

# Comparative Study of Traditional Teaching Method and ISAS Teaching Method in Business English Translation Teaching in Colleges and Universities

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**ABSTRACT.** *In order to create an efficient English classroom in Colleges, according to students' learning interests and characteristics, combined with domestic and foreign research trends, it is proposed to apply ISAS (Information Retrieval and Analysis Skills), which is originated from the training of computer talents, to the teaching of business English translation in Colleges. First of all, the problems existing in business English translation teaching are discussed, including rigid business English translation teaching mode, not reflected dominant position of students in business English translation teaching, and serious disconnection between theory and practice in business English translation teaching. Secondly, based on an in-depth discussion of the characteristics and advantages of ISAS, guided by constructivist language learning theory, the feasibility of implementing ISAS in business English translation teaching is firstly analyzed. Moreover, the problems that should be paid attention to in the implementation of ISAS are analyzed, and implementation steps are detailed described. Based on the analysis of the data obtained in the teaching practice, it is found that the application of ISAS in business English translation teaching is not only conducive to improving students' sense of teamwork and ability, but also to cultivating students' autonomous learning ability, and effectively promoting students' ability of expression and communication.*

**KEYWORDS:** *ISAS teaching approach; Business English translation teaching; Competence*

## 1. Introduction

Nowadays, with the deepening of economic globalization, there is an increasing demand for compound talents who are proficient in both English and business knowledge and professional skills. Therefore, business English majors in colleges

and universities have been promoted unprecedentedly [1]. However, at present, there are some problems in the curriculum design, such as hard copy and not suitable for students' learning needs. The trained talents cannot meet the employer's needs, nor can they meet the specific requirements of the transformation of colleges and universities. For this reason, the business English major curriculum in the transitional period needs to be reformed urgently based on field research and market demand [2].

ISAS is a skill of information retrieval and analysis. It emphasizes that students are the subjects and teachers are the guides. It uses specific tasks to drive teaching so that students can gradually develop their initiative, creativity and personality in the process of learning-summarizing-improving. ISAS teaching embodies teamwork, independent learning and information retrieval and analysis, exchange and expression, and many other aspects of ability training. Based on ISAS teaching theory at home and abroad, the effective use of ISAS in business English translation teaching is analyzed and ways to improve the efficiency of English classroom are explored, with a view to providing overall guidance for the use of ISAS teaching method in business English classroom, so as to improve the quality of business English translation teaching [3].

## **2. State of the art**

The technical content of ISAS topic selection is gradually improved with the deepening of students' learning, which reflects the level and continuity of ISAS in the process of cultivating students' comprehensive ability. American scholars point out that in the process of teaching reform that it is necessary to not only pay attention to the role of teachers' guidance, but also pay attention to the play of students' subjectivity. Students should not passively accept knowledge, but should take the initiative to discover, explore and innovate [4,5]. The role of teachers is to guide students to generate new knowledge and experience from their own knowledge and experience. More importantly, it requires students to actively research and practice. In order to find a teaching method suitable for students to learn and cultivate their abilities in learning, through such a process of "learning-practice-improvement", students can not only understand and master the contents of the course faster and deeper, but also cultivate their ability to solve practical problems independently [6].

Domestic research on ISAS teaching is mainly used in the teaching reform of computer and ideological and political courses. The first school to experiment with ISAS popularizes the use of space-based ISAS teaching methods in all courses on the basis of space teaching. In the process of popularization, the ideological and political course of the college has been continuously explored and reformed, and the space is successfully utilized to carry out the application and practice of ISAS teaching method. Others have studied the application of ISAS teaching method in English extensive reading course. Starting from the characteristics of English extensive reading course and the problems in teaching, they have analyzed the feasibility of applying ISAS teaching method to extensive reading course. ISAS

teaching practice has been carried out in the course of business English extensive reading course, and good teaching effect has been achieved [7]. They believed that the application of this teaching method to the English extensive reading course would greatly improve the students' initiative and the time spent on reading after class would be longer. It not only improves the students' English language ability, but also develops their various qualities. Through one-semester teaching practice, it is known that the English extensive reading course can effectively implement ISAS teaching and promote this teaching method, which will be beneficial to the common development of teachers and students.

### **3. Problems in business English translation teaching**

Under the circumstance that business activities such as foreign trade, investment attraction and so on are becoming more and more frequent, colleges and universities must attach importance to the teaching quality of business English translation classes and focus on training international translators with high comprehensive quality. This requires that every university should neither simply translate mechanically, nor simply use the traditional teaching mode to teach translation. The following is a concrete analysis of the existing problems in business English translation teaching.

#### ***3.1 Rigid business English translation teaching mode***

At present, the teaching mode of business English translation in many colleges and universities in China is still relatively traditional, aiming at teaching theoretical knowledge points only. Many teachers only expand their explanations from sub-unit knowledge points such as words and letters to teaching levels. To a large extent, students are accumulating business English vocabulary and practicing the use of sentence patterns from the perspective of grammar. In this environment of vocabulary and sentence practice, students largely deviate from the practical working environment, thus showing rigid language, unskilled translation and expression, and unable to respond quickly.

#### ***3.2 Not reflected dominant position of students in business English translation teaching***

Under the influence of quality education, many colleges and universities require that teaching should be student-centered, but in the actual teaching process, many teachers still use the traditional teaching mode to teach. In the teaching process, students' subjective status is often neglected and students' autonomous learning ability is reduced. Flipping classroom is the teaching mode that can reflect the students' subjective status best at present. However, due to the limitations of teaching conditions, there are few translation courses using flipping classroom teaching mode. Students are always at the level of memorizing words and practicing sentence translation. Because there is no real working environment, students lack

motivation and enthusiasm to open their mouths.

### ***3.3 Serious disconnection between theory and practice in business English translation teaching***

Due to the excessive emphasis on theoretical teaching and neglect of the improvement of students' practical ability, there has been a serious disconnection between business English translation teaching and practice. It is mainly influenced by the teaching environment, materials, models and teachers. In the actual teaching process, the textbooks used by students are quite different from the actual business activities. Business English teachers in many schools have not been engaged in business English translation posts, so they are not familiar with the actual business English translation process. However, the renewal speed of business English translation textbooks is far behind the development speed of science and technology and language, which leads to the lag of teaching content, and the teaching conditions of business English translation in many colleges and universities are unsatisfactory. Without multimedia environment, it is impossible to play original video and audio materials, let alone the model environment of business English translation.

## **4. Specific implementation of ISAS in business English translation teaching**

### ***4.1. Careful topic selection***

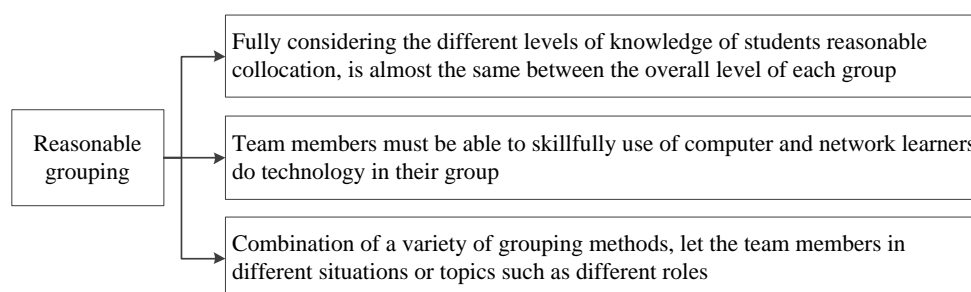
The best way for learners to complete the construction of the meaning of the knowledge they have learned is to let learners feel and experience the real situation in the real world, that is, to learn by acquiring direct experience. It is the first step to effectively implement ISAS teaching to select topics that are in line with the learners' existing knowledge level and related to the learners' major in ISAS teaching.

Firstly, teachers should make a thorough study of the learners' English foundation and the content of textbooks used by learners. The selected topics should be suitable for the students' existing English level and should not be divorced from the content of the textbooks. Secondly, the theme chosen by teachers can stimulate learners' interest in learning, stimulate learners' desire for learning, actively participate in the theme of teaching activities, and better complete learning tasks. Thirdly, in ISAS teaching, it is necessary to cultivate students' ability to use English to solve practical problems. Therefore, themes should be set to enable students to be immersed in situations.

### ***4.2. Reasonable grouping and group preparation***

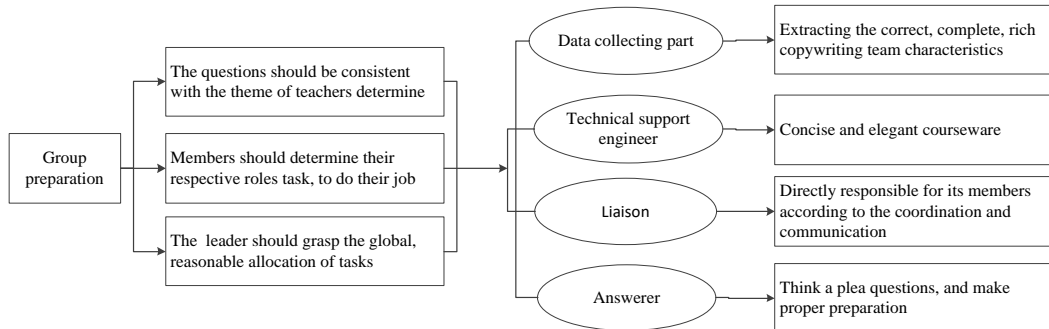
In ISAS teaching, reasonable grouping is an important basis for completing teaching tasks with high quality. Although the students in the same class have

similar age characteristics, learning experience, thoughts and emotions, their knowledge level in English is different. Grouping should ensure that each group can discuss. Students in the group can help each other and communicate with each other in depth, so as to gain positive emotional experience, which is more conducive to the group having fair competition and mutual help under the same conditions. ISAS requires us to achieve multi-method integration, online and offline integration, classroom and network integration, individual self-study and network collaboration integration, case provision and work submission integration, multi-disciplinary knowledge integration, curriculum content and social reality integration, multi-media integration in curriculum presentation, unified teaching content and personalized autonomous choice integration in the curriculum implementation process, and thinking training and practical ability integration.



*Figure 1. Matters needing attention within a reasonable group.*

After receiving the theme determined by the teacher, the students should prepare for the theme within the relevant group after finishing the grouping. This process is a process of group members exchanging ideas, making full preparations, actively discussing and formulating solutions. Students should seek breakthroughs and formulate related minor problems in response to the themes proposed by teachers. Tasks among group members can be divided into declarative task, editorial task, analysis task, design task, creative work task, performance task, planning and organizing task, observation task, etc. In the process of task implementation, role-playing is often involved and task needs to design, develop and create a plan. In order to achieve specific goals associated with reality, the problems to be solved are decomposed into a series of interrelated tasks so that groups can cooperate with each other and make effective use of relevant resources, thus creating thematic and group-specific works. The accomplishment training contained in the learning project of ISAS teaching includes real life, specific challenges, role rehearsal, division of labor and cooperation, management and implementation, complex system, activity process, achievement display, etc. Therefore, in ISAS teaching, the following principles should be followed for grouping and group preparation.



*Figure 2. Matters needing attention within group to preparing.*

#### **4.3. Requirements for speech and defense**

Accurate delivery of speech content and information is fundamental. In addition to the content prepared by the group members, there is also a series of body language such as appropriate expressions, movements and so on. Secondly, the language needs to be expressed clearly. In ISAS activities, middle school students are required to constantly improve their English speaking ability. In addition, it is supposed to attach importance to the role of audience or listener. This requires speakers to speak in the way they are accustomed to and like. It is also necessary to pay attention to the communication and interaction with the audience or the listener in the speeches. Finally, the control of speaking time is consistent with the completion of teaching tasks. In the preparation stage of students, the speaking time should be set to 10 minutes. According to the number of students in the classes, the time for the whole class to complete the lecture should not exceed 2 hours. According to the teaching plan, the time for each unit is set to 10-12 hours, and there are 6-8 mobile hours in each semester. Therefore, as long as the speaking time is controlled, it will not affect the completion of the whole task of business English teaching, but also promote the cultivation of students' oral ability. In a word, a successful speech is very important for the completion of ISAS task, and the ability that students can cultivate in the continuous speech is also far-reaching. Therefore, teachers should pay attention to the explanation and demonstration of speech skills, so that students can truly learn and apply.

In the defense, teachers and other group members should try their best to find out the questions that are not clearly stated in the ISAS group and express some different opinions. The respondents should not only prove that their point of view is correct, but also let teachers and other learners clearly understand their point of view. The respondent should be well prepared before the defense. First of all, to ensure the scientific and authenticity of the speech, the technical support personnel responsible for making the multimedia courseware should prepare the multimedia courseware to be answered according to the content of the group members' replies during the

preparation time, so as to better display the group's views. They should respond as quickly as possible in a short period of time, answer questions carefully, answer or justify questions with certainty, and have the courage to uphold the truth and correct mistakes. In using English, students should also pay attention to using words accurately, noticing logic, cadence and using gestures to explain problems.

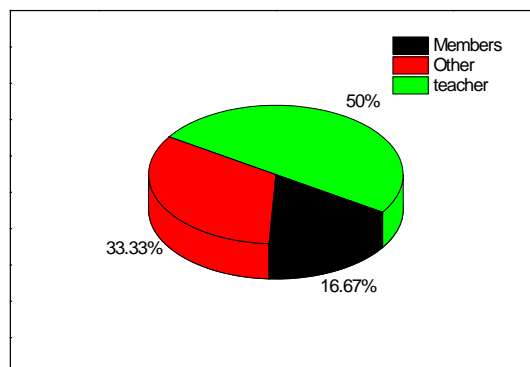
#### **4.4. Comprehensive evaluation**

In ISAS teaching, it is required to view students' performance from the perspective of development, so it is necessary to pay attention to the process evaluation and comprehensive evaluation of students and learning groups. It is mainly evaluated from the following aspects:

| Primary index                    | Secondary index                  | Tertiary index                                                 | Observation indicators                                                  |
|----------------------------------|----------------------------------|----------------------------------------------------------------|-------------------------------------------------------------------------|
| Investment situation (20 points) | Attendance (6 points)            | Class attendance                                               | One point will be deducted for one leave and two points for one absence |
|                                  |                                  | Semester of attendance                                         | Leave five times zero, absence three zero points                        |
|                                  | Action participation (14 points) | Participate resource collecting rate (3 points)                | Missing a resource to collect a points, lack of zero points three times |
|                                  |                                  | Participate in the speech rate (4 points)                      | Absent a lecture 2 points, miss two speeches zero points                |
|                                  |                                  | Participate in the defense rate (4 points)                     | To participate in a defense 1 points, a total of up to 4 points         |
|                                  |                                  | Participate in personal division of tasks into rate (3 points) | Personal task 1 points, unfinished three zero points                    |

*Table 1. Quantified in the evaluation of students' participation.*

Secondly, the diversification of evaluation subjects is realized. The total score is 20 points. The following figure is the proportion of the evaluation subjects.



*Figure 3. Proportion of evaluation subjects.*

Finally, it is necessary to ensure the diversity of evaluation methods. The learning effect evaluation form developed is mainly evaluated based on the output of the student team, and the evaluation score of the evaluation subject is scored based on this table.

*Table 2. Score project and its detailed requirements.*

| Assessment project    | The inspection requirements                                                                     | Accounted score |
|-----------------------|-------------------------------------------------------------------------------------------------|-----------------|
| Speech                | Content is closely related to the theme, clear, attractive                                      | 4               |
| Multimedia courseware | Multimedia courseware is beautiful, artistic and appealing                                      | 3               |
| Oral English          | Oral English is clear, no clear pronunciation errors, full of passion                           | 6               |
| Manners               | Generous, bearing natural appropriately, speech should be assisted by the proper body movements | 2               |
| Answer the questions  | Answer questions import questions, answer fluently and correctly                                | 5               |



## **5. Effectiveness of ISAS in business English translation teaching**

### ***5.1. Improve students' awareness and ability of teamwork***

ISAS learning project enables students to learn from the traditional independent learning and homework completion after class to cooperate with group members to learn, discuss, research, and finally complete homework or work together. The whole preparation and implementation of homework exhibition process requires students to cooperate with group members to complete. The process of completing the ISAS project is very similar to the future work process. A follow-up survey of students showed that 66% of the students thought that ISAS project made them realize the importance of the team and enhanced the collective cohesion; 58% of the students thought of the strength of the team formed in ISAS project teaching when they wanted to give up, and insisted on it by communicating with their classmates and encouraging each other. After that, more than 87% of the students thought that the evaluation process of ISAS teaching for the group and other members made them able to stand in the customer's perspective, and also enable them to better adjust their mindset and better complete their own work. Questionnaire showed that 100% of the students gave a positive answer to the question "Has your teamwork ability improved after using ISAS?"

### ***5.2. Cultivate students' autonomous learning ability***

The survey shows that in the initial stage of implementing ISAS teaching, 84% of the students reject this teaching method. The main reason is that the students' basic knowledge of English is not strong enough. In addition, the traditional learning mode makes the students form a fixed learning mode, and the students are unwilling to make changes, especially unwilling to transforming from passive acceptance of knowledge to actively learning knowledge and improving the ability of autonomous learning. From the compulsory ISAS teaching mode to the end of a semester, in terms of the question "What do you need to master in the ISAS teaching content of the business English course in school?", 80% of the students choose the most needed options of "English application ability" and "English autonomous learning ability". Questionnaire survey also shows that 78% of students can actively explore their own English learning methods after ISAS, and can effectively use a variety of resources to help themselves learn English well. More than 95% of the students can clearly divide their work and actively prepare for the task at the first time after accepting the task; in addition, less than 5% of the students can also participate in ISAS activities with the encouragement of team members. Some classes can even offer their own opinions and display to the whole group because the group members have different opinions on the selected topic. From the change of students' learning attitude, it is seen that the implementation of ISAS teaching mode is difficult and compulsory at the beginning, but after the implementation, students can really change from "passive learning" to "active learning" and from "reject learning" to "be willing to

learning".

### **5.3. Effectively promote students' ability of expression and communication**

After learning in the ISAS unit, in class learning activities, 65% of the students are good at seizing opportunities, and actively communicate with others in English. In communication, 70% of students can find ways to overcome language barriers and maintain communication. In the use of ISAS for English learning, more than 90% of the students not only pay attention to the form of the language, such as word spelling and grammar rules, but also attach importance to language application than that in traditional classroom learning. For example, in real life, they make use of English to solve the problems. Because in a speech, the students need to use English to express their opinions and also need to answer the question in English at the end of the speech. These are important ways to cultivate students' English expression and communication skills. Therefore, in the response to the question "Can you make an impromptu speech on a topic for 1-2 minutes?", it is glad to see that more than 90% of the students can do it. About 65% of the students are able to describe their own or other people's experiences in more detail in English. About 45% of the students also give positive answers to the more difficult question, "Do you understand other people's speeches and identify the main facts of the main points and supporting points in English classroom discussions?"

## **6. Conclusion**

According to the relevant theories of education and teaching, combined with the successful experience of ISAS in other disciplines teaching, elaborate design is carried out from the aspects of topic selection, grouping, data collection and collation, courseware production and preparation, as well as speech and evaluation, so as to enable students to use English to study in the whole process and solve practical problems and to achieve the goal of improving students' English application ability. From the research results, the effective application of ISAS in business English translation teaching can improve students' interest in learning, strengthen the connection between English and post, help to cultivate and improve students' ability of autonomous learning, cooperative learning and communication, help students build up confidence in learning English, which has guiding significance in the reform of teaching methods by combining with methods of business English translation teaching

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