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The Assessment of Listening Ability in the New Japanese Test Format of the College Entrance Examination and Its Teaching Implications — A Case Study of the 2024–2025 Gaokao Japanese Tests

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Abstract. Based on the listening sections of the 2024 national Gaokao Japanese paper, the January 2025 Zhejiang paper, and the 2025 national Gaokao Japanese paper (60 recordings and question sets), this study used content analysis to examine the characteristics of the new listening test format and their teaching implications. Three salient characteristics emerged: high demands on precise and quick question reading, frequent synonym substitution between questions or options and the audio text, and abundant conversational interaction information in long audio. These correspond to three psychological factors identified in prior research: learners' anxiety-awareness in listening activities, lexical processing speed, and planning-and-evaluation awareness in the listening process. The paper accordingly proposes AI-generated listening practice mimicking the new format, discrimination training on similar-meaning sentences, group-based synonym summarization, and a tick-marking strategy for sustaining attention. Teachers should reduce listening anxiety, improve lexical processing speed, strengthen planning-and-evaluation awareness, and continue to consolidate basic vocabulary and grammar.

Keywords: Gaokao Japanese listening, listening process, cognitive strategies, secondary-level Japanese listening instruction

1. Introduction

Since the 2024 college entrance examination, the Japanese test paper has adopted a new format, in which the listening section has a larger number of questions and a longer duration than the old format. In the listening test, Section 1 was reduced from 7 questions in the old format to 5 questions, while Section 2 was increased from 8 questions to 15 questions, and a monologue discourse listening question type was newly added. Among the core competencies proposed in the *Japanese Curriculum Standards for Regular Senior High Schools (2017 Edition, 2025 Revision)* [1], the first is language ability, which requires students to perceive and comprehend the similarities and differences between Chinese and Japanese, and makes clear that language ability mainly includes three dimensions: accumulation and comprehension, internalization and application, and integration

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and creation. Listening comprehension ability reflects students' internalization and application after acquiring the language. Previous research has mainly focused on the analysis of Gaokao listening question types and the factors influencing Japanese learners' listening ability. Chen [2], taking the old Japanese listening question types of the Gaokao from 2017 to 2023 as the research subject, summarized the themes assessed by the listening question types, and proposed a teaching model from the perspective of cognitive strategies following the steps of focusing, association, induction, and summarization. Regarding Japanese listening ability, the factors affecting learners' comprehension ability in the listening process mainly include: lexical processing speed [3]; psychological activities such as 'problem-solving awareness in listening comprehension,' 'awareness of planning and evaluation in the listening process,' 'awareness of mental translation of listening content,' and 'anxiety-awareness in listening activities' [4]; and working memory capacity [5].

Existing research has paid little attention to the characteristics of the new Japanese listening format of the Gaokao and the teaching model suited to it. The questions this paper intends to address are: What characteristics does the new Japanese listening format of the Gaokao exhibit in assessing students' language ability? And how can the listening comprehension ability assessed by these characteristics be cultivated in daily teaching? To enlarge the research sample, and considering that Zhejiang Province implements a foreign-language Gaokao with two examination sessions in January and June, the January 2025 Zhejiang paper was also included in the scope of investigation. Therefore, the research subjects of this paper are the listening questions of the 2024 national Japanese paper of the Gaokao (hereinafter referred to as the 24 national paper), the January 2025 Zhejiang Japanese paper (hereinafter referred to as the 25 January Zhejiang paper), and the 2025 national Japanese paper of the Gaokao (hereinafter referred to as the 25 national paper), comprising a total of 60 listening audio clips and question sets.

2. Characteristics of the new Japanese listening test format and the listening abilities it assesses

Based on the listening sections of the 24 national paper, the 25 January Zhejiang paper, and the 25 national paper, the main characteristics of the new Japanese format of the Gaokao are found to be the precision required in reading the questions, synonym substitution, and the discrimination of conversational interaction information. These respectively involve students' anxiety-awareness in listening activities, their lexical processing speed, and their awareness of planning and evaluation in the listening process.

2.1. Difficulty in reading the questions and anxiety-awareness in listening activities

Section 1 of the listening test centrally reflects the relatively high difficulty in reading the questions, specifically: the Section 1 audio is played only once but the options are long, so the speed of reading the questions before listening must be fast; the different notational forms of the options require more careful reading; and the first sentence in the listening audio is the correct answer. The following discussion uses real test questions as examples.

The options in Section 1 of the listening test in the 24 and 25 national papers are long, about twice the length of the options in Section 2, so students need to react to the meaning of the questions within a short time. Since the Section 1 audio is played only once, students' working-memory load per unit time is large and the difficulty of reading the questions is great.

In Question 4 of the 25 national paper (Example (1)), the three options are related in notation yet each differs: options A and C have the same pronunciation but different notation, options A and B

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share similar written kanji, and options B and C overlap in pronunciation, which requires students to read the questions more carefully. Note that options A 「春」 and C 「ハル」 are homophonous (haru) but differ in notation (kanji vs. katakana), options A 「春」 and B 「晴」 share similar kanji glyphs, and options B (hare) and C (haru) overlap in pronunciation; discrimination therefore depends on precise reading of both script and sound.Also, in Question 2 of the 25 national paper — A. 男の人は今年も自分に甘い (otoko no hito wa kotoshi mo jibun ni amai, 'The man is again easy on himself this year'), B. 男の人は今年こそ頑張れる (otoko no hito wa kotoshi koso ganbareru, 'It is precisely this year that the man will be able to make an effort'), and C. 男の人は今年もいつも通りに頑張れる (otoko no hito wa kotoshi mo itsumo tōri ni ganbareru, 'The man will be able to make an effort as usual this year') — and in Question 5 of the 25 national paper — A. チケットは1枚しかなかった (chiketto wa ichi-mai shika nakatta, 'There was only one ticket') — the option lengths are similar, requiring students to react quickly to the meanings of shika…nai 「しか〜ない」('only'), the emphatic particle koso 「こそ」('precisely'), and tōri ni 「通りに」('in the same manner as') while reading the questions; moreover, understanding the extended meaning of the familiar adjective amai 「甘い」 in the collocation jibun ni amai 「自分に甘い」 ('easy on oneself') further increases the difficulty of students' reaction when reading the questions in the examination room. (1) 4. 女の子の名前は何ですか.(Onna no ko no namae wa nan desu ka. 'What is the girl's name?')

A. 春 (haru) B. 晴 (hare) C. ハル (haru) Source: 2025 National Paper, Question 4.

In the first question of the listening section of the 25 January Zhejiang paper, the first sentence of the audio is the correct answer, and the recording is not repeated a second time; a similar example is Question 18 of the 25 national paper, where the first sentence of a long monologue audio is the correct answer, which tests students' mindset considerably. If a student is vague about the answer to the first question, they easily miss the audio information that immediately follows because they are preoccupied with what they have heard, thereby affecting the rhythm of their listening. Fei [4], through empirical research, found that regardless of their listening proficiency, Chinese learners all hold a certain degree of anxiety-awareness toward Japanese listening, so eliminating students' anxiety-awareness in listening activities to a certain extent is closely related to improving their listening proficiency. (2) 質問:男の人は明日何時に起きますか.(Otoko no hito wa ashita nanji ni okimasu ka. 'What time will the man get up tomorrow?') A. 6時 (roku-ji) B. 7時 (shichi-ji) C. 8時 (hachi-ji) 音声原文:かあさん,明日6時に起こしてくれる?(Kāsan, ashita roku-ji ni okoshite kureru? 'Mom, can you wake me up at six tomorrow?') Source: January 2025 Zhejiang Paper, Question 1.

(3) 質問:調査は何年間続きましたか.(Chōsa wa nannenkan tsuzukimashita ka. 'How many years did the survey last?') A. 3年間 (san-nenkan) B. 2年間 (ni-nenkan) C. 1年間 (ichi-nenkan) 音声原文:東京都は2021年度から2023年度まで,小学校と,中学校の子供,約5200人の目の健康について調べました.(Tōkyō-to wa 2021-nendo kara 2023-nendo made, shōgakkō to chūgakkō no kodomo yaku 5,200-nin no me no kenkō ni tsuite shirabemashita. 'From fiscal 2021 to fiscal 2023, the Tokyo Metropolitan Government surveyed the eye health of about 5,200 elementary and junior high school children.') Source: 2025 National Paper, Question 18.

2.2. Synonym substitution and lexical processing speed

In the new listening format of the Gaokao, many questions appear whose expressions in the audio are synonymous or even identical with those in the question. There are not only cross-word-class synonym substitutions such as 'tanoshii,' 'ureshii,' and 'yorokobu,' but also synonym substitutions between sentence patterns; see Table 1 for details. Zhang [3] argues that only when automatic

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processing of word meanings is formed can listening comprehension reach a proficient level, and that the automatic processing of word meanings stems from repeated exposure to words in discourse. Judging from the Gaokao real questions, both synonymous words and grammar must also be mastered fluently. Cultivating students' fluency with synonym substitution accords with the conclusion Fei [6] reached through empirical research — that improving the semantic processing efficiency of auditory vocabulary is essential to the comprehension of listening content.

Table 1. Synonym substitutions in the new listening test format

Exam Question	Question Expression	Audio Expression
Q19, 2024 National Paper	朝早く取りに行く.(asa hayaku tori ni iku 'I will go to pick it up early in the morning')	ええ,早く行かないと.(ē, hayaku ikanai to 'Yes, I have to go early')
Q13, 2025 National Paper	仕事として一番大事なことは何だと言っていますか.(shigoto to shite ichiban daiji na koto wa nan da to itte imasu ka 'What does he say is the most important thing in one's work?')	何よりも社会のためになる仕事でいいから.(nani yori mo shakai no tame ni naru shigoto de ii kara 'Because any work that benefits society above all else is fine')
Q9, Jan 2025 Zhejiang Paper	先生に相談している.(sensei ni sōdan shite iru 'is consulting the teacher')	先生:詳しく話しましょう.(sensei: kuwashiku hanashimashō 'Teacher: Let me explain it in detail')
Q15, Jan 2025 Zhejiang Paper	C. 夜 (yoru 'night')	ええ,毎日寝る前に書いています.(ē, mainichi neru mae ni kaite imasu 'Yes, I write in it every day before going to bed')
Q17, Jan 2025 Zhejiang Paper	B. 思い出を残すため (omoide o nokosu tame 'to preserve memories')	自分の生活を記録に残したいから.(jibun no seikatsu o kiroku ni nokoshitai kara 'Because I want to keep a record of my daily life')

2.3. Conversational interaction information and awareness of planning and evaluation in the listening process

The new format has a larger number of questions and a greater amount of conversational interaction information, and its characteristics are: (1) richer oral expressions; (2) faster switching between spoken and written language; (3) long audio and much interfering information. Questions 6–8 of the 25 national paper involve oral expressions in a sports topic, for instance 負けちゃったんだ (makechatta n da, 'we ended up losing') and 抑えられたんだね (osaeraretan da ne, 'we were held back, weren't we'), both of which are colloquial forms expressing that the team lost the match. On the other hand, in Question 8 of the 25 national paper, the stem 男の人は試合に負けたことについてどう思っていますか.(Otoko no hito wa shiai ni maketa koto ni tsuite dō omotte imasu ka. 'What does the man think about losing the match?') with option A. 全然気にしない (zenzen ki ni shinai 'does not mind at all') describes the man's own feeling, whereas the audio says 男:全然,気にしないで (otoko: zenzen, ki ni shinaide 'Man: Don't worry about it at all'), in which the man is in fact telling the other person not to mind; this tests whether students can accurately perceive the conversational interaction information. A similar case is Question 1 of the 24 national paper: the

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stem 誰がお金を払いますか.(Dare ga okane o haraimasu ka. 'Who will pay the money?') with options A. 女 (onna 'woman'), B. 男 (otoko 'man'), C. 知りません (shirimasen 'unknown'), and the first sentence of the audio is 女:今日は私に払わせてください (onna: kyō wa watashi ni harawasete kudasai 'Woman: Please let me pay today'). Students must hear the causative-request pattern …sasete kudasai 「させてください」('please let me do…') in the first sentence and quickly infer that the speaker is the one who will complete the action. In Question 8 of the January 2025 Zhejiang paper, the audio contains いいかな (ii kana, literally 'is that okay?', functioning here as a colloquial soft refusal), testing students' ability to obtain the interaction information of already-learned sentence patterns in oral scenarios.

In the new format, besides a large amount of oral forms, the audio of Questions 18–20 of the 25 national paper contains many written-style expressions, such as 「…ということも明らかになりました」(…to iu koto mo akiraka ni narimashita, 'it also became clear that…') and 「…ようにすることが大切です」(…yō ni suru koto ga taisetsu desu, 'it is important to make a point of doing…'). In the 24 national paper, written expressions appear in abundance in the monologue at the position of Questions 6–8, showing that the position of long monologue audio in the test paper is not fixed, which further requires students to switch rapidly between spoken and written language in their listening input.

In the new format, each audio clip in Section 2 is long and contains much interfering information. For example, the audio of Questions 18–20 of the 25 January Zhejiang paper is a monologue, the first half of which is interfering information, and the last three sentences successively present the answers to three questions. This requires students' awareness of planning and evaluation in the listening process, so that they attend to and grasp their own listening process and work to solve the problems that may arise in the application of listening strategies [4]. How can students maintain concentration throughout the listening? What implications does the new Japanese listening format hold for improving daily teaching methods? This paper will discuss these in Part Three.

3. Teaching approaches for cultivating listening abilities for the new Japanese listening test format

In response to the characteristics of the new listening format of the Gaokao — high difficulty in reading the questions, many synonym substitutions, and a large amount of conversational interaction information — daily teaching can increase the penetration of listening practice, aiming to reduce students' anxiety-awareness in listening activities, improve their lexical processing speed, and enhance their awareness of planning and evaluation in the listening process.

On one hand, the high difficulty in reading the questions of the new listening format is reflected in the fact that the first sentence of the audio is the correct answer. Targeting this audio characteristic, teachers can first use the AI tool DeepSeek to generate audio texts and exercises, and can increase the difficulty by placing easily confused word pronunciations — for example, 4日 (yokka, 'the fourth day of the month') and 8日 (yōka, 'the eighth day of the month') — separately into the options and the audio. Then use a Japanese speech-generation AI (e.g., https://www.speechise.com/ja/) to generate the audio. Using five minutes of class time each day to persistently have students do listening practice thus trains, day by day, students' high sensitivity to the first sentence of the audio information.

The high difficulty in reading the questions of the new listening format is also reflected in the fact that the difference in option meanings lies in finer grammar. Teachers can have students listen to and distinguish sentences of similar meaning (Example (4), compiled by the author) to increase students' sensitivity in reacting to these grammar points in listening — auxiliary particles, subsidiary verbs,

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and formal nouns. Taking the shika…nai 「しか～ない」pattern as an example, students listen to the recording and choose the option closest in meaning to the underlined sentence. There are two training modes: one sets the underlined sentence as the stem and has students listen to the options, thereby training the judgment speed of auditory input information; the other sets the option as the stem and has students listen to the underlined sentence, improving the speed at which students visually judge grammatical meaning. (4) 教室には鈴木さんと佐藤さんしかいません.(Kyōshitsu ni wa Suzuki-san to Satō-san shika imasen. 'Only Suzuki and Sato are in the classroom.') A. 教室には鈴木さんと佐藤さんだけいません.(Kyōshitsu ni wa Suzuki-san to Satō-san dake imasen. 'It is only Suzuki and Sato who are not in the classroom.') B. 教室には鈴木さんや佐藤さんなどいません.(Kyōshitsu ni wa Suzuki-san ya Satō-san nado imasen. 'Neither Suzuki, Sato, nor anyone else is in the classroom.') C. 教室には鈴木さんと佐藤さんだけいます.(Kyōshitsu ni wa Suzuki-san to Satō-san dake imasu. 'Only Suzuki and Sato are in the classroom.') (Compiled by the author)

Regarding the characteristic of many synonym substitutions, on one hand teachers can, when explaining new grammar in class, review the already-learned grammar that is synonymous with it. Taking the incomplete-enumeration pattern 「～たり～する」(~tari ~suru, 'do such things as… and…') as an example, teachers can guide students to review the nominal incomplete-enumeration pattern 「～や～など」(~ya ~nado, '…and… , among others'), and through Example (5) (compiled by the author) let students perceive that the two incomplete-enumeration patterns can express similar meanings.

(5) a. 分かりやすくて間違えたりすることが少なくなりました.(Wakariyasukute machigaetari suru koto ga sukunaku narimashita.) b. 分かりやすいですから,間違えることなどが少なくなりました.(Wakariyasui desu kara, machigaeru koto nado ga sukunaku narimashita.) Both sentences mean 'Because it is easy to understand, mistakes have become fewer.' (Compiled by the author)

On the other hand, teachers can encourage students to give full play to their subjective initiative and summarize by themselves the synonymous grammar and words they have learned. The concrete method: divide the class into groups, and each week each group finds three pairs of synonymous words and grammar, writes the summary on paper, and posts it on the classroom wall, where the teacher and other groups can add, remove, or revise at any time. The summary of synonymous expressions posted on the classroom wall also makes it convenient for students to review in their spare time, and by creating an environmental atmosphere deepens students' awareness of synonym substitution. This training in synonym substitution not only helps improve the reaction speed of listening, but also facilitates quickly searching for synonymous vocabulary or sentence patterns in the brain's knowledge store when writing, thereby enriching the diversity of textual expression.

The new listening format of the Gaokao has a large amount of conversational interaction information and fast switching between spoken and written language, which reminds teachers that daily teaching should cultivate students' listening training in both spoken and written language. For listening training in written expressions, teachers can make flexible use of the texts in the senior high school textbooks *Japanese (Compulsory)* 「普通高中教科书·日语(必修)」and *Japanese (Elective Compulsory)* 「普通高中教科书·日语(选择性必修)published by the People's Education Press. Hu [7], targeting beginner-level Japanese students in senior high schools, used the texts of the compulsory-education *Japanese* 「日语」textbook published by the People's Education Press as listening materials and adopted a Japanese teaching model that emphasizes auditory input; a questionnaire half a year after teaching found that 88.89% of students accepted or liked this listening practice method, showing that textbook texts are high-quality listening materials. At the same time, closely following the topics required by the curriculum standards [1], under the theme of

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each lesson, one can find oral expression forms of already-learned words or grammar through Japanese anime or Japanese dramas, and use video and other multimodal means to help students absorb and digest the new grammar learned in class, letting students concretely feel the practical application of what they have learned.

How can students' awareness of planning and evaluation in the listening process be improved to cope with the interfering information in long audio? Observing the three sets of new listening formats, the Section 2 audio content generally unfolds in the order of the question stems on the paper; when hearing a word that appears in the question stem, one marks a '√' below it, and through this marking behavior keeps oneself following the audio content throughout. Taking Question 12 of the 25 national paper — 昨日,どんな説明会がありましたか (kinō, donna setsumeikai ga arimashita ka, 'What kind of information session was there yesterday?') — as an example, although the audio first presents 説明会 (setsumeikai, 'information session'), only upon hearing 昨日 (kinō, 'yesterday') can the correct information be selected. As the audio proceeds, marking a tick (√) under both setsumeikai and kinō confirms the selectable answer. (6) 男:佐藤さんは就職の説明会,行っていますか.(Otoko: Satō-san wa shūshoku no setsumeikai, itte imasu ka. 'Man: Sato, have you been attending job-information sessions?') 女:ええ,図書館とか,銀行とか,もう20社も.(Onna: ē, toshokan toka, ginkō toka, mō nijussha mo. 'Woman: Yes — the library, the bank, and so on; already twenty organizations.') 昨日も新聞社の説明会に行きました.(Kinō mo shinbunsha no setsumeikai ni ikimashita. 'Yesterday I also went to a newspaper company's information session.') Source: 2025 National Paper, Question 12.

The tick-marking method also applies to the type where the answer appears first in the audio and the question stem information appears later. For example, in Question 8 of the 24 national paper — 年配の方はどうして嬉しそうに話していましたか.(Nenpai no kata wa dōshite ureshisō ni hanashite imashita ka. 'Why was the elderly person speaking so happily?') — the relevant sentence in the audio transcript is 「SNSの使い方を教えてもらった人は一番聞きたいことを聞くことができました」と,嬉しそうに話していました.(SNS no tsukaikata o oshiete moratta hito wa ichiban kikitai koto o kiku koto ga dekimashita to, ureshisō ni hanashite imashita. 'The person who was taught how to use social media said happily that he had been able to ask the question he most wanted to ask.') Following the order of the audio, tick-marks are placed in sequence on option C. 聞きたいことを聞くことができるから (kikitai koto o kiku koto ga dekiru kara, 'because he can ask what he most wants to ask') and on the stem phrase 嬉しそうに話していました (ureshisō ni hanashite imashita, 'was speaking happily'), and the small tick reminds students that option C, heard first, is the correct answer. This method is clear at a glance, and the small check mark becomes a handle for students to stabilize their mindset in the examination room. Even when the key information serving as the answer reference appears densely in the audio, it is easy to follow the audio rhythm in an orderly manner through tick-marking.

4. Conclusion

Based on the listening section of the new Japanese format of the Gaokao, this paper summarizes the characteristics of the new listening format mainly as three points: high difficulty in reading the questions, many synonym substitutions, and a large amount of conversational interaction information. Based on these characteristics, this paper proposes teaching approaches such as using AI to generate listening practice similar to the new format, listening to and distinguishing sentences of similar meaning, organizing groups within the class to sort out synonym substitutions, and drawing '√' to assist in improving the concentration of listening attention, so as to cultivate in daily listening teaching students' ability to reduce their anxiety-awareness in listening activities, improve

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their lexical processing speed, and enhance their awareness of planning and evaluation in the listening process. Although the new format has its new characteristics, a solid foundation of vocabulary and grammar remains the good remedy of 'meeting movement with stillness.' Teachers should not only adjust listening teaching methods based on the new format, but also attach importance to students' mastery of basic words and sentence patterns. Also, whether the reform of teaching methods is effective for every student must be analyzed on a case-by-case basis in practical application.

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