

Construction of Business English Translation Teaching Mode in Higher Vocational Colleges Based on Online Learning Platform

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Abstract: *The Internet era not only provides abundant teaching resources for higher vocational education, but also puts forward higher requirements for teachers. Based on constructivism learning theory and online learning platform, this paper discusses establishment of a student-centered teaching mode in Business English Translation teaching by building a "scaffold" and constructing learning scenarios, so as to continuously promote teaching reform and improve teaching quality.*

Keywords: *Online learning platform, Constructivism learning theory, Teaching mode, Scaffold*

1. Introduction

With the development and wide application of the Internet, various online learning platforms have sprung up, providing rich teaching resources for learners. The era background of "Internet +" has put forward higher requirements on the classroom teaching mode and teaching methods of higher vocational colleges in our country. In order to achieve the goal of cultivating talents in higher vocational colleges and better cultivate talents that meet the needs of regional economic development, higher vocational colleges have also developed and introduced special mobile Internet teaching platforms to create a better and more flexible learning environment for students, improve their learning efficiency extend classroom teaching outwards. However, in actual teaching, due to the impact of Internet technology and multimedia applications on traditional teaching classrooms, many teachers are not adapted to the changes. They still adopt the previous traditional teacher-centered teaching mode, and Business English Translation classroom is not exception [1]. Based on constructivism learning theory, this paper discusses the use of mobile Internet learning platform to build a "student-centered" Business English Translation teaching mode, so as to allow students to learn more flexibly and in fragments. In the teaching process, teachers need to constantly reform and try their own teaching and teaching content, learn and master the application of Internet information technology and multimedia, and constantly enrich teaching resources.

2. Cultivating Objectives of Business English Majors in Higher Vocational Colleges and Teaching Objectives of Business English Translation

With the globalization of China's economy and the advancement of "Belt and Road" has been promoted, China's international status and economic strength have been rapidly improved, and the business and trade with other countries are increasing. The international business activities have become increasingly frequent. The demand for compound talents with both business knowledge and fluent English has been growing. In order to meet the needs of the current talent market, the talent training goals of business English major in higher vocational colleges must be accurate. The professional abilities can be accurately and reasonably analyzed by extensive talent demand research and detailed analysis of professional-oriented target occupation positions, professional abilities and key abilities.

At present, the cultivating objectives of Business English major in higher vocational colleges in China is to cultivate high-quality compound technical and skilled talents who can be engaged in foreign trade business communication, foreign trade business operations, foreign trade document operations, foreign trade documentary operations, cross-border e-commerce operations, cross-border e-commerce marketing, office affairs and business translation. Business English translation is a core professional course for Business English majors. Its teaching goal is to cultivate students' interpretation and translation skills in various business occasions and business activities in foreign-related business, and be familiar with

various English business translation tasks and occasions, enabling students to have comprehensive business translation capabilities and professional qualities such as international vision. Therefore, it is necessary to continuously improve the teaching quality of business English translation courses in order to cultivate talents who meet the needs of the market.

3. Current Situation of Business English Translation Teaching in Higher Vocational Colleges

With the construction of various mobile Internet teaching platforms, business English teaching in higher vocational Colleges should also be explored and reformed accordingly. At present, the Business English Translation teaching in China's higher vocational colleges is still in the passive use of technical means for teaching. Teachers have simply carried out some reforms on the translation teaching on the basis of the network. However, most teachers still use traditional teaching methods and explanation of translation theory and exercises. Multimedia and information technology are only used to supplement the teaching content. Although teaching resources are being increased, the "teacher-centered" teaching mode in classrooms has not fundamentally changed. Teachers mainly teach and impart knowledge. They do not mobilize students' subjective initiative in learning so that students do not have the process of self-constructing knowledge in the process of curriculum learning, which affects the cultivation of students' Business English translation ability and fails to achieve the teaching goal.

4. Theoretical Basis of Business English Translation Teaching in Higher Vocational Colleges Based on Network Learning Platform

Business English translation teaching in higher vocational colleges should actively change the current traditional teaching mode. Teachers should learn to use network and information technology, explore and actively change the traditional teaching mode based on constructivism learning theory in order to build a student-centered teaching mode. They also should strengthen the application of information technology and actively explore new diversified teaching methods, so as to better cultivate more high-quality Business English translation talents for China's socialist economic construction and national development.

Constructivism was first proposed by Swiss psychologist Piaget in the 1960s [2]. Constructivist learning theory believes that "Knowledge is not taught by teachers, but acquired by learners in some situations with the help of others in the learning process and by using existing learning materials to construct meaning". In this learning process, learners themselves form new knowledge through the application of learning materials and their understanding of the content of knowledge, thereby "constructing" knowledge. Situation, Collaboration, Conversation and Meaning Construction are the four elements of constructivism. The anchored teaching model developed by Cognition and Technology Group at Vanderbilt (CTGV) under the leadership of John Bransford was formed on the basis of constructivist theory and is the most suitable for knowledge and technical learning. Constructivist learning theory emphasizes the cultivation of students' "autonomous learning" ability in teaching activities, and students construct their own knowledge independently or with the assistance of teachers. Students take the initiative to build new knowledge and ideas on the basis of the original knowledge system. Constructivist learning theory clarifies the central position of students in the learning process.

Constructivist learning theory is a little different from general learning. It mainly advocates the use of students' self-motivation to learn, and teaching is supplemented by teachers and various learning materials and tutor abilities [3]. In order to build a student-centered teaching model, students should be transformed from passive recipients of external stimuli to the main body of information processing, and teachers should also be transformed from knowledge imparters to helpers, facilitators, and instructional designers of students' learning [4]. D. Kiraly, a representative of Western constructivist translation teaching, believes that "it is very effective to introduce constructivist learning theory into translation professional teaching" [5-6].

5. The Construction of Higher Vocational Business English Translation Teaching Mode Based on Network Platform

Business English translation course in higher vocational colleges emphasizes school-enterprise cooperation to develop course content. Colleges and enterprises jointly set up a curriculum development team. First of all, on the orientation of professional talent training objectives, the teaching objectives are

determined, and the main job-oriented position such as product sales, advertising design and business translation are selected. The typical tasks of these positions (groups) are collected and analyzed. Then, the typical tasks are sorted out, and professional abilities and key abilities required by typical tasks are analyzed. On this basis, the course content is formed. Based on the real cases and typical work tasks of cooperative enterprises, it can take into account the needs of students' career development. The content of the Business English translation course in higher vocational colleges can be designed based on the work process of interpreters and translators in a large type of company and enterprises and other positions involving translation and translation work. It adopts teaching methods such as project-based work tasks and case-based teaching methods to develop and design several work tasks. This paper discusses the use of mobile Internet technology, supplemented by various teaching and learning resources, through constructivist learning theory, trying to solve the problems existing in the traditional teaching mode, and constructing a "student-centered" teaching mode for the purpose of mobilizing students' learning enthusiasm. Figure 1 is a diagram of course design ideas:

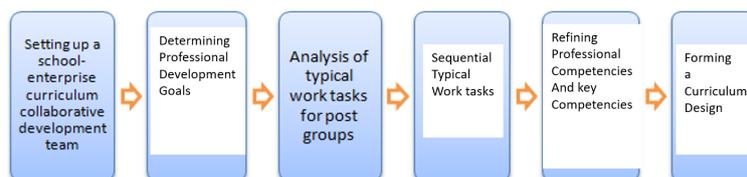


Figure 1: Design Ideas for Business English Translation Courses.

5.1. Setting up "scaffolding"

First, build some online learning platforms, such as Xuexitong, Chaoxing Platform and Mooc, for students and teachers to easily log in and use the platforms in and out of class. The learning platform should have the basic functions of students' personalized learning, man-machine dialogue, teacher-student interaction, and resource storage and sharing. When building the scaffolding, the teachers who teach Business English Translation can focus on the typical task themes of Business English Translation, according to the goals and requirements of typical work tasks, and use the online learning platforms to provide students with learning resources or guidance and help, so that students can gradually and deeply understand the learning content, and continuously improve their understanding and internalization ability. For example, while explaining the typical task of translating company profile, teachers will use the Internet teaching platform before class to push some Chinese and English company profiles and videos for students to read and watch in advance, so that students can familiarize themselves with the article structure of Chinese and English company profiles and the main features of the profiles. The content modules and language features are of great help for the subsequent mastering of common expressions and sentence patterns of Chinese and English company profiles, difficulties in translating company profiles between English and Chinese, and single-sentence translation and interpretation skills. Another example is the typical task of translating product instructions. Teachers display the English instructions of various products online through the online teaching platform before, during and after class, so that students can experience the characteristics of English product instructions from different levels and help students better master of professional skills for this typical task.

5.2. Guiding students into situations for independent exploration and problem solving

To build a student-centered teaching model, it is necessary to 'use the Internet to exchange the roles of teachers and students, return the initiative of the classroom to students, enable students to become the main body of the classroom, which helps create a modern teaching mode, innovate students' learning mode, and effectively improve the efficiency of teaching [3].' Business English translation class should fully stimulate students' enthusiasm, initiative and participation in learning. First of all, we must pay attention to the design of teaching process and classroom content and scenarios. Teaching design should adhere to the teaching concept of student-centered and teacher-guided, do a good job in the selection of teaching content and the unity of teaching purposes, design teaching scenarios in the information technology environment, integrate teaching content and teacher-student classroom activities, and guide students to immerse in the design of learning situations and organizing students to conduct self-exploration, so as to 'realize the internalization of knowledge content and build their own knowledge system[7].' For example, when teachers teach students to master the content of the company profile, they design a scene of receiving customers to visit their own company or factory, and complete the tasks of receiving customers and introducing the company. By means of network and technology, setting specific

reception and introduction work scenarios students feel the real scene and integrate into the learning situation. Teachers guide students to try to compare different translation methods in the process of completing translation tasks, discover their characteristics and choose the most appropriate translation. For the question of what is the most appropriate translation, teachers can guide students to find and solve this problem. When students encounter difficulties, teachers need to point out the different ways of thinking between the East and the West when expressing in English. For example, Westerners mainly think in a straight line and use deductive reasoning, while Easterners think in a spiral way and use inductive reasoning more, which is also the reason why there are great differences in expression between Eastern and Western styles. Therefore, the result of the comparison is to choose a translation that is more in line with the thinking of English readers, and which one is more in line with requires students to explore and study by themselves.

5.3. Personalized learning and learning group formation

The constructivist theory is student-centered, requiring teachers to first understand the students' English knowledge base and the development differences between individuals in the teaching process, and then teach students in accordance with their aptitude [8]. The construction of learning platform allows teachers to provide multi-level and diversified teaching resources for students to choose from by using Internet teaching resources according to the teaching objectives, teaching content and difficulties in the classroom teaching of business English translation, so as to optimize the classroom teaching. These high-quality teaching resources can help students transition from passive listening to active learning, enabling personalized learning. The formation of study groups can give full play to the collective wisdom. Group members discuss, communicate and share various information through the learning platform. While reporting the results, group members can also present the results on the learning platform. For the problems encountered in learning, group members can put them forward to communicate with peers, or ask teachers to solve the problems and better complete their knowledge construction. The teachers of the Business English Translation are only an organizer, supervisor and guide in the process of group learning. Group cooperative learning can greatly enhance the enthusiasm of students to participate in the classroom and improve the quality of classroom teaching.

5.4. Building a Diversified Online Teaching Evaluation System

Evaluation is an important part of scaffolding teaching [9]. Teaching evaluation is to measure the teaching process and results according to the teaching objectives and give value judgments. Teaching evaluation generally mainly includes the evaluation of all aspects of teachers' teaching work and the evaluation of students' learning effects. Through effective teaching evaluation, teachers and students can understand their own teaching and learning situation, and adjust their teaching and learning behavior and teachers take corresponding teaching measures according to the feedback of teaching evaluation so as to achieve satisfactory teaching effects and goals. In addition to the school's routine teaching inspection, daily teaching information feedback and teaching evaluation, through the online teaching platform, the teachers of the Business English Translation course can see the students' online learning situation and learning situation analysis data, understand the students' knowledge and skills of Business English Translation, adjust and improve the teaching methods and contents in time, and feedback the online learning situation to the students personally, helping students reflect and improve the learning process in the process of learning Business English translation courses and solve the problems of individual differences.

Students can communicate with teachers online, and teachers can answer questions, provide help and evaluation timely. Group members can also evaluate each other online. A dynamic online teaching evaluation system for teachers and students, and students and students is formed, which stimulates students' enthusiasm for independent learning and finally establishes diversity Course evaluation system by combining with offline teaching evaluation and using the network platform to achieve interactive and procedural evaluation. Figure2 shows the evaluation system of Business English translation online courses:

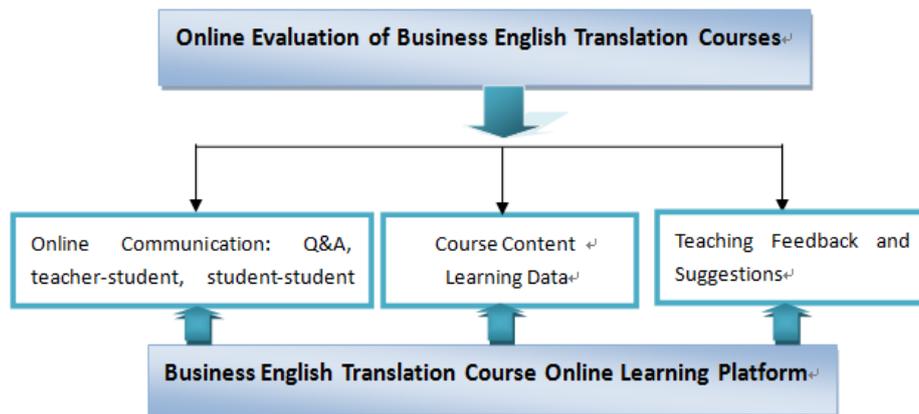


Figure 2: Online Course Evaluation System for Business English Translation Course

5.5. Teachers Should Actively Study and Participate in Training

The emergence of online teaching platform has promoted the reform of Business English translation teaching. According to the constructivist learning theory, Business English translation teachers build "scaffolding" through the online teaching platform, build a student learning-centered teaching model, guide and cultivate students' autonomous learning and independent exploration and problem-solving ability and improve the strategies for students' information literacy and autonomous learning [10]. The teaching quality of Business English translation course would be continuously improved by taking some online and offline measures such as group learning, diversified evaluation and strengthening of information technology skills training for teachers.

6. Conclusions

The emergence of online teaching platform has promoted the reform of Business English translation teaching. According to the constructivist learning theory, Business English translation teachers build "scaffolding" through the online teaching platform, construct a student learning-centered teaching model, guide and cultivate students' autonomous learning and the ability of independent exploration and problem-solving in order to improve their information literacy and the strategies for their autonomous learning [10]. The teaching quality of Business English translation course would be continuously improved by taking some online and offline measures such as group learning, diversified evaluation and strengthening of information technology skills training for teachers.

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