

Research on Business English Translation for Cross-Border E-Commerce

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Abstract: In recent years, many higher vocational, secondary vocational and colleges have set up cross-border e-commerce English or translation courses, and more and more researchers are engaged in cross-border e-commerce. However, there is no unified understanding of the definition of “cross-border e-commerce. This article attempts to clearly define the concept of “cross-border electronic commerce. The author believes that the definition of “cross-border e-commerce” can be divided into broad and narrow. Translation teaching for cross-border e-commerce may include all translation activities related to cross-border e-commerce, including platform translation and related consulting translation. At a smaller level, cross-border e-commerce refers to text translation in cross-border e-commerce. English includes: English online service, promotion of English and actual operation of English. Therefore, teachers need to reasonably carry out business English translation teaching activities based on cross-border e-commerce for reference.

Keywords: Cross-border e-commerce; Translation teaching; Business English; Colleges and universities

Introduction

This article mainly analyzes the characteristics and translation of cross-border e-commerce, including professional vocabulary, compound words, acronyms, new words, active sentences, etc., and never need to fix the framework of the curriculum; innovative mode of teaching methods; teachers and students The dynamic teaching method of cooperation and other aspects of the cross-border e-commerce business English translation classroom teaching measures for reference.

1. Characteristics and Translation of Cross-border E-commerce

1.1 Professional vocabulary

Professional vocabulary has special terminology and English grammar. Due to the particularity of the cross-border e-commerce industry, English words are easy to understand, easy to understand, and simple in language. Therefore, in the actual teaching process, in order for students to master cross-border e-commerce professional vocabulary, teachers need to put forward import and export trade, electronic computers, advertising, finance, laws and regulations, etc. from the perspective of business English, so as to produce very high-level English terms, such as:(1)default bid default;(2)custom bond China Customs Guarantee;(3) key points of bullet point products;(4)returnless refund does not return products for refund.

There are also many common terms in cross-border electronic commerce English, which need to be understood from a technical point of view, rather than using common terms, otherwise it will cause semantic confusion and misunderstanding. In actual teaching, teachers should focus on teaching the following vocabulary:(1)review evaluation;(2) Total traffic flow, etc.

1.2 Compound words

Teachers who teach compound words should let students realize that compound words are usually vocabulary composed of two or more free words. In cross-border e-commerce business English teaching classes, teachers can transmit information to them and achieve The effect of simplifying the sentence structure, a large number of compound words can be used here, such as:(1) Noun = Noun: barcode label barcode label;(2) Adjective noun = noun: late shipment;(3) participle + noun = noun: pending order pending orders, etc.

As the cross-border e-commerce industry has a large amount of information, compound words are more common, such as manufacturer's suggested retail price manufacturer's suggested retail price; Buy one get one free buy one get one free. In addition, a prominent feature of cross-border electronic commerce English is the terminology composed of hyphens. For example, pay-as-you-go plan pay-as-you-go sales plan; Cost-per-click bid, etc. In actual teaching, teachers should make students realize the application method and significance of these compound words in specific scenes.

1.3 Acronyms

Abbreviations in cross-border electronic commerce English are widely used because of their concise language and convenient expression. For this reason, teachers should teach students to use abbreviations in various business occasions in actual teaching. The commonly used abbreviations are:(1) Interception of some words, such as Info information; merch products; Introduction to Intro; Promo promotion;(2) Alphabet or numeric homophones, etc. In different situations, some abbreviations have different meanings. For example, REG can refer to both register (registration), and “#” can refer to both number (number) and hashtag (subject label).

1.4 New words

Due to the rapid development and innovation of Internet technology, many new creative words have appeared in the cross-border e-commerce industry, such as: Add to Cart, money off, five-star positive feedback, etc. In the actual teaching process, teachers should keep pace with the times and let students master these new words of cross-border e-commerce [1].

There are many 1.5 active sentences

In the display of platform operation process, activity marketing and publicity, cross-border e-commerce texts tend to be more actively formed to focus on buying and selling each other, and play an important role in cross-border e-commerce platform operators and third-party service providers, realizing the dynamic function of interpersonal interaction.

Example 1: You will enjoy 40% off for the tire shop you can enjoy a 60% discount. Common imperative sentences are mostly used for tone three-dimensional rendering, information attention, etc.

Example 2: Dont miss out the best price of the year! Don't miss this year's lowest price! In the detailed introduction of platform specifications, the words are relatively clear, and the form of expression establishes reality to restrict user behavior and avoid legal disputes.

2. Business English Translation Classroom Teaching Measures for Cross-border E-commerce

2.1 Curriculum without a fixed frame

Colleges and universities can establish their own discipline system according to their own curriculum characteristics and local economic characteristics. The core question is whether they can help the training goals of business English majors. It needs to be oriented to cross-border e-commerce platforms. In terms of cultivating students' ability to use language, cross-cultural communication, speculation and innovative business practice, the diversified curriculum arrangements set by colleges and universities are conducive to the development of the school's potential and highlighting the characteristics of the school. It also requires the school's teaching goals to be more standardized and unified. According to the requirements of curriculum setting, it is necessary to take into account the changes in the market demand of business English talents, clarify the curriculum setting and adjustment mode, because in the context of today's global economic integration, the relevant business courses often affect students' competitiveness in choosing careers and social work Adaptability, so there is no need to set a fixed framework to achieve the teaching effect of cultivating applied talents [2].

2.2 Innovative Mode of Teaching Methods

After constructing a leapfrog and flexible multi-level business English curriculum system, to innovate teaching methods, it is necessary to clarify teaching methods and innovative mechanisms to adapt to the growing international trade. Innovative teaching methods should enable students inside and outside the classroom to actively participate, so that the acquired knowledge and the ability to conduct business exchanges are compatible with actual international trade. The teaching of business English major courses should be reformed and innovated. The teaching materials should be the main line, the real-time content of the lecture should be the core, and the guidance and evaluation of teachers should be the guidance to comprehensively improve the novelty of the teaching content of the course. Here, teachers rely on the classroom search before the classroom, and students use the teacher's guidance and comments to make knowledge acquisition and skills training embark on an efficient and high-quality development path [3].

2.3 Dynamic Teaching Method of Teachers and Students Cooperation

With the rapid development of global economic integration, the teaching content of business English has increasingly become an expanding knowledge network. The cross-border e-commerce platform also requires business English teaching to pay more attention to the content system related to the subject, and form a complete content system to obtain more far-reaching knowledge content through interdisciplinary. The real-time and continuous learning in business English teaching can be connected through the Internet and maintain its continuity; the composite interactive business English course requires that the nodes of relevant professional knowledge and information sources be organically linked to form a learning structure; The courses related to business English offered by teachers collaborate with students, connect information sources with nodes, mainly students, and teach in class, it can enable students to master more and more important knowledge, so as to achieve the purpose of combining teaching with students' active learning.

Concluding remarks:

In summary, the vocabulary and grammatical characteristics of e-commerce texts for cross-border e-commerce platforms are relatively independent. In the actual teaching process, teachers need to combine the actual requirements of the times for cross-border e-commerce translation teaching to ensure that students master certain translation skills. At the same time, you can also understand all aspects of the multinational e-commerce business. Only by fully mastering the terms and jargon of cross-border e-commerce can you promote the smooth progress of the business, maximize multi-party benefits.

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