

Exploration and Practice of the Teaching Model of Japanese Translation Course

Based on the Situation of Dalian Neusoft University of Information

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Abstract—The goal and task of Japanese translation course is to improve the students' ability of Chinese-Japanese translation, make students have a high level of oral and written translation, and lay a solid foundation for teaching and translation work in the future. Japanese translation course is a very practical course. How to interpret intensively and ensure plenty of practice in teaching and improve students' translation ability is a problem that foreign language educators often think about. In this paper, the Japanese Department of Dalian Neusoft University of Information is taken as an example to discuss the implementing method of case-based teaching with project as carriers, explore the classroom practice teaching, teaching methods and evaluation methods of Japanese translation course, and put forward personal superficial views, so as to make negligible contribution to the reform of Japanese translation course.

Keywords—translation course; case-based teaching; scene simulation; team assessment

I. INTRODUCTION

With the gradual transition of domestic higher education from elite to popular, the value expectation and demand structure of the society to talents have also changed obviously. As an applied technology university, Dalian Neusoft University of Information, based on full consideration of the demands of students, teachers, industry, society and other stakeholders, combines with the reality of China's higher education and the school's practice in IT applied talent training, establishes CDIO talent training model with the unique characteristics of Neusoft, advocates the experiential thinking of "learning in practice, practicing in learning", and emphasizes that students should complete the learning process through practice. As a very theoretical and practical course, the Japanese translation course requires students to not only master solid theoretical knowledge, but also have applied skills to deal with practical problems and specialty literacy of teamwork. How the Japanese translation teaching forms good connection between the school and enterprises, theory and application, teachers and students is directly related to the realization of course objectives. After years of exploration and practice, according to the changes in the social demand of talent training, the Japanese Department of Dalian Neusoft University of Information keeps improving the teaching mode of Japanese translation courses, puts forward the teaching

mode of "scene - open - mutual assessment in the group", and has achieved a good teaching effect.

II. CASE-BASED TEACHING DESIGN WITH PROJECT AS CARRIERS

Self-designed teaching material is used in the translation courses of the Japanese Department of Dalian Neusoft University of Information. The translation textbooks start from the business scene, which is most frequently involved in Japanese translators' work, and strengthen the cultivation of students' practical ability through specific translation scenes. For the actual workflow and business specifications of Japanese companies, we divided the Japanese translation courses into six main scenes of business conversations: business negotiations, factory visits, signing contracts, travel and sightseeing, demand changes and claims, and business dinners. Each scene of business conversation includes knowledge objectives, introduction of basic business scenes, picture guide, and Chinese-Japanese translation examples. Through such course design, students can clearly structure the entire course content, master the translation points of business scenes, and form a systematic knowledge system.

In addition, according to the different contents of each scene of business conversations, we arrange homework of translation courses such as the preparation of Japanese enterprises' translation document with practical value, to guide students on actual translation exercises by referring to translation examples. Through the systematic experience of the work process of translation in the workplace of Japanese companies, students can apply the basic translation knowledge they learn to the actual business environment.

III. OPEN PRACTICE TEACHING DESIGN

Traditional translation teaching emphasizes the teaching of translation skills, which is difficult to cultivate students' practical translation ability. How to guide teaching practice with translation theory and cultivate students' translation ability in translation teaching is the problem that every foreign language educator often thinks about. In fact, Japanese translation course is a very practical course, and students prefer to learn translation skills close to reality and actual combat in the class. In order to break through the time limit of classroom teaching and expand the students' professional

learning space, we adopt rich open practice teaching such as entering enterprises, scene simulation and the case in the class according to the characteristics of each scene.

A. Go into the Enterprise and Perceive the Translation Site

Through the explanation and practice in translation class, students can understand the relevant theory and expression of Japanese translation, quite theoretical. In order to strengthen the students' perceptual knowledge of Japanese translation work in enterprises, we will arrange students to go into the cooperative unit of our teaching practice base, to let students understand the current status, work content and existing problems of Japanese translation work in enterprises. We also greatly improve students' enthusiasm of in Japanese learning through perception on the enterprise site.

B. Scene Simulation, Strengthen Practical Ability

Translation courses are very flexible, and different scenes have different translation skills and attention points. For several work scenes in which students may be interested, we recommend students to simulate the corresponding scenes. For example, when teaching the knowledge points of translation in business discussion, students conduct a simulation in class, in which some groups are responsible for the courtesy visit to the environment, and some groups are responsible for the preparation for translation information when signing the contract. Through translation practice in class, we cultivate students' good translation ability, as well as positive and correct working attitude, improve students' sense of team cooperation, and guide students to develop professional accomplishment for translation work.

C. Introduce Real Case into the Classroom, Creatively Study and Apply

For some of the business conversation scenes in courses that are close to the reality, we will try to introduce the case in reality into class teaching. For example, when teaching the translation in travel and visit, we will contact the tour guide department for Japan in some local travel companies, and take students to experience how to introduce China's historical sites to Japanese tourists. We present the real conversation scenes to the students, so that they can closely feel the work content and process of real Japanese tourism translation.

IV. TEAM PARTICIPATION IN ASSESSMENT

A. Divide Teams and Groups

At the beginning of Japanese translation courses, we divide the class into several groups or teams according to Japanese-Chinese translation, Chinese-Japanese translation, company and company. Each team has its own team name, as well as their respective internal division of labor. All the course-related activities later will be presented in the form of teams and groups.

By dividing groups and teams, we aim to develop students' awareness and spirit of teamwork. By guiding team members to work with each other, we mobilize the enthusiasm of all team members, improve their motivation and ability to learn,

and develop their team spirit, so that students can realize the benefits of helping each other and learning from each other, and improve their ability to solve problems together. In addition, this participatory teaching mode has also greatly improved students' interest in learning.

B. Division of Labor of the Team

Japanese translation courses are divided into six scenes: business negotiation, factory visit, contract signing, travel and sightseeing, demand change and claim, business dinner. We assume that the whole class is divided into six groups, and each group is responsible for the conception and translation of a scene. All team members share out the work and cooperate with each other. They independently translate firstly according to the fixed Japanese and Chinese expression in a specific business scene, and then take the initiative to solve the problem through cooperation, exchange and mutual answer within the group, and actively do the preparatory work for the group show. Before teaching each translation scene, the group responsible for this scene presents and explains the attention points, fixed expression and business etiquette of Japanese translation in this business scene through PPT and other forms.

C. Mutual Translation and Evaluation in the Team

At the beginning of explaining the translation of each conversation scene, the representative of the group responsible for this scene will present the case results through PPT or other forms, and other members of the group may supplement. After the presentation, all the classmates can present their own questions or different opinions to the case analysis of the presenting group, to encourage students to question, cultivate their critical thinking quality, guide them to listen to and respect different concepts, accurately and completely express their views, and gradually develop their learning methods and habits of students to actively questioning and studying deep. This link requires teachers and students to establish an equal, democratic, cordial and harmonious relationship, to ensure that students feel comfortable and think quickly, so that all kinds of intellectual and non-intellectual creation factors are in the best activity state, and the classroom atmosphere is truly active, to achieve better interaction effect. In this link, independent study is the premise, which needs to mobilize each student think independently about issues within their power; cooperation is the method, which needs to mobilize each student to learn to question and explore; mutual answer is the purpose, which needs to mobilize each student to be helpful, learn to explain, and improve communication skills.

D. Assessment on Accumulated Score of Team

Closed-book exam is mostly used in traditional score assessment. This way only emphasizes the mechanical memory of knowledge, and cannot really assess students' ability to express, team spirit, creativity, etc. What enterprise really need now is professionalism. In view of the shortcomings of this traditional course score assessment, after years of effort, we have explored a set of "team accumulated score" assessment method, in which the student's performance is divided into several modules, and each module has a different person, whose score is given according to different

performance. According to the performance of each group in explaining the conversation translation scene, we give the team a whole score; according to the attendance rate of all members of the group, we give the group a whole attendance results; according to the performance of groups in various scenes and their homework performance, we give the group a whole module score. According to the courseware preparation for each conversation translation scene, the presentation and classroom presentation, on the basis of consensus of other team members, the group members assess each other within the group based on the contribution of each member to the team. Group members consult with each other and allocate the total scores according to the contribution of the members, the "more pay for more work" policy is implemented, and the members whose contribution is great will get more scores. After the allocation of scores, the members sign and submit the mutual assessment table.

Through such mutual assessment in the group, each member of the group is not only truly aware of their performance in this semester and personal gains, but also they can know themselves and search their heart.

With the development of internationalization, the demand of quality and quantity of translation talents grows increasingly. How to cultivate high-quality translators adapted to the requirements of the times is a great challenge to translation teaching. Since the implementation of the teaching mode of "scene – open – mutual assessment in the group" of Japanese translation courses in the Japanese Department of Dalian Neusoft University of Information, the employment rate of graduates from Japanese major has been improved to a certain extent, and students' actual applying ability of Japanese has been praised by a lot of employers. Through the follow-up survey of graduates, the employers generally reflect that the graduates from Japanese major have solid theoretical basis, good language adaptability and team spirit.

V. CONCLUSION

Translation teaching is the cultivation of comprehensive abilities, which cannot be achieved overnight. To cultivate applied Japanese translation talents, teachers need to change the translation framework constructed in the past by relying on the basic theory knowledge, combine with different translation teaching theories, explore a variety of practical teaching contents, and build the translation talent training mode based on market subjects.

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