

Research on the Teaching Reform of Translation Online Course for Business English Majors in Application-oriented Universities- -A Case Study of S University

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Abstract: With the advent of the information age, online education has developed rapidly. The teaching reform of translation online course for business English majors in application-oriented universities is an important means to cultivate high-quality application-oriented talents. In view of this need, this study has explored the teaching reform of translation online course for business English majors in application-oriented universities from the aspects of curriculum orientation and planning, teacher team construction, curriculum resources, teaching and management as well as teaching effect. Therefore, this study aims to improve the training quality of application-oriented talents, innovate the talent training mode and form teaching characteristics.

1. Introduction

Nowadays the translation online course is offered for business English majors in S University as an application-oriented university. The teaching methods of combining classroom teaching, in-class training, after-class assignment and the second classroom practice, combining theory with practice, and highlighting the cultivation of students' practical ability are adopted.^[1] According to the curriculum construction plan of business English majors, the translation online course team has formulated the training plan for teachers' professional qualification and employment experience and the training plan for young teachers, revised the curriculum syllabus and practical syllabus, prepared relatively standardized and complete teaching plans, lecture notes, multimedia courseware and other teaching materials. Through the construction of teaching informatization such as online courses, digital teaching resources and examination question database, the course teaching and management are continuously strengthened. By adopting diversified teaching methods and means such as combination of teaching and practice, enlightening teaching and interactive discussion, the course team has paid attention to curriculum quality management, actively carried out examination and assessment reform, emphasized the assessment of practical links, so as to effectively achieve curriculum teaching objectives.^[2]

2. Curriculum Orientation and Planning

2.1. Curriculum Construction Planning

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In order to effectively promote the teaching reform of business English majors, the translation online course team has launched the construction of online open courses. The specific implementation plans and reform measures are as follows:

2.1.1. Guided by advanced educational thought

Under the guidance of advanced educational thought, the course team reflects modern educational concept, so as to meet the needs of students' autonomous learning and personalized learning.

2.1.2. Build a high-level teaching team

The course team consists of three teachers, who participate in the collection of teaching materials and courseware making, and gradually form a high-level teacher echelon with reasonable structure, stable personnel, strong teaching and scientific research ability and good teaching effect.

2.1.3. Pay attention to the reform and construction of teaching contents and curriculum system

The teaching contents should keep pace with the times, timely absorb the latest scientific and technological achievements in this field, widely absorb advanced teaching experience and teaching reform achievements, reflect the new requirements of social development for talent training, and achieve the close combination of theory and practice.

2.1.4. Carry out the reform of mixed teaching mode

The translation online course team will use Superstar Fanya teaching platform and other online teaching platforms to strengthen the student-centered teaching concept, cultivate students' autonomous learning ability, critical thinking ability, innovation ability and practical application ability, and establish a diversified teaching evaluation system integrating online and offline, formative evaluation and summative evaluation.

2.1.5. Strengthen the construction of online course resources

On the basis of free access to the Internet of teaching materials such as teaching plans, lecture notes, courseware and assignment, the translation online course team has strengthened the construction of teaching videos, which aims to meet the requirements of online open course teaching after two years of efforts, and realize the sharing of high-quality teaching resources in common.

2.1.6. Deepen the reform of examination and assessment methods

The translation online course team has established an effective and credible examination mechanism, scientific and reasonable examination contents and methods, and explored online examination.

2.2. Goal Orientation of the Course

Translation is a basic compulsory course for business English majors. This course is taught in the fifth semester. The teaching object is the third year undergraduate students majoring in Business English with certain business English listening, speaking, reading and writing skills. With the help of course teaching, students can understand the basic knowledge of translation and the English-Chinese cultural differences, master various practical translation skills and translation styles of various types of writing, and further strengthen students' English-Chinese and Chinese-English translation skills through a large number of word, sentence and text translation exercises, so as to improve students' comprehensive translation ability.

3. Construction of Teaching Staff

In order to improve the level and quality of classroom teaching, the translation online course team has implemented a series of teacher training plans and policies and measures to encourage teacher development. It has plans to strengthen the training of teachers' professional qualifications and employment experience, and has a clear training plan for young teachers, which is planned and implemented.

3.1. Teachers Are Encouraged to Take Various Vocational Qualification Examinations

Teachers of the translation online course team are encouraged to take the vocational qualification training examinations and obtain corresponding vocational qualification certificates, or participate in teachers' professional skills training organized by the Ministry of Education and obtain qualification certificates.^[3]

3.2. Strengthen Contact and Cooperation with Relevant Enterprises and Industries

Through online learning, enterprise technical training, exchange and discussion, visit experience and other forms, teachers of the translation online course team are arranged to go deep into the front-line learning of enterprises to improve their practical work ability and level of professional (industry) front-line, so as to continuously improve the overall quality of teachers and meet the requirements of school positioning and talent training objectives.^[4]

3.3. Attach Importance to the Training and Professional Development of Young Teachers

3.3.1. New teacher's speaking lesson and trial teaching system

At the beginning of each semester, the translation online course team uniformly organizes new teachers to give speaking lesson and trial teaching, and strictly controls the teachers' qualifications to give a new course. New teachers should complete the following tasks before starting classes: First, carefully study and get familiar with the curriculum syllabus or basic requirements of curriculum teaching and relevant basic teaching documents, and prepare teaching plans. Secondly, study textbooks and more than three reference books. Finally, prepare lessons carefully, and be able to complete at least two thirds of the proposed teaching contents.

3.3.2. Young teacher tutorial system

In accordance with the requirements of the interim provisions on the tutorial system training program for young teachers in S University, the translation online course team implements the tutorial system training program for young teachers. According to the knowledge structure of the guided young teachers and the needs of undertaking teaching tasks, the tutor helps young teachers formulate a detailed training plan to guide and train young teachers in teaching, scientific research and other aspects.

3.3.3. Standardized development of theme activities for teaching and research

The members of the translation online course team are regularly organized to conduct teaching research and discussion, discuss and exchange the problems

encountered in teaching activities, curriculum development and emerging new technologies, help young teachers broaden their academic vision, understand their research progress related to the curriculum at home and abroad, grasp the key points and difficulties of the curriculum and the breakthrough of teaching reform, form a good academic atmosphere, and promote the teacher team construction.

3.3.4. Adopt the attendance system

Regularly listen to the classroom teaching of young teachers, and check the implementation of lesson preparation, lesson plans and teaching plans of young teachers. At the same time, the course team has arranged young teachers to listen to the courses of other teachers, check the listening notes of young teachers, strengthen the communication between teachers, learn from each other and make common progress.

3.3.5. Pay attention to the cultivation of double qualified teachers

Young teachers are encouraged to participate in skill training and assessment, improve operational skills and post practical ability, and obtain relevant professional and technical qualification certificates. They are also encouraged to actively participate in all kinds of teaching training and further study at all levels, write scientific research papers, participate in teaching reform projects, and constantly improve their teaching and scientific research level.

4. Curriculum Resources

4.1. Teaching Materials

4.1.1. Standardized and complete syllabus

The translation online course has a standardized and complete syllabus coordinated with the training objectives and curriculum system, which can meet the needs of students' autonomous learning and personalized learning. According to the actual situation of students of different grades and levels, it will be revised and improved regularly and updated in time, so as to keep pace with the times.

4.1.2. Selection of teaching materials

The selection of teaching materials is in line with the goal of professional talent training and meets the needs of the current society and enterprises for applied talents.

4.1.3. Standardized teaching plans and lecture notes

This course has standardized teaching plans and lecture notes. Business English majors have reflected well in the

learning process. According to the frontier of discipline development, teaching practice and students' situation, the teaching content will be updated in time to highlight the training requirements of applied talents.

4.1.4. Construction of the examination question database

The construction of the examination question database of translation online course is under way. Combined with the important and difficult contents of teaching, the examination question database is constructed in chapters with a large number of questions. It pays attention to the assessment of students' translation practice ability, which reflects the requirements of the cultivation of applied talents. The examination question database will be continuously supplemented and improved in future.

4.2. Teaching Informatization

4.2.1. Online course platform

The translation course has built its own online course on the Superstar Fanya platform, with rich teaching materials such as teaching plans, lecture notes and PPT courseware. In the next step, it will be updated in time according to the actual situation of Business English undergraduate students, so as to continuously improve the utilization rate and strive to receive better teaching effect.^[5]

4.2.2. Teaching resources

The digital teaching resources of this course are relatively rich, and the electronic teaching plan, lecture notes, PPT courseware, examination question database and reference materials are relatively complete, which can meet the needs of teachers and students and effectively support the realization of curriculum teaching objectives and the completion of teaching reform tasks.

5. Teaching and Management

5.1. Teaching Contents

On the premise of ensuring that the teaching of the course is scientific and systematic, it focuses on the practicability of translation.

The translation online course adheres to the close integration of theory with practice, and actively guide students to focus on mastering the specific application of translation theory with the help of some typical examples as far as possible.

Classroom teaching shall strive to be less and better, and pay attention to cultivating and improving students' ability to analyze and solve problems.

5.1.1. Flexible and diverse teaching methods

Organically combine in-class training, after-class assignment and practical teaching in the second classroom. Students are encouraged to actively participate in translation lectures, translation competition, National Business English translation examination, China Accreditation Test for Translators and Interpreters(CATTI), and online practice of translating countries and people, so as to further improve students' practical ability and innovation ability.^[6]

5.1.2. Pay attention to scientific and reasonable performance evaluation

Pay attention to cover students' learning attitude, classroom performance, after-school homework and second classroom practice scores into their usual scores.

5.2. Teaching Methods and Means

5.2.1. Classroom teaching

Classroom teaching implements the concept of taking students' ability as the center, effectively combines in-class learning with extracurricular exploration, adopts the teaching methods of combining lecture with practice, enlightening teaching and interactive discussion, and uses multimedia teaching courseware, audio, video and other teaching means to enhance the knowledge and interest of classroom teaching and the interaction between teachers and students, so that students at different levels can learn something.

5.2.2. Special training items

Special training items are designed for in-class training, and students practice individually or in groups, so as to implement the student-centered teaching principle.

5.2.3. After-class activities

After class, by arranging specific translation examples, students can review and consolidate their translation knowledge, master specific translation methods and skills, and be able to apply what they have learned. The second classroom practice encourages students to actively participate in translation training, translation competitions, translation examinations, translation internships, etc., so as to further improve students' practical ability and innovation ability.^[7]

5.3. Teaching Auxiliary Links

The teachers of the course team carry out teaching auxiliary links such as Q & A, counseling and correcting homework according to the teaching needs, carefully correct the assignment, and timely comment and answer the problems existing in the students' assignment, and can timely feed back the assignment submission and

content to students in time, so that students can check and make up deficiencies, and pay attention to the sorting and preservation of process materials such as attendance, assignment and practice as a part of the usual results in the final comprehensive scores.^[8]

5.4. Assessment Methods

The translation online course team actively carries out the reform of examination and evaluation, and improves the diversified examination and evaluation system with equal emphasis on ability and knowledge examination.

5.5. Course Management

The teachers of the translation online course team has paid attention to the course quality management, actively and comprehensively collect the course quality information, timely improve and continuously improve the teaching quality. Interactive and heuristic teaching is adopted according to the teaching content, and network teaching resources are used to promote the deep integration of modern information technology and education and teaching.

At the same time, the flipped classroom is flexibly realized according to the content, and the preview ability and classroom activity of students are significantly improved, the effect of classroom teaching has been improved greatly; the training link emphasizes the cultivation of translation skills and improves students' interest in learning. Integrating classroom teaching, practical training and practice, the course combines theory with practice and highlights the cultivation of students' practical ability.

6. Measures of Teaching Reform

6.1. The Integrated Teaching Model

6.1.1. Vitality of translation course

The vitality of translation course lies in application. In the setting of teaching content, they focus on the practicability of translation on the premise of ensuring the scientific and systematic translation course teaching, adhere to the close integration of theory with practice, and actively guide students to focus on mastering the specific application of translation theory with the help of some typical examples as far as possible.^[9]

6.1.2. Classroom teaching

Classroom teaching strives to be less and better, focusing on cultivating and improving students' ability to analyze and solve problems. Teaching methods are flexible and diverse. Organically combine in-class training, after-class assignment and practical teaching in the second classroom. Performance evaluation should be scientific and reasonable. Pay attention to the combination of students' learning attitude, classroom performance, after-

school homework, practical results in the second classroom.

6.2. Improving the Training Quality of Applied Talents through School Enterprise Cooperation

By cooperating with enterprises to organize students to participate in translation practice every winter and summer vacation, the translation course team has realized the organic combination of students' learning in school and enterprise practice, school enterprise cooperation and complementary advantages. The teachers train talents through enterprise feedback and needs, combined with market orientation and paying attention to students' practical skills, so that they can better cultivate talents needed by the society.

6.3. Improving the Training Quality of Applied Talents through School Enterprise Cooperation

According to the talent training objectives of business English majors and the principle of integrating curriculum and certificate in the practical curriculum, the curriculum team effectively combines in-class learning with extracurricular exploration, actively carries out the second classroom practice, and encourages students to actively participate in translation training, translation competition, English Translation Test of Business Language(ETTBL), China Accreditation Test for Translators and Interpreters(CATTI) as well as translation internships will further improve students' practical ability and innovation ability. According to the concept of "learning for application and promoting learning", students will be trained in vocational skills and professional quality through practical teaching links, so as to improve students' employment competitiveness and entrepreneurial ability.^[10]

Table 1. Translation practice items statistics.

Items	Number of Participants	Passing /Winning Rate
Translation training	152	94.08%
Translation competition	76	42.11%
ETTBL	42	100%
CATTI	15	73.33%
Translation internships	185	96.76%

7. Conclusion

Students majoring in Business English have excellent evaluation on the teaching quality of teachers of the translation online course, good evaluation on the lectures of the steering group and peers, and excellent performance in learning evaluation and teaching.

It can be seen from the results of online learning and teaching evaluation that students have a high degree of recognition, the score of learning and teaching evaluation is 95.44. The excellent rate of final examination results (above 90 points) is 22.55% on average. Students generally reflect that they have a good grasp of the basic contents of the course. By combining theory with practice, they can not only learn the latest scientific research achievements in the forefront of this field, but also have an in-depth understanding of the course contents. The final exam scores have improved greatly, with a normal distribution. Students actively participate in relevant examinations and competitions, which has not only cultivated students' translation ability, improved their practical ability, but also exercised their team spirit.^[11]

With the help of the integrated teaching model and school enterprise cooperation, they have improved the training quality of applied talents, promoted course reform relying on translation examination and competition, and formed their own teaching characteristics.

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