only in the process of understanding sentence texts in the "bottom-up" stage. They must identify the words in the target text and then make syntactic analysis, and then judge whether the semantics obtained initially are compatible with the context before they can consider adopting other reading modes.

2. The Initial Formation of Lexical Perception

2.1 Word Memorization and Word Breaking

Strategies

The huge memorization of words and lead-free blank words are the first hurdle for junior students in Japanese reading.

Biological programs determine that children are more relaxed in oral processing than in text processing. Although learning Japanese from scratch is similar to learning Japanese for children in some aspects, for junior learners, text processing is a little smoother than oral processing. It is very common for mother tongue reading to get access from pronunciation to semantics. However, in Japanese learning in mother tongue environment, the means for students to understand lexical semantics may not be achieved through listening and speaking environment, and it is very likely that the internal system of vocabulary will be initially established by reading and writing single words (copying new words or reading texts). The accumulation of Japanese vocabulary is not easy. Japanese writing is a mixture of Chinese characters and pseudonyms. There are nearly 2,000 commonly used Chinese characters, and the proportion of Chinese words used in various magazines, textbooks and other written materials is as high as 47.5% ~ 73.3% [3]. The use of a large number of Chinese characters similar to their mother tongue eliminates part of the psychological distance between lower-grade readers and the target language; Chinese characters in Japanese have the characteristics of word-building ability and rules similar to those in Chinese, which also reduces the psychological difficulty of text reading to some extent. However, the vocabulary required for reading comprehension of Japanese texts is much higher than that of Chinese. Compared with the amount of vocabulary acquired in the output, it is more important to understand the vocabulary in the input stage. The average Japanese adult's comprehension vocabulary is about 30,000 ~ 50,000. The coverage of Japanese words to daily articles is relatively low. If you master the 2000 words with the highest word frequency, you can only understand 70% of Japanese content. To understand 90% of the content, you have to remember 22,000 words [4]. This is a considerable amount.

On the other hand, the premise of solving the problem of empty lead is to master a large number of words. Modern languages, whether Chinese, Japanese or English, have punctuation marks between sentences, so it is not difficult to

break sentences, and there are lead spaces between words in alphabetic writing, so readers do not need to break words deliberately. However, there is no blank space in Japanese sentences, that is to say, there is no blank space between words in sentences, which makes it difficult to "break words" before vocabulary recognition. Whether words can be broken smoothly depends on the storage state of psychological dictionary to some extent. Whether the words appearing in a sentence are included in the psychological dictionary and how they are included, that is, whether the writing, semantics, grammatical functions and other features of each word are included and connected, and whether they can be activated when reading a sentence, etc. can directly affect word segmentation.

Regardless of the demand for quantity or lead-free blank words, the common strategy of junior students is to actively build the internal lexicon of the target language, that is, the psychological dictionary.

2.2 Construction Path of Psychological Dictionary

The lexical network structure in internal dictionaries is the key to the realization of lexical perception. The ways to build an internal dictionary vary from person to person, but students who build a vocabulary network from vocabulary classification can break words more easily than other students.

Japanese vocabulary can be divided into independent words and subsidiary words according to the classification of product words; From etymological classification, there are harmony words, Chinese words and loanwords. And the syllables of words are simple in structure, written in hiragana and distributed in all parts of speech; Chinese words are mostly written in Chinese characters, with short forms, clear meanings and strong language-making ability; Loanwords are mainly written in katakana. For Chinese words and loanwords, the different fonts in writing make it easy for students to break words, but it takes more efforts to identify the number of words in harmony words.

According to the limited characteristics of independent words and auxiliary words in the composition of sentence sections and the characteristics of etymological classification, fast argument can be realized.

Example:

(1)李さんは日本から帰国し/広州で仕事を探
しており/日系企業への就職を希
望している。

(2)新しいマンションでは/ペットを飼うこと
ができます。

Example 1 can be broken down into 11 sections: (1)李さんは/日本から/帰国し/広州で/仕事を探して/おり/日系企業への/就職を/希望して/いる。The independent language of 9 of the 11 stanzas consists of Chinese characters; Example 2 can be broken down into six sections: (2)新しい/マンションでは/ペットを/飼う/ことが/できます。Although there are not many Chinese characters in the sentence, students can still divide most paragraphs from the katakana words マンション and ペット. According to the feature that each stanza is composed of "one independent language and (0+) auxiliary languages", it is easier and faster to identify adjacent words in stanzas than to argue in sentences.

In addition to vocabulary classification, it is also a common strategy to build an internal lexicon through pronunciation, morphology, semantics and syntax, and some students can further use these means and context to form a more complex vocabulary network [5].

There are many homonyms in Japanese, such as "Your society (きしゃ), reporter (きしゃ), car (きしゃ)". Besides, there are many homographs, such as 丈夫(じょうぶ・じょうふ)、明日(あした・あす・みょうにち)、市場(いちば・しじょう). Visual readers are more inclined to use similar word forms to remember words; Students who emphasize logic are more willing to establish storage through semantics and syntax when learning words. For example, when learning "flowers", the nature of "plants" will be included in the psychological dictionary of the project at the same time; Learning “書く” will consider its syntactic properties, and put the linguistic form “~を/でに書く” expressed by case auxiliary words into the subdirectory of this entry; Some students build a wider network based on semantic inclusion, coincidence, adjacency or correlation, such as clustering "doctor", "nurse", "hospital", "treatment" and "treatment".

3. Vision and Viewpoint in Sentence

Understanding

3.1 Perceptual Wide-Angle Influence

Eye movement experiments show that "saccade" occurs when the eyes scan the text. The saccade range of various characters is different. Japanese text consists of syllable characters (pseudonyms) and morpheme characters (Chinese characters), and the saccade range of readers is 3.5 characters. At the same time, the experiment shows that gaze has an effective visual area (that is, perceptual span), and different writing systems also affect the perceptual span. The perceptual span of Japanese reading is about 6 characters to the right of the gaze point [6].

No matter Chinese, English or Japanese, text printing is arranged from left to right, and naturally it is scanned from left to right when reading. The core rule of Japanese sentence order is "the predicate is always at the end of the sentence", so readers need to look at the end of the sentence to confirm the "predicate" and then connect it with other modifiers to construct semantics. The step of confirming the predicate at the end of the sentence not only overcomes the reading habit from left to right, but also needs to scan back from right to left to extract the left information after the eyes project to the end of the sentence, but its perceptual span is the subsequent characters on the right side of the predicate, which makes the subsequent sentences enter the visual range in advance to form interference information. Therefore, not only do teachers teach PPT to guide students' gaze at every step by underlining, changing font color, font size and other special signs, but also thoughtful students will deliberately mark symbols to overcome the interference caused by the scanning law when they initially process the raw corpus, so that they can successfully complete sentence decomposition. Therefore, it is a "deliberate" process for junior readers to read sentences.

3.2 Psychological Point of View Constraints

Viewpoint is the perspective or position of the speaker to observe things.

Japanese texts also include the principle of hero's central viewpoint, the principle of consistency between emotional subject and viewpoint, and the principle of viewpoint-inertia. Moreover, the viewpoint of Japanese speakers is mostly fixed on the first person, so the object of Japanese sentences is rare in the first person; Different

from Japanese, Chinese speakers can focus on the first person, the second person and the third person, and there is no obvious difference among them[7]. As underlined below, the viewpoint changes between several people:

"What about you? What do you do?" She asked kindly. The telephone rang and saved me. I'll answer the phone. It's the girlfriend. When she opens her mouth, she scolds me ... (Selected Works of Wang Shuo)

Influenced by mother tongue language habits, students migrate to Japanese reading, which leads to misinterpretation of viewpoints and emotional subjects. The following sentence, "悔しい" is consistent with the viewpoint of the emotional subject "おれ", but many junior readers can't judge whether the emotional subject is "おれ" or "brother" in the topic, and their understanding will be biased.

Such as: おれのためにおっかあさんが早く死んだんだと云った。悔しかったから兄の横っ面を張って大変しかられた。(夏目漱石『坊ちゃん』)

Another example is to state the fact that "Taro showed Hanako the way". There are at least the following expressions in Japanese: (3)太郎が花子に道を教えてあげた。/(4)太郎が花子に道を教えてくれた。/(5)花子が太郎に道を教えてもらった。/(6)太郎が花子に道を教えた。/(7)花子が太郎に道を教えられた。

Because the speaker has a subjective tendency towards people or things in the text and has different viewpoints, empathy affects expression. Sentence 345 is a common expression of giving and receiving, and it has an emotional tendency to be close to the people inside and outside the topic, and the viewpoints are directed at Taro, Hanako and Hanako respectively; sentence 6 expresses the fact of guiding the way from an objective point of view, and the point of view is the subject's taro; The passive expression of sentence 7 indicates that the speaker's viewpoint is Hanako. Viewpoint reflects the position and attitude of the author/speaker, and the understanding of sentences cannot be separated from the viewpoint restriction in the context of the text, which is often ignored by junior students but is extremely important in text reading.

4. Interference Suppression and Schema Activation in Text Reading

Text comprehension is based on the smooth understanding of vocabulary and sentences. It is a dynamic process from the author's thinking that the generated meaning is presented as a text through words to the reader's understanding of the text to obtain the meaning. Whether the meaning obtained by readers is equivalent to the author's original intention is restricted by the reader's inhibition mechanism and the adaptability of schema knowledge.

4.1 Suppression of Interference Information

When dealing with the information in the text, the junior students' mother tongue "channel" is always open, and they tend to use Chinese reading thinking to understand the article. Junior students' Japanese level is limited, and the extraction of various information of words and sentences consumes too much psychological energy. Although Chinese characters similar to their mother tongue can eliminate some psychological distance, Chinese words in non-critical parts may also become distractions, which makes the interference information unable to be suppressed.

(8)何年何月何日から一斉にローマ字を使えという指令は出さなかった。

(9)青少年の体格は一般によくなったが、それが必ずしも体力の向上には結びついていないと言われる。

(10)7 日午後 4 時 10 分ごろ、東京都小平市学園西町 2 のコンビニエンスと「ファミリーマート橋学園店」の店内で、埼玉県川口市戸塚東町 1 の保険外交員、長田順子さんが、後から入って来た男に刃物で刺された。男は制止しようとした同店の入沢宣夫店長も刺したうえ逃走。長田さんは病院に運ばれたが.....

In the judgment of the authenticity of Japanese sentences, most of them are pseudonyms, such as the underlined parts of sentences 8 and 9, which indicate negation and incomplete negation respectively. Disturbed by the distracting words "Yi Jian", "Chu", "Bi" and "Jie", students can easily interpret these two sentences as Sentence 10 is a report in Japan's Daily News. In this short message, the usage rate of Chinese characters is 46%. There are three characters in the text, but the characters are expressed by words such as "Junko Nagata", "Nagata" and "Shoji Hiroshi" and "Male" twice before and after. Students pay attention to their familiar

Chinese characters, and are disturbed by the short message plot, so irrelevant information or low-relevance information in the text is activated, and they can't read the old and new information expressed by "が" and "は", and the relationship between people's information, people and events is disordered, resulting in a sluggish understanding.

It can be seen that the inhibition level is greatly influenced by the target language level, and the more complete the target language schema of the reader, the higher the inhibition efficiency [8]. Before the ability of automatic inhibition is fully developed, through teachers' reminding and self-awareness, and with the improvement of Japanese ability, schema can activate the construction of information network, and conscious inhibition can make the extraction of key information more accurate and rapid.

4.2 Schema Activation and Vacancy Filling

Recent studies have further revealed the dynamic relationship between second language inhibition mechanism and schema construction. Some studies have found that bilinguals show stronger interference suppression ability in language switching, and their reaction time is 18% shorter than that of monolinguals, and this advantage increases nonlinearly with the proficiency of second language. This result verifies the positive correlation between the efficiency of suppression control and Japanese proficiency, and indicates that there may be a "threshold effect" in the improvement of suppression mechanism-when the Japanese vocabulary exceeds 8,000 words, the correct rate of suppression of irrelevant information will increase by 23%[9]. The study on the neural mechanism of schema activation provides a new perspective for teaching intervention. The "sign classification framework" proposed by the research points out that the ideographic clues of Chinese characters in Japanese reading (such as the relationship between form and meaning of "disaster") can be used as the activation anchor of content schema, which can speed up the extraction of background knowledge for advanced learners by 35% [10].

It is generally acknowledged, the understanding of "schema" varies from family to family, but it can be roughly understood as a network system composed of all kinds of knowledge in human brain, which is hierarchical and flexible.

Reading comprehension is the process of schema concretization. Mother tongue reading produces understanding after schema is activated, but foreign language reading of junior students not only activates the existing schema, but also continuously inputs information to construct the target language schema, and at the same time finds schema gaps and fills them.

Example:

(11)「窓を開けたら庭が濡れていた。」

(12)「雨が降っただろう。」

(13)「暑くて誰かが散水したのかもしれない。」

Sentence 11 is explicit text information, and readers can activate the language knowledge in the schema, and identify the passage "窓を /開けたら / 庭が / 濡れて / いた" by analyzing it. At the same time, different levels of schema knowledge, that is, the empirical knowledge in the reader's long-term memory, are activated for reasoning, and the inference result of four or five sentences can be drawn: "It may be raining" and "It's hot, someone sprinkles water (to cool off the summer)".

In this process, if the schema information of language ontology knowledge and empirical knowledge can't be activated or there is a vacancy in one of them, then the sentence can't be understood correctly or incompletely.

According to schema theory, a reader can't understand a text correctly, including at least "the reader may not have a schema suitable for the text" and "the reader has a schema suitable for the text, but the clues provided by the author in the text can't make this schema active"[11].

Cross-cultural understanding is also a common schema vacancy that students easily ignore.

Language is formed in a specific social and physical environment and is an important part of culture, so it is restricted and influenced by the social and physical environment. Words in a text depend on context and interact with other words and sentences to produce meanings in sentences, not isolated individuals. Students refer to classified vocabulary books or dictionaries to get the conceptual meaning of vocabulary, but they can't get the cultural meaning of vocabulary in the text[12].

Example: (14)腐っても鯛

(15)十日の菊

For example, "Rotten camel is bigger than a horse". "snapper" has a beautiful shape and a good taste. It is a necessary dish in celebration

banquets since ancient times, which means good luck and beauty. This kind of fish is well-deserved king of fish in the eyes of the Japanese. However, "snapper" has no special cultural significance in China, and it is an ordinary fish that can be farmed on a large scale. Faced with such cross-cultural cognitive differences, only the dictionary meanings of "腐る", "ても" and "鯛" in the schema can not make reading comprehension smooth. Similarly, for example, "chrysanthemum on the tenth day" refers to tomorrow's yellow flowers and Monday morning quarterback. Su Shi's poem "Wang Gong with the Second Rhyme on Nine Days" was written on the Double Ninth Festival. The poem "Chrysanthemum on Ten Days" originated from the famous sentence "When we meet, we don't have to hurry to go home, and the butterfly will be worried about tomorrow's yellow flowers". The Chinese idiom "Tomorrow's yellow flowers" is also taken from this famous sentence. Originally, the poet lamented that the magnificent scenery was fleeting and advised friends to cherish the current poems. Later generations often used "Tomorrow's yellow flowers" as a metaphor for "outdated things". Therefore, to understand the proper schema of "Ten-Day Chrysanthemum", we should have the corresponding historical and cultural knowledge of China and Japan. If there is a gap in cultural knowledge in the schema, readers often make empirical inferences, and their memory clues can only be the conceptual meanings of the words "ten days", "の" and "chrysanthemum". Its extracted semantics can only be "chrysanthemum in ten days". Even in the case of misinterpretation, due to the low meta-understanding monitoring ability of junior students, they can't accurately evaluate and judge the mastery of learning tasks, and they still have a sense of "learning" or "reading", and this misinterpretation can only be discovered and corrected after the gaps of relevant cultural knowledge in the schema are filled[13].

5. Conclusion

To sum up, junior students, as unskilled readers, mainly focus on disassembling chapters at the micro level, and extract the meanings of words, sentences and texts from a linear relationship. Therefore, the reading mode is mainly from bottom to top. Before the level of language knowledge has been fully improved, vocabulary,

language expression rules and other elements in the text are the primary problems to be solved in text reading, and a solid grasp of language ontology knowledge is the foundation, which is also in line with the learning rules in the primary stage. But we can also see that the bottom-up model can't make students fill the schema completely, which has great limitations. Only by constantly inputting extra-textual knowledge and making the target language schema tend to be multi-layered and reasonable in structure can a more active reading psychological model appear, and junior students can gradually develop into skilled Japanese readers.

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