

Application of Practical Teaching in Business Japanese Interpretation Course

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Abstract—Practical teaching is a teaching method that consolidates theoretical knowledge and can effectively apply theoretical cognition. Through students' voluntary participation and experience in practical activities, students' ability to apply and operate is improved. This study takes the business Japanese interpretation course as an example, and discusses the practical significance of practical teaching in the teaching of translation and interpretation courses by describing the application of practical teaching in Chinese-Japanese and Japanese-Chinese interpretation teaching courses. In addition, this article also makes the specific setting methods and assessment methods of practical projects, which provides a reference for promoting students' practical interpretation and the cultivation of Japanese language skills.

Keywords: *practical teaching, business Japanese, interpretation, scenario simulation*

I. INTRODUCTION

With the continuous deepening of Sino-Japanese relations, the market's demand for interpreting talents has also expanded. In the training of foreign language professionals in major universities, interpreting teaching has become an important part of foreign language teaching. Taking Dalian Neusoft University of Information as an example, in the advanced stage of the Japanese specialty course, a course on "Business Japanese Interpretation Practice" is offered in addition to courses such as "Japanese translation" offered in the theoretical semester, the third month of practical elementary school is the third semester. The author takes this course as the lead to explore the application and effect of practical teaching in Japanese interpreting teaching.

The so-called practical teaching refers to the mode of breaking the teacher-centered teaching mode in the teaching process, actively and specifically creating practical opportunities for students, taking student practice as the center, enabling students to consolidate theoretical knowledge, and deepening the teaching of theoretical knowledge application. The learning process of Japanese interpretation is actually boring. In order to improve students' Japanese application ability, they need to stimulate students' autonomous learning ability and improve their learning motivation. To improve the level of Japanese interpretation of students, it is necessary to carry out a large number of

translation and interpretation activities. Through practice, the university should strengthen students' participation and cultivate students' innovation consciousness. From the perspective of teaching, practical teaching can also improve the teaching atmosphere, optimize the curriculum and teaching evaluation, and improve the overall teaching effect.

II. INTRODUCTION TO THE PRACTICAL COURSE OF BUSINESS JAPANESE INTERPRETATION

The "business Japanese interpretation practice" course of Dalian Neusoft University of Information is set up in the practice semester after two theoretical semesters of the third academic year, with a total of four teaching weeks and 10 class hours per week. The teaching objects are the third grade students of Japanese major. This course focuses on the practice of the alternative interpretation between China and Japan under the simulated situation, supplemented by the theoretical teaching, and focuses on the cultivation of students' interpretation ability and the comprehensive application ability of Japanese. In addition to the typical Japanese expressions used in the various stages of business process and simulation situations, the students take the initiative to carry out interpretation practice and scenario simulation practice in groups during the teaching process. Students can be competent for greeting, visiting, product introduction, price negotiation, contract negotiation, delivery and other links under the business scenario, and perform the Chinese-Japanese, Japanese-Chinese alternate interpretation exercise for the complete business process. During the learning process, the teachers teach and train the skills of interpretation, and perform Japanese follow-up, Japanese recitation, and Japanese overview according to various business processes and scenarios, so that students can gradually improve their translation and interpretation skills. During the teaching process, the teachers simulated the scene, used a lot of real materials and scenes to perform interpretation exercises, and simulated the simulated business scenarios, allowing students to be immersed and stimulating the interest and passion of students' for Japanese interpretation. Students learn about the processes of interpretation through participation, reflection and summary. During the practice of Japanese interpretation, students can improve the Chinese-Japanese bilingual communication ability and cross-cultural understanding ability by compiling translations of business Japanese conversations or sitcoms,

and understand the basic norms and current status of the interpretation industry to achieve the teaching goals of the Japanese interpretation practice course.

III. TEACHING DESIGN OF INTERPRETATION PRACTICE

The practical course of business Japanese interpretation is to enable students to master relevant knowledge and skills in the specific practical learning process through interpretation practice, and to comprehensively improve the Japanese application ability and interpretation literacy, so as to lay the foundation for future work. In the practice of business Japanese interpretation teaching, the teachers provide the corresponding background and conditions, and arrange them to the students in advance. The students take the group as the unit, find out the relevant vocabulary and common greetings in the form of mutual cooperation, and complete the arranged interpretation training and practice projects. The practical course of interpretation in Dalian Neusoft University of Information has designed the teaching content in stages, as shown in "Table I".

TABLE I. MAIN CONTENT OF PRACTICAL TEACHING OF BUSINESS JAPANESE INTERPRETATION

Practice project	Specific contents
Basic knowledge of interpretation	Understand the basic situation of the whole interpretation industry, grasp the basic theoretical knowledge related to interpretation, and understand the functions and characteristics of business Japanese interpretation. In groups, theoretical knowledge of interpretation is searched, learning and discussion are carried out, PPT is made, and explanations are given to students in the form of group publication. The contents include the theoretical knowledge of the concept, form and training methods of interpretation.
Initial business activities (business reception)	Understand the typical Chinese-Japanese expressions in the initial stage of business activities, such as greeting, schedule negotiation and visit, and carry out the practice training of Chinese-Japanese consecutive interpretation.
Business activities (business negotiation)	Understand the typical Japanese expressions used in the product description, price negotiation, ordering, contract negotiation and other scenes during the business activities, and conduct the Chinese-Japanese and Japanese-Chinese interpretation exercises.
Business closing (speech)	Understand the typical Japanese expressions of banquets and farewell in the later stage of business activities, and practice interpretation.
Practice of comprehensive interpretation of business Japanese	According to the content of the course, the teachers will compile the dialogue in the context of business and publish the translation practice between Chinese and Japanese.

As shown in "Table I", the practical course of business Japanese interpretation include the basic theoretical knowledge of interpretation, the interpretation exercises on reception, visit, product introduction, price negotiation, order, business contracts, banquets and celebrations and other contents. The students can carry out interpretation exercises in a complete business process, understand the characteristics

and key Japanese process, and understand the relevant Japanese culture and Japanese business etiquette in the simulation scene. According to the tasks released in advance by the teacher, the students perform interpretation exercises and independently search for typical expressions in specific business scenarios. Finally, the students simulate the business scene and write the conversation for interpretation practice, truly achieving the principle of "learning in practice, and practicing in learning". Here, it needs to be emphasized that teachers need to strictly check the simulated conversational texts written by students themselves, especially the Japanese part of the conversational contents, and give feedback before the conversational exercises and publication. The students can correct the wrong Japanese expressions in time, and grasp the correct ones, so as to really improve the Japanese application ability.

IV. TEACHING PROCESS OF JAPANESE INTERPRETATION PRACTICE

Usually, the traditional way of interpretation class is that the teacher publishes some sentences to the students in written or oral form, which requires the students to interpret accordingly. The teacher comments on the interpretation content and puts forward some suggestions for revision. The practice course of business Japanese interpretation in Dalian Neusoft University of Information breaks the traditional teaching mode. Through Chinese-Japanese, Japanese-Chinese interpreting training led by students' practice and training, in addition to the Chinese-Japanese alternate interpretation exercises on the vocabulary, key sentences and business conversations of the teaching content, students need to independently find the vocabulary and relevant scenarios commonly used Japanese expressions, and complete the simulated interpretation training of each link, which has fully improved the students' participation and autonomous learning ability. In the process of practical teaching, the teachers introduce the simulation scenario in advance, arrange tasks, put forward relevant requirements and remind the students to set up relevant business scenarios which should be typical and representative. On the other hand, teachers also need to assign tasks in typical business scenarios with certain practicality, authenticity and pertinence. Due to the limitation of class hours, the practical course of business Japanese interpretation gives priority to the typical cases in the actual work of Japanese interpretation, which makes the scene setting of each link of the simulation have a certain consistency. Students preview all links in advance, and preview and master the classic greetings and Japanese expressions frequently used in the corresponding scenes. In this way, students can use it in practice and teachers can evaluate it. In the actual business work process, the whole workflow does not exist alone. It must form a system with a series of other processes. Therefore, when teaching the practical course of business Japanese interpretation, teachers should pay attention to the consistency between business scenes. The setting of various scenes can be from easy to difficult, involving business reception, visit, product introduction, price negotiation,

contract negotiation, delivery and other links. A general working process and framework can be constructed.

In the practice of business Japanese interpretation, Japanese-Chinese and Chinese-Japanese interpretation training is carried out under the simulated business scene to learn Japanese language knowledge and improve interpretation skills. For the content of the simulation scenario, the teacher will arrange the theme and relevant requirements to the students in advance according to the order of the overall business process before the lecture. In the group, students look up the materials according to the content designated by the teacher, and prepare the key words and important sentences. The students can perform Japanese-Chinese and Chinese-Japanese interpretation exercises. The students also should prepare sentences for specific business situations in advance. Taking the content of business reception as an example, students, as the main body of the class, conduct interpretation training on the simulated scene according to the designed reception scene in business activities (airport pick-up or welcome foreign guests visiting the factory, etc.). Teachers, as instructors, comment on the contents of students' publications, provide more effective interpretation practice, evaluate the accuracy, quality and business etiquette of interpretation, and provide support for students to improve the comprehensive quality of interpretation.

In addition, "business Japanese interpretation practice" course of Dalian Neusoft University of Information is in close cooperation with the international exchange and cooperation department, is open to Japanese students who come to China for short-term study abroad for 2-4 class hours. In the classroom, they exchange and communicate with each other in various related contents. In each group, at least one foreign student is assigned for spontaneous exchange to discuss the differences in business etiquette and culture between China and Japan. This will help students understand the relevant cultural knowledge, improve the classroom atmosphere, and get effective suggestions from Japanese students.

V. PRACTICAL TEACHING ASSESSMENT AND SUGGESTIONS

In the evaluation of interpreting course, teachers tend to evaluate the students too subjectively and singly, only taking whether the students' answers are consistent with the standard answers as the evaluation criteria. However, there is no operational standard on how to evaluate and test the teaching quality of interpretation in the interpreting field at present. In the business process of "business Japanese interpretation practice" course, Dalian Neusoft University of Information conducts interpretation training for each link. And the students complete each link in the business process, and carry out the practice project of simulated situation exercise. It is to promote self-learning through the students' spontaneous search for information. Combined with the teachers' guidance, discussion teaching, heuristic teaching and other methods, it can maximize the application of

Japanese. Teachers evaluate the comprehensive performance of students' simulated real interpretation scenes.

The cycle of four-week "business Japanese interpretation practice" is relatively short, and it mainly focuses on practice teaching, supplemented by theory teaching. Therefore, taking full account of the characteristics of practical teaching, the assessment and evaluation is carried out with business scene simulation interpretation as a practical project. In addition, the formative assessment can't be ignored. For example, video content editing in business scene is used for interpretation test. The test is also based on the group. The group discusses and freely selects a 4-5-min video of business activities of Chinese version, such as movies, TV plays, etc. The group members work together to listen to the video material and write out the Chinese content, then translate it into Japanese, add the translated Japanese subtitles into the video, and cut the video into silencing clips. While playing the silent video in class, the students should translate the dialogue between the characters in the video into Japanese for scene reproduction. As some software technical problems are involved, the test content and requirements are released to students one week in advance. This way of testing can not only cultivate students' interpreting skills, but also enhance students' team awareness through cooperative learning in group cooperation.

In the practice teaching of interpretation in simulated scenarios, teachers carefully design interpreting tasks according to the content and requirements of the teaching, give students a space for multi-directional thinking, attract students' interest and thinking according to the content of the project, and conduct interpretation exercises using mutual cooperation between students. During the learning process, students prepare in groups and study in a simple way, with simple on-site simulation exercises and practice. Finally, the groups evaluate each other to improve the practicality of the interpretation classroom.

The construction of on-the-spot simulation practical teaching mode needs the joint efforts of the school and the teachers. The reasonable use of practical teaching mode can make the interpretation classroom out of the shackles of traditional teaching, improve students' interest in learning, improve the effect of classroom teaching, and really improve the interpretation skills.

Interpretation ability is ultimately a kind of skill. At present, the "Japanese interpretation practice course" in Dalian Neusoft University of Information lasts for four weeks. There are few classes and students have little chance to get practice. Interpretation class should not be limited in the classroom. It is necessary to extend the field simulation teaching to the off-campus. To set up Japanese interpretation course, the university should make use of all social relations to establish interpretation practice base. The teachers should organize students to participate in relevant social practice activities, arrange students to the foreign affairs department or international exchange and cooperation department of the school and various exhibitions for social practice. It is required to strengthen school-enterprise cooperation,

stimulate students' interest in Japanese learning and improve Japanese interpretation ability through the above methods.

VI. CONCLUSION

The course of business Japanese interpretation in Dalian Neusoft University of Information fully mobilizes the students' independent learning ability and takes the students' simulated practice as the leading course. In addition to the training of Japanese interpretation ability, the course has played a positive role in the application of Japanese listening, speaking, reading, writing and other abilities. During the four-week practice period in Dalian Neusoft University of Information, Japanese interpretation course has carried out the simulated situational training on students' interpretation skills. In "Preliminary Investigation into the Concept of Design and the Selection of Modalities in Multimodal Foreign Language Teaching", Zhang Delu pointed out that the design of multimodal foreign language classroom teaching should be based on different teaching objectives. According to the five categories he summarized, foreign language practice courses should belong to "skill training type" and "experience type". The characteristics of these two types are that the purpose of teaching is to help students acquire some skill experience, and the teaching process is mainly work, activity, demonstration, etc. The course of "business Japanese interpretation" in Dalian Neusoft University of Information has fully realized the practical teaching methods of "skill training" and "experience simulation", which enable students to acquire interpretation skills and improve interpretation ability in the simulation practice.

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