

# *Study on the Cultivation of Qualified BE Translators from the Perspective of Three-dimensional Transformation Theory*

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**Abstract**—Based on empirical research on the current education of “Business English” (BE) majors, this paper presents a study of BE translator cultivation scheme from the perspective of three-dimensional transformation theory. The study aims at improving the qualification of BE translators, elevating their career competence and innovating teaching methods. Several adjustments and optimized schemes are given for improving BE translator training system. The results of the paper prove that Three-dimensional Transformation Theory is also applicable in cultivating qualified BE translators and provide a new perspective for BE cultivation scheme and teaching reform.

**Keywords**—*Business English; Three-dimensional Transformation; Career Competence; Teaching Reform*

## I. INTRODUCTION

With China's entry into WTO and the establishment of FTA, China's international business and trade activities have been developing day by day, and the demand for BE translator talents in the employment market has changed quietly. The development and demand of the current situation require universities to cultivate applicable talents with brilliant English language skills and certain business expertise. “Business English” majors emerge as required. Business English is a kind of ESP with English as the language medium and business knowledge and skills as the background, namely, English for Specific Purposes (ESP)[1]. In 2007, the Ministry of Education officially approved the establishment of “Business English” major in Colleges and universities. Since then, more than 95% of colleges and universities have offered Business English major or related courses. The doctoral training of “Business English” also proves that the related teaching and research have been paid more and more attention by the academic circles. Business English Talents Training scheme is changing into multiple academic processes. The Research aims at improving the qualification of BE translators, increasing employment and career competence and, at the same time, providing a new perspective for research on BE talents cultivation and teaching reform.

## II. RESEARCH BACKGROUND

### A. MAP Model for Business English Translators

The research findings on the employment market show that graduates majoring in “Business English” are mainly oriented to foreign trade companies and foreign-related enterprises and institutions. Doctor Tian Xiaoxun -Visiting Professor of MBA Center of Beijing Normal University put forward MAP elements for BE translator’s cultivation, among which, M stands for Mental, which refers to intelligence factors including basic English listening, speaking, reading, writing, translation skills, business-related background knowledge, relevant laws and regulations, proficiency in office automation, and the ability to accept new concepts, etc. Attitude (A) refers to attitudes, including work initiative, career responsibility, etc. People skills (P) refer to communicative skills, including communication skills, coordination skills and flexible response to events. Through the research, it is found that the employers attach great importance to the comprehensive qualification of Business English translators, including communicative ability, initiative and responsibility, professional knowledge, learning ability, acceptance ability, honesty and teamwork spirit. These MAP elements are combined to form career competency of BE translators.

### B. Three-dimensional Transformation Theory

The study of BE translation in China is still in its infancy. Most studies are based on foreign translation theories, such as functional theory, Skopos theory, relevance theory and cross-cultural communication, etc [2]. The experts mainly focus on communicative failures, cultural differences, mistranslation and vocabulary selection, lacking in-depth research on the translator's adaptability to the environment. In 2004, Professor Hu Gengshen, a pragmatist at Tsinghua University, put forward a brand-new theory of translation in view of the current situation of translation, namely, three-dimensional Transformation Theory[3]. This theory combines the concepts of ecology with translation, and proposes that BE translators should regard the source language and target language as a whole. That is to say, the translator in the process of translation is indeed in the ecological environment, which is composed of language, communication, culture, society, author, readers and clients. In other words, the BE translator's activities of translation are essentially a process of constant adaptation and

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selection to the environment. The criterion for evaluating the quality of translation lies in the degree to which the translator integrates his adaptation and selection of two languages with three-dimensional transformation. According to three-dimensional transformation theory, in translating activities, translators convert constantly among three dimensions: language dimension, culture dimension and communication dimension to better adapt to the translation environment before giving the final version. The criteria for evaluating the final translation are the BE translator's adaptation to the translation environment and the target audience's acceptance of the final version. From the scheme below, we can see the process of three-dimension transformation made by the translator in the ecological environment of BE translation. Master the transformation abilities among three dimensions is a necessity for a qualified Business English translator.

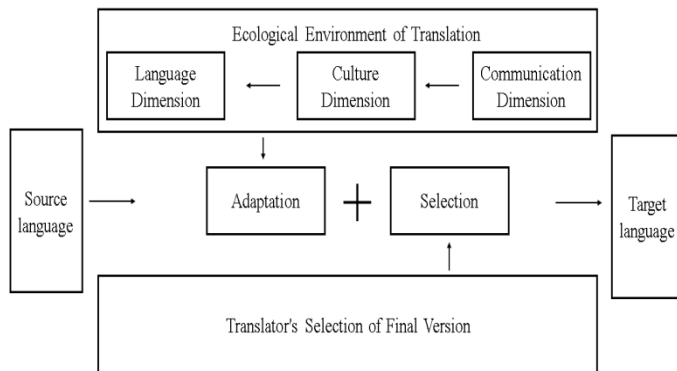


Fig. 1. Scheme of Three-dimensional Theory

### III. THE CURRENT STATUS AND DEVELOPING TENDENCY OF BUSINESS ENGLISH

Students engaged in Business English translation should not only have English language ability, but also have extensive knowledge of international business such as transnational business, e-commerce, information technology, office secretarial, and hotel catering, global brand and so on. Furthermore, what a qualified BE translator cannot ignore is to grasp necessary translation strategies. In recent years, foreign language teaching and research experts in China have paid more attention to the causes of difficulties for BE translation [4]. These studies analyzed and discussed the reasons why Business English translation were more and more difficult to adapt to the job market in the view of the aspects of the influence of Chinese traditional culture, the imbalance between the educational curriculum and the job market, the students' knowledge structure and practical ability, the lack of business background knowledge and market adaptability. To meet the new requirements and challenges of the employment market in the 21st century, a BE translator should have the following career competencies: wide knowledge, professional knowledge, solid foundation of both target & source languages and practical ability.

#### A. Construction of Business English Discipline

In 2012, the Ministry of Education listed Business English in the catalogue of undergraduate majors in Colleges and Universities. This means that Business English major is

formally formed. In the same year, Hunan University, Guangdong University of Foreign Languages and Trade and other famous universities have declared doctoral training programs for business English majors. With the rapid development and deepening of Business English teaching program, the prospect of Business English is immeasurable. The author believes that in order to achieve a substantial and stable development of Business English, a "dual-track" developing model should be adopted. The dual-track developing model of business English is to construct major and discipline simultaneously. Major and discipline have mutually reinforcing relations. Discipline is the cornerstone of major while major is the bridge of disciplinary talent training. Major Development should be based on the development of disciplines. Therefore, the first task is to construct business English discipline immediately. In other words, the healthy development of Business English majors should go hand in hand with the construction of business English disciplines in order to achieve sustainable development.

#### B. Assessment of Business English Talents

Through investigation, the author finds that there are two kinds of acknowledged "Business English" examinations in China. One of the most widely recognized is the BEC (Business English Certificate). The BEC test was introduced from Cambridge in 1993 by the Examination Center of the Ministry of Education of China. After more than 20 years of promotion and practice, it is highly authoritative and popular in China. It is a test that candidates and employers relatively trusted and favored. Candidates are not subject to any age restrictions on their professional qualifications. Examination committees at Cambridge University are responsible for examinations. Essentially, BEC is actually a foreign talent test for BE. The other is CNBEC test which is organized and certified by the Ministry of Commerce of China and was first launched in 2007. Compared with BEC, CNBECT conforms to China's national conditions and costs less. But like BEC, the test has no threshold requirements for candidates and the annual passing rate can reach 70% or even higher. Therefore, although it has been popularized so far, the effect is not good. From the above, we can see that, compared with TEM4 & 8 for traditional English Majors, tests for "Business English" majors have not formed nationwide scale yet. It is still difficult for employers to evaluate BE graduates from the perspective of certificates.

To sum up, in response to the orientation of social environment, different colleges and universities should make use of their internal and external resources to strengthen the teaching scheme of "Business English". Colleges and universities should also take various factors that may cause the imbalance between students' knowledge and practical demands into full account and adopt the measures to improve graduates' career competitiveness such as broadening students' knowledge scope and enhancing students' career competence.

### IV. STRATEGIES AND SIGNIFICANCE

#### A. Improvement of Cultivation Scheme

"Business English" is the integration of business knowledge and language competence in its practical application.

Whether the teachers' business background knowledge is rich or not will directly affect the quality of teaching. The author visits some universities in the province and finds that there are few BE teachers with international business learning or working background. Most of the teachers graduated from English language and literature, foreign linguistics or other related traditional English majors. The author believes that colleges and universities offering business English training should take full account of professional requirements and employ teachers with business training experience or related working background.

#### *1) Innovate Teaching Method*

BE teachers currently or in the future should enhance their personal qualities according to the professional requirement[5]. They should broaden business knowledge, seek career development and accumulate knowledge through multiple channels, and be familiar with different business process. Schools may make a good reserve for teaching, such as on-the-job training, school-enterprise cooperation, after-school study, etc. Teachers should optimize and innovate teaching methods in class, adopt double-track teaching method, case analysis method, role-playing method, group discussion method and so on. The close connection between knowledge teaching and business practice may be made by focusing on the selection of business case-rich textbooks or the production of case courseware so as to improve the effectiveness of class and student participation.

#### *2) Train "Double-qualified Teacher" Team*

"Business English" teachers should have excellent English language ability and rich business background knowledge at the same time. Only by realizing their own improvement and development can teachers keep pace with the times, conduct business case analysis in class and carry out practical teaching, etc. At present, many universities in China, such as Shanghai University of Finance and Economics, University of Foreign Trade and Guangdong University of Foreign Studies, have carried out prospective research on BE teaching[6]. By encouraging teachers to visit schools or attend summer teacher training, schools can vigorously train dual-competent teachers and form a dual-competent teaching team to provide strong backing for BE major and discipline development.

#### *3) Optimize Curriculum Design*

Through interviews with several applied universities in the province, the author finds that most BE majors are not exposed to BE basic courses in their freshmen, and the courses offered by them are similar to those offered by traditional English majors. In sophomore year, however, difficult courses such as business English translation are offered directly[7]. Due to the lack of professional terminology and background knowledge, students generally give the response of a poor acceptance. The author believes that some selective courses, such as business negotiation, foreign trade practice, international business law, can be opened in the lower grades. These courses have large amounts of information and low difficulty, which can pave the way for the senior courses. In addition, the teacher should take employment as the orientation, optimize the curriculum of practical training, carefully arrange theoretical and practical courses to improve students' professional accomplishment and practical ability at the same time.

#### *4) Assess Multiple Evaluation System*

Most of the examinations for BE majors are written ones[8]. Some students often manage to pass the final test by reciting textbook knowledge just several days before it. Applied schools may optimize and assessment form by combining written test with oral one and daily practice. A diversified assessment system can be formed in order to evaluate student's translation ability comprehensively.

#### *B. Cultivation Plan for BE Translators*

##### *1) Cultivate Language-dimension Transformation Skills*

Employers have always attached great importance to the language proficiency and language skills of English majors, and BE majors are no exception. Therefore, BE majors should attach importance to both target & source languages skills and obtain TEM4&8 certificates or other interpreting and translation certificates. In addition, BE majors can take selective examinations according to their employment intentions and interests. Examinations of professional qualification certificates in the business field such as customs declarers, inspectors, guidance certificates, etc. are also quite necessary for the transformation of language dimension. Only those who have rich language skills can handle the transformation of this dimension in the translation environment with ease.

##### *2) Conduct Culture-dimension Transformation Practice*

Business English translation covers many cultural fields such as international import and export trade, international finance, foreign secretarial management, foreign tour guides, etc. Talents are employed in a wide range of cultural fields, including foreign investment, banking, insurance, customs, translation, news, hotels, etc. In the daily teaching, the author found that students prefer to digest and consolidate business background knowledge through business case analysis. Therefore, BE translators can carry out business culture practice through school-enterprise cooperation and other ways to make the virtual case study real and achieve the purpose of rapidly expanding and consolidating different information of different cultures.

##### *3) Improve Communication-dimension Transformation Ability*

By investigating several large-scale talent exchanges during the employment season in the province, the author finds that 65% of English-related posts are in line with "Business English". Especially in foreign-funded and foreign-trade enterprises, there are more communicative demands for BE graduates, such as foreign secretary, customs declaration officer, foreign trade documentary officer, English interpretation and translation posts. BE translator should make reasonable choices of optional courses and avoid indulging themselves in school courses only. They should master different BE communicative skills, give focus on the elevation of transformation strategy of communication dimension, find their specialties and interests so as to improve their career competence and elevate employment success rate. Only by maximizing understanding of business and laying a good foundation for communicative skills and career competence can a BE translator fully adapt to the translation environment

and win the target audience's acceptance of his translation version.

## V. CONCLUSION

This study analyses and summarizes the current status and developing tendency of training model of "Business English". According to MAP competency model, this paper puts forward several adjustments and optimized strategies for BE cultivation scheme such as the construction of BE discipline, expanding the domestic BE professional examination, combining theory with practice of dual-track teaching reform, and building a double-qualified teacher teaching team, etc. Based on empirical research on the current situation of "Business English" majors, from the perspective of three-dimensional transformation theory, the study concludes that different colleges and universities should make use of their internal and external resources to improve teaching methods, elevate knowledge levels, optimize curriculum design and carry out practical teaching in accordance with social orientation and employment requirement. Practical teaching should be carried out with emphasis on training BE translator transformation ability and comprehensive skills so as to improve the translation level and career competence. The research aims at improving the qualification of BE translators, elevating career competence and innovating teaching methods. It proves that three-dimensional transformation theory can also serve as a guidance in cultivating qualified BE translators and opens up a

new perspective for BE talents cultivation scheme and future teaching reform.

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