

# Study on the Teaching Reform of Business Japanese Based on the Concept of Outcome-based Education

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**Abstract**—With the popularization of higher education, there are more and more colleges and universities offering Japanese specialty, and the competition is increasingly fierce. Therefore, the methods to train Japanese talents to meet the needs of society have become the core competitiveness. Outcome-based education is a kind of people-oriented education, which emphasizes ability cultivation and ability training. It adopts the principle of reverse design, and decides the goal of talent training by demand. This kind of talent training mode is in good agreement with the training objective of applied talents of Dalian Neusoft Institute of Information. This paper expounds the concept of outcome-based education and the enlightenment brought by the exploration on the teaching reform of business Japanese.

**Keywords**—outcome-based; business Japanese; teaching reform

## I. INTRODUCTION

With the improvement of the modern science and technology, the requirement for personnel training has also been raised. However, the traditional education model has been unable to meet the needs of social development, and needs to be transformed. Against this background, the concept of outcome-based education and the education model emerge in response to the proper time and conditions. Under the outcome-based education mode, students are taken as the teaching center, and the expected learning outcomes are taken as the center to organize, implement and evaluate education and teaching. It is of practical significance to explore the teaching reform of business Japanese based on the concept of outcome-based education.

## II. THE CONCEPT OF OUTCOME-ORIENTED EDUCATION

### A. Definition of Outcome-based Education

Outcome-based education (OBE) is also called ability-oriented education, goal-oriented education or needs-oriented education. It was proposed by Spady et al. in 1981 and has had a wide impact on the world. Outcome-based education means that the goal of teaching design and implementation is to achieve the learning results of students through the educational process. The following four questions are emphasized. What are the learning outcomes we want students to achieve? Why do we want students to achieve such learning outcomes? How can we effectively help

students achieve the learning outcomes? How do we know that students have achieved the learning outcomes?

### B. The Characteristics of Outcome-based Education

The outcome-based education can measure what students can do rather than what they know, which traditional education can not do. The outcomes refer to the ultimate outcomes of students' learning, and the comprehensive ability that students can achieve after several stages of learning. Learning outcome represents a kind of ability structure, which is mainly realized through curriculum teaching. Therefore, the construction of curriculum system is particularly important for achieving learning effect. Under the outcome-based education model, the starting point of teaching is not what teachers want to teach, but what is needed to achieve the ultimate realization of students' abilities.

## III. THE CURRENT SITUATION OF BUSINESS JAPANESE TEACHING AND THE NECESSITY OF TEACHING REFORM

### A. Necessity of Business Japanese Teaching Reform

Dalian is not only an important city attracting Japanese investment in China, but also one of the employment centers of Japanese language talents. The State Council approved and built Dalian High-tech Industrial Park in 1998. Japanese enterprises mainly focus on trade, financial industry and other service industries. At present, the overall evaluation of Japanese talents by Japanese enterprises in Dalian area is that they have more Japanese talents studying abroad, have higher level of Japanese than other cities, and have a better understanding of Japanese culture and corporate culture. At the same time, there are some problems such as inadequate pronunciation of words, inadequate mastery of honorifics and business etiquette, inadequate vocabulary and professional terminology storage. The computer Japanese system operation and the company's internal system operation are not proficient. The teaching reform of business Japanese is of positive significance for improving the level of education and teaching and ensuring the employment rate of graduates.

## B. Current Situation and Problems of Business Japanese Teaching

### 1) The orientation of teaching objectives is not clear:

The main core courses of business Japanese include basic Japanese, listening and conversation. Its teaching objectives mainly elaborate what language skills students should possess, but do not pay attention to what students "can do" with the knowledge they have learned. The teaching objects of business Japanese course have almost no basic knowledge. In the university, many teachers begin to teach business Japanese courses after graduation. They lack the working background of enterprises and put too much emphasis on language knowledge in the teaching process. Japanese majors who have accepted such teaching can only memorize business knowledge and can not use it practically.

2) *Unreasonable curriculum setting:* At present, the curriculum of business Japanese professional training lays too much emphasis on the imparting of language knowledge, which breaks away from the imparting of business Japanese knowledge in the context of the workplace. And it does not integrate the imparting of language knowledge with quality education, which is inconsistent with the training objectives of applied business Japanese professional personnel. It directly affects the teaching effect and students' employment choice.

3) *Unscientific teaching design and implementation:* Although the four skills of listening, speaking, reading and writing are carried out separately in the course of Japanese major, they are closely related and inseparable, especially listening and speaking. PPT is also used in the teaching process. However, it only lists the contents of the textbooks, ignores the students' interest in learning, ignores the effectiveness of teaching, and affects the teaching effect. Students are unable to improve their abilities.

4) *Imperfect teaching evaluation system:* In the past, learning evaluation was carried out through mid-term and final examinations. The mid-term and final examinations refer to the test papers. The examinations are mostly in the form of memory questions and objective choice questions. They mainly examine the students' ability to memorize language knowledge rather than their ability to understand and apply it. As long as students make more practice after class, they can achieve good results.

## IV. BUSINESS JAPANESE TEACHING REFORM UNDER THE CONCEPT OF OUTCOME-BASED EDUCATION

Taking the business Japanese course of Japanese department of school of foreign languages of Dalian Neusoft University of Information as an example, through the implementation of the business Japanese teaching reform based on the outcome-based education concept, the graduation requirements are seamlessly connected with the curriculum system and teaching content. Classroom teaching is transformed from indoctrination classroom to dialogue classroom, from closed classroom to open classroom, and then from knowledge classroom to ability classroom. The

teaching concept is transformed from attaching more importance to learning than thinking to the combination of learning and thinking, ultimately improving students' employment competitiveness.

### A. Reform of Teaching Objectives

Under the outcome-based education model, the starting point of teaching is not what teachers want to teach, but what is needed to achieve the ultimate realization of students' abilities. The final learning outcome is both the end point and the starting point. The learning outcome should be clearly expressed and evaluated directly or indirectly. In determining learning outcomes, social needs and educational stakeholders' requirements and expectations should be fully taken into account.

Dalian Neusoft University of Information is located in Dalian Software Park. Through interviews with graduates and Japanese employers, and referring to the information statistics of recruitment websites, we know that well-known enterprises such as Dell, Hewlett-Packard, Janbert and Citigroup Software still pay attention to whether Japanese talents have certificates above N2 level of international Japanese proficiency test, and have good professional skills and good personal comprehensive qualities. The learning outcomes of business Japanese course in Japanese department of school of foreign languages are as follows: cultivating the professional knowledge ability, professional ability and personal comprehensive quality of graduates, and achieving the transition from the knowledge-based to the ability-based.

### B. Reform of Curriculum

TOPCARES-CDIO teaching reform has been implemented in Dalian Neusoft University of Information since 2009. Its core is the teaching idea of "learning and doing supplementing each other". The applied business Japanese major of Japanese department of school of foreign languages has conducted a collective discussion on the teaching contents and methods of several courses, such as business basic Japanese, Japanese viewing, and listening and speaking, and Japanese conversation. It has deepened the horizontal and vertical linkages between courses, and has organically integrated various professional courses.

The curriculum design adopts the "modular" system, namely "language knowledge module + skill training module + professional accomplishment module". That is to say, through professional courses such as business basic Japanese, intensive reading, extensive reading, viewing, listening and speaking, Japanese conversation and so on, students' professional competence can be trained. Through the courses such as translation theory, business Japanese diary, and workplace training, we can cultivate students' professional skills. Through general courses such as Japanese enterprise culture, social etiquette, communication and speech, we will cultivate students' comprehensive personal qualities such as independent working ability, teamwork ability, responsibility and creativity. The students can adapt to the work as soon as possible. According to the employment feedback from the graduates of 2017 and 2018, vocational ability and

comprehensive quality are generally recognized by enterprises.

#### *C. Adopting Three-dimensional and Diversified Teaching Mode*

Since 2009, the Japanese department of Dalian Neusoft University of Information has carried out TOPCARES-CDIO engineering education reform in the university. The implementation of "1321" teaching mode is an important manifestation of innovative teaching mode. The Japanese department of school of foreign languages has successfully constructed and implemented an integrated reform of business Japanese. Teachers in the course group have initially completed the construction of test questions bank of "business basic Japanese", "Japanese viewing, listening and speaking", "Japanese conversation", which are gradually enriching and improving. It provides an effective way to test the mastery of students' professional knowledge.

The effect of classroom teaching directly affects the quality of personnel training. Taking the advantages of multimedia network, the blended teaching can be achieved through combining multimedia teaching with traditional teaching methods, and using flipped classroom method. In order to ensure the smooth progress of applied business Japanese teaching, the Japanese department has trained teachers in teaching methods of business Japanese: organizing to observe classes for many times, opening classes and consulting teaching methods, inviting Japanese experts to do training on "spoken Japanese teaching method", organizing teachers to practice in enterprises regularly. It strengthens the construction of double-tutor teachers and provides a favorable guarantee for the training of high-quality talents.

From the feedback of the employment information, some students with N2 or N1 certificates were rejected because their spoken English was not competent. And others were rejected because they had not mastered honorifics and business etiquette. In the teaching design, we adhere to the principle of listening and speaking leading, carry out the training of listening and speaking ability. With 28 students in a class of Japanese majors as the object (all have no basic knowledge), we have taken the training for 5 and a half months with shadow-following method by using business basic Japanese (1) (2). Taking the original text of Japanese shadow-following exercises as the carrier, this paper examines the learning effects of the related courses such as Japanese listening and Japanese conversation. Final examination results of Japanese viewing, listening and speaking (1) are shown as the following. The test questions are all objective questions. The average score of this class is about 3 points higher than that of other parallel classes. The excellent rate is 39%, and that of the other classes is about 20%. Final examination achievements of Japanese conversation (1) are shown as the following. With the teaching of a foreign professor, the average score of this class is about 4 points higher than that of other parallel classes. The excellent rate is 30%, and that of the other classes is about 4%. The passing rate of N2 in Japanese International Competence Test is shown as the following. 15

students passed the N2 test successfully in the first and second semesters of sophomore. The passing rate is over 50%, and the score is between 90 and 140. It shows that students have solid language knowledge and a strong ability to use language.

The ability to use honorifics and business etiquette reflects the comprehensive ability of students in the workplace. In the first semester of the sophomore, the teachers set up a three-level project "workplace growth" and a simulation company with the group as a unit. The knowledge of honorifics and business etiquette will be tested in the simulated workplace around the scene "guests reception, workplace negligence, and voluntary commitment". The feedback of students is good. In the second semester of the junior year, the college set up the practice course of "workplace training". Students choose to learn the Japanese of "reception", "tourism" and "translation". The university adopts the double-tutors, that is, Sino-Japanese teachers with working experience in enterprises. Through setting up a simulation company, they receive short-term Japanese students, participate in enterprise practice, and arrange the inbound tour of Dalian city. The language knowledge, professional ability and personal ability to deal with emergencies have been improved qualitatively.

#### *D. Establishing Multi-level and Multi-dimensional Evaluation Methods*

1) *Teaching evaluation*: The purpose of curriculum teaching evaluation is to reflect on and improve the teaching of curriculum, to promote teachers and teaching managers to update their educational and teaching ideas and teaching quality concepts, to highlight and develop the "people-oriented" teaching guiding ideology, and to improve the teaching reform and teaching and research level. It is conducive to improving teachers' comprehensive quality, curriculum reform and students' all-round development.

The teaching evaluation of outcome-based education focuses on learning outcomes, which emphasizes the connotation of achieved learning outcomes and individual learning progress, and does not emphasize the comparison between students. We should adhere to the evaluation principle of "evaluating teaching by learning". That is to say, "the teaching effect" should be evaluated by "the learning outcomes". By evaluating the achievement of expected learning outcomes, we can find out the problems and shortcomings in curriculum setting and teaching mode, and solve them, and finally forming a virtuous circle.

2) *Evaluation of the teachers*: Through the evaluation of the quality control committee + the evaluation of teachers at the same level + the evaluation of students, the evaluation content focus on teaching effect, teaching design, teaching content, etc., which feedback to the teachers through face-to-face method and login system. It guarantees the continuous improvement of teachers' professional level.

3) *Evaluation of learning effect*: The mastery of professional knowledge is mainly through N1 and N2 pass rate to test the learning effect. For the classes that reach the

set value, the reward mechanism of course bonus points is adopted, which fully mobilizes students' subjective initiative and improves students' self-learning ability. By encouraging students to take certificates of qualification in different industries, vocational skills and personal comprehensive literacy are tested. For example, Standard Business Japanese Test, Practical Japanese Competence Test Qualification Certificate, Tour Guide Qualification Certificate, Interpretation Qualification Certificate, Translation Qualification Certificate, etc. Through the way of "homework + stage test + project", the effect of students' learning in different stages can be tested. Because of the individual differences among students, we should take the methods of hierarchical teaching objectives, pre-class preview, classroom teaching and homework arrangement to make the assignment. According to the learning content, the students submit the homework in the form of cardboard, audio, and video. The teachers can adopt the form of flipped classroom to send the video to students for pre-class preview, and check the learning effect in the classroom. The teachers also can increase the difficulty of preview for the students with ability to teach students in accordance with their aptitude. The course project assessment is based on the knowledge points learned to set the scene, the team division of labor is completed, and the video is submitted. Through the attempt of 2017 and 2018 graduates, initial results have been achieved.

## V. CONCLUSION

Based on the teaching of business Japanese in Dalian Neusoft University of Information, this paper attempts to analyze the application of the outcome-based education concept in the teaching reform of business Japanese in colleges and universities and some results achieved. Against the background of the transformation from the research-oriented to the application-oriented in domestic colleges and universities, to use this new educational concept to train students from all aspects of knowledge, ability and quality, and to cultivate compound foreign language talents needed for economic development in the 21st century are the problems that every foreign language teacher is facing and worth thinking about. As a new educational concept, outcome-based education is gradually accepted, and needs to be further improved in the teaching practice.

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