A Study on Project-based Business English Translation Teaching Model

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Abstract: Under the background of "Internet + teaching", project-based teaching model has become a hot research at home and abroad. This paper will apply project-based teaching model to business English translation teaching, construing a project-based business English translation teaching model. It is found that this teaching model can make up for deficiencies of the traditional business English translation teaching, which is more conducive to systematize business English translation curriculum, improve students' autonomous learning ability and enhance internalization of knowledge so as to achieve the high efficiency and ecology of business English translation teaching.

1. Introduction

As early as the 20th century, American philosopher and educator Dewey believed that there was no essential difference between children's learning and scientists' research, which all go through a process of seeing problems, analyzing problems, presenting hypotheses to solve problems, judging hypotheses based on experience and verifying results (Benzstein, 1966). According to Dewey's theory, learning is a process of finding and solving problems. Under the influence of his theory, a teaching method——"Project-based Approach" emerges. After about twenty or thirty years' development and practice, "Project-based Approach" is more suitable for research-based teaching in Colleges and universities. According to the "College English Teaching Guidelines (2017)", the main contents of College English teaching include "English for General Purpose", "English for Specific Purposes" and "Intercultural Communication". It can be seen research on ESP is becoming a hot topic. Business English, as an important branch of ESP, its teaching model should also conform to the trend of information technology. Business English translation course is the core course in business English teaching. Therefore, how to effectively improve the teaching of business English translation and cultivate qualified business translators is the top priority of business English teaching reform. This paper applies project-based approach to business English translation teaching, and constructs a business English translation project-based teaching model.

2. Theoretical frame

Project-based learning (PBL) is an important teaching concept based on constructivism. Pfeifer R, Fu Xiaofang (2007) pointed out that the project-based teaching method can be divided into five stages (Figure 1), namely, the establishment, planning, implementation, demonstration and conclusion of the project. Under the guidance of the teacher, the students in a specific project group ask questions or create project and decide whether the project is feasible or not according to their learning interests and life experience. Students can determine learning content, implement and evaluate teaching activities in terms of the project achievements. Zhang Hongling et al. (2010) believe that the project teaching method is a teaching activity carried out by teachers and students through the joint implementation of a complete "teaching project". "Project" is an important part of project-based teaching method. The British Association of Project Management (BPM) points out that project is a unique set of activities with specific start and end dates carried out by a person or organization to meet specific objectives. The most prominent feature of the project-based teaching method is that it takes "project" as the form and "achievement" as the goal. Team work is adopted

to help students complete a study project which is slightly higher than the current level, closely related to their professional interests and cultural background, and can stimulate innovation and exercise their ability to solve practical problems through "learning by doing". Since the 1990s, the project-based teaching method has been improved and widely valued by scholars at home and abroad. Crohn (2005), Chen Yan (2013), Liu Changran (2014), Yang Shu (2015), Tao Xiaoling and Huang Shaobo (2016) have applied the project-based teaching method to different courses and further enriched and improved the project-based teaching practice.
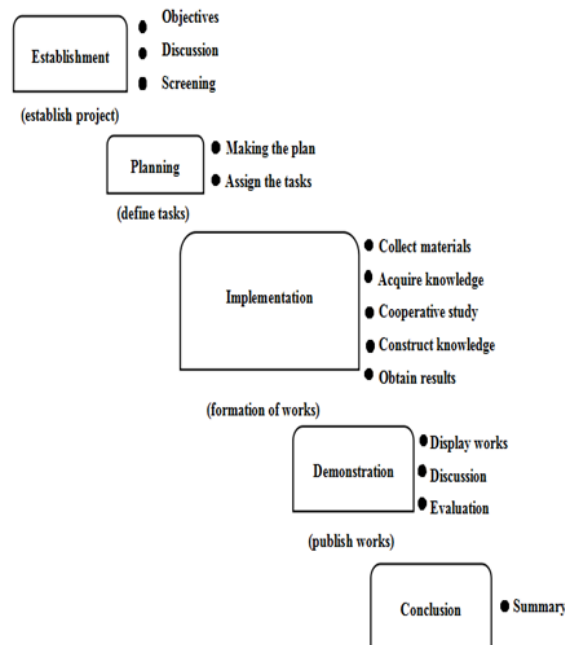
Figure 1: Five stages of project-based teaching.

3. Construction of project-based teaching model in business english translation

Business English translation is to translate the original English text, involving business professional knowledge and business culture, which takes the social function variant of English as a medium and is accepted and recognized by people of the international business community with the purpose of international business communication. Meanwhile, business English translation, a kind of activity for language conversion, conforms to international business standards and business culture with strong business communication purposes and business professional connotations (Zhang Xinhong; Li Ming, 2013).

Business English translation is more complicated than ordinary English translation. It involves not only two languages, but also business professional knowledge, business culture and business discourse translation. It shows that business English translation has strong professional and practical characteristics. The project-based teaching model in business English translation teaching provides a good platform for students to study independently, cooperatively and individually, which is conducive to the efficient mastery of business English translation knowledge and the improvement of translation skills.

The construction of project-based teaching model in business English translation can be divided into three stages (Figure 2):

In the first stage, the project planning stage is carried out before class; teachers must determine the significance, purpose and effectiveness of the project before the project is launched. As for business English translation teaching, teachers should also establish the target translation and translation standards to be achieved at each stage, and make micro-course videos about business English translation skills and examples according to the teaching content and teaching focus. According to the project-based teaching method, the teacher needs to divide the students into several project groups before class, determine the project division in each stage and arrange the

project tasks. Before class, students mainly learn and understand the "input" materials which are helpful to the "output" activities according to the self- learning task sheet made by the teacher. Meanwhile, students take notes and write down some questions when they watch micro-courses.
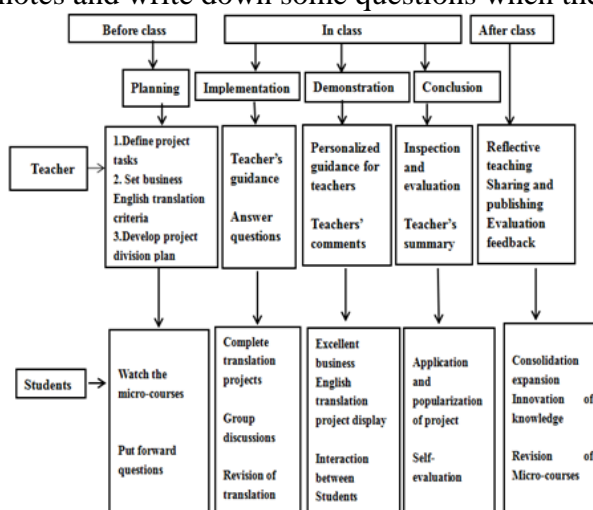

Figure 2: Project-based teaching model in business English translation.

In the second stage, implementation, demonstration and conclusion of the project are all carried out in the classroom. It can be seen that learning process in the classroom is an important stage to promote knowledge internalization, practice theoretical knowledge and solve problems. In the stage of project implementation, the main task for the teacher is to guide the students' business English translation tasks, and answer the questions raised by the students. The members of each team translate the texts according to the different division of labor, and the team members can conduct online discussions and exchange ideas as well as propose suggestions via the network platform, Email or BBS. Next, the tasks of business English translation should be reviewed and revised, and finally the leader in each team submits the final draft to the teacher. In the stage of project demonstration, teachers primarily conduct personalized guidance and comments on students' business English translation tasks. Each group displays the completed business English translation texts. The successful completion of the project truly reflects "doing by English". Each group can communicate and learn from each other's strengths and complement each other's weaknesses, and promote the improvement of translation ability together. In the stage of project conclusion, the teacher reviews the translation tasks, evaluates each group's task, and then gives corresponding evaluation and scores, selects the best project translation, and announces the final results of the project. Students can make self-evaluation from the lessons proposed by the teacher.

In the third stage, the teacher will share the results of the business English translation project and publish them to the network platform after class. They will listen to students' comments and feedback extensively and then conduct reflective teaching. After class, students can choose to review micro-courses to deepen their understanding and consolidation of knowledge. They can also apply the results of this project to their business English translation practice, laying a solid foundation for further improving the translation level and quality.

4. Application of project-based teaching model in business english translation

Zhu Rong (2016) holds that the design of teaching model is a bridge connecting teaching theory and practice, aiming at solving practical teaching problems. According to the project-based teaching model of business English translation and the practice of business letter translation teaching, a three-stage teaching design, which includes pre-class project plan, implementation process of in-class project and evaluation of after-class project are designed.

4.1 Before Class - Project Planning

Before class, the teacher sets the key points and difficulties of the project according to the

translation of business correspondence (Figure 3), and then makes micro-courses. Business correspondence has its unique textual structure and format, including heading, date line, inside address, reference, attention line, salutation, caption line body, complimentary close, company name, signature, enclosure, copy notation, postscript, etc. The translation criteria of business correspondence are mainly based on the C7 criteria proposed by Shen Dandan (2014), namely correctness, conciseness, clearness, completeness, concreteness, courtesy and consideration.

And then, an example is given to illustrate the choice of words, mood and sentence patterns in business correspondence translation, for example: As we are in the market for the goods mentioned above, we should be pleased if you would send us your best quotations. According to the principles of correctness and politeness, "quotation" can be translated into "报价"; "we" can be translated into "我方"; "you" can be translated into "贵方". The complete translation of the sentence is "由于我方正在市场上觅购上述货物，如贵方能够寄送最优惠的报价，我方将很高兴。" At the end of the project planning, the teacher divides the class into eight project groups and five students in a group. Each project group selects a project leader and informs the assignment to team members through the network platform. The team members collect relevant information according to the name, purpose and standard of the project task, and arrange time to watch the micro-courses carefully.

Project contents	Teaching key points of project	Teaching difficulties of project	Micro-courses contents of project	Divisions of project
Before class: 1. Design of business correspondence 2. Project plan of business translation	1. Textual structure and textual features of business correspondence 2. Mastering the translation skills of business correspondence	How to grasp the diction, mood and sentence pattern of business correspondence translation	1.Structure of business correspondence 2. Translation criteria for business correspondence 3. Translation skills of business correspondence 4. Case analysis and translation appreciation of business correspondence translation	5 students as a group a total of eight groups (40 students / class)

Figure 3: Project assignments before class: project plan of business correspondence translations.

4.2 In Class - Project Implementation

In the class, the teacher answers questions proposed by the project groups when they watch micro-courses before class. For example, there are many differences between the words used in business correspondence and those used in ordinary letters, such as "in accordance with" and "duplicate" instead of "according to" and "copy". Meanwhile, there are many differences between the meanings of words used in ordinary texts and those used in business correspondence, for example "principal" is translated as "校长" or "负责人" in ordinary texts, it can be translated into "委托人" in business correspondence. Therefore, the study and accumulation of professional vocabulary in business correspondence translation should be drawn great attention.

Through the guidance of the teachers, each project group completes five sentences translation of business correspondence through "learning by doing", and the project group leader completes the review and submission of the final draft sentence translation. Teachers then give personalized guidance according to the final draft submitted by each group. In eight translation texts submitted by each group, the teacher finds that there are some problems in the translation of each group. According to the situation of each group, the teacher gives guidance to the project group on the

problems, for example, one group of students translate the sentence "Owing to the heavy commitments of our manufacturers, we regret to say that we are not in a position to meet your requirements for the time being in this respect", which can be translated into "由于我方厂商大量承约，很遗憾，我方无法在此方面满足贵方的要求。" However, this group's translation is not very clear and concise. At the same time, each group can also communicate with each other through cooperative learning so as to further improve the level of translation. Finally, the teacher makes comments on the problems existing in the translation of each project group and declares that the first group had won the project. The winning group is very happy, which greatly stimulates the enthusiasm and motivation of the students. Moreover, each group makes self-evaluation according to the completion of the project and summarizes their experience of translation. (Figure 4).

Project contents	Implementation of project	Demonstration of project	Conclusion of project
In class: Translate five sentences about business correspondence	1. Teacher answers questions and solve problems 2. Teacher conducts guidance of translation. 3. Each group discusses and completes five sentences about business correspondence 4. The leaders of each project group review and submit the final draft to the teacher.	1.Teachers give personalized guidance to the final draft of each group. 2.Communication and interaction among groups	1. The teacher points out the problems in the translation. 2. Announce the best job of five sentences translation 3. Summary and assessment of Teachers 4.Self-evaluation of each group

Figure 4: Project tasks in class: project implementation process of business correspondence translations.

4.3 After Class——Project Evaluation

After class, students can review the completion of the project through the network platform, deepen the project content, and interact with teachers so as to enhance the interaction between teachers and students and reflect the ecological relationship between teachers and students. Students can also fully express their opinions or upload learning materials and videos related to business English correspondence translation. Teachers and students can watch videos together, greatly expanding students' autonomous learning ability and deepening the understanding of business English correspondence translation and the re-internalization of knowledge, and cultivating innovative thinking ability (Figure5).

Project contents	Teachers	Students
After class: Project evaluation of business correspondence	Teaching reflection Teaching feedback Teacher-student interaction	Expansion of knowledge Re- internalization of knowledge Innovation of knowledge

Figure 5: Project tasks after class: project evaluation of business correspondence.

5. Conclusions

This paper applies project-based teaching model to business English translation teaching, construing project-based business English translation teaching model. It is found that this teaching model can make up for deficiencies of the traditional business English translation teaching, which is

more conducive to systematize business English translation curriculum, improve students' autonomous learning ability and enhance internalization of knowledge so as to achieve the high efficiency and ecology of business English translation teaching.

At the same time, the teacher plays the leading role in the project-based teaching model of business English translation. Teachers play six important roles, namely, project leader, project planner, project manager, project counselor, project consultant and project evaluator in pre-class project planning, in-class project implementation process and after-class project evaluation. Project leaders should be responsible for the arrangement of project tasks, guide students to learn input materials step by step, and complete project output tasks successfully; project planners should be responsible for the design and production of micro-courses; project managers need to control the whole teaching process of project-based business English translation; project counselors should provide individualized counseling and answering students' questions after class; project evaluators need to summarize and evaluate the completion of the project, and point out problems and shortcomings so that students can creatively complete the project output task and achieve the internalization of knowledge. Therefore, only when teachers strengthen their study, renew their knowledge and improve their professional skills constantly can they adapt to the development of the times and the needs of modern education, and realize the high efficiency and ecology of teaching.

Acknowledgements

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