

The Current Situation and Reflections on the Teaching Mode of Translation Course for Business English Majors in General Universities

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Abstract:

Through sorting out the current situation of the teaching mode of translation courses for business English majors in general colleges and universities, we point out the problems of unclear course orientation and objectives, lack of professional translation teaching materials, unreasonable course settings and unreasonable teaching methods, and propose improvement strategies in terms of teaching mode, teachers and teaching materials.

Keywords:

Business English, Translation, Project-Oriented, Teaching Mode

1. Introduction

Business English translation course is an important content of business English major courses, and many colleges and universities have offered business English major translation courses to help students master the translation of common business texts, such as the translation of enterprise documents, advertising, manuals, transaction contracts, etc.; account interpretation skills, and be proficient in interpreting foreign trade contacts, exhibitions and product introduction, etc. through scientific and systematic teaching and training. However, there are problems in teaching translation courses for business English majors in many universities, such as unclear course orientation and objectives, lack of professional translation teaching materials, unreasonable course settings and unreasonable teaching methods, which affect the level and efficiency of English translation teaching, and it is urgent to take effective measures to strengthen the teaching of translation courses for business English majors. [1] Therefore, it is of great practical significance to study the current situation and ways of teaching mode of business English courses in colleges and universities.

2. Analysis of the Current Situation of the Teaching Mode of Business English Courses in General Universities

At present, many universities in China still adopt the traditional teaching mode in teaching translation courses for business English majors, and the teaching objectives and professions are not strongly targeted, leading to the following problems in the teaching process:

2.1. Course Orientation and Objectives are not Clear

Many people mistakenly equate the teaching of translation courses with training translators. Of course, it does not rule out the possibility of getting out of the classroom as translators, but it should be clearly defined that the purpose of teaching translation courses for business English majors is to let students understand and know the theory of translation and master the corresponding skills, so as to lay a solid foundation for their future development, not just to become translators. [2] However, many teachers lack scientific and feasible programmatic teaching execution documents, and the positioning and objectives of course teaching are not clear, leading to a strong blindness in teaching.

2.2. Lack of Professional English Translation Teaching Materials

Due to the lack of professional English translation teaching materials, the translation teaching materials adopted by many colleges and universities are of good and bad quality, and many contents are not suitable for the cognitive level of translation students in colleges and universities, not to mention meeting the needs of today's society. The contents of translation textbooks for business English majors in many colleges and universities are put together, and many of them are seriously out of line with the times and do not follow the principle of combining business English translation and practice, which leads to unclear learning objectives of students and affects learning efficiency.

2.3. The Curriculum is Unreasonable

The reason for this phenomenon is that they do not consider the logical relationship of the courses and do not carefully calculate the time required for theoretical knowledge and skills training of translation courses, which leads to confusion in the course, the teaching plan is rather confusing, which is not conducive to students' learning and affects teaching efficiency. [3]

2.4. The Teaching Methods are Unreasonable

Many teachers still adopt traditional teaching methods and tools, and spend more time on learning language structure and grammar, leaving relatively less time for students to train translation, which can not complete the teaching tasks within the prescribed teaching time. They are not able to complete the teaching tasks within the prescribed teaching time, and the overall teaching objectives are not achieved at the end of the semester, which makes it difficult to improve students' English translation skills.

3. Analysis of Effective Ways to Improve the Teaching Efficiency of Translation Courses for Business English Majors in General Universities

3.1. Improving Teachers' Qualifications

The level of English teachers is the key to influence the teaching level of translation courses of business English majors in colleges and universities. To improve the teachers, we must proceed from the following aspects: firstly, encourage English teachers to further study the second major in business direction, so as to improve the teachers' English level and business knowledge level; secondly, through recruitment, hire part-time teachers with foreign trade background business practice experience and with English professional background; again, implement the university-enterprise cooperation, the cooperation between the university and the foreign trade enterprises, the staff of the foreign trade enterprises with rich foreign trade experience, business theory knowledge and solid English site as part-time teachers.

3.2. Textbook Reform

The difficulty of translation materials for English business English majors is not suitable for students' foundation, and the content is out of line with the times, which is an important factor affecting the teaching level. The purpose of textbook reform is to learn the English knowledge and translation skills needed for professional positions within a limited period of time. Therefore, when choosing the teaching contents, we should take business English translation projects as the teaching contents, such as advertisement translation, business card translation and trademark translation, etc., so as to improve the practicality and relevance of the teaching contents and infiltrate the translation theory and translation skills into the translation practice. The focus of teaching content reform is to improve students' translation ability of business texts and practicality, to master the common translation skills in business scenes and daily training process, and to improve the practical English translation ability of business English translation students in international business activities. [4]At the same time, students' social research, teachers' social practice, translation clubs and past outstanding graduates can be introduced into the practical training teaching, which can not only improve students' learning enthusiasm and initiative, but also improve students' practical translation ability.

3.3. Adopt Diversified Teaching Mode

There is no definite way to teach, so when teaching translation courses for business English majors, diversified teaching modes should be adopted, including the following aspects.

(1) Promote the use of "project-oriented teaching mode". The learning of language and business culture in the context of globalization has become a world trend, and the training of business translation talents to communicate with heterogeneous cultures is becoming a crucial competitive strategy in the development of international trade. The "project-oriented teaching mode" is one of the common teaching modes of business English majors in China, which reflects the latest concept of professional education of foreign language in today's universities. [5] It breaks the boundary of course content, divides the course teaching content into enterprise projects and tasks closely related to the profession, integrates classroom and training room, organizes and implements teaching and assessment according to the project, realizes project-oriented curriculum, independent learning, interactive teaching and specialized skill training, and achieves the purpose of exploring the law of cultivating high-skilled talents in teaching practice. This model reflects the goal of cultivating talents in vocational education and directly links students' vocational ability and course teaching, which has been unanimously

praised by experts at home and abroad. Taking English majors in the College of Foreign Languages of Changjiang University as an example, the steps of implementing the “project-oriented teaching model” are as follows: First, a survey was conducted on a sample of hundreds of English majors and business English majors in the College of Foreign Languages of Changjiang University to understand the overall situation of students’ learning and skills mastery in translation courses, and by visiting five business English majors in and outside the province to understand their teaching models and methods. Secondly, by visiting five cooperative enterprises of this major, we understand the translation objects and requirements of enterprises in business English translation, and formulate the syllabus and contents that meet the cultivation needs of this major; Thirdly, by establishing translation workshops, setting up an on-campus practice base for simulated business English translation, closely contacting with cooperative enterprises, and grafting school-enterprises, we can Finally, by strengthening the connection between professional teaching and enterprise demands, we can match the contents, timely evaluation, feedback and adjustment. The practice shows that the application of “project-oriented teaching mode” is of great significance to the healthy development of society, comprehensive development of individuals and reform and development of higher education, among which, the most prominent is that it can drive the socio-economic development. [6]

(2) Promote the use of “class, competition and certificate” trinity teaching mode.” It is one of the inevitable trends of the reform of business English translation teaching in modern colleges and universities to hold English competitions regularly and let all students participate in them, so that students can apply what they have learned in class in real life, which can not only stimulate students’ interest and initiative in learning, but also let them apply what they have learned, such as For example, the integration of “English Public Language Contest” and “Business English Translation” courses, “integration of courses and certificates” means that the curriculum will be set and taught according to the needs of professional examinations, and the teaching contents must be consistent with the contents of examinations. The course content must be consistent with the content of the examination, and students will learn the content related to the professional certificate examination through the course teaching. [7] For example, the curriculum is designed to obtain the translation certificate of the Ministry of Personnel, the translation certificate of the Ministry of Education, the interpretation certificate, and the certificate of foreign affairs liaison interpreting level certification, etc. This kind of targeted teaching can not only improve the translation level of students, but also obtain the relevant certificates to facilitate students' future practice.

(3) Case teaching mode. Due to the lack of teaching materials, some teachers went deep into enterprises, interviewed the management of enterprises, and recorded their business activities, and then made teaching materials by organizing them. The application of the case teaching mode in the teaching of translation courses of business English majors in colleges and universities requires “double-skilled” teachers, i.e. teachers who have both business practice experience and English professional knowledge, to develop teaching cases according to the syllabus and market demand, prepare reports after analysis, discussion and summary, and let students practice and review the cases through case imitation and demonstration. Through analysis, discussion and summarization, the teacher prepares reports, and through case imitation and demonstration, students can practice and review their language skills and translation skills in the process of practice. The difficulty of case teaching mode is

that many colleges and universities lack “double-skilled” teachers, so modern colleges and universities should hire foreign trade enterprises or state-owned enterprises who have been engaged in business activities for many years to work part-time or hold lectures in schools.

3.4. Application of Multimedia Courseware

The purpose of teaching translation courses for business English majors in colleges and universities is to cultivate composite translation talents with both translation theoretical knowledge and practical skills. In the process of teaching business English translation courses, multimedia courseware is introduced, and teachers can implement more effective teaching with the help of multimedia equipment. The application of multimedia teaching equipment, using rich and interesting teaching information, can transmit as much knowledge and skills to students in a short time, which can increase students' interest and enthusiasm in learning and participate more actively in English translation teaching, and significantly improve teaching efficiency. At the same time, the use of multimedia equipment can create specific teaching situations, for example, creating business application scenarios in which students play the roles of business activities to help students better understand and master the teaching contents in the process of practice, and at the same time let students enjoy the fun of classroom teaching in the process of experience, which significantly strengthens the teaching effect.

4. Conclusions

Based on the background of economic globalization, trade and communication between countries all over the world are becoming more and more frequent, and the importance of English as an important language for communication between countries is self-evident. However, according to the current situation of business English translation teaching in China's colleges and universities, the situation of business English translation teaching in colleges and universities is not optimistic. Therefore, we should take effective ways to accelerate the teaching reform of business English courses in colleges and universities, enhance the relevance and practicality of business English translation courses, strengthen business English translation teaching in terms of teachers, teaching materials, teaching modes and teaching methods, and cultivate a group of comprehensive quality business English translation talents for the country and society.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

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