

Business English Translation Education Innovation Practice Based on School Enterprise Cooperation Personnel Training Program

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Abstract. With the continuous expansion of economic globalization trend, our country for business translation talent gap is also growing, the education ministry firstly set up the first business English major at International Business and Economics University, from now on business English translation courses become an important part of English teaching. English course is an important professional course in Business English, people should be integrated into the translation practice and practice environment in the course of the curriculum, which mainly include advertising translation, letter translation, contract translation, professional translation, etc.. In order to realize the reasonable allocation of the course content, this paper proposes a multi-objective optimization allocation method, and the optimal solution can be as the standard, which can get a reasonable course configuration through the target optimization and continuous correction.

Introduction

Business English translation is an important business English major, the training of the professional talents need to consider the basic theory knowledge of business English and the knowledge and skills of business field, improving students' practical ability and professional quality [1,2]. In the past three years, the statistics found that the proportion of practical link in business English translation teaching curriculum is not high, therefore, it is necessary to set up the course of the reasonable improvement [3-5]. Combined with the training program of enterprise cooperation, the construction of English translation course is discussed and studied by using the translation training platform of enterprises investment and construction in school, which has important significance for the further expansion of school enterprise cooperation.

Business English Translation Teaching Practice Based on School Enterprise Cooperation Training Program

Business English translation major is a strong application of professional, so people should be fully considered the combination of business English and business training project in the course of the curriculum, and combined with the actual situation of the school, this paper explores the school productive training program.

Training project background. The core course of business English major is English translation, which is a practical and comprehensive course. The specific performance of students' learning characteristics and background is [6-8]:

(1) Translation is the most common task for business English majors, so students must master some translation skills and translation experience;

(2) The training of translation skills and the accumulation of the translation experience depend on the daily work, which is not enough to learn from the theory of the classroom. Therefore, the schools need to provide a practical training platform for students;

(3) There is capital investment and support from outside trading company;

(4) The globalization of economy makes business English translation have a great potential market, and the school competitiveness is often smaller than the translation business in small and medium cities;

(5) School teachers have the translation experience and language skills, and they have the ability to lead the students to complete the translation project of the company;

(6) Students' ability training should be combined with the market actual needs, which will be welcomed by the market and students.

Project implementation.

(1) The establishment of the comprehensive translation training room

The comprehensive translation training room is invested and constructed by outside trading company, in which hardware equipment includes 8 computer hosts, 2 switches, 1 teaching projectors, 1 translation desk and 80 chairs. All kinds of dictionaries have 4 sets, and software includes English translation software and operating system, providing the teaching and practice platform of a set of business English and application English for students.

(2) Translation practice training project

The project design and expansion is mainly for business English major sophomore students, which designs the independent business English translation program, and students carry out training in the comprehensive training room, training time is two weeks, hours is 60 hours, students will be tested after training. According to the true employment of graduates tracking and investigation, this paper selects several and related work to carry out the targeted translation practice and training, including advertising translation, letter translation, contract translation, professional translation, etc.. In the course of training, teachers carry out some of the targeted explanations for the translation skills and methods, and carries on the critique combined with the practice of students, supplying the lack of students' translation skills and methods.

(3) The establishment of business English translation studio

Through teachers and students for the enterprise to carry out the practice of translation, we create a school translation studio, to further improve the students' translation practice. The studio is open to the outside world, the students are guided by the teacher to complete the translation task, and they can undertake a large number of English translation tasks based on the trading company. Students can be divided into different groups according to the need, such as the company profile group, contract project group, business letters group, integrated translation group, etc., a higher translation level of students as head [9-11]. First, the teacher will give the translation of the enterprise to the students, the translation practices are early finished by the group members, and then to revise by the group leader and senior students, finally the teacher and industry consultants carry out check. Through the cooperation between enterprises and school, it can effectively reduce the students' capital investment, improving their professional ability, exercising the students' translation level and improving their future job responsibility and self-confidence.

Business English Translation Course Orientation and Teaching Objective Optimization

In the course of business English translation, we should take into account the specific translation practice and training, including advertising translation, letter translation, contract translation and professional translation as a teaching objective, they can be shown in (f_1, f_2, \dots, f_p^*) . However, in the course of setting up the course, the setting and distribution of these courses $f_i^* (i = 1, 2, \dots, p)$ cannot achieve the best, so we can find an optimal solution. To the optimal solution as the standard, the target value is modified by the target optimization principle, the constraint conditions are calculated, and finally the target is optimized, to achieve a rational allocation of course.

First of all, according to the p single objective problem of the advertising translation, letter translation, contract translation and professional translation, this paper solve the problem of the optimal solution, the expression is

$$\max f_i(X) = \sum_{j=1}^n c_{ij} x_j \quad . \quad (1)$$

In which, x_j represents each content of setting curriculum, and c_{ij} shows the ratio of setting course. Through the calculation, we can obtain the optimal solution $X^{i*} (i=1,2,...,p)$, and the corresponding curriculum setting target value is $f^{i*} (i=1,2,...,p)$. In the optimal goal, taking the value of the course content is z_{ki} , $z_{ki} = f_k(X^{i*}), k \neq i, k=1,2,...,p$, and then through the multi objective optimization, we can obtain

$$\begin{array}{ccccccc} X & f_1 & f_2 & \cdots & f_i & \cdots & f_p \\ X^{1*} & f_1^* & z_{21} & \cdots & z_{i1} & \cdots & z_{p1} \\ \vdots & \vdots & \vdots & \vdots & \vdots & \vdots & \vdots \\ X^{i*} & z_{i1} & z_{i2} & \cdots & f_i^* & \cdots & z_{pi} \\ \vdots & \vdots & \vdots & \vdots & \vdots & \vdots & \vdots \\ X^{p*} & z_{1p} & z_{2p} & \cdots & z_{ip} & \cdots & f_p^* \end{array} \quad (2)$$

Taking the minimum value of each column is the minimum value $f_{ip} (i=1,2,...,p)$ for i -th column, then we solve

$$\begin{cases} \min \lambda \\ \pi_i(f_i^* - f_i(X)) \leq \lambda, \quad i=1,2,...,p \\ X \in S \\ \lambda \geq 0 \end{cases} \quad (3)$$

Among then,

$$\pi_i = \frac{\alpha_i}{\sum_{i=1}^p \alpha_i} \quad (4)$$

$$\alpha_i = \begin{cases} \frac{f_i^* - f_i^p}{f_i^*} \left(\sum_{j=1}^n c_{ij}^2 \right)^{-1/2}, & f_i^* > 0 \\ \frac{f_i^p - f_i^*}{f_i^p} \left(\sum_{j=1}^n c_{ij}^2 \right)^{-1/2}, & f_i^* \leq 0 \end{cases} \quad (5)$$

When the content setting of the course is less than the Δf_j value of the j -th target, the corresponding constraint conditions will be changed as shown in formula (6).

$$S^* = \begin{cases} S \\ f_j(X) \geq f_j(X_0) - \Delta f_j, j=1,2,...,k \\ f_i(X) \geq f_i(X_0), i \neq j, i=1,2,...,p \end{cases} \quad (6)$$

In the further iteration, the target function $f_j (j=1,2,...,k)$ is reduced, and the weight coefficient can be taken as 0, namely π_i should be set to 0. By continuous iteration, the ratio of the best course project settings is obtained.

The Settings of English Translation Curriculum Based on School Enterprise Cooperation

Business English translation is a strong professional and practical course, but in the past three years, the school is not enough attention to the practice class, and the direction of the profession is not

obvious [11,12]. Table 1 statistics the proportion of business English translation practice course for the past three years.

Table 1. The proportion of business English translation practice course in recent three years

Time	Theory teaching class hours	Practice class hours	The percentage of total class hours
2013	200	10	5.00%
2014	220	12	5.45%
2015	230	12	5.22%

Table 1 shows the proportion of business English translation practice course in the past three years, it can be seen that the proportion of the practice course total class hours is not high. Through the previous training program, it can be seen that for training students' professional ability, practical links has an important influence on improving the translation level, therefore this paper needs to set up the course to do further improvement, the principle is shown in Figure 1.

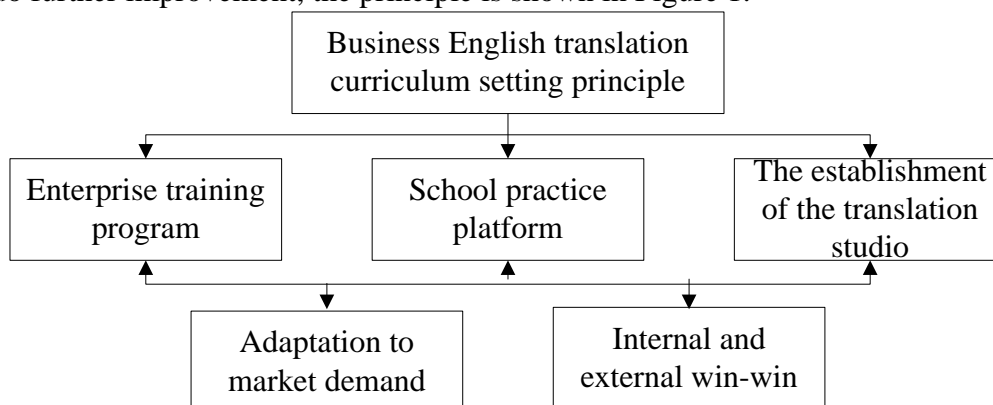


Fig. 2 The setting principle of business English translation course

Figure 2 shows the principles of setting up the business English curriculum based on the enterprise training program, the principle is to cultivate applied talents as the main principle. Through the enterprise in the school training program, it can improve the market adaptability of the school curriculum content; through the enterprise in the school to set up translation practice platform and the school's human resources investment, people establishes translation studio to achieve the school enterprise win-win. According to the multi-objective optimization model proposed by the second part of this paper, the contents of the curriculum practice are determined by the principles of business English translation course as shown in Table 2.

Table 2. The optimization distribution ratio of business English translation course

Translation course content	Account for the proportion of specialized courses	Account for total class hours
Advertisement translation	33%	12.1%
Letter translation	37%	18.2%
Contract translation	18%	9.3%
Professional document translation	12%	7.8%

Table 2 shows the several optimized allocation ratio of the final determining practical courses and business English courses, it can be seen that the proportion of the practice training link is obviously improved, the content of the translation courses have also been optimized allocation.

Summary

This paper explores the business English translation practical project of school enterprise cooperation development, which builds a social and enterprises practical platform for students

through the implementation of the project. Through the project practice, it proved that the implementation of the project can effectively improve students' translation ability and level, improving the employment confidence and job responsibility, which provides valuable experience in order to further expand the school enterprise cooperation project. Enterprises can spend less money and do more work, and the school can also be less investment, so students' practical ability and professional ability can be substantial improved, to achieve a win-win situation between enterprises and schools, this method can be promoted in other colleges and universities.

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