A Study on the Cultivation of English Translation Competence in Business English Majors

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Abstract: **Against the backdrop of economic globalisation, the market demand for business English translation talent continues to grow, making the cultivation of translation competence in Business English majors a core issue in enhancing the quality of talent development. Adopting a purely theoretical analytical approach, this study focuses on the cultivation of English translation competence among Business English majors. It systematically reviews research findings related to translation competence theory, business English translation, and pedagogy. Furthermore, it deeply analyses the core constitutive dimensions and key influencing factors of translation competence for these students. Ultimately, the study constructs a 'three-in-one' theoretical cultivation path comprising "optimisation of the teaching system, faculty development, and the cultivation of student autonomous learning capabilities". The research indicates that the translation competence of Business English majors is a composite capability encompassing linguistic foundations, business expertise, translation strategies, cross-cultural business communication, and tool application. Its cultivation is comprehensively influenced by the students' subjective factors and objective factors such as teaching and society. The findings of this study serve to enrich the theoretical system of business English translation pedagogy and provide theoretical guidance for teaching practices in this field.**

Keywords: **Business English major; English translation competence; competence cultivation; theoretical analysis; optimisation of the teaching system.**

1. INTRODUCTION

In the context of the deepening advancement of economic globalisation, the frequency and scale of international business activities continue to expand, rendering cross-linguistic communication a core prerequisite for the successful conduct of business cooperation. As a linguistic bridge connecting business entities from different nations, business English translation directly influences the efficacy of business negotiations, the fulfilment of trade contracts, and the operational efficiency of multinational enterprises. Distinguished from literary translation and other genres, business English translation possesses strong characteristics of professionalism, practicality, and purposefulness. It requires translators to not only possess a solid foundation in both English and Chinese languages but also to master extensive business professional knowledge and be familiar with the business cultural customs and relevant laws and regulations of different countries (Li, 2012).

The Business English major, as the core vehicle for cultivating interdisciplinary business translation talent, must ensure its quality of talent development aligns directly with market demand. However, current Business English majors generally exhibit numerous issues in translation practice, such as a lack of precision in translating business terminology, insufficient grasp of the stylistic register of business texts, and difficulties in appropriately managing translation discrepancies within cross-cultural business contexts. These issues directly result in a significant disparity between their translation competence

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and the market demand for business translation talent. Against this background, an in-depth exploration of the cultivation paths for the English translation competence of Business English majors holds significant practical implications and theoretical value.

The significance of this study is manifested in both theoretical and practical dimensions. Theoretically, based on existing translation theories, applied linguistics theories, and business English teaching theories, this study systematically reviews the core constituent elements of business English translation competence and deeply analyses the key factors influencing the formation of this competence. This serves to further enrich the theoretical system of business English translation pedagogy and provide theoretical references for subsequent research in related fields. Practically, aiming at the current status and issues regarding the cultivation of translation competence among Business English majors, this study proposes targeted theoretical cultivation strategies. These strategies can provide guidance for translation teaching practices in the Business English major, facilitate the improvement of teaching quality, and assist in cultivating more interdisciplinary business translation talents who meet market demands, thereby better serving China's foreign business exchanges and economic development.

This study employs a qualitative analysis method, centring on a purely theoretical discussion to conduct systematic research on the cultivation of English translation competence for Business English majors. The research first reviews the status of domestic and international research in related fields to clarify the achievements and deficiencies of existing studies. Secondly, it deeply dissects the core composition and influencing factors of business English translation competence to construct a theoretical framework for its cultivation. Finally, based on theoretical analysis, the study proposes optimised paths for cultivating the English translation competence of Business English majors and concludes with a summary and future outlook.

2. LITERATURE REVIEW

As the cornerstone of academic research, the literature review aims to systematically organise theoretical achievements, practical experiences, and research deficiencies related to the research theme, providing solid literature support and clear research positioning for subsequent theoretical analysis.

2.1 Theoretical Research on Translation Competence

Translation competence is one of the core concepts in the field of translation studies. Scholars both domestically and internationally have conducted extensive research on it, forming numerous representative theoretical perspectives. In international research, Mei and Liu (2023) systematically explored translation competence from the three dimensions of theory, research, and practice, positing that translation competence is a dynamic capability wherein translators integrate diverse knowledge and skills within complex translation situations. Subsequently, Adab and Schäffner (2000) conducted research revolving around the development of translation competence, providing important theoretical grounds for its cultivation and assessment. Furthermore, Neunzig (1998), based on Nord's functional translation theory, emphasised that translation competence involves not only linguistic and cultural knowledge but also the ability to grasp the purpose of translation. Neunzig argued that translators must flexibly adjust translation strategies according to the purpose and audience of the translation to ensure the function of the translated text is realised.

In domestic research, scholars have engaged in localised discussions on translation competence by combining foreign theories with China's translation teaching practices. Miao (2007) argued that translation competence is a comprehensive language application ability and the foundation for constructing translation teaching models. It is primarily composed of four parts: bilingual competence, translation knowledge, translation skills, and translation literacy, with bilingual competence being the foundation and translation literacy the core. Li (2012), addressing the specificity of business English translation, proposed that business translation competence should be built upon general translation competence, combining polysystem theory to construct a cultivation system that highlights the core status of business professional knowledge competence and cross-cultural business communication competence. Overall, while domestic and international scholars have produced rich results regarding translation competence, there remains room for further deepening the research specifically regarding the competence composition and cultivation for the specific group of Business English majors.

2.2 Research Related to Business English Translation

As a significant branch of translation for English for Specific Purposes (ESP), research on business English translation primarily concentrates on translation characteristics, principles, and strategies. Regarding translation characteristics, scholars generally agree that business English translation is characterised by professionalism, accuracy, rigour, and purposefulness. Zhang (2009) pointed out that business English texts cover various types such as contracts, correspondence, and reports; different text types possess different stylistic registers. Translation requires an accurate grasp of the text's professionalism and standardisation to ensure the consistency and accuracy of terminology translation. regarding translation principles, Yang (2015) proposed from a functional perspective that business English translation should follow specific principles and strategies, with "accuracy" being the core, requiring translators to accurately convey not only the literal meaning but also the business information and underlying implications of the source text.

In terms of translation strategies, scholars have proposed numerous targeted strategies based on different translation theories. For instance, based on the theory of functional equivalence, Xu (2013) proposed that business English translation should focus on equivalence in function between the target and source texts rather than formal consistency. Based on cross-cultural communication theory, Zhang (2018) emphasised the need to fully consider cultural differences between different countries in business English translation, adopting strategies of cultural adaptation or cultural compensation to avoid translation misunderstandings caused by cultural divergence. These studies provide important guidance for business English translation practice, yet existing research largely focuses on summarising strategies at the practical level, with insufficient theoretical support for the cultivation of students' translation competence.

2.3 Research on Business English Translation Teaching

Research on business English translation teaching by domestic and international scholars mainly revolves around three core dimensions: teaching models, teaching content, and teaching methods. In international research, some scholars have proposed business English translation teaching models based on Task-based Language Teaching (TBLT), emphasising the enhancement of students' translation competence through the completion of authentic business translation tasks (Walters, 2015). Additionally, scholars have focused on the application of information technology in business English translation teaching, proposing the use of tools such as translation software and corpora to construct intelligent translation teaching environments and improve teaching efficiency (Polguère, 2003).

In domestic research, scholars have offered numerous optimisation suggestions targeting the status quo of business English translation teaching in China. For example, Huang (2013) pointed out that current business English translation teaching suffers from issues such as a disconnect between teaching content and market demand, as well as monotonous teaching methods. Huang suggested optimising teaching content by increasing business practice translation materials and adopting diversified teaching methods such as case studies and project-based learning. Ouyang (2016), combining the development needs of cross-border e-commerce, emphasised the need to strengthen the cultivation of students' cross-cultural business communication competence by integrating cross-cultural business knowledge into teaching to enhance students' cross-cultural translation literacy. Overall, while existing research on business English translation teaching has achieved certain results, there is a lack of systematic theoretical construction regarding the cultivation of students' translation competence, making it difficult to fundamentally resolve core issues in teaching practice.

Through the review of translation competence theory, business English translation research, and teaching research, it is evident that while existing studies have provided a certain theoretical basis and practical reference, significant deficiencies remain. Specifically, there is a lack of systematic theoretical analysis regarding the cultivation of translation competence for Business English majors, and a complete theoretical framework covering competence composition, influencing factors, and cultivation paths has not yet been established. Based on this, Chapter 3 will focus on the core theoretical issues of cultivating English translation competence for Business English majors, deeply analysing its competence composition and influencing factors, and subsequently proposing targeted cultivation paths to address the gaps in existing research.

3. THEORETICAL ANALYSIS OF THE CULTIVATION OF ENGLISH TRANSLATION COMPETENCE FOR BUSINESS ENGLISH MAJORS

The literature review indicates that while existing research provides some reference, a systematic theoretical construction specific to Business English majors remains absent. Therefore, this chapter aims to utilise relevant theories to analyse the core composition and key influencing factors of this group's translation competence, subsequently deriving targeted cultivation paths to provide theoretical guidance for teaching practice.

3.1 The Core Composition of English Translation Competence for Business English Majors

Combining existing translation competence theories with the specificity of business English translation, the core composition of translation competence for Business English majors should transcend the framework of general translation competence. It should encompass five core dimensions: language foundation competence, business professional competence, translation strategy competence, cross-cultural business communication competence, and tool application competence. These five dimensions are interrelated and mutually supportive, constituting a complete business English translation competence system.

Language foundation competence acts as the prerequisite and basis, primarily including knowledge and application abilities regarding English and Chinese vocabulary, grammar, and syntax. Unlike general English translation, business English translation places a greater emphasis on professionalism and accuracy in language foundation, such as the precise mastery of business terminology and professional expressions, and the accurate grasp of business text stylistic registers (Li, 2012). Business professional competence is the core characteristic, referring to the student's mastery and application of knowledge in business-related fields, covering international trade, finance, commercial law, marketing, and more. In practice, translators can only accurately comprehend the business information inherent in the source text and avoid deviations caused by a lack of professional knowledge if they possess solid business professional competence (Yang, 2015).

Translation strategy competence is the key safeguard, referring to the ability of students to flexibly select and apply translation strategies based on task requirements, text types, and audience characteristics. For instance, literal translation strategies should be adopted for formal texts like business contracts to ensure accuracy and rigour, whereas free translation strategies may be employed for promotional texts like business advertisements to highlight the promotional effect (Neunzig, 1998). Cross-cultural business communication competence is a vital support, involving the ability to accurately grasp business cultural differences between nations and appropriately handle cultural conflicts during translation. In international business, differences in cultural customs, values, and modes of thinking directly affect translation outcomes; thus, this competence is critical for ensuring successful cross-cultural transmission (Zhang, 2018).

Tool application competence is a requirement of the era, referring to students' proficiency in using various translation auxiliary tools, including translation software, corpora, and business dictionaries. In the information age, Computer-Aided Translation (CAT) tools have become indispensable in business translation practice. Proficiency in these tools can effectively enhance translation efficiency and quality (Polguère, 2003).

3.2 Influencing Factors in the Cultivation of Translation Competence

The formation and development of English translation competence in Business English majors are influenced by a combination of factors. Theoretically, these can be divided into internal and external dimensions. Internal factors primarily involve the students' subjective conditions, while external factors involve objective conditions such as the teaching and social environments.

Internal factors are the core subjective determinants, primarily including learning motivation, learning attitude, and learning strategies. Learning motivation is the internal drive propelling students to engage in translation learning, divided into intrinsic and extrinsic motivation. Intrinsic motivation stems from students' interest in business English translation, while extrinsic motivation arises from future career development needs. Research indicates that students with strong learning motivation engage more actively in learning, yielding more significant results (Kiziltepe, 1997). Learning attitude is the comprehensive manifestation of students' cognition, emotion, and behavioural tendencies towards learning. A positive attitude encourages active accumulation of knowledge and participation in practice, whereas a negative attitude hinders competence improvement. Learning strategies refer to the methods and techniques adopted by students, such as formulating systematic study plans, conducting regular translation reviews, and actively engaging in autonomous learning (Yan, 2009).

External factors are significant objective determinants, including the teaching system, faculty strength, and the social environment. The teaching system is the core factor influencing teaching quality, covering objectives, content, methods, and assessment. A scientific teaching system provides clear direction and systematic support, whereas an unreasonable one leads to disjointed content and monotonous methods (Ouyang, 2016). Faculty strength is the key guarantee for teaching quality. Business English translation teaching requires teachers to possess not only solid bilingual and translation skills but

also rich business knowledge and teaching experience. Excellent faculty can provide professional guidance to solve students' learning problems (Huang, 2013). The social environment mainly refers to market demand and requirements for business translation talent. Market demand acts as an important external impetus, with capability requirements directly determining the objectives and direction of translation teaching (Xu, 2013).

3.3 Theoretical Paths for Cultivation

Based on the above theoretical analysis of competence composition and influencing factors, and combining relevant pedagogical and translation theories, this study proposes theoretical paths for cultivation from three dimensions: optimisation of the teaching system, faculty development, and the cultivation of student autonomous learning capabilities.

Optimisation of the teaching system is the core path, unfolding across teaching objectives, content, methods, and assessment. Regarding objectives, market demand should be the basis for defining the cultivation of interdisciplinary business translation talent, incorporating the five core competence dimensions into the objective system (Walters, 2015). Regarding content, a "three-in-one" system of "Language Foundation + Business Profession + Translation Practice" should be constructed. This includes business vocabulary and syntax, core knowledge of international trade and finance, and practice with authentic texts like contracts and reports (Zhang, 2009).

regarding teaching methods, diversified approaches should replace the traditional "lecture + practice" model. For example, Task-based Language Teaching (TBLT) can be used to design authentic tasks; the case study method can guide students to analyse translation problems; and project-based learning can organise students to complete comprehensive business translation projects in teams (Walters, 2015). regarding assessment, a diversified system should replace the single-exam model. Assessment subjects should include teachers, the students themselves, and peers. Content should cover all competence dimensions, and methods should combine formative and summative assessment to focus on the learning process (Yan, 2009).

Faculty development is the key guarantee, advanced through training, recruitment, and exchange. Teachers should regularly attend training courses to enhance their business knowledge and teaching abilities, and be encouraged to take temporary posts in enterprises to gain practical experience (Huang, 2013). Recruitment should focus on professionals with rich practical and teaching experience. Exchange involves cooperation with domestic and international universities and enterprises to broaden teachers' horizons.

The cultivation of student autonomous learning capabilities is an important supplement, focusing on motivation stimulation, strategy guidance, and habit formation. Teachers should stimulate intrinsic motivation by introducing industry prospects and success stories, and reinforce extrinsic motivation through goal setting (Kiziltepe, 1997). Strategy guidance involves teaching scientific methods like vocabulary accumulation and translation review (Yan, 2009). Habit formation involves guiding students to create study plans and engage in regular autonomous practice.

4. CONCLUSION

This study, centring on the cultivation of English translation competence for Business English majors, employed a purely theoretical analysis to systematically research the background, literature, theories, and conclusions. The core findings are as follows: First, the English translation competence of Business English majors is a composite capability comprising language foundation, business expertise, translation strategies, cross-cultural business communication, and tool application. Second, its cultivation is influenced by internal factors (motivation, attitude, strategies) and external factors (teaching system, faculty, social environment). Third, the theoretical paths for cultivation should focus on the optimisation of the teaching system as the core, faculty development as the guarantee, and student autonomous learning as the supplement.

As a purely theoretical analysis, this study has limitations. Firstly, the theoretical framework and paths have not been validated through empirical research, potentially leading to a disconnect with actual teaching situations. Secondly, the analysis of influencing factors and paths is not exhaustive. Future research could focus on: (1) conducting empirical research (surveys, experiments) to validate the framework; (2) exploring specific factors (e.g., cross-cultural competence) or paths (e.g., technology application) in depth; and (3) exploring new cultivation models based on AI and big data to meet evolving era demands.

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