

Analysis of Japanese Teaching Reform in the Direction of Outsourcing Service Under JSP Theory

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Abstract

The statistics of the Ministry of Commerce show that from 2009 to 2013, the market size of our outsourcing service is 14.47, 20, 32.385, 46.57, 63.85 (billion dollars). It can be said that it has been developing fast. By contrast, the proportion of outsourcing service to Japan has declined, from 2009 to 2013, it is 32.3%, 33%, 30%, 14.4%, 11.4%, respectively. Total implementation in 2013 was only \$5.15 billion. But, since 2013, Japan's software and information service outsourcing industry has reversed its downward trend. It is expected that Japan will continue to grow in the next few years until the 2020 Olympic Games. The automobile and retail industry will be an important driving force for growth. To meet the market demand for outsourcing service to Japan, many colleges and universities in our country have set up relevant specialties. Companies also have been developing business training for outsourcing service. After years of development insiders found that the main source of outsourcing service talents in China is universities. However, many colleges and universities have some problems in their specialty settings, such as inaccurate positioning and unclear training objectives. This directly leads to a lack of clear direction for students' learning, and it is difficult for students to find suitable jobs when they leave schools. And because of the rapid market change, education in colleges and universities often appears disjointed. This will make it difficult for college graduates to meet their job needs in a short time. So the healthy and effective development of related majors to outsourcing service in universities will undoubtedly play a positive role in the development of this field. Outsourcing service requires professional software knowledge and professional Japanese knowledge. So it's different from the traditional Japanese Teaching, Japanese education in the field of outsourcing service needs more pertinence. JSP theory is a teaching theory aiming at Japanese requirements in a specific field. In this article, author will analyze the Japanese teaching reform in the direction of outsourcing service from the JSP theory.

Keywords

Outsourcing Service, JSP, Teaching Reform, Japan

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1. Introduction

The main purpose of this research is to improve Japanese teaching methods in the direction of Japanese outsourcing service by using JSP theory. China's outsourcing service to Japan started very early and the development process was not smooth, after the trough of 2012 and 2013, it has rebounded steadily. Insiders in China are fully aware of the importance of the Japanese market. Although the outsourcing service market

is developing steadily, the survey shows that the relevant professional education in China's colleges and universities can not meet the needs of this market. On the one hand, some colleges and universities are too simplistic in the training of outsourcing service talents, that is, adding Japanese lessons to software majors. The thinking of foreign language learning is different from that of pure engineering. So, according to the traditional teaching method, it is hard for software majors to learn Japanese well. Even if they can learn Japanese well, they always experience a long adaptation process after work

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because of the unfamiliarity of Japanese culture and Japanese corporate culture. On the other hand, the company side says that the need for higher education and the market is out of touch. The higher the level of work in the service outsourcing field, the more demanding Japanese level is. But the present college graduates are hard to meet.

The author conducted a survey of the first three outsourcing service graduates from his school and their companies. The survey mainly focuses on the course setting and teaching methods of outsourcing service in Colleges and universities, as well as the expectation of the graduates and the development of outsourcing service industry in the company. Graduates generally reflected that Japanese learning is not enough during the school period. They all expressed their intention to understand not only Japanese knowledge, but also Japanese corporate culture and workflow. And they said that once they get into a job, it is very difficult for them to have enough time to learn Japanese. The company also expected future graduates to have a high level of Japanese knowledge on the basis of adequate knowledge of software.

Different from the learning of Japanese Majors, Japanese learning in the outsourcing service industry is highly professional. Japanese in this field has obvious features in the use of vocabulary and sentence patterns. Therefore, Japanese in the field of outsourcing service is a special purpose foreign language in essence. In the field of foreign language teaching, ESP has been studied for the first time, and the current JSP theory is also in the ascendant. From the perspective of JSP theory, the analysis of Japanese Teaching in service outsourcing will be more targeted. First, we analyze the students' demand for students' Japanese ability, and then examine the specialty setting, curriculum setting and teaching methods of colleges and universities, and put forward more effective reform measures.

2. The Current Situation and Problems of Outsourcing Service to Japan

2.1. Current Situation

From 2004 to 2016, the amount of Japanese enterprises' issuance of Chinese enterprises increased from 6 billion 459 million yen in 2004 to 18 billion 815 million yen in 2016. The annual rate of growth is 9.32%. Japanese enterprises have increased the number of service items in the Chinese market, both in terms of quantity and quality. In order to meet the needs of the market, more than 30 colleges and universities in China have set up the direction of "software + Japanese" training. In a comprehensive way, there are two main types of specific training methods: one is to set up computer network

and software courses in the traditional Japanese specialty, and the other is to join the Japanese course in the computer software specialty. The main problem in the first mode is that students' learning of software knowledge is not deep enough, it's hard to meet the needs of their jobs. The main problem in the second mode is that Japanese curriculum is too few, and students can not get enough Japanese ability.

2.2. Problems

Curriculum setting

"Software + Japanese" emphasizes two aspects of software and Japanese. But the reality is that many colleges and universities still do not get rid of the old education mode, they develop students' knowledge of computers and software, but only treat Japanese as a simple tool. The focus of teaching is on Japanese basic knowledge professors. Attention to the cultivation of Japanese and corporate culture for the writing and communication skills of mail and documents, which are very important in real life is not enough.

Teachers

A large number of Japanese teachers do not understand software expertise and have limited teaching effectiveness. Teachers of software are not good at Japanese. Teachers with software knowledge and high proficiency in Japanese are scarce.

Monitoring of learning process

Many students are very resistant to Japanese learning. The number of students with the goal of passing the exam is not a few. And because the school management is not strict, there are also some students do not study well in junior grade. When they want to strengthen Japanese learning in senior grade, they find it is difficult to improve.

Employment post is not clear

There are many jobs in the direction of Japanese outsourcing service, each job requires different knowledge of Japanese and software. Because students do not pay enough attention to career planning during school period, and do not clear employment goals, there is no pertinence in their learning. Lack of pertinent learning leads to the underground competitiveness of students' employment.

3. JSP Theory

The first Language for Special Purposes conference was held in 1969. This is the beginning of the study of Language for Special Purposes. The concept of ESP appeared in the next ten years. About the concept of (ESP), some scholars think it is a concept opposite to EGP (English for General Purposes). English is taught just as an independent language in EGP.

According to ESP theory, English teaching should have a clear teaching content and meet the actual communicative needs. JSP theory came into being under the influence of ESP theory. JSP (Japanese for Specific Purposes) originated in 1980s. It is a young field with a history of only 30 years. Based on the guidance of JSP theory, demand analysis is the basis for Japanese teaching reform, and social demand is the foundation of demand analysis. Some scholars have proposed that we should formulate Japanese teaching requirements, determine teaching contents and teaching methods according to the different needs of Japanese talents in the society.

4. Analysis of Requirement

According to JSP theory, demand analysis is the basis of curriculum reform, and social demand is the basis of demand analysis. At present, many scholars in the field of outsourcing service proposed that it is necessary to formulate the teaching requirements of relevant majors in terms of Japanese ability and software knowledge in different positions according to the needs of talents in the software outsourcing industry. In the reform of the training mode of Applied Talents in our university, the author has made a thorough investigation of the field of outsourcing service among the graduates of his school and their companies.

Through investigation, we found that there are three major

categories of outsourcing service jobs. Primary work includes novice programmer, responsible for the basic work of coding and testing. This type of personnel is required in Japanese to read the general technical information in Japanese outsourcing business, to do mail-exchange in Japanese, to do computer operation quickly. They also should use Japanese system and office software skillfully, can write daily reports, weekly reports and other work reports exactly. Students who pass JLPT3 tests generally have this ability. Intermediate work is mainly to do management work such as project management. This type of personnel is required in Japanese to have good oral communication ability in Japanese, be able to understand customer's business discourse and respond promptly. They should use Japanese honorific skillfully and exactly, and be able to communicate effectively about the contents of technical links. Students who pass JLPT1 tests generally have this ability, but they should have good service attitude to customers and be familiar with Japanese culture. A senior job is usually to do business bridge or management. This type of personnel is required in Japanese to do information materials and hold meetings in Japanese. They should have good Japanese communication skills, teamwork spirit and time management skills. Students who pass JLPT1 tests generally have this language ability, but for this job it's better to have a study or work experience in Japan. Please refer to the table 1:

Table 1. Japanese ability demand for posts in outsourcing service to Japan.

Post	Japanese ability	Remarks
Primary (novice programmer, coding, testing)	1. Can read the general technical information in Japanese outsourcing business 2. Can do mail-exchange in Japanese 3. Can do computer operation quickly 4. Be familiar with Japanese system, can write daily reports, weekly reports and other work reports	College degree JLPT-N3 level Have good teamwork ability
Intermediate (project manager, head of the working group)	1. Have good oral communication ability in Japanese 2. Can understand customer's business discourse and respond promptly 3. Can use Japanese honorific 4. Can communicate about the contents of technical in Japanese	College degree or above JLPT-N1 level Have good service attitude to customers and be familiar with Japanese culture
Senior (Business bridge, Company Manager)	1. Can do information materials and hold meetings in Japanese 2. Be good at communication in Japanese, have teamwork spirit and time management skills	Bachelor degree or above JLPT-N1 level or above Industry experience for 2-3 years

This shows that college graduates are mainly engaged in junior jobs.

Survey of curriculum settings at school is shown in the following table. (85 issued, 78 taken back)

Table 2. Survey of course satisfaction.

	Yes	No
Satisfied with the curriculum system during the period of school	72	6
Whether the Japanese ability can meet the needs of the post	47	31
The required level of Japanese certificate	JLPT 1 25	JLPT 2 35
Whether the practice of Japanese is enough	Yes 8	No 70
Whether the training of software is enough	Yes 47	No 31
Whether the combination of Japanese and software courses is effective	Yes 13	No 65

What is the most lacking in Japanese ability	Listening: 15 Speaking: 56 especially communication skills Reading: 13 Writing: 53 especially document normalization
Any suggestion for the reform of teaching	Strengthen the cooperation between school and companies-70 Strengthen the practice during the school period-70 Take part in the project development of the company-55 improve the level of teachers-40

83% of the students thought that the combination of Japanese and software courses is not high and the curriculum could not meet the needs of the job. More than 78% of students hoped to get certificates of JLPT2 or above during school days. More than 72% of students said that Japanese communication skills need to be improved. 68% of the students expressed their desire to strengthen the ability to write Japanese documents, especially to enhance the learning of document normalization. 39% of the students said that the software training was not enough at school, and the company needed a longer training time. More than 90% of students expressed the hope to have practice opportunities during school.

Based on the results of the research, we know that the employability of outsourcing service graduates can not satisfy the needs of companies very well. The capabilities of the following aspects must be strengthened. Professional ability: What the company needs is a competent person or a person who can carry out a project independently. Students' knowledge of software must be adequate and exercised. Professional language ability: Foreign language ability does not simply refer to vocabulary and grammatical knowledge, but the practical ability to meet the needs of the job. Employability: Not only do the students need professional knowledge and sufficient listening and speaking abilities in foreign languages, it is also necessary for them to have the identification of the Japanese software corporate culture. They should be familiar with Japanese software company's system and workflow, and they should have enough ability to handle interpersonal relationships in Japanese outsourcing service companies. It is even necessary for them to have enough self-reliance and communication skills in Japan, after all, the location of outsourcing service to Japan is not necessarily only in China.

5. Analysis of Japanese Teaching Reform in the Direction of Outsourcing Service

5.1. Make Clear Educational Objectives

In China, the objectives of education in higher schools have been changing all the time. The reason for this fast change is that society and times are developing rapidly. Educational

objectives need to reflect the requirements of the times and industrial development. The industry and major of software outsourcing to Japan is also the product of the development of the times. With the rapid development of the software outsourcing industry to Japan, according to the needs of industry and company, we can embody the specific objectives of our education as follows.

Have a solid professional knowledge of software. By the system of knowledge skills training, students can get the professional ability of software for outsourcing companies, to be able to work in related domains.

Have a solid basic skill in Japanese. Through systematic speech, intonation, word and grammar learning, student can get enough knowledge and skill to pass the test-JLPT2, which is needed in many companies doing outsourcing service.

Have a certain cultural accomplishment and ability of cross-culture communication. Understand the cultural differences between China and Japan, know Japanese corporate culture.

Understand the local customs of Japan, know the basic general knowledge Japanese Society. Can solve basic daily life problems in Japan. Obey the law and keep the law, keep psychological health, have independent ability to live in Japan.

Master the Japanese professional language in the software outsourcing industry. For example, be able to read style book, to report about work progress and work problems in Japanese, to do simple mail exchanges, and so on.

Japanese teaching should have an international perspective and reflect the applicability principle, guided by the employment of students and the actual needs of companies. Specific teaching contents should be combined with different characteristics of professional direction, even should be combined with students' employment posts. Teaching should have an emphasis, too difficult and useless in daily life should not be taught.

5.2. Set up a Curriculum System That Meets the Needs of Outsourcing Service Companies

Curriculum of outsourcing service Japanese should be built as "Basic Japanese+ Outsourcing service Japanese+Cultural

accomplishment of Japanese companies”.

Basic Japanese is basic language courses, mainly for the zero-based students. It contains the most basic knowledge, such as pronunciation, writing, listening, sentence patterns. It can be said that basic Japanese knowledge is the key for students to pass the proficiency test and have basic Japanese literacy.

Outsourcing service Japanese belongs to academic Japanese in classification. On the basis of JSP theory we can say that software Japanese belongs to academic Japanese in classification. It is based on the knowledge of software technology, its purpose is to study how to use Japanese to help students improve their professional level, such as testing, programming ability and so on. Outsourcing service Japanese is professional Japanese, based on the working environment of the software company. It mainly includes skills such as vocabulary, syntax, document reading, mail writing and so on which commonly used in outsourcing business.

Cultural accomplishment of Japanese companies is to understand the cultural differences between China and Japan, to master the cultural etiquette of Japanese companies, to be familiar with business process in Japanese companies, to have a certain intercultural communication ability.

5.3. Improve the Traditional Teaching Method

In Basic Japanese courses, different teaching methods should be adopted according to the content of professors and the teaching courses. In addition to basic listening, speaking, reading and writing, document translation, scene drills and conversation writing should be appropriately added. It's not just to inculcate knowledge, but to mobilize the initiative of students, the teaching effect will be better by doing this.

In Outsourcing service Japanese courses, teachers need to study its characteristics and teaching methods in depth. After more than ten years of teaching practice, author found that there are many characteristics in Outsourcing service Japanese. The first one is there are so many professional vocabularies in the IT industry. Foreign words account for the vast majority of them, especially too many foreign words from English. This is mainly due to the fact that most developed countries in the software domain are English speaking countries. In addition, there are some Japanese Chinese words. In grammatical construction, there are many regular verb-object structures, which are used for a long term.

The mainly used documents in outsourcing service include style books, problem management table, daily report, weekly report, minutes of the meeting and incoming and outgoing mail. All kinds of documents have corresponding language features. Speaking generally, documents in outsourcing service are required to be accurate, concise, polite and

documented. So passive expression, possible expression, purpose expression, command expression, conditional expression are usually used. On the basis of the above reasons, in the teaching of specialized vocabulary, teachers can enable students to learn in Japanese operating system and to read industry documents. It is even necessary for students to increase their knowledge of English vocabulary in the IT industry. Based on JSP theory, teachers can use context approach and Task-based teaching method in the teaching of outsourcing service Japanese. It allows students to fully understand the language used and let the students have the basic sense to complete the task.

Weaken the teaching of advanced grammar, academic thesis writing and other courses in traditional Japanese teaching. Strengthen basic teaching, Japanese audition, software Japanese and other courses.

5.4. Improve Other Teaching Methods

Strengthen monitoring system in teaching process. Bring students' daily learning, especially classroom performance and practice into the assessment system. In practice, many schools adopt the combination of result assessment and process assessment. In author's school, the students' scores are formed by final exam scores and usual performance, final exam scores account for 50% and usual performance account for 50%. Usual performance mainly including attendance, classroom performance, homework grade, quiz and interim test results and so on. Evaluate students from usual classroom performance, allocation of tasking, and completion of participation. This can effectively supervise the students' daily learning.

Deepen the cooperation between school and companies. Schools can invite professional talents from companies to teach, get students close to practice, and invite companies to set up special counselors in universities to supervise students' learning in school. On the other hand, Japanese teachers should also go into companies to take practice and training. The effective cooperation between the two sides can help universities to get closer to the needs of companies, and can also enable companies to serve the development of universities better.

Take the Second Class activities in various forms, and encourage students to compete in all kinds of competitions. Every year, the software outsourcing Japanese contest is carried out in author's province. This is an organic combination of software knowledge and Japanese knowledge. Students get practical exercise in the competition, understand their own shortcomings and know how to improve for the future.

Strengthen the construction of teaching materials. There are

fewer targeted books on Outsourcing Service. It is necessary to develop cooperative teaching materials between schools and companies. Writing teaching materials is the process of self promotion for teachers, students can also get more teaching materials which meet their needs.

Make full use of the network learning platform. Many schools have network teaching platforms, but the utilization and Utilization effect are not very good. In order to make up for the lack of teaching time in class, teachers and students should realize the importance of network teaching platform. Teachers need to update the teaching content on the platform in time and release homework and tests on time. Students should complete homework and tests on time as required. Micro-lectures and MOOCs are also good methods. The time for class is limited, but the use of the teaching platform is unlimited.

Improve the level of teachers and develop theory research. Outsourcing service is a complex major after all. Japanese teachers need to strengthen their own teaching and learning, explore the teaching methods adapted to this major, enhance their own software knowledge and go into software companies to study if necessary. Teachers should further improve their language proficiency in practice, strive to become a Double-qualified Teacher who know theory and have practical experience.

6. Conclusions

JSP theory is a Japanese teaching theory for specific purposes. The study of this theory started late, it is still scarce outsourcing in service. As a theory approved by linguists in the world, it is a good theory can be used in many domains. Author used JSP theory to analyze the problems existing in Japanese Teaching in outsourcing service, did an analysis of

the related social needs, hopes to use this theory to guide Japanese teaching reform in outsourcing service. There are still many immature places, which need to be further studied in the future.

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