Research on the Strategy of Japanese Education for English Majors Based on the Goal of Compound Talent Training

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Abstract: With the structural changes in the social demand for Japanese and English talents, as well as the current education status of Japanese for foreign language, we should think about appropriately changing the focus and goals of Japanese education for English majors. This thesis intends to propose the reform of the education strategy of the second foreign Japanese by analysing the problems faced by the second foreign Japanese education, so as to improve the teaching results o1f the second foreign Japanese.

1. Prologue

With the development of information technology, foreign language learning has become easier.

For example, MOOC is a newly emerged online course development model. However, MOOC teaching also brings many challenges to traditional education, to this end, it is necessary to reform the English teaching mode of colleges and universities to maximize its teaching value [1]. In order to solve this problem, foreign language education gradually implements compound talent training, and this model is also becoming more and more mature. However, Japanese, the second foreign language under this model, is declining day by day which likes a traditional English. In the traditional English teaching in colleges and universities focus on the application of the examination in the teaching process, but the practical application ability of the students is despised [2].

As a compulsory professional course for English majors, Japanese has gradually become a course that caters to students' interests. Once students lose interest, they will have no teaching effect. Therefore, in the educational context of the training of compound English talents, it is very necessary to change the Japanese education model of the second foreign language.

2. The Employment Status of English Majors

The demand for talents reflects that there is a certain relationship between College English education and the social needs.[3] Therefore, many colleges and universities have set up special English courses and English interest groups, which has an important impact on the cultivation of students' English communication ability[4].With the transformation of higher education from elite education to mass education, the number of college graduates has greatly increased, and the

difficulty of employment for college students has become a social concern.In these twenty years, with the increasing attention of colleges and universities and students themselves to English learning, the English level of graduates has generally improved. At the same time, there are more and more English institutions in society, and online English courses are emerging one after another,so people have more ways to learn English. The once popular English major has exceeded the supply and has no competitive advantage. According to Max's fresh graduate tracking data survey, the 2022 undergraduate red card warning major [red card major: the top ten majors with large unemployment, low employment rate and low salary are high-risk majors] include English majors[5], and English majors have been included in red card majors for more than ten years. The training goal of compound English talents is put forward by various colleges and universities.The Ministry of Education issued "Several Opinions on Foreign Language Majors for the Reform of Undergraduate Education in the 21st Century" in December 1998, which pointed out that in the past, talents with single foreign language majors and basic skills could no longer meet the needs of the market economy, and the market demand for graduates majoring in pure language and literature gradually decreased. The "National Standard for Teaching Quality of Undergraduate Majors in General Colleges and Universities" issued by the Ministry of Education in 2018[6], clearly proposed that students majoring in foreign languages should have foreign language application ability, literary appreciation ability, cross-cultural communication ability, critical ability, and certain research ability, innovation ability, information technology application ability, and independence. At present, in the curriculum settings of the international tourism personnel training and education in universities, which focus on basic and professional ,it seems to be complete, from the basic to the skills, involved in it all aspects of English in the industry, but there are still various problems within the structure, such as curriculum arrangement, length of course and coordination with other major subjects, which still need to be further explored and perfected[7]. As shown in the fingure1, the English major courses in colleges and universities can be roughly divided into three modules. Learning ability and practical ability, the cultivation of these abilities needs to be realised through various general education courses and professional core courses in college is shown in Figure 1.
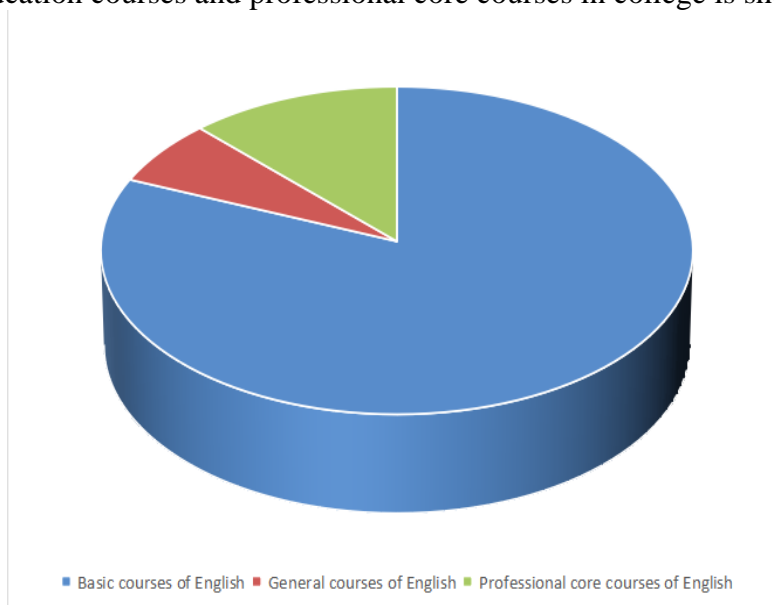

Figure 1: Distribution of class hours of English major

3. Current Situation of Japanese Education for English Majors

Take Jingdezhen Ceramic University in Jiangxi Province for example as fingure2. Undergraduate Japanese learners in the classroom mainly have Japanese for English major, Japanese majors, and college Japanese. Among them, the college Japanese has the largest number, These college Japanese learners are all aimed at a college entrance examination, with weak Japanese ability [8]while Japanese learners for English major are zero-based Japanese learners. And the number of Japanese majors is the least.As a professional course for English majors, Japanese is not valued because it is not an English major itself, but it is also a professional course, so it'svery important.It is doomed to its awkward position. In school, it is second only to the comprehensive English course of the English major, but he needs to cover the general education of Japanese and the cultivation of various abilities of Japanese listening, speaking, reading, writing and translation, so it is bound to face many problems in teaching. From the perspective of the training goal, the second foreign Japanese is generally set up by colleges and universities for three semesters, about 48 hours per semester, and there is no listening and speaking course.At present, the Japanese courses of most colleges and universities have reached the same academic hours, and there are synchronous listening and speaking courses. Therefore, there is not enough time to study Japanese in the second foreign language. Students' listening and speaking ability is not even as good as that of foreign Japanese students, and they cannot achieve bilingual communication ability is shown in Figure 2.
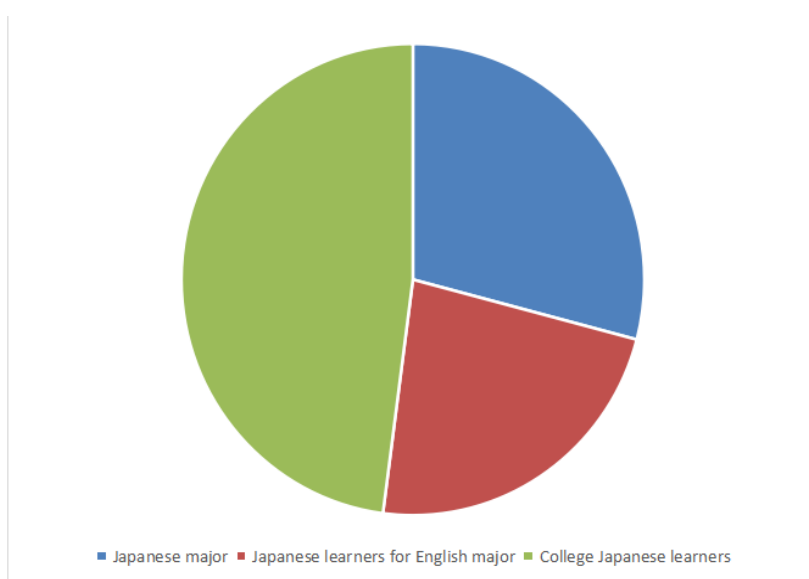

Figure 2: Japanese learners in Jingdezhen Ceramic University

4. Countermeasure Analysis of Japanese Education Problems in the Second Foreign Language

4.1. Pronunciation Problems and Solving Strategies

Language learners rely on their own to acquire pronunciation and rhythm of the target language [9].So,the learning of pronunciation is not difficult for students majoring in English. The difficulty is to memorise fifty Hirakana and Katakana at the same time. It is difficult for students to achieve the correct correspondence between kana pronunciation and writing. Although they can quickly memorise fifty-tone pictures, they cannot quickly write them silently. Students majoring in English have natural advantages in the learning of pinyin characters, but their writing memory of fifty-tone

pictures is relatively weak, so teachers should think more about how to help students quickly memorise and write. There are many Japanese beginners who lose interest in learning or even give up Japanese because it is difficult to remember the fifty-tone map.Due to the limited class hours of Japanese in the second foreign language, students are more expected to memorise the writing of the fifty-tone diagram in a short time.Completing the memory in a short time can maximise students' enthusiasm for learning, and the success of small goals can stimulate students' sense of learning achievement. Therefore, in the teaching process, we should pay attention to the writing of the fifty-tone diagram to help students write the fifty-tone diagram as soon as possible. Teachers can use a variety of ways to improve students' memory speed, such as comparing them with Chinese characters and explaining their evolution process to help students memorise writing characters [10].

An in-depth understanding of mother tongue and Japanese culture can not only achieve cross-cultural communication [11], but also improve memory ability through memory awakening.As figure3, when explaining the writing of the first pseudonym "a", you can compare it with the Chinese character "An" and explain its evolution process. For example, the Chinese characters' radical evolves into a horizontal line, and "me" is obviously a cursive character which means female. And as picture 2Compare Hiragana with Chinese cursive calligraphy or use graphic association memory to help students master writing as soon as possible, while combines vocabulary memory.
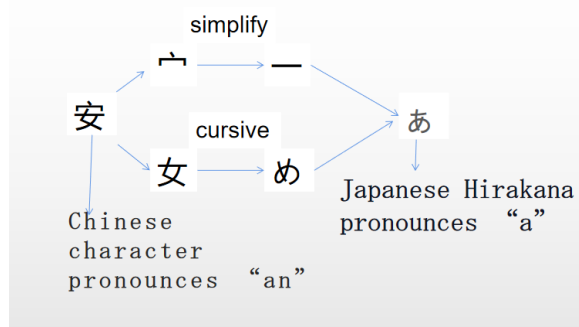

Figure 3: The compare of Chinese character and Japanese hirakana

The word examples given in the order of the fifty-tone diagram in the newly compiled Japanese textbook are very conducive to memorising the fifty-tone diagram. When teaching Katakana, you can compare and memorise the partial radicals of the Chinese characters they learn from. At the same time, combined with the memory of foreign words, while memorising Katakana, you can get used to the combination of vowels corresponding to the Japanese fifty-tone chart.

4.2. Vocabulary Problems and Solving Strategies

As Figure 4 [12] Chinese people have natural advantages in learning Chinese characters. When learning Japanese Chinese characters vocabulary, they generally need to remember pronunciation and Chinese meaning. They don't need too much energy in vocabulary writing, which is also one of the important reasons why English majors choose Japanese. However, there are also huge differences between Chinese and Japanese characters, which require teachers to classify and distinguish them in a timely manner when teaching. For example, the word "musume" in Japanese means girl or daughter, not a common name for a mother. The Japanese word "saigo" is an old woman, not a common name for wife. There are countless similar words, but when explaining such words, you can explain the historical development and change of the word at the same time, so that students can better understand the reasons for this formation of today's semantics and facilitate memory.
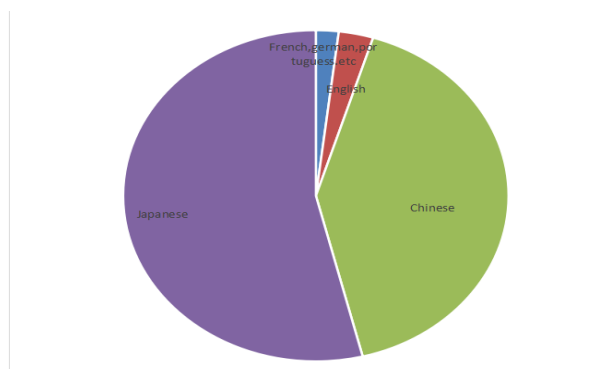
Figure4: Proportion of Japanese vocabulary sources

It is difficult for learners with weak English when learning foreign language vocabulary, but it is relatively simple for English learners. Japanese teachers should give full play to the advantages of English learners and master the word from the characteristics of spelling method and the part of English vocabulary.With the development of technology, Japanese teachers can also pronunce English words through software [13] and be corrected by ASR [14],to compare the pronunciation of Japanese words . For example, when explaining the word computer, the corresponding syllable combination can explain the English pronunciation combination "com", "pu" and "ter" one by one. For example, "con~" and "com~" are all sent "conn" in Japanese. And "pu" according to the vowel "u" in addition to "pyu", there is also "pu", such as the English word "put". And "ter" and "tor" often correspond to Japanese "tā" such as "actor". In this way, not only can English students change foreign words to English words according to their pronunciation at first sight, but also help them expand their vocabulary.

For Japanese learners majoring in English, foreign words have great advantages not only in pronunciation, but also in word meaning and part of speech application. For example, when explaining the word "mark", it should not be limited to the Chinese interpretation of "mark" in the textbook, but should be combined with the English word "mark" to explain its verb part of speech, noun part of speech and various meanings, so as to expand the application of this kind of foreign language vocabulary in Japanese. Therefore, words such as "mark", "test", "", "sign", etc., which are both noun and verb-like, are generally used as nouns and verbs as "māku", "teshuto", "tekishuto" and "sainn" as foreign words in Japanese. Its meaning will not be limited to the meaning of the words listed in the textbook, and it will generally follow the English meaning. English adjectives such as "handsome", "humorous", "nostalgic" and so on are generally used as adjective verbs in Japanese. Therefore, classroom teaching and the explanation of Chinese and foreign languages should be different from ordinary Japanese learners. According to the characteristics of English majors, English majors should be compared with English and Japanese vocabulary to help students understand the use of similar words and facilitate independent learning in the future.

4.3. Comparative Teaching of English and Japanese Grammar

Huanru Jing (2010) [15] advocates the comparison of similarities and differences in English and Japanese syntactic structure to assist the teaching of Japanese in second foreign language. Giving full play to the professional characteristics of English majors and combining Japanese grammar explanation can not only efficiently and correctly learn grammar, but also help students correctly understand cross-cultural communication. The expression of English sentences and Japanese sentences is realised through sentence patterns. Both the English primary course and the Japanese primary course learn grammar through sentence patterns. English sentences have the relationship between prepositional expressions and words, while Japanese sentences realise the relationship

between words through auxiliary words. At this point, the two belong to form and expression. However, Chinese expresses the logical relationship through word order, and the difference between the two is obvious, so when explaining sentence patterns, the comparison of English and Japanese sentence patterns is easier to understand for English majors. For example, the noun predicate sentence expression in the sentence pattern of the first lesson of" Standard for Communication between China and Japan - Japanese" and "Newly edited Japanese". Japanese expresses the meaning of "is" through the auxiliary verb "deshu", which is equivalent to the auxiliary of English. The expression of tense and negation is realised through the deformation of the Japanese auxiliary verb "deshu", which is similar to English as form1.Therefore, comparing the sentence pattern explanation with English can better reflect the characteristics of Japanese auxiliary verbs is shown in Table 1.

Table 1: The compare of a sentence in Japanese and English

Japanese	expression	です	ではありません	でした	ではありませんでした
	meaning	Simple present tense; Simple Future tense	Present simple negative; Future simple negative	Simple Past tense	Past simple negative
English	expression	am	am not	was	was not
		is	is not	was	was not
		are	are not	were	were not
	meaning	Simple present tense	Present simple negative	Simple Past tense	Past simple negative

For example, the explanation of automatic words and other verbs in the first volume of Japanese can be compared with English verbs and intransitive verbs. And then the continuous explanation "teiru" can be compared with the present continuous tense of English, and at the same time understand the difference between the meaning of instantaneous verbs and persistent verbs at this grammatical point, as well as the difference between Japanese and English expressions in this language.

For another example, the explanation of the Japanese auxiliary verb "ta" can be compared with the predicate usage and attributive usage of the English past tense. The case auxiliaries can be compared with English prepositions to understand the subtle semantic differences of case auxiliaries to realise the proper conversion of Chinese, English and Japanese language. The Japanese case auxiliaries "kara" and the English preposition "from" have many similar meanings. When explaining, English-Japanese comparisons can be carried out. For example, both can indicate the starting point, source, raw material, reason, angle, etc. Compared with the systematic grammar knowledge, it is more suitable for English major students to learn compared with the commonly used textbooks. In addition, the Japanese case auxiliary "he" has the meaning of direction, destination and action object, which can be compared with the English preposition "to".

The comparative explanation of Japanese case auxiliaries and English prepositions are more systematic, which is very suitable for language learners.

5. Implement the Characteristic Japanese Language Education in Combination with the School's Compound Talent Training Goal

In the second foreign language teaching, it can especially reflect completely different things and cultures. Both vocabulary and grammar are inseparable from the context. Therefore, when explaining, you can quote the Japanese translation of British and American literature, reflect the cultural differences through the comparison between Chinese, English and Japanese, and realise effective cross-cultural communication. Second Foreign Language Japanese Education takes Japanese zero-based English majors as the teaching object. In the early teaching process, it should be based on the classroom, but to adapt to the goal of compound bilingual talent training, then in the later teaching process, it should be guided by the teaching goals of the school to guide students to supplement learning relevant materials.

At present, the senior curriculum of English majors will set up corresponding English application courses according to the training goals of our school, but second foreign Japanese is still used as a simple language education, and there is only one course of second foreign Japanese. In order to realise the application of Japanese for the second foreign language, you can learn from the model of Japanese professional compound talent training and set up Japanese application courses in the third semester. However, because it is different from Japanese professional education, it has fewer class hours and students' limited energy, so how to realise it is a topic. From the third semester, you can try to teach in different classes. According to the needs of students, you can take business Japanese, clothing Japanese, information Japanese, car Japanese and other compound foreign Japanese courses. This puts forward higher requirements for Japanese teachers in the second foreign language. Generally, there are only three semesters of class hours in Japanese, and the biggest problem is when the class hours are insufficient. To solve this problem, we can only rely on the after-class cooperation between teachers and students.

Therefore, whether it is from cross-cultural communication or the needs of cultivating goals, additional knowledge is needed. However, the network resources are complicated, which requires teachers to assist in selecting high-quality supplementary materials. Teachers can choose knowledge materials in literature, culture, information technology and other professional fields to assist students in independent learning according to their own school training goals, so as to achieve the cultivation of real bilingual compound talents.

6. Conclusion

Composite foreign language talents have been researched for a long time, and the teaching research of English foreign language II has gradually been paid attention to based on this goal, but the cultivation of bilingual compound foreign language talents has not achieved outstanding results. The reason is that the current dilemma of Japanese is difficult to solve, and the comprehensive literacy requirements for front-line teachers are higher. In order to achieve the training goal under limited conditions, we must base ourselves on the classroom, stimulate students' autonomy, and gradually promote teaching in stages. At the same time we must cultivate high-quality bilingual compound talents in combination with the characteristics of our school.

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