

Comparative Study of Chinese and Japanese Language Promotion Policy*

Xiaofei Gao

School of Foreign Languages
Dalian Neusoft University of Information
Dalian, China

Abstract—It is the prerequisite for the realization of the Chinese dream of the Chinese nation's rejuvenation to enhance the international influence of Chinese. Through the comparative analysis of the promotion policies, institutions, testing models, teachers and teaching materials of China and Japan, this paper aims to find out the experience that can be used for Chinese promotion.

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

I. INTRODUCTION

With the comprehensive development of “the Belt and Road”, China gradually steps in the center of the world stage. Chinese will certainly carry more functions of international communication tools. China must further enhance cultural self-confidence, starting with the enhancement of language confidence. The topic of Chinese international promotion has only been proposed by the theoretical circles in recent years. In July 2005, the first World Chinese Conference held in Beijing was a turning point in teaching Chinese as a foreign language. It marked the transformation of Chinese teaching of Chinese as a foreign language to Chinese international promotion. Against such a background, the Chinese language international promotion business has ushered into a new Spring. Because of the late start, in the general situation that every country is actively promoting their own language, there are inevitably some shortcomings in the Chinese international promotion policy. From the history of Japan's promotion of its own language, the international promotion of Japanese has received great attention from all walks of life in Japan, which has achieved fruitful results. And China is still at the stage of the primary path of exploration. Therefore, Chinese promotion policies are necessary that China actively and fully learns the experience of Japan in promoting its own language and the methods of success, formulates the development path of language promotion suitable for China's national conditions, and builds a new era with an open mind.

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II. INTERNATIONAL PROMOTION OF JAPANESE

A. Japanese Language Promotion Policy and Promotion Agencies

Japan's language promotion policy is mainly divided into three stages: the period of the imperialist war (1895-1945), the post-war period to the end of the 20th century, and the end of the 20th century. At different historical stages, Japan's external language promotion policies and priorities are different.

During the imperialist war, Japan's external language policy was mainly carried out in conjunction with political aggression and cultural aggression. The main purpose was to make Japanese an Asian lingua franca. The main focus of promotion was in the colonial areas. For example, during the Japanese occupation of Taiwan, the language promotion policy was imposed in Taiwan. According to the survey, about 62% of Taiwan people in 1943 can speak Japanese to a certain extent. The main institutions for Japanese promotion at this stage are: the “Japan-China Association”, established in 1918, was responsible for the work of Chinese students; established in 1931, the “Japan Cultural Association” focused on Japanese language teaching while conducting cultural exchanges; the International Alumni Association, established in 1935, was responsible for student work in Southeast Asia; and the “Japanese Language Education Promotion Association”, established in 1941, was the central organization for language promotion during the war, and it was responsible for the training of Japanese language teachers and published the journal “Japanese”. However, with the failure of World War II, the language promotion policy at this stage also came to an end.

After the war, with the rapid development of Japan's economy and science and technology, Japanese has played an increasingly important role in world language life. Japanese learners have increased significantly. In response to this situation, the Japanese government and various sectors of society have implemented various measures to promote Japanese. The promotion of Japanese in overseas languages is mainly carried out in the form of Japanese language teaching activities. Focusing on the external provinces and the Ministry of Education and Culture, the main measures include the formulation of a comprehensive cultural

exchange policy, the dispatch of Japanese language education teachers and the assignment of international students and trainees to universities in India, the Philippines, Hong Kong, Indonesia, Thailand and Malaysia. The language promotion during this period has achieved great results. The "Japanese fever" has been set up around the world, and the world language economy has also leapt to the third (11.4%). The language promotion policy of this period was essentially different from the language promotion policy of the previous period. The language promotion policy of this period was mainly based on morality, and the language promotion policy was an important section of world cultural exchange and economic cooperation.

Since the beginning of the 20th century, Japan has vigorously carried out the "Japanese Language Education Promotion Project" by strengthening research institutions, refining auxiliary institutions, reforming teacher dispatch and training policies, standardizing Japanese language proficiency tests, and broadening information exchange and dissemination. At this stage, the Japan Foundation played a leading role in Japan's foreign language promotion. The main measures are: providing strong support and assistance in the popularization of Japanese teaching methods, the preparation of Japanese textbooks, and the production of teaching resources; often holding various Japanese language lectures; on average, every three years, conducting large-scale investigations on the number of Japanese language education institutions, the number of learners, the number of teachers, and the motivation of learners, and assist them in all aspects; sending Japanese experts to the Ministry of Education, International Exchange Foundation overseas offices, many high schools and universities; in order to improve the Japanese language ability and teaching level of overseas Japanese teachers, relevant teachers being invited to study in Japan; providing financial assistance to overseas educational institutions; and setting offices of the International Exchange Foundation overseas. During this period, Japan's foreign language promotion policy was very effective. As of 2015, 127 countries have conducted Japanese language education, with 16,179 overseas Japanese language education institutions, 3.66 million overseas Japanese language learners, and 64,108 Japanese language teachers. The number of overseas Japanese language education institutions, overseas Japanese learners, and Japanese language teachers increased by 14.1 times, 28.7 times, and 15.6 times, respectively, compared with 1979.

B. Test Mode in the Japanese Promotion Process

JLPT / The Japanese-Language Proficiency Test are a Japanese language proficiency test and certification conducted by the Japan Foundation for and the Japan International Education Support Association for non-native Japanese speakers in Japan and overseas. The Japanese language proficiency test was held in 1984. It was initially attended by about 7,000 people from 15 countries and 21 cities. After more than 20 years of development, by 2009, the number of Japanese language proficiency testers has reached 54 countries and 206 cities. About 770,000 people participated in the competition. By 2017, the number of

people who participated in the Japanese language proficiency test was 1,054,435 people from 80 countries and 239 cities. The number of participants exceeded 1 million for the first time.

From the above-mentioned number of people who participated in the Japanese language proficiency test, the rapid increase in the number of participants per year also directly proves that the Japanese proficiency test is one of the important means of Japanese promotion. And it has played a positive role in "promoting Japanese to the world and enhancing the understanding of Japan in all countries".

C. Teachers and Teaching Materials of Japanese Language Promotion

Sending teachers is one of the important ways to promote Japanese internationally. Japan has experienced Japanese language education experts and has trained Japanese language teachers overseas to have a high level of Japanese language teaching.

High quality textbooks are a necessary guarantee for efficient Japanese promotion. In order to develop high-level, practical Japanese textbooks, Japanese government agencies, educational institutions, specialized agencies, and private organizations are all actively involved and have achieved great results.

Since 1965, the Ministry of Education, the representative body of the Japanese government, has started various Japanese language lectures. During this period, a large number of Japanese textbooks were revised and compiled by the Ministry of Education and related organizations, including some learning books like "Revised Standard Japanese Reader", "Chinese Dictionary for Foreigners", "Dictionary for Foreigners", "Japanese Reader for Foreigners", etc.

Institutions such as the University of Tokyo and the Tokyo Foreign Studies University have written a series of Japanese language learning materials for international students. For example, Tokyo Foreign Studies University has compiled a "Japanese language" from beginner to advanced, which has received a good response. Waseda University began its Japanese language teaching activities in 1954. In 1962, the Japanese Language Institute was established in the school. Two years later, the first lecture on Japanese education and teaching was held. Not only that, but they also wrote a variety of textbooks on Japanese language education, including Lecture Japanese Language Education and Japanese Language Textbook for Foreign Students Primary.

The "Japan Foundation Law" promulgated by the Gold Council clearly states that the original intention of the foundation was to enhance the world's understanding of Japanese culture and national conditions through the opportunity of international cultural exchanges, through cultural communication between countries, they can better communicate and demonstrate Japanese culture on the international stage and add brilliance to the prosperity of world culture, thus contributing to the new international order of peace and development in the world today. In the

Foundation Law, it is clearly required that the four important tasks of the Japan Foundation are: strengthening cultural and artistic exchanges between overseas countries; supporting overseas Japanese teaching; promoting overseas research on Japanese culture and language; providing information assistance of cultural exchanges in the world. Therefore, the promotion and popularization of Japanese in the international arena is one of the important tasks of the International Exchange Foundation. The development of high-quality Japanese textbooks is one of the important links. In recent years, "Japanese for All", "Japanese Basics", "Intermediate Japanese", "Marugoto, Japanese Language and Culture", "Erin's Challenge! I can speak Japanese" and other materials developed by the Japanese Foundation for International Exchange, have attracted a lot of attention, and they are widely used by the world.

III. INTERNATIONAL PROMOTION OF CHINESE

A. *Chinese International Promotion Policy and Promotion Agency*

The international promotion of Chinese can be divided into two parts: one is to accept foreign students studying in China in the country, mainly to attract foreign students to study Chinese and Chinese excellent culture; the second is to send Chinese teachers to teach Chinese abroad, such as Confucius Institute, taking the strategy of "going out". The Chinese language and the Chinese outstanding culture carried by it are disseminated abroad so that foreign citizens can understand, respect and absorb Chinese civilization, enhance Chinese language and culture soft power, and safeguard national interests.

In order to attract foreign students, the Chinese government established a special teaching institution and leading organization in 1950. The Beijing Language Institute (now Beijing Language and Culture University) was established to provide Chinese language teaching for foreign students.

In 1987, the "National Chinese International Promotion Leading Group Office" was established to be in charge of and coordinate the international promotion of Chinese. This provides a guarantee for the international promotion of Chinese language from policy formulation and administrative management. In the same year, the "World Chinese Teaching Association" was also established to strengthen the promotion of Chinese language.

In 1989, Beijing Language and Culture University established the "World Chinese Communication Center."

In 2004, the world's first Confucius Institute was officially established in Seoul, South Korea. Confucius Institute is an organization established by the China National Chinese International Promotion Leading Group Office to promote Chinese language and disseminate Chinese culture. One of the most important tasks of the Confucius Institute is to provide Chinese learners around the world with standardized and authoritative modern Chinese textbooks, and to provide the most formal and major Chinese teaching channels. As of December 2018, China has established 548

Confucius Institutes and 1,193 Confucius Classrooms in 154 countries and regions.

B. *Test Mode in the Process of Chinese Promotion*

Hanyu Shuiping Kaoshi is referred to as HSK, including three parts of HSK (basic), HSK (medium) and HSK (higher). HSK was begun to develop in 1984 and officially launched overseas in 1991. HSK is one of the important means in the process of Chinese promotion. It has played an active role in the process of "promoting Chinese to the world and enhancing the understanding of China in all countries". As of 2017, there are 860 test sites for Chinese proficiency tests in the world, including 530 overseas test sites, distributed in 112 countries, and 330 domestic test sites in 71 cities.

C. *Teachers and Textbooks for Chinese Promotion*

Rich teacher resources are also the necessary guarantee in the process of international promotion of Chinese. In order to ensure the excellent teachers, Hanban has taken the following measures. First, in order to meet the growing demand for Chinese language learning around the world and to train a large number of qualified Chinese teachers, Hanban organized and developed the International Standards for Chinese Language Teachers. In addition, Hanban has set up a "Foreign Chinese Teacher Training Program in China" to provide foreign Chinese teachers with opportunities for training in China and provide financial support during their stay in China. At the same time, Hanban has set up a "Chinese Teaching Experts Group to Go to Foreign Training Programs". The project is mainly that through the joint training of Hanban and foreign Chinese teaching institutions, Hanban organizes a team of Chinese language teaching experts to go abroad to exchange teaching experience and provide training services with local Chinese teachers. The training content and methods can be tailored to the needs of local teachers.

At present, in the international promotion of Chinese, the widely used textbook is the HSK Standard Course jointly edited by the Confucius Institute and Hanban, and published by Beijing Language and Culture University. The users of this textbook are mainly candidates who take the HKS exam. The two textbooks "Global Chinese" and "Experiencing Chinese" focus on teaching tasks, and have prepared teaching tasks that are closely integrated with the content of classroom teaching, so that learners can "learn by doing" and finally acquire knowledge. The scope of application of these two textbooks is different. The former is used more internationally, and the latter is used more in Chinese language classes in China.

IV. COMPARISON OF CHINESE AND JAPANESE LANGUAGE PROMOTION POLICIES

There are specialized institutions in the international promotion of Chinese, and there is basically no specialized institution in the Japanese international promotion organization. The international promotion of Japanese is only part of the functions of these related institutions. China's

Hanban and the overseas Confucius Institutes are the specialized agencies responsible for the international promotion of Chinese. There are specialized agencies responsible for the faster and smoother progress of Chinese international promotion, and the fruitful results in recent years can be proved. The promotion of Japanese international promotion has a strong participation of the whole people, so its promotion work is carried out more durably, practically and efficiently. The government nature of Chinese international promotion agencies has given strong support to Chinese international promotion, but it also has certain drawbacks. For example, sometimes complicated procedures such as formalities approval reduce the efficiency of Chinese promotion, and the participation of the people in the Chinese promotion process is relatively low compared to the Japanese promotion of participation by the whole people.

In terms of cultivating teachers, both China and Japan have adopted the strategy of “going out and introducing”, and specializing in the promotion of teachers from both domestic and international levels to ensure sufficient teachers. In terms of textbooks, the classic Japanese textbooks, which are mainly used by foreigners, are well-recognized in Japanese international promotion. However, in the international promotion of Chinese, there is a lack of classic textbooks with high visibility and wide audience.

V. THE ENLIGHTENMENT OF JAPANESE LANGUAGE PROMOTION POLICY ON CHINESE INTERNATIONAL PROMOTION

First of all, in the process of Japanese international promotion, in addition to the official organization of the Japan International Exchange Fund, many private organizations are actively participating in it, which can be called as a national force. In the process of international promotion, Chinese is more dependent on official government organizations. Relevant official government organizations in China should learn from Japan and vigorously promote the international promotion of Chinese, calling for more private institutions and relevant people to actively participate in the promotion.

Secondly, various textbooks developed in Japan that adapt to different objects and meet different needs have also played a pivotal role in the international promotion of Japanese. The lively, convenient and practical textbooks will inevitably attract the interest of relevant learners to carry out Japanese language learning in depth. In contrast, in the process of Chinese promotion, in addition to a series of tutorial series published for the HSK test, there is not yet a set of Chinese learning materials with a wide range of uses and high reputation like "Standard Japanese" or "Japanese for Everyone". Therefore, the relevant departments responsible for Chinese language promotion should increase the research and development of various textbooks on Chinese learning, and strive to create several world-famous classic Chinese learning materials as soon as possible.

VI. CONCLUSION

It is imperative to revive the Chinese dream of the Chinese nation and enhance the international influence of Chinese. The international promotion of Chinese is an important part of enhancing the international influence of Chinese. This requires Chinese to actively learn from the experience of the language promotion policies of other countries, regardless of the policy of improving the international promotion of Chinese language, under the leadership of relevant institutions, to carry out the power of the whole people. And it will be necessary to accelerate the research and development of relevant textbooks, and strive to create a classic Chinese learning textbook that is both practical and interesting. The international promotion of Chinese in the new era will also enable the world to further understand and appreciate the Chinese nation and enhance China's soft power, thus ultimately achieving the goal of improving China's overall national strength.

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