

## Some Experiences on Business English Translation Teaching

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**Abstract.** Through the analysis of the usual teaching and the relevant data collected, this paper finds some problems in the teaching of English translation for business English majors in Higher Vocational colleges. After reflection, some suggestions are put forward to improve the teaching of English translation course, such as choosing suitable textbooks, arranging the teaching system and content reasonably, diversifying teaching methods, advancing the curriculum setting appropriately, and strengthening the training and learning of teachers.

### Introduction

Business English major in higher vocational colleges is a relatively new major, which is produced to meet the development of the times and social needs. However, there are still some problems in the teaching of English translation for business English majors in Higher Vocational colleges, which can not fully meet the needs of business English talents in social work units. In this regard, the author puts forward some suggestions to improve the English translation course for business English majors through her own practical experience in English translation teaching and relevant information collected in time.

### Problems in the Teaching of English Translation for Business English Majors

The textbooks are obsolete. At present, quite a number of colleges and universities still use textbooks for undergraduate English majors in English translation teaching, and have a long publication period, such as Zhang Peiji's English-Chinese Translation Course. The main feature of this textbook is to introduce the common methods and techniques of English-Chinese translation through the comparison between English and Chinese and a large number of translation examples. However, due to its early publication, many contents have departed from the times, and the textbook is designed for undergraduate English majors, so the teaching content lacks business-related knowledge, which is not helpful to the training of students' basic employment skills. In modern society, the translation ability of business English talents is required to be able to translate business materials, such as product specifications or trademarks, as well as company correspondence and e-mail, and some companies require to be able to act as interpreters in foreign-related activities. These requirements are reflected in the textbooks, which urge teachers to choose new textbooks that meet the needs of cultivating the translation ability of business talents.

The teaching content is out of touch with the times. Due to the obsolete textbooks, many teachers organize their teaching more or less according to the textbook system and content in the process of teaching, resulting in the disconnection between translation teaching and the changes of the times and social needs. Many teachers still focus on English-Chinese translation in their teaching, and most of the examples cited have nothing to do with business knowledge. The author believes that the teaching of translation course for business English majors should have its own characteristics of Higher Vocational and business. It should be taught according to the students' mastery of translation knowledge, translation ability and social needs for business translation. At present, the translation teaching content of many business English majors obviously does not meet this requirement and has no pertinence and practicability.

The teaching method is single. The traditional teaching method of English translation course is "blackboard + chalk". Some teachers rely on a mouth and a pen. Most of the time, they only teach

theoretical knowledge. Some teachers just copy examples and issue exercises to let students practice repeatedly. It is undeniable that this kind of teaching has its own advantages. It can either make students master many translation methods or give them many practical opportunities. But these teaching methods are too single to meet the characteristics and requirements of multi-means and multi-forms of modern teaching. They are not easy to attract students' interest in learning and expand learning channels.

The course schedule is relatively late. Taking our school as an example, the translation course for Business English majors is arranged in the fifth semester, considering that translation is a higher level and more comprehensive course based on the basic mastery of English skills such as listening, speaking, reading and writing. However, according to the author's teaching experience, students in the fifth semester are already busy looking for jobs and lack of motivation to learn. Moreover, the requirement for business English graduates in society is to "give priority to practicality and use enough", not to require them to carry out advanced academic research. Therefore, the translation course for business English majors should not be regarded as the highest level as the translation course for undergraduates. As a practical course combining basic comprehensive English competence and business English professional knowledge, the curriculum should serve as a link between the preceding and the following. Therefore, the author personally believes that the curriculum will be opened later.

### **Suggestions on Improving the Teaching of English Translation for Business English Majors**

Self-compiling or selecting suitable textbooks. The author believes that when choosing textbooks, we can compile or select translation textbooks suitable for business English majors according to the actual situation to replace the outdated textbooks in the past. The new textbooks should be comprehensive, focused and targeted, including some general explanations of basic translation knowledge and explanations and exercises of business translation. Because different enterprises have different requirements for business English majors in Higher Vocational colleges, the content should mainly cover translation examples and exercises in trademarks, business names, advertisements, business cards, documents, product descriptions, business letters and business legal documents. In addition, some business interpretation should be included in the textbooks. In a word, textbooks should be based on basic knowledge, business application, translation and interpretation.

Reasonable arrangement of teaching system and content. Because the demand for business English talents in enterprises and institutions nowadays is mainly reflected in the translation of e-mail, documents, materials, documents, product descriptions, enterprise introductions, as well as the interpretation of Foreign Affairs reception and negotiation. Therefore, the author suggests that the teaching contents of almost all theoretical explanations of English-Chinese translation should be changed into three modules:

The first module and the second module, through the comparison between English and Chinese, explain and operate translation skills from the perspective of vocabulary, syntax and text. On this basis, guide students to read business articles and master relevant business knowledge and business style translation. The third module mainly helps students to grasp the skills of consecutive interpretation, shorthand and memorization, and to do simple audiovisual and visual translation exercises. In classroom teaching, teachers should adjust some outdated examples that are not related to business knowledge to those related to business situations; integrate skills training in basic translation with business English knowledge in order to deepen students' impression, promote their mastery of business knowledge, and mobilize students' enthusiasm for learning. Teachers should also add the latest business words to students in time, so that students can adapt to the unit more quickly when they are employed in the future. In addition, teachers should not confine themselves to the types of subjects in textbooks, but can take part in supplementary exercises after class, such as taking part in recent newspapers, magazines or product instructions as exercises, in order to cultivate students' practical ability. According to the author's previous teaching experience in translation class, the students are always more interested in the translation materials in real life, which can help them to inquire about the extra-curricular materials and learn and practice, so as to

cultivate their ability to combine theory with practice. In a word, on the one hand, teachers should combine classroom knowledge with practical application to the greatest extent according to the characteristics of students; on the other hand, teachers should adjust the teaching content according to the needs of the curriculum at any time, so that the teaching ideas and contents are new.

### **Diversification of Teaching Methods**

Teachers should cultivate students' learning ability and language application ability, maximize students' participation in teaching, enable students to master translation skills in an interactive learning environment, encourage students to develop interest in learning, absorb learning materials from daily practice, and improve self-learning ability. For example, students are encouraged to interpret or translate consciously when they see trademarks, advertisements, product instructions and so on, so as to test their translation level. In addition, in teaching, teachers can adopt multimedia-assisted instruction, using a variety of forms rather than dictation + practice, a single mode to cultivate students' interest in learning and practice ability. For example, we can use pictures or videos to show students the translation practice they may encounter in their daily life. By means of multimedia visualization, students can be intuitively perceived; or by means of audio-visual recording, students can be interpreted on the spot to achieve human-computer interaction. This effect is more acceptable and liked by students than the single model. In addition, the author suggests that business translation should be added to the practical training of business English majors in peacetime to simulate real situations, such as document translation and on-site interpretation, so as to inspect the students' mastery of interpretation and translation skills and lay a good foundation for their practical application in the future.

### **He Time for Curriculum Setting is Advanced**

Based on the above analysis of the time arrangement of translation courses, the author believes that translation courses should be arranged in the third and fourth semesters. After students have mastered basic English skills and certain business knowledge, before students are learning business English professional knowledge, translation courses play a basic, complementary and even test role in professional courses.

With the development of the times and English as a language, many new words and usages are produced every day. Similarly, the development of economy and trade promotes the continuous expansion of business knowledge. In order to better impart business English translation knowledge to students and meet the changing needs of society for business talents translation, teachers themselves should have a plan and implementation of further study and training. Teachers should strengthen their training and self-study in English vocabulary, business practice and computer application. Only by having practical experience and understanding the needs of society for talents, can students be better guided to study translation and provide fresh materials. After the internship provided by the school in the business enterprises, the author has a better understanding of the translation knowledge and ability that apparel enterprises need to apply to in the actual business process, which has increased the business knowledge, expanded the vocabulary of clothing, and greatly helped the later improvement of translation teaching content and methods.

### **Conclusions**

In a word, the translation teaching for business English majors should conform to the professional requirements of the society for business English graduates, train students to have a correct view of translation, teach them appropriate translation skills, help students understand and consolidate relevant business knowledge, so that they can accurately and normatively translate various business English texts. The selection of textbooks, the arrangement of teaching contents, the application of teaching methods and the arrangement of curriculum time should all be carried out around this goal.

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