

# Asian Community Series Courses Design in Business Japanese Teaching

## A Case of Dalian Neusoft University of Information

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**Abstract**—As employment needs change, foreign language talents not only must master foreign languages and understand foreign trade, but also have a command of knowledge in accounting, enterprise management and marketing, and must be in line with international standards in the field of thought. Therefore, major universities have developed unique training programs for foreign language talents, and set up various courses on developing teamwork spirits and international vision in combination with the actual situation. In this context, business Japanese education has sprung up and continues to grow stronger. However, the matching curriculum design problems are becoming increasingly prominent. This paper focuses on Asian community series courses design in business Japanese teaching and discusses the design process and design concepts of related courses in order to provide other similar courses with certain theoretical basis.

**Keywords**—business Japanese teaching; course design; OBE

### I. INTRODUCTION

Since the normalization of diplomatic relations, China and Japan have deepened their development in economic, trade and political culture. In recent years, China has become Japan's largest trading partner, and its value of trade reached 269.84 billion dollars in 2016, far higher than 194.73 billion dollars of the second largest trading partner, America. In the past, relying on its geographical location, labor advantages and favorable national policies, China won the favor of a large number of Japanese manufacturers. At present, China's advanced manufacturing, Internet, big data, and AI technology have gained rapidly development, which will attract more sophisticated Japanese enterprises. China and Japan will also carry out further technological exchanges and personnel training in the high-tech industries. As a education discipline with short history, business Japanese education is particularly dominant in this environment. Since the 1950s, institutes of foreign trade in Beijing, Shanghai, Tianjin and Guangzhou have successively established Japanese language majors, which lays the basic goal and direction for Japanese language teaching. The students majoring in Japanese must not only have a solid foundation in foreign languages, but also have corresponding foreign trade expertise and be competent in the work related foreign trade.

### II. BASIC PRINCIPLES OF THE DESIGN OF ASIAN COMMUNITY SERIES COURSES

In addition to the public compulsory courses, the institutes of foreign trade mentioned above have set up the foreign language subjects including basic Japanese, conversation, reading, grammar, intensive reading, Japanese foreign trade negotiations and Japanese correspondence, as well as international trade, international finance, import and export business and other professional courses. After many years of development and precipitation, at present, many universities still follow the traditional at that time to set courses. For example, the professional disciplines in Dalian Neusoft University of Information include business foundation Japanese, visual-audio-oral, conversation, writing, intensive reading, extensive reading, advanced business Japanese, etc. However, with the development of the times, the demand for talents in the market has also undergone new changes. Foreign language talents must master foreign languages and understand foreign trade, even have a command of knowledge in accounting, enterprise management and marketing, and must be in line with international standards in the field of thought, which includes teamwork and international vision. To adapt to market requirements, major universities have developed unique training programs for foreign language talents, and set up various courses in combination with students' employment direction, professional strength and other actual situations. For example, Dalian Neusoft University of Information has successfully established IT Japanese, comprehensive project practical training of business Japanese, business Japanese process practice, business Japanese interpretation practice, Japanese Bookkeeping and other practical courses. Through the study of specialized courses, students can not only solid professional basic knowledge, but also have certain practical experience in business work. It can be said that before leaving the university students have the basic ability to work in Japanese environment. But in business work, the students should not only have strong basic skills in foreign languages and foreign trade, but also have the thinking pattern that is in line with the development of the times. For the vast majority of college students with less foreign life experience, their international perspective, depth and breadth of thinking need further training and promotion.

The Asian community series courses can not only cultivate students' international perspectives, but also stimulate students to actively learn about the history, politics, economy, culture and other aspects of Asian countries. Funded by the "Same Asia" consortium, this series of courses has been successfully opened more than 300 times in China (including Hongkong and Taiwan), Japan, South Korea, Singapore, Mongolia, Indonesia, Sri Lanka and other places. In China, many universities including Tongji University, Shanghai Jiao Tong University, Fudan University, Dalian University of Technology, Tsinghua University, Sun Yat-sen University and The University of Hong Kong have successfully opened the course more than 100 times. The "Same Asia" consortium aims at peace, takes promoting the solidarity of Asian countries and achieving the one Asia as the goal, and is committed to nurturing Asian talents with a global perspective. The course is taught by well-known professors and experts from various countries in Asia. Students can experience a diversified and international teaching model, contact the more advanced views of the international community and understand the trends of the international community. The idea of the course is neither to deny a certain country, nor to allow a country to rule a region, but aims to emphasize that Asian countries can get along well and to promote good-neighborly culture. From this, we will create a diverse and dynamic Asian region, which will safeguard the safety of life and property of people in Asia, even Africa and Eurasia, and guarantee that they will live more freely, comfortably and peacefully.

### III. INVESTIGATION AND ANALYSIS AND PLAN FORMULATION

The Asian community series course is a short-term course funded by a consortium, with a certain degree of particularity. In order to achieve the best teaching results, we need to focus on the overall situation and give more consideration when setting the course. The so-called "curriculum design" refers to the design of the overall curriculum in accordance with the stated learning objectives. That is to say, in order to enable students to achieve the learning objectives, we must develop the most appropriate teaching plan. The basic process of curriculum design consists of four steps, namely, investigation and analysis, formulation of plans, concrete implementation, and later evaluation. Among them, investigation and analysis are basic activities and are indispensable, and the formulation of plans is the most important part in the entire process. During the course design, we need to take an all-round consideration on the learners, course content, teaching method, training aid, teaching teachers, study time, related expenses, and how to evaluate.

Investigation and analysis can help curriculum designers effectively understand the state of learners, existing knowledge reserves, learners' needs, and so on, so the designer can have a definite object in view. We need to organically combine with many aspects and make an effective analysis during the investigation, which involves learners, professors, teaching institutions and other related situations, such as Readiness Survey, Needs Survey, Belief Survey, Strategy Survey and so on. The Asian community course is a course for the communication with foreign culture. Learners must have a

certain Japanese foundation and be able to conduct simple daily conversations and business exchanges. The learners' Japanese proficiency should have a level of N2 and above, and they must have a certain understanding on Asian countries and hope to deepen their understanding in other areas. Therefore, the course should be set up in the second semester of junior year or the first semester of senior year, or the first year of graduate school. Taking Dalian Neusoft University of Information as an example, the course is set only for students who are ranked in the top 50 of the grade in the second semester of junior year, and it shall be open once a week, 90 minutes for each time, totally 16 weeks, and take lectures as the main teaching form.

In terms of content setting, we must first clarify the curriculum objectives, and then formulate detailed teaching plans based on the objectives. The Same Asia consortium has held lectures from 2009 to 2016, lasting 7 years. Based on the previous teaching content and combining with the actual needs of Japanese majors, the course can focus on Asian economics, Sino-Japanese cooperation and development, Asian regional cooperation and Sino-Japanese relations. The Asian community series is not a linguistics course that learns Japanese, but a course that uses the Japanese language to learn about the world. Therefore, when setting course objectives, we should not only emphasize language knowledge such as Japanese words and grammar, but should consider why learners should study this course. In practical operation, we should set objectives based on learners' learning needs, and then determine the syllabus and teaching method, and select or develop supporting teaching materials. Take Dalian Neusoft University of Information, characterized by business Japanese, as an example, through investigation, it is can be seen that the students hope to learn about the overall economic situation of Asian countries through the study of this course, especially the current status and development of the Chinese and Japanese economies. Meanwhile, they also hope to have a deeper understanding for the history, politics, culture, and environment of Asia, especially East Asian countries. After the curriculum objectives are set, we should design the teaching activities. The curriculum objectives determine the teaching activities and the teaching activities can achieve the curriculum objectives. Such as learning content, learning sequence, teaching method, and so on. For example, in Dalian Neusoft University of Information, the sequence of unit module and teaching content is the basic understanding of the Asian community, the development of the Asian community and Japanese education (including linguistics, literature, etc.), and the status quo and development of international relations in Asia (East Asia).

In the light of OBE (Outcomes-based Education), teaching method and curriculum design theory, we will set the teaching objectives by different level. OBE educational concept emphasizes the educational process based on achieving learning outcomes, and thinks that education structures and courses are educational means rather than goals. This education concept has been applied to the education reform and practice of science and engineering in Shantou University and other universities, which has achieved remarkable results. This principle also applies to Japanese education. The overall

process of teaching activity based on OBE education concept consists of four stages, namely defining learning outcomes, achieving learning outcomes, evaluating learning outcomes and using learning outcomes. In arranging teaching plan and setting course content, we adopt the “backtracking design” to realize the design of all student-centered teaching activities in the real sense. Therefore, when formulating curriculum objectives, we should set the overall objective of the course first, the unit objective next, then the lesson objective, and finally the course objective. The top-down design flow can be referred to “Fig.1”.

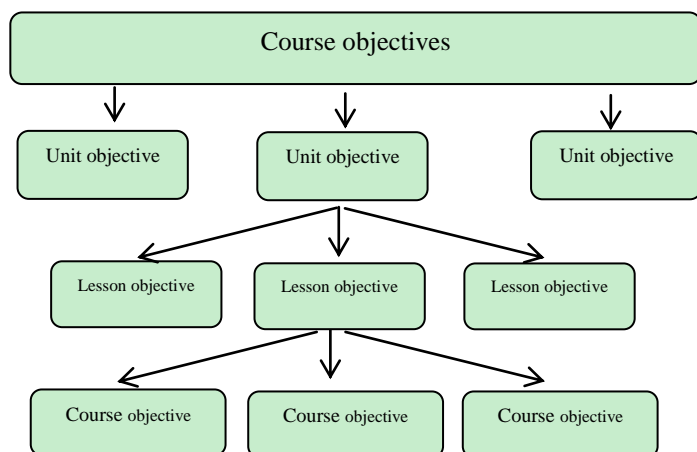


Fig. 1. Course objective design flow based on OBE concept.

The objective of the course is the final learning outcome students have achieved. It is the greatest ability that can be achieved after a certain period of study. Through the learning of the Asian community series courses, students' overall understanding of the world is their ultimate result, and this result is not the sum of the previous learning results or the result after averaging. Through the study of this course, students can obtain the recognition result from them and get knowledge and understanding from their heart.

#### IV. SPECIFIC IMPLEMENTATION AND LATER EVALUATION

The lecturers of Asian community series course are well-known professors from various Asian countries. The implementation of course will involve both internal affairs and external affairs. The internal affairs can be completed by university teachers and assistants, including formulation of the syllabus, writing of teaching plans, production of the teaching calendar, formulation of assessment methods, appraisals of scholarship grantees, examination and approval, archiving of the teaching documents and so on. The external affairs mainly include communication with the consortium, inviting professors, receiving professors, and translation lectures. Since there is still a certain gap between the matched-degree of the concept of the Asian community and professional curriculum objectives of business Japanese education, how to close the gap is a key issue in the implementation process. Therefore, when designating a syllabus, we should based on the special features of business Japanese education, and focus on cultivating students' ability to think about Asian and even global issues through economic representation. Taking Dalian

Neusoft University of Information as an example, the courses mainly include the Northeast Asia Corridor, understanding of different cultures in the Asian community, modern Japan and the United States, Sino-Japanese international relations, establishment of the Sino-Japan-Korea moral education community, Japanese language learning and education. In addition, during the implementation, we will learn from other universities' implementation process, draw on others' merits, and find suitable lecture content for cultivating the student of our university, so as to build Asian community curriculum into a series course with depth and breadth.

In the aspect of student assessment, this course gets rid of the pattern of “assessing the students by test scores” and adopts the method of combing usual performance and final-examination result, so as to evaluate students more objectively, fairly and comprehensively. There is no distinction between ideas, we should not regard somebody as loser by his common idea and should also not take somebody as successor by his novel idea. Therefore, there will be no failed students in Asian community course, in addition to those students who have poor performance in attendance and class activity. But, to avoid this phenomenon, the students should make careful decision in the primary courses. The excellent students not only can fully understand the meaning of course, but also can interact with foreign lecturers in multiple dimensions, keep good classroom atmosphere, improve the whole image of Japanese department. Especially, those students who have a high level of Japanese language even can assist the teachers to process some internal affairs and become the right arm of teachers. The usual performance mainly refers to the classroom performance and some homework during this semester, including attendance, quiz, attitude, self-control, homework and other detailed terms. The final examination mainly takes the form of report. Students can write their own personal feelings and understanding and interpretation of Asian construction into the report. In the writing process, students should pay attention to the close relationship between the major features and the content of the course, write the report of recognizing Asian and interpreting Asian characterized by business Japanese, and put forward the goal for the future expectation or make clear the direction they shall devote to. The report should have some practical guiding significance, which can not only generalize and refine the knowledge, but also be associated with the future thesis, playing a role of connecting link.

#### V. CONCLUSION

From the perspectives of investigation and analysis, plan formulation, specific implementation and later evaluation, the above-mentioned content describes how to deal with the design problem of Asian community series courses in Business Japanese education. According to different schools and majors, this course can design unique curriculum objectives, teaching contents and assessment methods with its own characteristics. From a macro perspective, the overall predictability of curriculum design can make the teaching effect more significant. In order to achieve the desired goal, we should determine the teaching objects, and gradually implement the teaching activity to teach key content in line with teaching objectives.

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