

Analysis of Business English Translation Teaching Based on the Case Teaching Method

Qing Qi*

Qingdao Huanghai College, Qingdao 266555, Shandong Province, China

*Corresponding author: Qing Qi, 865610016@qq.com

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Abstract: The case teaching method is a kind of teaching method that is based on actual cases and improves students' practical application ability by analyzing and discussing the cases. In business English translation teaching, relevant teachers can help students better understand the difficulties and problems in translation practice and improve their translation skills and coping abilities by reasonably selecting cases and guiding them to analyze, discuss, and summarize the cases. This paper will start with the basic features of the case teaching method, analyze the feasibility of this method in actual teaching activities, and put forward specific application strategies for professionals' reference.

Keywords: Case teaching method; Business English translation; Teaching analysis

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1. Introduction

With the rapid development of globalization, the role of business English translation in international trade, cultural exchanges, and other fields is becoming more and more prominent. However, the traditional teaching of business English translation often focuses on the teaching of theoretical knowledge and neglects the cultivation of students' practical application ability. Therefore, methods to effectively improve students' business English translation ability have become an important issue facing business English teaching at present. As a teaching method focusing on practical application, the case teaching method can help students better understand and apply business English translation knowledge, and improve their translation skills and coping ability.

2. Characteristics of case teaching method

The case teaching method emphasizes the actual cases as the basis so that students can comprehensively understand and apply theoretical knowledge to improve their ability to solve practical problems in the process of analyzing and discussing the cases. The teaching method encourages students to actively participate, stimulates students' interest and initiative in learning, and improves the effect of classroom interaction by utilizing group discussion and role-playing. By selecting the cases for the specific industries or fields, students can have a more

in-depth understanding of the business English translation in different fields of application and skills ^[1]. At the same time, the case teaching method also focuses on cultivating students' comprehensive qualities such as communication ability, teamwork ability, and innovation ability.

3. The feasibility of case teaching method in business English translation teaching

The application of the case teaching method in business English translation teaching meets both the essential requirements of translation teaching and the needs of business English translation practice. The following is an analysis of its feasibility in business English translation teaching.

3.1. Close to the actual translation environment

Business English translation involves a wide range of contents, from contracts, and reports to meeting minutes, and so on, which are common translation materials in the actual business environment. Through case teaching, students can have direct contact with these real translation materials and better understand the actual needs and difficulties of translation.

3.2. Improve translation skills

Case teaching focuses on practical application, and students need to apply the translation theories and methods they have learned in the process of analyzing and discussing cases ^[2]. In this way, students can continuously improve their translation skills in practice.

3.3. Enhancement of problem-solving ability

In case teaching, students need to face a variety of practical translation problems and explore the solutions together through group discussion and role-playing. This process can help students improve their problem-solving ability and prepare for future translation work.

3.4. Promoting teamwork and communication

In actual teaching activities, students need to actively participate in group discussions and work with their peers to complete tasks. This can not only develop students' teamwork ability but also improve their communication and expression skills ^[3].

3.5. Adapt to market demand

With the advance of globalization, the demand for business English translation is increasing. The case teaching method can help students better adapt to the market demand and enhance their competitiveness in the future workplace.

4. The application process of the case teaching method in the actual teaching of business English translation

4.1. Case selection

In the teaching of business English translation, the selection of cases is a crucial task. Appropriate cases can greatly promote the learning effect of students, whereas inappropriate cases may make students lose interest and make it difficult for them to master the core skills of business English translation. An excellent case should have multiple features such as authenticity, typicality, and relevance.

Authenticity is the primary principle of case selection. Business English translation teaching aims to cultivate students' practical translation ability so that they can navigate in real business environments. Therefore, the cases should come from real business scenarios, such as business negotiations, contract signing, e-mail exchanges, and so on, to reflect the actual needs and requirements of business English translation ^[4]. Such cases can not only help students understand the practical use of business English but also make them more familiar with the culture and habits of the business environment.

Business English translation involves many fields and aspects, and the cases should be able to cover the common difficulties and problems in these fields so that students can fully understand and master them. For example, they can include the translation of trade terms, the interpretation of contract terms, and the challenges of cross-cultural communication. These typical cases help students better understand and cope with the complexities of business English translation.

In addition, relevancy is another key element in case selection. Different students have different language levels, professional backgrounds, and learning needs, so the cases should be selected for the actual situation of the students. For beginners, some simple, easy-to-understand, and close-to-life cases can be chosen, such as daily business dialogues and simple product introductions, to help students establish a basic knowledge and understanding of business English translation ^[5]. As for intermediate and advanced learners, they can choose some more complex and challenging cases, such as the translation of specialized terminology, the interpretation of complex contracts, and so on to stimulate their learning interest and motivation.

4.2. Case studies

In the teaching stage of in-depth case analysis, the role of teachers is crucial. The teachers not only need to guide students to understand the background and content of the case but also need to help them think deeper into the translation difficulties and problems. This process not only improves students' translation skills but also exercises their critical thinking and independent thinking ability.

Independent reading is the basis of the case study. At this stage, teachers should encourage students to read the case carefully and extract key information. This not only helps students understand the background and main content of the case but also develops their reading comprehension and information extraction skills. Through independent reading, students can perceive the translation difficulties and problems in the case, laying the foundation for subsequent discussion and analysis ^[6].

Next, group discussion is a key part of the case study. Teachers can organize students to have group discussions so that all students can discuss the translation difficulties and problems in the case together. In the group discussion, each student has the opportunity to express his or her own views and opinions, and through this communication, they can understand the case more properly and propose more comprehensive solutions ^[7]. The teachers should guide and provide feedback in this process, not only encouraging students to actively participate in the discussion but also giving them appropriate guidance and feedback to help them better understand and solve the problem.

In the process of case analysis, teachers also need to focus on cultivating students' critical thinking and independent thinking ability. This means that teachers should not only let students understand the application of translation theories and methods but also let them learn how to flexibly use these theories and methods in actual translation to solve practical problems in translation. Through case studies, students can understand the process and skills of translation more comprehensively and improve their translation level, at the same time, they can also cultivate critical thinking and independent thinking ability, so that they can be more confident and independent in their future study and work.

4.3. Case practice

In the process of translation learning, the case practice stage is a very crucial part. This stage requires students to put the translation theories and methods they have learned into practice to consolidate their knowledge and improve their skills through the actual operation. Case practice can not only help students better understand and apply translation theories, but also cultivate their practical ability and innovative spirit ^[8].

Teachers need to carefully design translation tasks at different levels to enable students to gradually improve their translation ability in practice. These tasks can be customized according to the actual situation and needs of the students to ensure that every student can be properly challenged and exercised in practice. For beginners, some simple translation exercises can be designed to familiarize them with basic translation skills and norms; for students with a certain foundation, more challenging tasks can be given to stimulate their creative thinking and problem-solving abilities.

In the process of practicing, teachers not only have to guide students to complete translation tasks but also have to teach them how to find and solve problems in actual translation. This means that teachers need to have rich translation experience and keen observation to be able to find out the problems that may arise in the process of students' translation in time and give effective guidance and suggestions ^[9].

4.4. Case summarization

Case summarization occupies a pivotal position in the case teaching method, which is a key link for students to combine theoretical knowledge with practical experience and improve their translation and comprehension ability. Through in-depth analysis of the case, students can not only master the actual needs and requirements of business English translation but also continue to sharpen their translation skills and methods in practical operation.

In the process of case summarization, students need to make a comprehensive review of their own analysis and practice process, from which they can summarize the lessons learned and reflect on their shortcomings as well as the progress they have made. This process not only requires students to have a solid theoretical foundation but also needs to have keen observation and deep insight. Only in this way can students extract valuable information from the cases and provide a useful reference for their future translation work.

Teachers should give appropriate guidance and assistance to help students better complete the case summarization. First of all, teachers can encourage students to summarize independently and let them organize their thoughts and ideas. This can cultivate students' independent thinking ability and self-management abilities, as well as guide them to understand the essence of the case more deeply ^[10].

Secondly, teachers can organize classroom discussions for students to share their summaries and insights. In this process, students can learn from each other and improve together. At the same time, the classroom discussion can also stimulate students' learning interest and enthusiasm, so that they can participate more actively in the case summarization.

Finally, teachers need to comment on and add to students' summaries. This can not only help students understand and master the knowledge and skills of business English translation more comprehensively but also provide them with valuable teaching feedback and references. Through critiquing and supplementing, teachers can help students discover their shortcomings and provide appropriate suggestions for improvement ^[11]. In this way, students will be able to be more competent in their future translation work and face various challenges more confidently.

4.5. Notes on the process of teaching practice

4.5.1. Teacher's role transformation

In the case teaching method, the teacher is no longer a mere knowledge transmitter but is transformed into the role of a guide and facilitator. Teachers need to guide students to actively participate in the discussion, encourage them to put forward their own views and ideas, and also give appropriate feedback and guidance ^[12].

4.5.2. Ensuring student participation

The core of the case teaching method lies in the active participation and discussion of students. Therefore, teachers need to adopt a variety of means to stimulate students' enthusiasm for participation, such as group discussion, role-playing, scenario simulation, and so on ^[13]. At the same time, teachers also need to pay attention to the learning of each student to ensure that they all actively participate and benefit from it.

4.5.3. Integration of theory and practice

The case teaching method emphasizes the combination of theory and practice. Therefore, in the process of case analysis and practice, teachers need to guide students to apply the translation theories and methods they have learned to actual cases, and at the same time, let them reflect on and summarize their practical experience to continuously improve their translation skills ^[14].

4.5.4. Creating a positive learning environment

The case teaching method needs to create a positive, open, and inclusive learning environment. In this atmosphere, students can freely express their views and ideas and learn from each other. Teachers need to focus on creating a positive learning environment by encouraging students to actively participate in the discussion and also respecting the views and ideas of each student ^[15].

5. Conclusion

To summarize, the application of the case teaching method in business English translation teaching is of great significance. Through case analysis, group discussion, case practice, and case summarization, students can understand the application of translation theories and methods more deeply, improve their translation level, and cultivate critical thinking and independent thinking ability. In the process of teaching practice, teachers need to pay attention to the change of roles, the guarantee of students' participation, the selection and design of cases, the combination of theory and practice, and the creation of a positive learning environment. Only in this way can teachers ensure the smooth implementation of the case teaching method to achieve the expected results and cultivate more business English translation talents with high quality, level, and practical ability, thus making greater contributions to international exchange and cooperation.

Disclosure statement

The author declares no conflict of interest.

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