

Research on Business English Translation Teaching under the Background of Emerging Information Technology Application: Taking the Course of Business English Translation at Guangzhou South China Vocational College of Commerce as an Example

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Abstract: Business English Translation is a compulsory core course for students majoring in Business English, aimed at improving their business English translation skills. However, current research on translation teaching mainly focuses on the undergraduate, master's, and doctoral levels, while research at the vocational level is relatively lagging behind, resulting in a lack of consistency in key issues such as positioning, goals, and principles in vocational business English translation teaching. The aim of this project is to construct a vocational business English translation teaching model that is suitable for economic development and social changes, as well as a model that is in line with local economic characteristics, to promote the reform and development of business English teaching and talent cultivation models.

Keywords: Emerging information technology; Business English; Translation teaching

In recent years, China's higher education has been moving towards the primary stage of popularization, accompanied by multiple challenges and opportunities for development and reform. The changes in the domestic and international social situation, the adjustment of the overall national strategy, and the impact of the information technology revolution will all shape a new pattern of higher education. Higher education will shift from the expansion of scale in the past to the improvement of quality and connotation, which means that universities need to adapt to new needs. The rise of emerging information technology not only affects talent cultivation methods, but also affects the structure of disciplines and majors. Vocational colleges need to have a deep understanding of the characteristics of regional economic development, actively integrate new technologies into teaching, pay attention to the development of connotation and characteristics, and achieve differentiated development.

I. Prospects for Business English Majors

Business English major is one of the key majors cultivated by vocational colleges. Graduates of this major can find employment in positions such as salespersons, business clerks, secretaries, business translators, foreign consulting, freight forwarding, and foreign sales. As an important window of reform and opening up, Guangdong's foreign-related industries are developing rapidly, and there is a high demand for business English talents. Improving the quality of business English major construction in vocational colleges can provide more high-level business talents for enterprises and inject new impetus into the economic development of Guangdong!

II. The Current Situation of Business English Translation Teaching at Home and Abroad

The "Basic Requirements for English Curriculum Teaching in Vocational and Technical Education" issued by the Ministry of Education clearly states that "vocational education cultivates specialized talents with higher applied skills. English courses should lay a solid language foundation and pay more attention to cultivating students' practical language skills, especially the ability to use English to handle daily and foreign-related business activities." A survey shows that the value orientation of enterprises towards vocational business English talents is more focused on rich business theoretical knowledge and proficient business skills, followed by English application skills, rather than a strong foundation in English language. Zeng Zhaotao believes that vocational applied translation is a low-end non professional translation, belonging to "primary tool translation". A survey conducted among vocational college students majoring in Business English showed that they do not use complex vocabulary and do not require much translation skills when dealing with business translation. Simple sentences, standardized language, and accurate translations are sufficient. Therefore, vocational business English translation teaching can be positioned as beginner level business translation teaching, which is not to cultivate specialized business translation talents, but to focus on improving students' language proficiency while cultivating their business translation skills.

The teaching of business English translation in vocational colleges cannot ignore the improvement of students' language proficiency. Vocational college students have limited vocabulary, weak language skills, and poor ability to convert between English and Chinese. When encountering slightly difficult sentences, they often feel at a loss. For vocational college students, translation teaching is a teaching method to improve their language proficiency. According to demand analysis, the proportion of theoretical courses in translation courses for business English majors in higher vocational colleges should be less than 5%, which can be controlled at around 2%. Translation can account for 85% of the total class hours, and interpretation can account for 15%.

In recent years, vocational colleges have increasingly emphasized the importance of cultivating students' comprehensive qualities through moral education. The Business English Translation course in vocational colleges, as the core course of Business English majors

in vocational colleges, contains rich ideological and political elements in the course. Therefore, it is of great significance to deeply explore the ideological and political elements of Business English Translation courses and efficiently integrate them with course teaching for the cultivation of students' comprehensive qualities and professional abilities. MOOC (Massive Open Online Courses) has become relatively mature in the international teaching model and an integral part of the education field. The construction of MOOC can complement traditional teaching models and conform to the trend of educational informatization development in China. Reforming teaching methods and means - the flexible application of project-based teaching, translation workshops, corpora, and other methods will help improve the effectiveness of translation teaching. With the increasing development and improvement of the internet, translation teaching inevitably requires the use of new tools and technologies.

III. Business English Translation Classroom Teaching Model

Based on the existing curriculum model, the author proposes suggestions to improve the teaching methods of Business English translation in the classroom, enrich the teaching and practical methods of Business English translation, and have initially formed a scientifically feasible and easy to promote teaching model for the "Business English Translation" course in vocational colleges, abbreviated as the "1+2+N" course model.

Among them, "1" refers to the course of "Business English Translation".

In order to update the traditional business English translation classroom teaching mode, we are exploring more scientific and effective methods. Project driven teaching methods and situational teaching methods can concretize translation tasks, allowing students to experience real-life work situations firsthand, thereby becoming more motivated to learn. We can also adopt the model of translation learning discussion groups, breaking the traditional pursuit of "reference answers" and cultivating students' learning habits of independent thinking and active discussion. At the same time, we actively explore the application of information technology teaching methods in translation classrooms. Keep up with the trend of "Internet plus" education development, and skillfully use the rich translation teaching resources such as Xuexuetong online teaching platform, micro class videos, and translation software to improve the teaching effect of business English translation.

"2" refers to the integration of "ideological and political education" and "labor education" into teaching (1+2+N).

In order for students majoring in Business English to be competent in foreign-related positions after graduation, they need to have the ability to distinguish information, which is particularly important in today's society and online environment. Business English translation classroom is an excellent platform for cultivating students' independent thinking ability. Therefore, we plan to explore an effective path of integrating ideological and political elements into business English classrooms, selecting ideological and political elements that are in line with socialist core values and have the characteristics of truth, goodness, and beauty, and combining them with vivid and interesting teaching practices, in order to cultivate business English translation talents with correct worldviews and values.

Carrying out labor education is crucial in implementing the fundamental task of cultivating virtue and talent. Through the teaching of business English translation, we can start from the following two aspects: first, using project-based teaching method, assigning limited time translation tasks, grouping and organizing students to translate, proofread, and other work, allowing them to experience the hard work and rigor of translation work, and cultivating students' diligent and striving for excellence work attitude. Secondly, through campus activities, students are encouraged to participate in translating campus slogans, house signs, and other tasks, from translation, proofreading, typesetting to changing slogans and house signs. This cultivates a proactive and cooperative work attitude and a spirit of dedication among students.

"3" refers to the comprehensive construction of courses (1+2+N), including:

1. Curriculum reform

We are examining the issue of the ratio of theory and practice in business English translation teaching to find a more reasonable balance. At present, most vocational colleges focus on business English translation teaching, with relatively less attention paid to business English interpretation teaching. In the future reform and construction, we will consider whether to add an interpretation module to meet the actual work needs of students. At the same time, these issues will also be considered when selecting textbooks.

2. Obtaining a Junior Translation Certificate

Vocational College Business English Translation cultivates junior business English translation talents, with a focus on business English translation. To enhance students' learning motivation, we encourage vocational college students to obtain translation related certificates, such as the Junior English Translation Certificate in the National Foreign Language Translation Certificate Examination. Compared to undergraduate level translation teaching, vocational level translation teaching receives less attention, with weak student preparation enthusiasm and a weak translation learning atmosphere. Organizing students to apply for the Junior Translation Certificate can stimulate their interest in learning and improve the overall teaching effectiveness of Business English Translation.

3. Establish a translation learning group, organize translation activities and competitions

Establish a translation club to gather a group of students who love translation. In the early stages of the establishment of the translation club, teachers can participate in guidance and encourage the club to leave the college and actively interact with sister colleges in Guangdong. Through translation clubs, various translation activities can be organized, such as translating campus signs, promotional slogans, office signs in various administrative buildings, etc., to provide students with rich translation practice opportunities. School level translation competitions with various business themes can also be held, or provincial and municipal level business translation competitions can be held

based on online platforms to stimulate students' enthusiasm for translation learning.

IV. Summary of Business English Translation Teaching Practice

1. Integrating ideological and political elements into the Business English Translation Classroom

The ability to think independently is particularly important for business English translators who frequently need to access a large amount of bilingual materials. Business English translation classrooms need to actively integrate relevant ideological and political elements into the curriculum, cultivate students' correct worldviews, values, and socialist core values. The ideological and political elements of the course can be carefully designed by teachers and integrated into various aspects of business English translation teaching. In scenario based teaching, it is possible to provide detailed introductions to relevant scenarios, cultivating students with excellent qualities of patriotism, integrity, independence, and optimism; When conducting project-based teaching, it can cultivate students' professional spirit of love, dedication, and loyalty to their positions; When teaching through the translation workshop model, it can cultivate a team spirit of mutual help, unity and cooperation among students; When explaining and analyzing the original translation, students can be guided to strive for excellence and cultivate a spirit of craftsmanship that they are willing to study.

2. Translation software assisted business English translation classroom teaching

In today's rapidly developing information technology, computer-aided translation technology and corpus construction have made significant progress. In addition, most contemporary vocational college students rely on mobile phones and to a certain extent on translation software. Ignoring the progress of translation software technology and blindly following traditional translation teaching methods is a practice that does not accept reality and remains stagnant. How to guide students to make reasonable use of translation software to improve their translation skills is an important topic worth exploring in vocational business English translation.

The use of translation software to assist business English translation classroom teaching should not only enable students to use translation software, but also cultivate their ability to think independently. The author believes that there can be two different teaching approaches. A. In teaching, students can search for translations of a certain paragraph in various translation software, compare different translations, and finally provide their own/group translations. B. When translating, students are only allowed to refer to relevant words or expressions, and translation software is not allowed. After obtaining the translation, compare it with the translations of various translation software, have group discussions, and evaluate the strengths and weaknesses of each translation. Based on two different teaching approaches, experimental teaching will be conducted in different classes to compare student learning outcomes and identify the most suitable translation classroom learning mode for vocational business English students.

3. Improve the "Teaching Practice Practice Feedback" tracking chain for Business English translation

At present, most business English translation teaching in vocational colleges only includes teaching, practice, or teaching, practice, and practical activities, lacking regular tracking and feedback on students' subsequent learning and work progress. This leads to teaching organizers being unable to timely understand the application of business English translation by students, such as the practicality and difficulty of translation skills, the degree of integration between teaching content and work, and whether students are competent in related translation work. Meanwhile, the lack of feedback from teachers and employers is also a problem. Establishing a regular and targeted tracking and feedback mechanism is crucial for improving the effectiveness of business English translation teaching.

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