

A Comparative Study of Chinese and Japanese Language Promotion Policies*

Ling Tong

Dalian Neusoft University of Information
Dalian, China 116023

Abstract—With the full implementation of "One Belt And One Road" construction, China is increasingly stepping into the center of the world stage, and the Chinese language is bound to carry more functions of international communication tools. With the increasing enthusiasm for Chinese learning all over the world, systematic research on the promotion of Chinese has become a new research field in the international linguistic field. As a leading country, China should be the instructor of the teaching and dissemination of Chinese as a second language in the world. Through the comparative study of Chinese and Japanese language promotion policies, this paper provides a basis for the adjustment of Chinese international promotion policies in the new era, and puts the construction of Chinese discipline and the international communication of Chinese into a benign and sustainable development track.

Keywords—*language education programming; language promotion policy; comparison between China and Japan*

I. INTRODUCTION

Chinese characters have a high amount of information and both the concept of aesthetics and the connotation of cultural inheritance. To further enhance cultural confidence, the first step is to enhance language confidence. We will actively disseminate the Chinese language and culture, innovate ways of communication, enhance communication affinity and constantly enhance communication capabilities. At the same time, the international promotion of Chinese language in the new era will surely make the world better understand and appreciate the Chinese nation, enhance China's soft power, and ultimately achieve the goal of improving China's comprehensive national strength.

II. THE SIGNIFICANCE OF COMPARATIVE STUDY ON LANGUAGE PROMOTION POLICIES

With the increasing enthusiasm for Chinese learning all over the world, systematic research on the promotion of Chinese has become a new research field in the international linguistic field. As a leading country, China should be the instructor of the teaching and dissemination of Chinese as a second language in the world. From the current situation,

there is a lack of experience in China's international promotion strategy of Chinese. Therefore, under the trend of such a rapid international promotion of Chinese, it becomes an urgent task to summarize typical experience, further expand horizons, conduct targeted exploration on practical problems arising in the process of promotion, and improve the lag of theoretical research. In addition, because of the differences in cultural, political and economic situation in each country's relations with China, formed the Chinese policy of different countries and regions, by Chinese policies of these countries or regions to carry on the historical analysis of history and reality, can be more targeted to develop the corresponding Chinese international promotion policies and strategies. This policy research has been started in recent years, but it lacks in depth and breadth.

Throughout the developed countries, the policy system of language promotion tends to be improved and obvious results have been achieved. The language policy of every country may be imperfect, but the experience of success or failure is worth learning, which has certain enlightenment for the study of Chinese language promotion policy in China. Therefore, not only from the perspective of linguistics, but also from the perspective of national strategy, the history and experience of the world's second language learning should be carefully summarized, which is a basic research work that must be done in the process of Chinese language promotion.

The international promotion of Japanese language has been valued by all sectors of Japanese society and achieved fruitful results. However, we are still in the preliminary stage of exploring the road, so it is necessary to actively and fully learn Japan's experience in promoting its own language and methods to achieve success, work out the development path of language promotion suitable for China's national conditions, and construct Chinese promotion policies in the new era with an open mind.

III. A REVIEW OF RESEARCH ON LANGUAGE PROMOTION POLICY

Domestic research on Chinese language promotion, first with theoretical discussion is given priority to, then gradually start under the new situation, to promote Chinese problems, related research is as follows: Bao Wenyong pointed out that teaching Chinese as a foreign language from the language as the national cultural resources competition strategy to think highly of job of teaching of Chinese as a foreign language,

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Chinese language to the world not only have the support of material resources, more discipline, it has become the consensus of research; Wang yingchun pointed out that the international communication of Chinese is closely related to the construction of national image. Eliminating the negative influence of "cultural infiltration theory" on the international communication of Chinese will contribute to the construction of a good national image of China. Adopting the strategy of "going out" and "introducing", seizing new opportunities in the era of new media and building a good national image will further promote the prosperity and development of international communication of Chinese. Wan Xiaoming put forward in the new starting point "area" development, from the market resource allocation, promote form diversification, build cultural brand, optimization of professional education, etc, for the sustainable development of Chinese international promotion advices, put forward to build an open platform for the Chinese language and culture resource sharing, adjust the pattern of Chinese international promotion, implementation to make full use of resources, build a comprehensive and accurate market research and evaluation system, to ensure the steady development of overseas Chinese teaching and promotion.

At the same time, Researches on Japanese promotion are mainly carried out from the aspects of Japanese promotion process, organization, teacher training and Japanese examination. Zhang Jing chardonnay published studies of history and present situation of Japanese international promotion, etc. Among them, zhang jingxia discussed the social development of Japan after World War II and its influence on the international promotion of Japanese, the process and current development of the international promotion of Japanese, and introduced the mode of the international promotion of Japanese, the training, identification and dispatch system of Japanese teachers. The research and analysis are detailed, but some of the data are outdated. Facing the new international situation, the promotion of Japanese has also undergone new changes, so it is necessary to make new investigation and research.

To sum up, studies on the comparison between Chinese and Japanese language promotion in the new era are insufficient and lack a relatively complete and in-depth research system. As the "Chinese language craze" continues to heat up today, it is particularly important and urgent to seize the opportunities brought by the current "Chinese dream of national rejuvenation" and "One Belt And One Road" concept, track to the international academic forefront as soon as possible, broaden the research perspective, and reform and innovate the international promotion strategy of Chinese language.

IV. A COMPARATIVE STUDY OF CHINESE AND JAPANESE LANGUAGE PROMOTION POLICIES

Following will reference, "the world's major national language promotion policy planner" focus from language policy, the promotion of education institutions, students and teachers engaged in the work of promotion, the promotion of the use of teaching materials, cultural transmission and existing problems of the reward, the language of China,

Japan, two countries to promote systematic carding and comparison, the present situation and problems of policy in order to make clear the characteristics and disadvantages of sino-japanese language popularization system.

A. *The Development and Present Situation of Chinese Language Popularization*

In the 1970s, as China resumed its UN seat and sino-US relations broke the ice, there was a brief craze for learning Chinese in western countries. In the 21st century, with the improvement of China's international status, there has once again been a worldwide craze for Chinese learning. More than 2,500 universities in more than 100 countries have opened Chinese courses, and the number of Chinese learners has exceeded 30 million. In the process of promoting Chinese, the government has played an active guiding role. In 2004, the state council approved the implementation of the "Chinese bridge project", the first comprehensive and systematic promotion of Chinese. At the same time, the establishment of overseas Confucius institutes has also accelerated the promotion of Chinese. So far, 133 Confucius institutes have been set up in nearly 50 countries and regions. In addition, the international Chinese language proficiency test (HSK) originated from the "Chinese language proficiency test design team" in 1984. As of 2017, there are 860 HSK test centers around the world, including 530 overseas test centers, distributed in 112 countries. At the same time, while actively accepting international students, we also send Chinese teachers and volunteers to support the implementation of Chinese teaching around the world.

Secondly, according to the training objectives of professional talents, the enterprises should be investigated through questionnaires and symposiums, so as to obtain specific requirements of enterprises on knowledge, ability and attitude of professional students.

At the same time, there is still room for construction and improvement in the following two aspects. Firstly, the investigation of overseas Chinese education information is not systematic. No investigation means no right to speak. Scientific research is the basis of policy making. Every year, Japan conducts a survey on education information of global Japanese language and publishes relevant survey results. However, at present, there is still a lack of investigation and research on overseas Chinese education by authoritative institutions, which results in the scientific nature of Chinese promotion policies being affected. Secondly, the study of Chinese language policy in different countries and regions is still inadequate. Due to political, historical and cultural reasons, the Chinese language policies of different countries and regions are different. Therefore, relevant policies and strategies for Chinese language promotion should be formulated after in-depth research.

B. *The Development and Current Situation of Language Promotion in Japan*

In the early 20th century, the Japanese government started from the purpose of militarism and promoted Japanese to the world. After World War II, the Japanese

government reflected on the Japanese promotion policy and implemented it as a language policy. The Japanese language promotion agency is mainly the Japan international exchange fund, which was established in 1972 with the main purpose of training Japanese teachers and developing Japanese textbooks. It receives more than 400 Japanese teachers from more than 50 countries for research and study every year. Japan's most influential unified test is the international Japanese language proficiency test (JLPT). The test, which began in 1984, is run overseas by the international exchange fund and domestically by the Japan international education support association. The number of people taking the test rose from 7, 000 to nearly 610,000 in 2011, making it the largest Japanese language test in the world. Since 2010, the Japanese proficiency test has been reformed to focus more on the test of language application ability. In addition, the Japanese government established the "international exchange fund award" and "international exchange award" in 1973 to recognize individuals and groups who have made outstanding contributions to the exchanges between China and Japan. At the same time, the Japanese government actively accepts international students, and has successively introduced the "100, 000 overseas students plan", "Asian financial and capital ideas" and "300, 000 overseas students plan", which have increased the attraction and retention of international students.

In the process of Japanese promotion, although good results have been achieved, there are still some problems. The most prominent is the shortage of teaching materials, for this reason, launched a special textbook website, to help Japanese teachers research, preparation, and use of teaching materials.

C. Building an Integrated Practical Teaching System Based on CDIO Concept

The application of innovative business Japanese teaching system is different from the traditional teaching system, but the teaching system based on ability. We should not only have theoretical teaching system, but also have a practical teaching system to adapt to it. From the perspective of optimizing the professional training process, combining with the characteristics of foreign language learning, the cultivation of students' innovative consciousness and practical ability is carried through to the whole practice teaching process.

Business Japanese practice teaching system should be based on the characteristics of the Japanese language teaching and teaching needs to carry on the design, mainly including classroom training, extracurricular activities, focus on training, enterprise practice, social practice, graduation design. According to the content of the enterprise general sex in the work of the school year design into every stage of the training program, and then in turn each stage of the training project is decomposed into the school year backbone course practice teaching project, to build a set of "theory and practice, knowledge and skills, the internal and external", linking with integration of practical teaching system.

V. CONCLUSION

The language dissemination and promotion in western developed countries have their own successful experiences and methods, and cannot be completely separated from the colonial history. Therefore, as a developing country committed to world peace, it is not only needed to review and summarize the history and experience of learning a second language in the world from the perspective of linguistics, but also needed to formulate a language promotion policy system with Chinese characteristics in combination with our own history and characteristics from the perspective of national strategy.

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