

Teaching Strategies in Business English Translation Based on Ecological Translation

Fangyuan Gao*

School of Language and Culture, Qingdao Huanghai University, Qingdao 266555, Shandong Province, China

*Corresponding author: Fangyuan Gao, 17852021605@163.com

Copyright: © 2024 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

Abstract: This paper addresses the singularity of the teaching evaluation system and the limited practical teaching resources in business English translation. It proposes a diversified teaching evaluation system based on ecological translation, expands practical teaching resources, and emphasizes the importance of teaching cultural differences and strengthening ecological translation theory. This approach aims to innovate and optimize the teaching mode of business English translation, thereby improving the quality of teaching and promoting students' deep understanding and application skills of business English. Consequently, this strategy brings new opportunities for development in the field of business English education.

Keywords: Ecological translation; Business English; Translation teaching

Online publication: October 23, 2024

1. Introduction

Ecological translation is a burgeoning research field that posits translation as not merely a linguistic and textual conversion but also a cross-cultural and cross-ecological communication activity. Guided by this concept, business English translation teaching can focus on cultivating students' cross-cultural communication skills and their ability to flexibly apply language in diverse business contexts^[1].

2. Analysis of the current situation of ecological translation in business English translation teaching

2.1. Single teaching evaluation system

Traditional evaluation methods in business English translation teaching predominantly rely on paper-and-pencil exams and homework grades. While convenient for teachers to manage, these methods fail to address the diversified evaluation needs of translation skills^[2]. Business English translation encompasses not only linguistic conversion but also cultural understanding, industry knowledge, and the precise use of professional

terminology. Traditional exams often fall short of comprehensively evaluating these competencies, thereby limiting the multi-dimensionality and comprehensiveness of teaching evaluation. Many courses overly emphasize the accuracy and fluency of translations, neglecting the cognitive processes and strategic thinking involved. This focus on outcomes rather than processes fails to fully capture students' active exploration and problem-solving skills in translation practice ^[3].

2.2. Limited practical teaching resources

Business English translation spans various fields, including trade, finance, marketing, and management, each with its unique language style, terminology, and expression habits. Existing practical teaching resources often fail to cover these fields comprehensively, limiting students' opportunities for effective learning and application in specific industry contexts ^[4]. Accurate information communication in business English translation also requires an understanding and application of tacit business culture knowledge. This necessitates access to real business communication scenarios and materials as teaching resources ^[5]. However, due to resource acquisition difficulties and teaching environment limitations, students often rely on textbooks and simulation materials, lacking interaction with real business environments. This constraint affects their understanding and grasp of business culture nuances ^[6].

3. Business English translation teaching strategies based on ecological translation

3.1. Diversifying teaching evaluation system

Process evaluation is crucial in teaching, emphasizing not only students' final translation works but also their performance during translation. For instance, teachers can observe and record students' participation in translation discussions, problem-solving strategies, and innovative thinking during class. In a business contract translation exercise, teachers can document each student's understanding and translation choices regarding contract terms, terminology handling, and cultural differences, thereby effectively evaluating their translation process ^[7]. Outcome-based evaluation, focusing on the quality of students' translations, can include peer reviews to enhance critical thinking and learning from peers' translations. Additionally, self-evaluation and reflection reports can be introduced, requiring students to write about difficulties encountered, solution strategies adopted, and self-assessment of their translations. Ensuring fairness and transparency in the evaluation process is essential, with open and clear evaluation standards and regular teacher-student communication to adjust evaluation strategies as needed ^[8].

3.2. Expanding practical teaching resources

Teachers should explore cooperative modes with enterprises, introducing real business translation projects and utilizing online platforms to provide abundant practice opportunities. Establishing partnerships with local or international businesses can bring real translation projects into the classroom, such as business reports, contracts, and product manuals, allowing students to complete translation tasks under teacher guidance ^[9]. Online platforms offer numerous translation resources, enabling students to engage in real translation projects and receive feedback from other translators, thus continuously improving translation quality. Case selection and design should ensure practical application value, covering all aspects of business English translation. Teachers should guide students in reflecting on translation challenges and encourage proactive problem-solving, such as consulting relevant materials or communicating with experts ^[10].

3.3. Emphasizing the teaching of cultural differences

Teaching should involve a comparative analysis of cultural differences in English and the target language. For example, students can translate common business texts and compare original and translated versions to analyze cultural element handling. Simulated translation workshops can provide real work-like environments, allowing students to address cultural differences and adopt appropriate translation strategies^[11]. Case studies of cultural mistranslation can illustrate specific problems and solutions, enhancing students' culturally competent translation skills. Role-playing activities can simulate business communication, enabling students to apply cultural knowledge in translation, such as using appropriate honorifics and avoiding cultural taboos^[12].

3.4. Enhancing the teaching of ecological translation theory

Integrating ecological translation theory into the curriculum requires a detailed approach, ensuring students understand and apply the theory in practice. Ecological translation theory, emphasizing translation as a multidimensional and interactive process involving language, culture, and social structure, should be taught from its basics, building a solid theoretical foundation. Analyzing actual business texts and their translation strategies in different cultural contexts can demonstrate the theory's practical application. Simulated translation projects can operationalize the theory, allowing students to develop translation strategies based on cultural adaptability^[13]. Emphasizing the feedback loop between theory and practice ensures that theoretical learning addresses practical problems and vice versa, enhancing students' ability to apply ecological translation theory in their future careers^[14].

4. Conclusion

This study explored business English translation teaching strategies based on ecological translation, aiming to provide a more efficient and practical methodology for teaching business English translation. This strategy not only helps students build a comprehensive language knowledge system but also enhances their ability to apply themselves in real business environments and solve problems effectively^[15].

Disclosure statement

The author declares no conflict of interest.

References

- [1] Mao C, 2024, Research on the Practical Path of Integrating Curriculum Civics into the Online Open Course of Business English Translation and Interpretation. *Overseas English*, (12): 84–86 + 96.
- [2] Luo J, 2023, Business English Translation Teaching under the Ecological Translation Path. *Overseas English*, (22): 33–36.
- [3] Fu X, 2023, Analysis on the Linguistic Characteristics and Translation Principles of Business English. *English Square*, (32): 54–57.
- [4] Du X, Wang J, 2022, Study on the Construction of Civic Teaching Mode of Thematic Progressive Courses—Based on the Case Study of Translation and Interpretation of Business English. *Journal of Fujian Open University*, (04): 24–27.
- [5] Ge Y, 2022, Teaching Strategies of English Translation in Colleges and Universities Based on the “Translation

- Workshop” Model. *Journal of Wuzhou College*, 32(04): 65–70.
- [6] Song R, 2022, Research on Blended Teaching Mode of International Business English Translation and Interpretation Based on OBE Theory. *Journal of Hubei Open Vocational College*, 35(06): 184–186.
- [7] Liu N, Wang ZX, 2022, Analysis of the Effectiveness of Self-Assessment of Business English Translation Competence Based on CSE. *Journal of Harbin Institute of Vocational Technology*, (01): 159–161.
- [8] Song W, 2022, Discussion on English-Chinese Language Differences and Translation Response Measures in English Translation. *Journal of Huainan Institute of Vocational Technology*, 22(01): 81–83.
- [9] Kuang XN, 2021, The Application of Translation Workshop in Business English Translation Teaching. *Journal of Guilin Normal College*, 35(06): 81–87.
- [10] Mao C, 2021, Research and Practice on Online Teaching of Higher Vocational Business English Translation Course under Epidemic Prevention and Control. *Overseas English*, (16): 278–279.
- [11] Tang H, Liang Y, Wang B, 2021, Exploration and Practice of Business English Translation Teaching Innovation under the Background of “Internet+.” *Education Observation*, 10(21): 86–88.
- [12] Du X, 2021, Case Study on Teaching Business English Translation and Interpretation in the Digital Era: Reflection and Discussion on Teaching in Applied Undergraduate Colleges. *Modern English*, (02): 13–15.
- [13] Zhang W, 2021, Mistranslation Phenomenon and Translation Principles in Business English Translation. *Modern English*, (02): 88–90.
- [14] Zhao W, 2021, Construction and Application of Parallel Corpus for Business English Translation. *Journal of Hubei Open Vocational College*, 34(01): 186–187.
- [15] Huo P, 2020, A Test Study on the Application of IPCI Teaching Mode in Business English Translation Courses—Taking Business Card Translation as an Example. *Guangdong Vocational and Technical Education and Research*, (05): 83–86.

Publisher’s note

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.