Exploring the Teaching Mode of Business English Translation Course Under the Background of Technological Empowerment

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Abstract

With the development of artificial intelligence, big data, and other technologies, translation teaching is undergoing profound changes. The teaching process requires the mastery of various translation technologies and tools, such as computer-assisted translation (CAT) software, machine post-translation editing (MTPE), etc., in order to improve the efficiency and level of translation. As a very typical course, Business English Translation should use new tools and technologies, as well as various learning resources, to update teaching methods from three stages: pre-class, in-class, and post-class. This will create a new teaching model for the Business English Translation course. Certainly, the reform of teaching mode is inseparable from the efforts of all parties involved. Through the collaborative efforts of schools, teachers, and students, the Business English Translation course not only keeps pace with contemporary developments but also effectively cultivates innovative and technically skilled translation professionals. These individuals possess not only advanced language abilities but also proficiency in modern information technology, equipping them to adeptly tackle the challenges of global business. This, in turn, contributes to international exchanges and cooperation in the information age.

Keywords

Technological Empowerment; Business English Translation; Teaching Mode

1. Introduction

With the help of technologies such as artificial intelligence and big data, rapid integration and precise delivery of teaching resources can be achieved, such as automatic grading of homework, generation of personalized learning plans, etc., saving teachers' time and energy and improving teaching effectiveness. At the same time, it also promotes innovation in teaching models, prompting teachers to explore new teaching methods and models, such as flipped classrooms, blended learning, etc., combining traditional classroom teaching with online learning, making teaching more flexible and diverse, and adapting to the learning pace and methods of different students. Therefore, traditional translation courses are undergoing technological innovations and facing new challenges. The requirements for knowledge and skills of talents vary greatly in different eras, and the content of teaching and learning has undergone significant changes. Based on the literature review and the characteristics of existing digital technologies, this study outlines the practical path of technology-enabled translation teaching and proposes a Business English Translation course teaching model that meets the standards of technological empowerment. The aim is to provide theoretical support and practical basis for the transformation of Business English Translation teaching.

2. Current Situation of Business English Translation Course

Traditional Business English Translation courses have many problems in both teaching and practice. Firstly, students tend to place greater emphasis on basic translation courses such as listening, reading, and Chinese English translation and so on, while neglecting the importance of Business English Translation, often thinking that it is a type or branch of English-oriented courses. Secondly, traditional teaching activities have not fully emphasized students' autonomy. In translation teaching, students often passively receive knowledge imparted by teachers, making it difficult for them to actively participate and engage in thinking. Thirdly, in terms of teaching content, the settings of various schools and textbooks are highly consistent, and teaching is basically based on text classification and unit teaching, such as from trademark advertising to corporate promotion, from business letters to business contracts, from product descriptions to trade exhibitions, etc. Students have heavy learning tasks and it is difficult to form systematic knowledge. Although there are classroom reforms similar to blended learning in teaching activities, the blended design learning mode can help students utilize multimodal resources, and enhance their diverse reading abilities through multimodal interaction and evaluation (Li & Hou, 2023). However, translation teaching focuses on the translation results rather than the process. Compared to translation theory, business translation in China places more emphasis on translation practice, which also determines the direction of the future development of the discipline of business translation in China (Zhang & Li, 2023). So the result is that students' translation comprehension ability is difficult to improve, and their translation ability does not improve significantly after the course ends. Finally, in the teaching evaluation stage, traditional teaching evaluation makes it difficult to accurately evaluate students' diverse translation achievements, which not only deprives students of their enthusiasm for translation but also limits their innovation and optimization of translation skills.

3. The Application of Translation Intelligence Technology in Business English Translation Course

Teachers should actively integrate educational content with information technology, stimulate, enhance, and expand human cognitive abilities (Gai & Huang, 2022). Firstly, technological empowerment has brought about the digitization and enrichment of teaching resources. Nowadays, there are various online learning platforms, increasingly Translational English Corpus, various terminology databases, and electronic dictionaries. In addition, computer-aided translation tools are widely used, such as Trados, MemoQ, etc., to help students quickly process a large number of text translation tasks. There are also various online collaboration and interaction platforms for students to collaborate on learning, and teachers and students can interact through learning platforms both on and off campus, with very powerful functions. In terms of evaluation methods, teachers can also conduct process evaluations of translation for students based on intelligent platforms. It can be said that technological empowerment has a significant impact on the teaching of Business English Translation. It enriches teaching resources, improves teaching efficiency and quality, promotes students' autonomous learning and personalized development, enhances interactivity and fun, and promotes innovative changes in teaching models. However, it also brings challenges such as dependence on machines and weakened thinking.

4. Teaching Design of Business English Translation Course Under the Background of Techno-logical Empowerment

Business English Translation is a core course offered by English majors for senior students, mainly aimed at training students' understanding and translation skills of business materials. This course aims to improve students' translation theory level and guide translation practice through teaching, enhance their ability to translate business language materials and equip them with good professional qualities. We have to think about how to cultivate business foreign language talents, highlight the characteristics of business foreign languages, and cultivate business foreign language talents that meet the new economic and trade development needs of the country and society in the new era (Zhang, 2021).

4.1 Pre-class Preparation Stage

At this stage, teachers can first integrate teaching resources and use the Internet to collect various high-quality resources related to Business English Translation, such as authentic business texts, translation cases, online

dictionaries, and corpora. Based on students' learning progress and ability level, recommend suitable translation learning resources, such as online translation courses, business English learning websites, etc., and guide students to use translation tools to assist learning. If there is a teaching platform in the course, it can be integrated into the teaching platform or learning management system to facilitate students' pre-class preparation and post-class review. In the process of making teaching materials, teachers need to abandon the previous form of piling up a large number of translation materials and try to create vivid and visual teaching materials, inserting elements such as pictures, charts, audio, and videos to better explain the theoretical knowledge, skills, and examples of Business English Translation, and help students understand and remember. In addition, with the help of online education platforms such as MOOCs and Chaoxing Learning Platform, which will build a dedicated learning space for courses, publish teaching outlines, course arrangements, learning tasks, preview materials, set up online discussion and Q&A areas, and promote interaction and communication between teachers, students, and students. On the other hand, students also need to collect business English materials. For example, when explaining business contracts, students can try to do preliminary translations, discover problems in practice, and enter the classroom with problems to improve the pertinence of learning.

4.2 Classroom Teaching Stage

In the stage of teaching implementation, teachers generally adopt traditional teaching methods such as learning theories, explaining examples, and practicing translations. However, during this process, students may easily feel bored and bored with the content. In terms of teaching objectives, teachers need to choose appropriate business simulation scenarios for students, using real standardized translation tasks as carriers to increase the authenticity and practicality of teaching content and help students effectively connect work content and learning content after entering society. In the teaching process, firstly, teachers can translate and display in real-time, using the screen mirroring function of translation software to display the translated content on the big screen in real-time. When explaining business English texts, teachers can input rare vocabulary, complex sentences, and other modified content at any time. Translation materials can also be placed in real-time into various translation software. For example, when explaining the unit of advertising translation, machine translation can be used first to showcase the advantages and disadvantages in class, allowing students to more intuitively understand the meaning of vocabulary, sentence structure, and grammar application, and deepen their memory of knowledge points. By comparison, students can feel the shortcomings of machine translation, which encourages them not to blindly use translation software. During this process or after completing translation tasks, students can use translation engines to optimize and compare translations. Select some business English texts that use machine translation, and have students make initial modifications and optimizations before comparing them with professional human translation versions. Use translation tools to analyze the differences between the two in terms of vocabulary selection, sentence structure, expression habits, etc., so that students can understand the limitations of machine translation and the flexibility of human translation, thereby improving their translation appreciation and skills. On the other hand, translational corpus and application expansion can also be used. Teachers can teach students how to use corpora to search for common expressions, collocations, and sentence structures in business English, understand the accurate usage of industry terms, and allow students to accumulate rich language materials in self-learning, broaden their knowledge of business English, and improve the professionalism and accuracy of translation. Of course, in terms of teaching methods, there can be a strong shift towards flipped classrooms, crowdsourcing project-based teaching models, etc. For example, in flipped classrooms, teachers are no longer just transmitters of course content, but more importantly, become guides and facilitators of the learning process (Zhong, Song, & Jiao, 2013). It is also possible for students to compete in translation competitions, using small groups, where teachers divide the students into groups with similar levels and assign translation tasks or projects for business English paragraphs or short texts. Students are required to use translation tools to complete the translation within a specified time and finally analyze and evaluate it. Through various technological assistance, effective learning and practice can be achieved. Students not only receive training in translation skills, but also improve their self-learning ability, teamwork ability, and the ability to use translation tools reasonably, effectively mastering the interpretation and translation in business scenarios.

4.3 After-class Stage

The integration of technology has given new life to translation teaching and enhanced students' enthusiasm for completing translation tasks. However, how to verify whether students have truly improved their translation skills is

a difficult problem. In human-computer collaborative translation teaching, it may reduce students' memory intensity, which is also worth noting. The involvement of the Internet also requires breaking the unequal status of teachers and students in traditional translation teaching and highlighting the dominant position of students in teaching (Ding & Yang, 2022). Therefore, a comprehensive and three-dimensional teaching evaluation model needs to be constructed in the course of Business English Translation.

Firstly, teachers should encourage students to engage in post-translation editing and reflection, guide them to use machine translation software to complete the initial draft translation, apply their learned knowledge and skills to edit and proofread the machine translation results and require students to write a post-translation reflection report. In this process, students can analyze the advantages and disadvantages of machine translation, discover their own gains and shortcomings in the post-editing process, stimulate their learning interest, and cultivate their critical thinking and practical abilities. In addition, in terms of homework, teachers can assign personalized homework and exercises. With the help of a learning management system, personalized homework and exercises can be assigned to students based on their classroom performance and learning progress, which can improve the translation skills of students at different levels. These assignments can include translating business English texts, practicing vocabulary, grammar, etc., and setting corresponding submission deadlines and feedback mechanisms so that teachers can also have a more targeted understanding of students' learning situations. Teachers use online learning platforms and educational technology tools to collect students' learning data, such as homework completion status, test scores, study time, resource access records, etc. Of course, the task of teachers seems to have increased during this process, and teachers need to adjust their evaluation strategies in a timely manner. Of course, students' self-learning ability is also important for the Business English Translation course. For example, when explaining letter of credit translation, students need to review relevant terms and processes in international trade in order to better integrate knowledge into the translation process.

5. Improvement Direction of Business English Translation Teaching Mode Under the Background of Technological Empowerment

Throughout the development of translation teaching and even foreign language teaching, the iteration and updating of technology invariably trigger innovation in teaching methods and approaches, leading some scholars to propose the view of technological determinism. However, in this process, teachers, students, and schools should all make changes and work together to improve the teaching level of Business English Translation classrooms.

5.1 School Supports Curriculum Development

In the technology-empowered Business English Translation course, in order to effectively improve the teaching level, schools need to carry out comprehensive reforms and innovations from multiple aspects to ensure that technology can truly serve teaching, and enhance students' practical abilities and cross-cultural communication skills. Firstly, in terms of infrastructure construction, efforts should be made to upgrade technological facilities. Schools should ensure that classrooms are equipped with advanced teaching equipment, such as smart blackboards, learning platforms, translation aids, etc., to provide technical support for remote collaboration, real-time translation exercises, and more. In addition, English teaching is a comprehensive system, and schools should establish a digital resource library for Business English Translation courses or translation classrooms, develop or purchase high-quality Business English Translation teaching resources, including video tutorials, case libraries, online dictionaries, industry reports, etc., to facilitate students' independent learning. Of course, technical skills training is also necessary, and schools can regularly organize teachers to participate in training on information technology, online teaching tool usage, etc., to enhance teachers' ability to use digital tools for teaching. Secondly, schools can also encourage teachers to learn and apply modern teaching methods such as project-based learning and flipped classrooms through the promotion of teaching reforms, combined with technological tools to enhance classroom interactivity and effectiveness. At present, many universities across the country have established college English smart classrooms, but the practical application effect is not ideal. Colleges and universities should balance the relationship between emerging intelligent technologies and teaching, make reasonable use of technological means, based on the construction standards of school, teacher, and student development, based on the school's situation and learning situation, combined with the characteristics of the school's disciplines and majors, meet the scientific and effective requirements of the university English smart classroom, and build a university English smart classroom system with its own characteristics, so as to better promote the teaching effectiveness of university English (Liu, 2024).

5.2 Teachers Enhance Their Level of Information Technology

The positioning of teachers in technology empowered Business English Translation course is multifaceted, serving as both learning guides, technology supporters, evaluators, and resource developers. These roles are intertwined and mutually reinforcing, together forming the complete positioning of teachers in the curriculum. Teachers should continuously adjust their teaching strategies and methods based on these positioning to meet the teaching needs of the information age and the development needs of students.

In the technology-empowered Business English Translation course, teachers need to actively adapt to the development of the information age, and constantly improve their own information technology level, in order to better serve teaching and students. In terms of teaching philosophy, teachers need to update their teaching cognition. This requires teachers to embrace technology, and they should be aware of the importance of information technology in modern education, and actively learn and apply new technologies in classroom teaching. Of course, teachers also need to enhance their ability to apply information technology, learn independently, and master modern educational technology. Teachers should be proficient in modern educational technologies such as multimedia production, online teaching platforms, and online translation tools to enrich teaching methods. Due to the rapid iteration of technological updates, teachers need to pay attention to the latest developments in technology, understand the latest educational technologies and tools, and integrate them into classroom teaching. Secondly, teachers should innovate teaching methods and tools, such as combining online and offline teaching resources, implementing blended learning, and providing diverse learning paths and interactive methods. If necessary, project-based learning can be conducted to expose students to and understand the latest developments and cases in international business translation, broaden their international perspective, and enhance their translation skills and information technology application abilities in solving practical problems. Finally, the Business English Translation course cannot be separated from the interaction and feedback between teachers and students. Teachers should comprehensively evaluate students' learning outcomes through various evaluation methods such as online testing, peer evaluation, and teacher evaluation.

5.3 Improving Students' Technical Literacy

In the technology-empowered Business English Translation course, students also need to actively adapt to the development of the information age, actively improve their information technology level, and better utilize technological tools to enhance learning efficiency and quality. Students should be aware of the important role of information technology in learning Business English Translation. It is an important tool for improving learning efficiency, expanding learning resources, and enhancing practical abilities. In addition, students need to enhance their ability to apply information technology. They should be proficient in basic information technology skills such as computer operations, network search techniques, and commonly used translation aids. In addition, students can also utilize online learning platforms outside of the classroom, such as MOOCs (Massive Open Online Courses) and online translation communities, to engage in self-directed learning and practice, expanding their learning channels. With the advancement of machine translation technology, the goal of translation courses can shift from simple language conversion training to cultivating students' ability to apply translation techniques and critically evaluate translation quality. Students not only need to learn translation skills, but also be able to judge the quality of machine translation and edit and optimize the results of machine translation. Translation is a continuous process of accumulation, and relying solely on classroom learning to rapidly improve business translation skills is not scientific. What is more important is to cultivate self-learning ability, strengthen practical application, cultivate innovative and critical thinking, and actively participate in professional development activities.

6. Conclusion

The translation talents cultivated in the era of technological empowerment should be compound talents with the ability of technological integration and continuous learning. Such translation talents can better adapt to the translation needs in the context of globalization and contribute to international communication and cooperation. In this context, the transformation of teaching philosophy and teaching methods has been triggered, therefore, the teaching innovation of the Business English Translation Course itself is a new challenge. In the face of technological updates and iterations, both teachers and students should seize the opportunity to fully utilize technological means before, during, and after class, effectively enhance their enthusiasm, initiative, and creativity in learning translation, and ultimately improve their level of translating business texts. Of course, technology ultimately serves knowledge, or

more precisely, serves people. Teachers, students, and schools should all make changes in the era of AI popularity, and stakeholders should work together to improve the teaching level of the Business English Translation course.

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