

Construction of Evaluation System of Basic Business Japanese Course Based on JF Can-do Standard

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Abstract

JF standard is a Japanese learning evaluation standard first published by Japan Foundation in 2010. The special word Can-do is used to express Japanese Proficiency. JF Can-do not only can be used as a reference for the design of Japanese teaching objectives in Colleges and universities, but also can be used to evaluate the teaching effect, reflecting the advanced teaching concept of student-centered and focusing on the improvement of comprehensive language application ability, which is conducive to the cultivation of composite talents more in line with social needs. This standard and evaluation system pay attention to the process evaluation of language acquisition, emphasize the understanding of culture in the actual communication process of Japanese language users, and pay attention to the practicality of Japanese language application itself. This paper introduces the connotation and content of the standard. Business Japanese is not just a course, it is also a major or major field formed with the continuous development of international trade. Its purpose is not simply to raise the level of spoken and written language, but to enable students to master the main links that may be involved in real foreign trade and business activities, taking language as a carrier. Business Japanese teachers generally believe that a qualified graduate of Business Japanese Major can use Japanese for commercial activities, to be proficient in business etiquette, have enough personal business attainment, not be limited to a specific professional domain or business Japanese vocabulary. According to the characteristics that the evaluation standard of Japanese learners is highly consistent with the training goal of the basic Business Japanese course focusing on practical ability, we try to combine the basic Business Japanese course with JF Can-do standard to build a more scientific classroom evaluation system. And on this basis, we can promote the innovation of course content and teaching method, improve the teaching effect, and finally achieve the goal of Training Applied Business Japanese talents.

Keywords

Evaluation System, Teaching Mode, Business Japanese, JF Can-do Standard

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1. Introduction

The main purpose of this research is to analyze and summarize the specific content and characteristics of JF can do standard, then summarizes the characteristics of business Japanese teaching and the problems in the teaching process, especially the problems in the basic course teaching of business Japanese, and explores the possibility of building the basic course evaluation system and new teaching mode of business

Japanese through JF can do standard. In the new era of deepening political, economic and cultural exchanges between China and Japan, the requirements of enterprises for Japanese talents have also changed. In addition to ensuring a solid foundation of Japanese language and accurate language, it emphasizes the appropriateness of Japanese language in the process of communication and pays attention to its social function as the essence of language. In the training of Japanese talents, it is also proposed to focus on the cultivation of

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language learning, the ability to complete specific tasks and the ability of cross-cultural communication. Based on the application requirements of enterprises for Japanese talents, Japan Foundation published the Japanese teaching practice evaluation system of "JF Can-do" for the first time in 2010.

This standard and evaluation system pay attention to the process evaluation of language acquisition, emphasize the understanding of culture in the actual communication process of Japanese language users, and pay attention to the practicality of Japanese language application itself. With the goal of training practical talents with solid language foundation and strong cross-cultural communication ability, the Business Japanese major has set up a series of core courses focusing on business Japanese. As a pillar core course, business basic Japanese accounts for the highest proportion of class hours, which is the key course for the cultivation of Applied Business Japanese talents. In the course construction of Basic business Japanese, the construction of evaluation system will guide the teaching direction and content of the whole course. The evaluation system based on JF Can-do standard is highly consistent with the teaching objectives of basic Business Japanese, and plays a guiding role in the direction and content of basic business Japanese course construction. The task-based teaching method is more suitable for the use of this standard.

2. Connotation of JF Can-do Standard

2.1. Theoretical Sources

The theoretical source of "JF Can-do" is the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR for short). CEFR was formulated by Council of Europe, published in 2001, revised in 2003. As a standard for foreign language teaching and evaluation in European countries, CEFR aims to provide a common basis and reference for curriculum design, syllabus formulation, language testing and textbook compilation of European language teaching. It describes in detail the skills and standards that language learners must master in order to communicate effectively. CEFR divides the language level into three levels: A

is Basic user, B is Independent user, C is Proficient user. Each level can be divided into two levels: A1, A2, B1, B2, C1 and C2. A1 is Beginner, A2 is Elementary, B1 is Pre-Intermediate, B2 is Upper Intermediate, C1 is Advanced, C2 is Proficient. The above six levels are just a standard framework, not closed, modifiable and extensible, and can be subdivided on the basis of each level standard. CEFR divides language competence into "general language competences" and "language communicative competences". General language competences include knowledge, skills, personality, learning ability, etc. Language communicative competences include linguistic competence, sociolinguistic competence and pragmatic competence. CEFR divides communicative language activities into "language understanding", "language output" and "interaction", emphasizing the realization of communication tasks through real language communication. CEFR emphasizes the environment in which language is used, because language can help learners complete specific communicative tasks in a specific environment. CEFR puts forward three communication strategies: (1) Seeking clues and making inferences in the process of understanding; (2) Participating in discussions, cooperation, debates, speeches, in the interactive environment; (3) Adopting planning, compensation, monitoring and other strategies in language expression activities.

2.2. JF Can-do Standard

With the goal of "Japanese for mutual understanding" and based on CEFR, Japan Foundation formulated the JF standard, the key content of this Japanese education standard is "JF Can-Do", a Japanese education and teaching evaluation system. JF standard is a tool to investigate Japanese teaching methods, learning methods and evaluation methods of learning achievements. In this standard, "Can-do" is used to express the "degree of achievement" in Japanese. That is to say, what can be done with Japanese you have learned. Therefore, "JF Can-Do" is an evaluation standard used to judge "what can be done with Japanese", that is, the "degree of achievement" of the Japanese language learned.

The Japanese Language Center of the Japanese Foundation divides Japanese learning achievement into six levels, as shown in the following table.

Table 1. Levels of JF Can-do.

Level	Examples of Can-do statement
A1	Can say words of gratitude with simple fixed phrases such as "thank you for your kindness" in front of those present at one's farewell party held before one's transfer, retirement, etc
A2	Can make a short simple speech congratulating the bride and groom, explaining one's relationship to them, etc. at a friend's wedding party or other events, if one is allowed to occasionally look at one's notes.
B1	Can introduce in some detail famous sights, local specialties and other features when giving people a tour of, for example, a famous sightseeing area as a professional guide, if preparations are made in advance.
B2	Can explain articulately and in detail one's own proposal and respond appropriately to questions, while showing diagrams, graphs, etc., at, for example, a planning meeting at one's workplace, if one has prepared beforehand.
C1	Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points,

Level	Examples of Can-do statement
C2	reasons and relevant examples. Can present a complex topic confidently and articulately to an audience unfamiliar with it, structuring and adapting the talk flexibly to meet the audience's needs.

The above six levels, from simple to deep, show the development and progress of Japanese learners' oral language application ability from short sentences to taking into account the feelings of listeners gradually. In theory, by analyzing and using the "JF Can-do" evaluation standard, we can objectively grasp the achievement degree of Japanese learning and clearly grasp the future learning objectives. And we can also share this achievement degree with others in teaching.

3. Basic Course of Business Japanese

The basic course of Business Japanese is the core course of training Business Japanese talents, and is the main classroom for students to get Japanese language foundation. The goal of Business Japanese major is to cultivate Japanese talents who have a solid foundation of Japanese language, understand corporate culture and can communicate in the working environment without obstacles. Therefore, the basic course of Business Japanese needs to lay the foundation of students' theoretical knowledge of Japanese in the first and second academic years, teach Japanese social culture and corporate culture, and cultivate students' independent learning ability. From the perspective of teaching objectives, contents and methods, the basic courses of Business Japanese are quite different from the traditional basic Japanese courses. The teaching goal of the basic course of business Japanese is to skillfully use the basic knowledge in the working environment, independently use the business etiquette, make the students understand the Japanese enterprise culture and work process, and improve the students' general language ability and language communication ability.

In traditional Japanese major, the teaching purpose is mainly to teach Japanese language knowledge. Most of the teaching methods follow the traditional translation method of foreign language teaching, focusing on basic words and grammar phenomena, emphasizing the accumulation of professional knowledge. The direct consequence of this teaching method is that students' mastery of vocabulary and grammar is much higher than that of listening and reading comprehension which need to be used in practice. Many students often encounter difficulties when they are looking for jobs after graduation because they cannot adapt to the working atmosphere and corporate culture of the company. Therefore, the development trend of Japanese talents training is to focus on the cultivation of business Japanese talents with stronger application ability.

Business Japanese education is still in the process of further promotion. In the process of exploring Business Japanese teaching in various schools, various methods have been tried, but they still can't solve the problem. At present, there are two main tendencies: One is that the pursuit of language correctness far exceeds the cultivation of language use environment and intercultural communication ability. Although it advocates the communicative nature of language, it only draws closer to business in teaching content and does not fundamentally change teaching methods and evaluation methods. The other is overemphasizing the communicative ability of language, neglecting the systematic explanation of basic knowledge and grammar in the teaching content. The training effect of the latter method is that it can get immediate effect in a short time, but the students' language knowledge foundation is weak, and they lack the habit and ability of independent learning and thinking, which will affect their future career development. In the specific teaching process, it is necessary to clarify the position and role of basic Business Japanese courses in the whole Business Japanese talent training plan, understand the teaching purpose of this course, select reasonable teaching content and methods, and formulate a scientific evaluation standard system. Among them, the establishment of evaluation standard is the most important to direct teachers' teaching focus and students' learning direction. Especially for freshmen and sophomores who can't master the basic knowledge of Japanese language systematically, the content of evaluation is the key point of learning, and the items of assessment are the key points of review. Therefore, only by seamlessly linking the evaluation of teaching process and teaching effect, highlighting the characteristics of basic Business Japanese course, unifying teaching and evaluation, giving teachers and students a clear and clear evaluation standard, and further improving students' willingness to learn, can excellent teaching effect be achieved. The unclear and incorrect evaluation criteria of the courses will lead to overemphasis on the mastery of basic language knowledge, or excessive bias towards the cultural function of the language, resulting in the balance of the proportion of teaching content. In view of this problem, the fundamental way to solve the problem is to combine the basic course of Business Japanese with the evaluation standard of JF Can-do, to build a balance between knowledge and skills, and to build a reasonable and progressive evaluation system of teaching content. And take this as a guide, clear the teaching focus and explore teaching methods. With the goal of "can say and can do", the achievement of JLPT is regarded as a stage by-product in the

learning process, which lays the foundation for cultivating practical business Japanese talents who can really meet the needs of enterprises and have the development potential.

4. Construction of the Evaluation System

The evaluation system of JF Can-do standard is different from the previous evaluation system. It is not dogmatic, does not adopt completely specific linguistics or teaching theory, and encourages users to establish a learning structure of Japanese linguistics teaching in accordance with the standard. The evaluation system of basic Business Japanese course mainly includes the following three parts: Students' self-evaluation (tracking Portfolio Management), students' mutual evaluation (Task-based teaching method of grouping) and teachers' comments (Interactive classroom instruction). The three evaluation methods are carried out in a cross way, covering the learning time of students from enrollment to the end of sophomore year in and out of the classroom, involving all basic language knowledge learned at the stage. First of all, based on JF can do standard, we should focus on the preservation of learning process and learning records, the cultivation of students' self-study ability, and the enhancement of students' self-assessment ability. The specific method is mainly portfolio management. By collecting and comparing the learning achievements of fixed time nodes, students can evaluate themselves. They can identify their own growth and shortcomings, summarize their learning experience in time, and form a unique My Can-do evaluation system to achieve the best learning results. Each student starts to collect the learning results at a fixed time point after entering the school, and then compares the learning results after a period of time, so that students can find their own learning progress and problems. Establish different review contents and key files for each student through the portfolio of self-evaluation of students. For example, from the beginning of learning pronunciation, students tend to accept the pronunciation which is not in their mother tongue slowly. Because no specific words or articles are involved, students' understanding of pronunciation is only a separate phoneme. In the process of learning, these new sounds will appear many times in common words and articles. After a period of time, students will be able to grasp the pronunciation rules and

misunderstandings caused by mispronunciation, and understand their pronunciation rules in depth. From the initial concrete image memory to the theoretical abstract memory, the students' learning of language gradually reaches proficiency. This evaluation is suitable for recording students' learning process, urging students to conduct self-evaluation and form a list of My Can-do knowledge system.

Under the guidance of JF can do standard, and on the premise of clear learning purpose and clear language task, form a project team, complete the task and submit the project results with the team as the unit. Combine the process of completing the task with the quality evaluation of the final result, the qualitative and quantitative evaluation, the mutual evaluation between students and the teacher's comments, consolidate the Japanese language knowledge, and strengthen the students' language practice ability. In the process of simulating the actual work scene and completing the task, students need not only to understand the basic background of the task, but also to consult the words and grammar that may be involved in the conversation, and also to coordinate the cooperation of the team members. As the final result demonstration of the project, members of the group will first evaluate the task preparation, process and final results of the group, and then other students will comment. The key points of the review should focus on whether the basic functions of the conversation are realized, whether the content of the conversation is useful, whether the words and sentences are wrong, and whether the scene set in the conversation is reasonable, etc. Through the mutual evaluation among the students, we can further consolidate the knowledge and make the students understand the environment and function of the language. Finally, according to JF Can-do standard, teachers should summarize and comment. It is necessary for the teacher to confirm the difficulty of teaching again, consolidate the key points of teaching, and evaluate the students' mastery of knowledge from two aspects: the correctness and appropriateness of the language. The author tried to use JF Can-do standard to make learning evaluation table in the basic course of Business Japanese -- Japanese Listening and speaking course. For example, we simulated an enterprise visit scenario in a business situation, where students were divided into groups and practiced. The content, composition, vocabulary and grammar of students' speeches can be evaluated jointly by teachers and students, and the evaluation criteria can be summarized into three tables (tables 2-4).

Table 2. Evaluation of speech content.

Score	Speech content	Self evaluation	Students' evaluation	Teachers' evaluation
4	Around the purpose of the visit, on the basis of fully considering the actual situation of the audience, say accurate and easy to understand words			
3	To express opinions by giving examples or using tools			
2	Can carry out dialogue and discussion around the purpose of the visit, but some contents need to be further confirmed to understand			
1	Express opinions, but the content is obscure as a whole			

Table 3. Evaluation of speech structure.

Score	Speech structure	Self evaluation	Students' evaluation	Teachers' evaluation
4	The overall structure of the speech is reasonable and the logic is clear			
3	The speech structure is complete, and the logic is not very rigorous			
2	The speech structure is relatively complete and the logic is not clear			
1	The structure of the speech is not complete, and the logic hinders understanding			

Table 4. Evaluation of vocabulary and grammar.

Score	Vocabulary and grammar	Self evaluation	Students' evaluation	Teachers' evaluation
4	Almost no mistakes in using all kinds of words and expressions correctly			
3	Use simple and easy expressions, with several words and grammatical errors			
2	Use simple words, there are many grammatical errors, but basically able to understand the meaning			
1	Many mistakes in vocabulary and grammar, and basic expressions are hard to understand			

5. Teaching Method Matching JF Can-do Standard

The training of business Japanese talents pays more attention to the use of knowledge, and focuses on improving students' ability to use knowledge to solve problems. The use of JF Can-do standard can best be reflected in the form that the teaching process is completed through the method of learning group to complete the task with clear learning purpose. The task-based teaching method is the teaching method which is compared with the use of this standard. Task-based teaching method is a foreign language teaching model advocated in recent years. It is a kind of teaching method that teachers assign tasks to students and let them complete the tasks. The task-based teaching method has some shortcomings, such as the difficulty of effective supervision and control of students' individual activities, the difficulty of grasping the task, etc. This requires that teaching strategies must be operable. The JF Can-do evaluation system provides a set of standardized solutions for task-based teaching strategies from the setting of learning objectives to the evaluation of learning effects. It not only makes learning objectives for teachers and students, but also provides evaluation criteria based on objectives, which makes it possible to teach students in accordance with their aptitude.

6. Conclusion

Japanese Teaching in the basic stage has always been an important topic in the field of Japanese Education. The basic courses of Business Japanese, as the core courses of training business Japanese talents, set the language working environment, pay attention to the application of basic knowledge in practice, and integrate the teaching objectives, teaching contents, teaching methods and evaluation methods of the course. Based on JF Can-do standard, the evaluation system of combining process assessment with final

assessment, self-assessment and mutual assessment of students, assessment of students and assessment of teachers is adopted to provide a new teaching measurement for curriculum construction. The classroom evaluation system based on JF Can-do standard, combined with teaching evaluation, extends to the teaching methods and contents, and repositions the basic Business Japanese courses. It explores a new way to build the student-oriented teaching mode of "learning by doing, doing by learning" and to achieve the ultimate training goal of application-oriented talents.

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