

Research on the Training of Professional English Translation Skills for Business College Students

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Abstract: Regardless of whether it is a student, an employer, or a response professional course, there are still insufficient education in business English translation, resulting in defects in students' ability after employment and limiting their career development. Therefore, it is more necessary to consolidate the basic skills of business English translation Foundation, which can more solidly complete supporting work. This experiment is aimed at the students' control of professional English translation skills and the research of students' professional English translation skills. This article focuses on the objective description and analysis of the survey results, personal subjective conclusions and theoretical quotations are relatively small, so as to use real data to reflect the current situation of professional English courses. In this study, students were issued questionnaires and interviews with teachers were conducted to combine the teaching status and learning status to reflect the situation of professional English courses more comprehensively. With the help of the Internet platform to issue questionnaires, initially get involved in big data analysis, and collect the real needs of both supply and demand by searching the websites of enterprises and universities, making the survey results more socially meaningful. The experimental research results show that in response to the various problems in the English needs of students majoring in international trade in applied universities, teachers should organically integrate the test orientation and training goals, and make overall plans; scientific research authorities and education authorities should increase funding for university English research Strength.

1. Introduction

Business English translation is a branch of English translation, so business English translation is similar to conventional translation in terms of standards and principles, but it also needs to show strong business characteristics [1-2]. Even the same word has different business meanings. For example, "article" is translated as "commodity" in the context of goods sales, but it means "terms" in contract documents. In addition, there are a large number of industrial terminology in business English, so its translation must be more professional and general[3]. In business activities, there are strict sales and purchase contracts that must comply with complex international trade laws and regulations, so translation work must be more accurate and comprehensive. These characteristics all require business English translation practitioners to master more knowledge and abide by more stringent norms in order to be able to better complete their job [4].

The evaluation of the translator's translation ability is mostly based on the result, that is, the level of the work, and the translator's preparation and translation process are very important to the translator himself. In the survey, the author also learned part of the translation learning process of the students in higher vocational schools [5]. Different styles of source text are translated into the target language in different ways of selecting words and constructing sentences, and even the same source text has different purposes, and the translation methods are different. For example, there is a difference between the introduction of a tourist attraction in the guide and the introduction manual of the attraction [6]. Professional English is playing an increasingly important role in disseminating professional knowledge and conducting international technical cooperation. Countries and companies need a large number of professional English translators. The curriculum system of English majors in colleges and universities has caused serious deficiencies in the knowledge structure of English majors. Because they do not understand professional knowledge, they will inevitably cause inaccuracy and even errors in the transmission of technical information during translation [7].

The difficulty of training English majors to study a certain science and engineering major is far greater than training science and engineering students to improve their language ability, especially translation ability. The high-tech era requires Chinese college students to have their own majors, but also have certain English understanding and translation capabilities. Therefore, the training of professional English translation skills for science and engineering students is extremely urgent [8]. English writing, translation skills, interpreting and other courses are generally arranged as elective courses after the basic English courses, and are opened for students who have spare capacity to learn [9]. However, based on the actual situation of colleges and universities, there are very few translation elective courses that involve professional English translation [10].

2. Method

2.1 Reasonably Arrange the Teaching of Classroom Translation Theory and Students' Translation Practice

The correct translation theory plays an important role in guiding practice. Therefore, translation theory must be taught in translation classes. The available theories are: translation process and standards, form and content, classification of translation, similarities and differences between literal translation and free translation, relevance theory, translatability, equivalence theory, culture and register theory, etc. Translation course is a very practical course, and more time should be devoted to students' translation practice. Classroom teaching can be divided into three steps: (1) Lecture, summarize the laws of translation. Teachers can show some typical examples, through these examples, guide students to think, sum up a certain translation law. . (2) Arrange actual drills. Instruct students to classify the same type or similar sentences, and then conduct targeted exercises, so that their bilingual conversion ability for a specific language phenomenon can be quickly improved. The actual exercise includes both written and oral exercises.

2.2 Attach Importance to Teaching Materials and Strengthen the Construction of Teaching Staff

There are serious teacher problems in professional English teaching. Because there is no systematic English professional training and English teaching training, professional teachers will have problems such as non-standard pronunciation, poor oral English, and low overall English proficiency when they teach professional English. To solve this problem, in addition to vigorously cultivating inter-professional English teachers, you can also choose some young professional

English teachers to take elective or minor English majors, so that their language skills can quickly catch up with English teachers and be able to undertake outstanding tasks. Professional English teaching work. Qualified colleges and universities can hire people who are actually engaged in translation work in industrial and commercial enterprises to provide irregular translation lectures for students to make up for the lack of actual translation experience of most teachers.

Pay attention to the construction of teaching materials. At present, the content of professional English translation teaching materials cannot form a good connection with the actual production of enterprises and the difficulty is inappropriate. It is very important to compile translation teaching materials that are suitable for the actual production of enterprises and suitable for language training. It is recommended that English materials such as product manuals, equipment operation and maintenance manuals, and production processes from enterprises be directly selected into the teaching materials, so as to lay a solid foundation for students to be competent for the job as soon as possible after graduation. With the rapid development of science and technology, we look forward to more professionals who understand majors, understand English, and understand translation. There is a long way to go to cultivate the professional English translation skills of the students of the Business School. In class, narrate in English, then let other students act as translators to translate into Chinese, and finally the teachers and students will comment together. This method exercises both the translation ability and the interpretation ability.

3. Experiment

3.1 Experimental Research Objects

The object of this paper is 90 undergraduate students majoring in International Economics and Trade at the University of Economics and Business, of which 30 are males and 60 are females. The selected 90 students are taught experimentally. After a quarter of study, they The method of conducting knowledge tests and conducting questionnaires on English translation skills training for students of the Business School. Understand the current situation of the practical teaching mode of translation skills training for students majoring in international economics and trade of the University of Economics and Business, and solve some problems existing in the professional English translation skills of business school students.

3.2 Experimental Research Design

The research in this paper is aimed at selecting 90 undergraduates from the International Economics and Trade major of the University of Economics and Business for training and learning. After the training, they will test their professional skills, compare the students' mastery of professional skills, and analyze the variance method. Then, this survey conducted a questionnaire survey on the status of the professional English translation skills of business students of the University of Economics and Business for the links of the practical training course. A total of 90 questionnaires were issued, and 90 valid questionnaires were returned, with a recovery rate of 100%. The researcher conducts data analysis and processing based on the answers to the questionnaire. Although the survey questionnaire can understand most of the information, there are also cases where the amount of information is not specific enough. For this reason, on the basis of the questionnaire, the researcher also used the literature research method to conduct comparative research by understanding the skills training of other schools. Explore.

4. Results

4.1 Professional English Translation Skills Knowledge Test Results

Table 1 Status of Each Item of Professional Skills

project	The average score	Total score	Proportion of total score
hearing	127.53	250	51.25%
read	146.25	250	53.17%
writing	68.59	105	52.79%
translation	53.27	105	49.18%
Total score	430.21	610	53.27%

Table 1 shows the scores of 90 students selected from the International Economics and Trade major of the University of Economics and Business after the completion of the training, first. If the student's Chinese level is not high, it will affect the effect of learning English. Secondly, the English scores of students entering the school are generally not high, so in the process of college learning, students pay more attention to the cultivation of listening, reading and writing skills in the evaluation process. It can be seen that the translation score is lower than that of other projects, and the translation score has dropped slightly. Cultivation of teaching awareness. In terms of teaching methods, teachers can use free translation, deconstruction, subtraction and other methods to combine with traditional literal translation methods, so that students' translation ability can be greatly improved. At the same time, teachers can also compare the differences between Chinese and English in terms of rhetoric, grammar and expressions. In addition, the intercultural competence of students also requires teachers to intersperse the content of classroom teaching during class. When students are doing translation exercises, the teacher should provide cultural guidance to prevent students from making low-level mistakes.

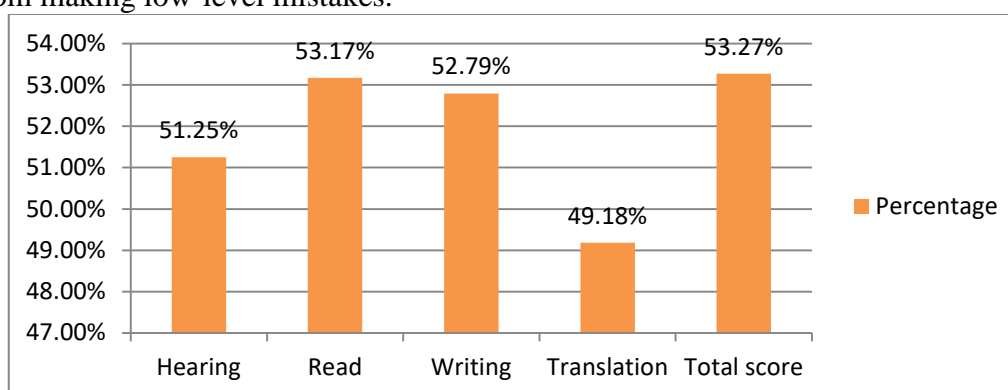


Fig.1 The Correct Rate of Students in Each Part of the Test Questions

As shown in Figure 1, the number of students with correct translation scores accounted for 49.18% of the total. It can be seen that most students have not paid enough attention to English translation, which highlights the college's lack of attention to professional English translation skills. , Should strengthen its English translation training. At present, professional English teachers mainly use reading and translation methods for professional English teaching, and at the same time use methods such as communicative interaction, creating situational methods, and listening and speaking practice methods. Students prefer professional English teachers to use The communicative interaction method, the creation of the situational method, and the listening and speaking practice method to organize the classroom teaching are consistent with the students' tendency to improve the listening and speaking skills in the teaching content. Regarding the learning purpose of professional English, more students with the purpose of "improving English proficiency" are more than those with the purpose of "assisting professional learning", which shows that the focus of the interviewed

students on professional English courses is still at the level of basic English learning. It ignores the function of English as a channel to assist professional learning.

4.2 Professional English Translation Skills

In translation, a very important point is the translation of voice, because Chinese and English have many differences in voice expression, so special attention is needed. Almost half of professional English is passive voice. The reason for this phenomenon is that professional literature usually provides research results, which are used to describe the test process or results, explain the product characteristics or experimental preventive measures, so special attention should be paid to objectivity and accuracy. However, in the process of translation, all sentences cannot be translated into passive voice. We should find a suitable translation method according to the context of the sentence to make the translation more suitable for the original meaning.

In professional English, in order to express a more complex concept, which makes it logically relevant, it is usually expressed in complex sentences containing several items. Regarding the difficulties encountered in translation, it is not just a semantic concept, but a sentence containing many professional terms, and a more complicated translation. Generally, a sentence is a compound sentence that contains many intricate relationships. When translating difficult sentences and long sentences, you must understand the meaning of the whole sentence, and at the same time understand the different expressions of the two languages. Only by understanding can the translated sentence be guaranteed to be accurate. When translating a long sentence or a difficult sentence, first determine the relationship between the topic and sentence division, and convert the long sentence or difficult sentence into a simple sentence. Simple sentences are the main points of understanding the whole sentence through the core words. By removing obstacles, the relationship between the disassembled sentences is clarified. The sign of parallel is the comma in the connected sentence, and the main sentence in the compound sentence should be paid attention to.

4.3 Constructing a Three-Dimensional Teaching Model Centered on Translation Skills

After four years of research and practice, the professional English translation skills course group of the School of Business has created a set of skills training as the core, consisting of “three-dimensional course team”, “three-dimensional teaching method” and “three-dimensional teaching content” It is composed of a “three-dimensional assessment method” and a three-dimensional teaching mode implemented by industry and profession, industry part-time teachers and full-time teachers. First, build a three-dimensional curriculum team of professional teachers. Teachers are the main body of building a three-dimensional teaching model with skill training as the core, and the main planner and direct executor of teaching reform. Building an excellent course team is the primary task of reforming the teaching mode of this course. Under the policy support of the college, the common wisdom of outside experts, industry part-time teachers, school experts and full-time teachers has been concentrated to establish a core position of teaching skills training with a “dual teacher” structure and a combination of full-time and part-time industry First of all, it is reflected in the project teaching method with work tasks as the main line. Business English translation courses design teaching projects based on the job tasks of vocational positions, starting from the analysis of job tasks of vocational positions. Teaching activities are carried out through the joint implementation of work projects by teachers and students; teaching is based on work tasks, combining theory with practice.

5. Conclusion

Business English translation skills is a subject that attaches great importance to practical application. The education model based on textbooks adopted by many universities has broken away from the market and lags behind the country's requirements for business talents. Changing the teaching mode and attaching importance to students' practical and creative abilities is the greatest help colleges and universities should give to students. Colleges and universities must clarify their training goals, strengthen the cultivation of students' business application ability, and make it suitable for market needs. In the future, under the demand of the market, the development of practical business English talents will become the main goal of universities. Reforming the existing business English curriculum system and developing advanced education models are also the general trend. Therefore, teachers should pay more attention to the content of translation teaching, and students should also actively participate in learning and practice. The cultivation of translation ability of college students should be the most important aspect of the cultivation of students' English ability, not only should not be ignored, but also should be cultivated. Colleges and universities should pay attention to this issue from the system, talent training program and teacher level. In order to cultivate the comprehensive English application ability of contemporary college students, the school, teachers and students must unite so as to deepen the reform of English translation teaching and improve students' comprehensive English ability.

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