

# A Brief Discussion on the Teaching Reform of University Japanese Language Course in the Context of Hainan Free Trade Port Construction

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**Abstract:** With the gradual expansion of the scale of the construction of Hainan Free Trade Port, the exchanges between Hainan and foreign countries in economic trade, culture and education are more and more frequent, and there is an urgent need for compound internationalized talents with a good command of foreign languages. This paper focuses on the common problems in university Japanese language teaching at present, such as the single teaching method, the large gap between students' learning effect, and the disconnection between the teaching content and the actual needs of society. Therefore, this paper puts forward the corresponding teaching reform countermeasures, that is, combining multi-media technology with a variety of teaching methods, timely understanding of the national policies, dialogue with Japanese enterprises, updating and enriching the teaching content, and stimulating students' learning interest and autonomy. The author hopes to make suggestions on the reform of Japanese teaching in universities and help the construction of Hainan free Trade Port through this study.

**Keywords:** Japanese Language Program; Teaching reform

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## 1. Current situation of university Japanese language courses

The University Japanese Course offered by our school is a university foreign language course for Japanese candidates in the college entrance examination, which covers intermediate and advanced Japanese phonetics, vocabulary, simple grammar, common sentence patterns and other Japanese knowledge, and integrates the basic training of listening, speaking, reading, writing, and translating Japanese. This course helps students master the Japanese language and be able to have simple conversations in Japanese, which also plays a crucial role in the entrance examination for postgraduate studies. Depending on the knowledge points to be taught, a variety of teaching methods are utilized, such as lecturing, talking, demonstrating, practicing, discussing, and inspiring. The main goal of the course is to develop students' ability to think and solve problems, and their ability to use the Japanese language to communicate in everyday life.

## 2. Existing problems

At present, there are many problems in the Japanese courses of our university, such as large gap in students' achievement level, low practical application ability such as listening and speaking, and disconnection between the teaching content and the actual needs of enterprises.

First of all, the teaching method of university Japanese is relatively single, which is mainly manifested in the teacher's lecturing, and the classroom interactivity is not high enough. The main reason is that according to the current curriculum arrangement of a unit of four hours, and at the same time, it is necessary to add additional social and cultural related content, and the classroom explanation time is tight. As a result, the effectiveness of the language program is bound to be reduced, and at the same time the students' interest will not be high.

The second prominent problem is the low practical application ability of students' listening and speaking. After entering university, most teachers and students generally take the examination results as the only criterion to examine the students' Japanese language level and test their Japanese language ability, so the teachers emphasize the grammar teaching in the classroom in order to improve

the students' examination results, which inadvertently ignores the cultivation of students' interest in Japanese language as well as the training of their Japanese language listening and speaking skills.

Thirdly, there is a disconnect between the content of teaching and the actual needs of society. With the development of China's economy, the Japanese enterprises in China have been expanding their scale, so most foreign companies are seeking reforms and have turned to cultivate local talents. On the contrary, our teaching content has not been categorized and popularized in a more detailed way, and even a lot of content stays in the campus scenario, and there is less involvement in the work scenario, business terminology, and culture of the working world, so that graduates need a long time to learn and integrate the language into the enterprise after entering into the workplace. It can be seen that the serious disconnect between teaching content and social needs means increased investment costs for both the parties concerned and enterprises, which is not conducive to the development of individuals and enterprises. In the process of the construction of Hainan Free Trade Port, gradually there will be Japanese enterprises, as well as Japanese enterprises will enter into Hainan, for the students of cross-cultural competence communication, as well as the basic vocational literacy training should continue to pay attention to, and try to improve in the teaching reform.

### **3. Teaching Reform Program**

#### **3.1 Reform of Classroom Format**

At present, our university Japanese course is mainly based on the teacher-led lecture mode, focusing on training students to improve their basic knowledge and skills such as vocabulary and grammar. However, in actual lectures, we found that most of the students generally have a certain foundation due to their experience of studying Japanese in high school, so it is very easy for students to feel that the content of the course is simple and repetitive, and their interest in learning is low. In this regard, we can try to have two hours a week in the multimedia classroom to learn the basics, and the other two hours in the voice lab to train students' listening and speaking skills by utilizing the voice lab equipment in conjunction with the textbook dialogues.

#### **3.2 Textbook Reform**

At present, the teaching materials used in our school are "New Era College Japanese" (edited by Jianjun Hu, Shanghai Foreign Language Education Publishing House) series (hereinafter referred to as "New Era"). New Era lacks language training for work scenarios. With regard to this, the Japanese for Everyone (Foreign Language Teaching and Research Press) series can also be used as a reference. "Japanese for Everyone" is a textbook for foreigners of all nationalities and is commonly used in language schools in Japan, and is edited by 3A Publishing House. This series is rich in authentic conversational content, and the vocabulary and grammar are in line with the current Japanese language, so there is no sense of fragmentation. In addition, this set of books is aimed at ordinary Japanese beginners, so its scene setting is closely related to daily life, the most important feature is that the topics involved are close to life, and there are a large number of work scenes and workplace culture scene dialogues, and the content learned in class can be used directly in the workplace and life, and very practical, and there are a large number of audio-visual resources on the Internet for reference, so it can be used as a reference material to make up for the lack of practice. The problem of insufficient listening and speaking practice and insufficient working scenes in New Era.

#### **3.3 Teaching content reform**

1. Emphasize the training of listening and speaking skills. Traditional university Japanese language teaching focuses more on the teaching of basic skills such as vocabulary and grammar, and emphasizes grammar. Because of the lack of practice, it is more and more difficult for students to open their mouths. Therefore, while teaching the basic knowledge, we should also strengthen the practice of listening and speaking. In the primary stage of Japanese language learning, some simple daily conversation exercises can be added to the classroom, so that students can role-play and use the grammar and vocabulary they have learned to make up dialogues to deepen their impression. In the middle and late stages of learning, according to the actual needs of the students, we can set up dialogues in the workplace scenes and interspersed with workplace culture and professionalism, so that students can use what they have learned to prepare for entering the society.

2. Emphasize the text learning. the lack of overall text learning will make students unaccustomed to dealing with the logical relationship between long and difficult sentences, unable to quickly grasp the key information from a large number of words and phrases, and at the same time unable to appreciate the writing skills of long chapters as well as the feelings of the article, which is not conducive to the training of the translation and writing in the future. The texts in New Era are mainly based on dialogues, and lack the training of reading in parts of speech. Therefore, in the classroom, we need to prepare some short articles for students, which mainly focus on the introduction of customs and folk tales. Arranging reading sharing, encouraging students to contact some Japanese chapters spontaneously, and to be able to briefly describe the main idea in Japanese by themselves, so as to train students' discourse reading skills.

3. Use anime and Japanese songs as learning resources. When talking about some sentence patterns and words, it can be combined with the classic lines in the more popular anime or Japanese TV series, especially the introduction of pop music is necessary. Japanese young people's language is vivid and lively, and popular words change quickly, which is far from the serious and formal sentence patterns we learn in textbooks, and pop music lyrics can fill this gap well, and also narrow the distance between textbooks and real-life phrases. In addition, for example, in the lesson of "coming of age", we can add the relevant plots of Japanese dramas and introduce the culture related to the Japanese coming-of-age ceremony, which can not only increase the interest of students in the classroom, but also deepen students' understanding of Japanese society and culture.

#### **4. Conclusion**

With the steady progress of the pace of the construction of Hainan Free Trade Port, Hainan's foreign economic and trade channels continue to broaden, and its cultural exchanges and cooperation with overseas countries continue to strengthen. Hainan Province urgently needs to cultivate a group of compound internationalized talents who are familiar with the international rules, international laws, proficient in foreign languages, and equipped with the knowledge of international trade, e-commerce, customs management, and knowledge of shipping and logistics. Therefore, the university Japanese language classroom should actively follow the trend of the times, keep pace with the development of the society, walk with the times, constantly improve the quality and timeliness of the classroom, and cultivate a batch of high-quality talents needed by the society.

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