

Reflection on the Teaching of Business English Interpretation Course in Applied Undergraduate Universities from Subjective and Objective Perspectives

Xiaoli Wu

Jiangxi University of Technology, Nanchang, Jiangxi, China

*Correspondence Author

Abstract: *This article reflects on the teaching of Business English Interpretation course in applied undergraduate universities from both subjective and objective perspectives. On the subjective level, the author focuses on teaching design, teaching methods, teaching content, and analyzes their impact on the effectiveness of the interpreting course; On the objective level, the author explores the problems and solutions related to textbooks, language learning environment, the equipment and students. Through in-depth reflection, the author aims to provide reference and inspiration for optimizing the teaching of Business English Interpretation course in applied undergraduate universities, and cultivating business English interpreting talents that meet market demand.*

Keywords: Business English Interpretation, Applied undergraduate universities, The subjective level, The objective level.

1. Introduction

The Business English Interpretation course, as an introductory course for senior students majoring in Business English in applied undergraduate universities, aims to enable students to understand the basic theories of interpretation and master various skills of business English interpretation, especially their skills in source language listening comprehension and target language output, and to cultivate the professional qualities necessary for business English interpreters.

With interpretation output as the guide, I adopt various methods as the emerging blended learning, flipped learning, and deep active learning in this course, by fully leveraging the dual subject interaction between teachers and students. The teacher-centered teaching approach is discarded. A batch of active thinking activities are designed to enable students to acquire knowledge and master learning methods to improve their practical skills and enhance cross-cultural problem-solving ability.

In addition, this course effectively incorporates ideological and political education. While setting knowledge goals for business topics, ability goals for interpreting, and emotional goals for team collaboration, the course learns from the textbook "*Understanding Contemporary China: Advanced Chinese-English Interpreting Course*", and aims to enhance students' patriotism, professional ethics, teamwork spirit, and empathy abilities that meet the needs of the new era based on their cognitive level.

This article will reflect on various aspects of the teaching of Business English Interpretation course from both subjective and objective perspectives, such as textbook factors, environmental factors, and student factors from a subjective perspective, as well as teaching design, teaching methods, teaching content, and teaching effectiveness from an objective perspective. This author summarizes the problems that arise during the teaching process and explores effective solutions in

practice, so as to provide reference for the construction of business English interpretation course in applied undergraduate universities.

2. Reflection on the Objective Perspective of Business English Interpretation Course

From an objective perspective, we need appropriate textbooks, agreeable language environment, and tacit cooperation among students or between teachers and students, so as to cultivate a group of versatile talents with language and interpreting skills.

2.1 Textbooks

The main textbook used in this course is the advanced business English series textbook "*Business Interpreting*", edited by Dong Shiwen. This textbook focuses on the training of interpreting skills in business situations. While training business English interpreting skills, it helps students further improve their listening and visual interpretation abilities, promoting the students' development of language foundation and interpreting skills. The first and second chapters of this book introduce the basic concepts and skills of interpretation. Chapters three to ten select specific topics in business situations, including business banquets, visitation and introduction, sightseeing tour, etiquette greetings, international trade, world economy, financial crisis, and foreign investment, which highlight the business nature of this book and are in line with the training direction of Business English Interpretation course.

2.1.1 Problems:

This textbook selects authentic materials, promotes learning through practice, and has a strong business atmosphere. However, for those beginners in interpreting, the explanation of interpreting skills in this book is relatively brief, making it difficult to solidify students' theoretical foundation of

interpreting skills. Besides, for students in applied undergraduate universities who have inadequate background knowledge in business, the training materials in this book are somewhat beyond their limit, which can dampen their learning motivation. What's more, the training materials mainly consist of audio and text, which can easily lead to fatigue in students over time.

2.1.2 Solutions:

The materials selected for this textbook cover various industries and fields involved in international business activities, emphasizing the training of language fundamentals and the balanced development of language skills. Therefore, I will keep this book as the main textbook. And I have adopted the following methods to address potential issues that may arise with this textbook:

Firstly, "*Interpretation Course*" (3rd edition) is regarded as an auxiliary textbook, a national level planning textbook for undergraduate education in the 12th Five Year Plan period. This book has designed a variety of interpreting preparation activities to warm students up for further practice. Besides, the book has comprehensively replaced skills training, interpreting practice, and accumulated materials. The themes fully reflect the development and changes of society, market demand, and talent cultivation needs. In addition, I also referred to the textbooks "*Understanding Contemporary China: Advanced Chinese-English Interpretation Course*" and "*CATTI Level 3 Interpretation Practice*" to integrate ideological and political education and assessment into teaching. By learning from each other's strengths and weaknesses in different textbooks, a comprehensive teaching system can be constructed.

Secondly, the selection of teaching resources is not limited to textbooks, but rather to various English audios and videos available online, such as BBC Ideas, VOA News, and so on. Introducing real-life interpreting activity videos in the classroom not only allows students to have a more intuitive understanding of interpreting activities, but also stimulates their desire to become excellent interpreters. In order to stimulate students' learning initiative, I roll out assignments before class and ask them to simulate interpreting activities on their own and to have a presentation in class, and in return I often provide positive feedback. One of the advantages of using such resources for teaching is that it allows students to keep up with current events, which is also a necessary quality for interpreters.

2.2 Language Learning Environment

In Business English Interpretation course, the language learning environment and the equipment directly affect students' improvement of interpretation skills and learning outcomes. Firstly, as for the language learning environment, students need to be exposed to various real-life business scenarios and situations, including business meetings, negotiations, speeches, etc. Therefore, teachers should provide students with a realistic language learning environment as much as possible.

2.2.1 Problems:

Firstly, it can be difficult to provide students with practical language practice opportunities in actual business scenarios for classroom teaching. Secondly, the listening in interpreting includes accents from around the world, including non-native English speakers, which poses a challenge to students' listening ability. And there are differences in the overall English proficiency of students, especially in listening and speaking, which may affect the overall teaching progress. Thirdly, even after mastering language and interpreting skills, students often lack practical opportunities to apply theoretical knowledge to actual business interpreting scenarios.

2.2.2 Solutions:

In response to the language environment issues mentioned above, I have explored the following solutions during the teaching process. One is to create simulated business scenarios: by playing business recordings or videos, simulating real business meetings and negotiations, etc., teachers may enable students to practice interpreting in simulated business environments through role-playing and case analysis. The second is to adopt hierarchical teaching materials according to students' English proficiency: some business documents, contracts, reports and other materials are used for interpretation practice, and teachers should make every effort to ensure that each student can receive the material suitable for their own level. The third is to adopt diverse listening materials: students are expected to adapt to various accents and language environments by using listening materials that include different accents and dialects. The fourth is to strengthen cross-cultural communication: by organizing alternative interpreting English corner activities and inviting foreign teachers to participate in joint teaching, students can come into contact with people from different cultural backgrounds, listen to different perspectives and opinions in practical communication, and enhance their cross-cultural communication skills.

2.3 The Equipment

In the process of interpreting, students need to use various devices for real-time recording and translation, such as headphones and microphones, so the device environment is also an important factor in Business English Interpreting course.

2.3.1 Problems:

In terms of device environment, the training equipment is not updated in time, and there is a lack of high-quality recording equipment and simultaneous interpreting equipment in most applied undergraduate universities, which fails to meet the needs of contemporary interpretation teaching. Besides, teachers lacking training on the use of relevant equipment and insufficient technical support make it difficult to fully utilize teaching resources to achieve maximum teaching effectiveness. Another issue is the lack of digital teaching resources. Audio and video resources, as well as interpreting software, are important components of modern interpreting teaching. The lack of corresponding resources may dampen the effectiveness of teaching.

2.3.2 Solutions:

First and foremost, schools are expected to regularly maintain and update teaching equipment, and provide students with high-quality headphones, computers, and other devices so that there are more teaching tools available for teachers. Secondly, teachers should be organized to participate in relevant technical training to improve their ability in operating high-end interpreting equipment. Last but not least, teachers should flexibly arrange teaching activities based on the actual situation of the equipment to achieve maximum equipment efficiency.

2.4 Students

Students' capabilities and classroom performance are important factors in achieving teaching effectiveness. The Business English Interpretation course is designed for senior students majoring in Business English. After two years of study in universities, their English listening, speaking, reading, and writing skills have been enhanced. And through the study of Business English Translation course, students have gained an understanding of translation activities, and their translation abilities have also significantly improved. Besides, as the teacher and students gradually become familiar with each other, the atmosphere in class became more harmonious. The above factors contribute to the teaching effectiveness.

2.4.1 Problems:

Firstly, most students have never been exposed to interpreting or have no basic understanding of interpreting activities. They lack knowledge of the skills required for interpreting activities, such as short-term memory, shadowing, retelling, or summarizing. Moreover, some students have a fear of difficulties and tend to resist challenging tasks, which may lead to students lacking learning motivation. And students without necessary business knowledge may find it difficult to keep up with the course.

2.4.2 Solutions:

To address the above issues, teachers should adopt a blended teaching mode of online and offline, combined with the specialized training on interpreting skills in the extracurricular textbook "*Interpretation Course*" (3rd edition), as well as various multimedia materials to strengthen students' interpreting skills. In this way, not only students' listening, speaking, and logical thinking abilities will be improved, but also the class is full of vigor. Besides, teachers should conduct a basic business knowledge test before the start of the course, and provide preparatory courses or recommended reading materials on online learning platforms based on the test results, so as to help students supplement their business background knowledge. In addition, students are encouraged to participate in business practice activities after class, such as corporate internships, business meetings, etc.

3. Reflection on the Subjective Perspective of Business English Interpretation Course

When reflecting on the subjective perspective of Business English Interpretation course, we can explore and analyze from four aspects: teaching design, teaching methods, teaching content, and teaching effectiveness, with the aim of improving teaching effectiveness and enhancing students' learning outcomes.

3.1 Teaching Design

The Business English Interpretation course covers a wide range of topics, including business banquets, etiquette speeches, sightseeing tours, etc. Students need to have certain language and interpreting skills and professional knowledge to better complete tasks of the kind. Therefore, teachers have to develop appropriate teaching designs based on students' actual situations, ensuring that students can keep up with the course progress and actively participate in classroom activities. Taking the teaching design of Unit 5 Sightseeing Tours as an example for reflection:

Table 1: Teaching Design for Unit 5 Sightseeing Tours

| Preparation before class | | |
|---|--|---|
| <p>Material preparation: Teacher selects practical cases related to sightseeing tours, especially those that embody Chinese culture and socialist core values, such as cases introducing the world heritages and intangible cultural heritages in China.</p> <p>1) For preview of this unit, teacher prepares a document about world-renowned scenic spots, which includes pictures of the scenic spots and corresponding English introductions. With a focus on China's world cultural heritage - the Great Wall, they are prepared to familiarize students with the scenic spots of worldwide reputation.</p> <p>2) For preview of this unit, teacher also prepares an English documentary about the Great Wall, which comprehensively introduces the historical status and significance of the Great Wall.</p> <p>3) For the in-class session, teacher prepares a short article and TED talk video about the Great Wall, which not only serve as materials for students to practice interpreting and think about ideological and political issues, but also enhance their national pride and confidence.</p> <p>4) For the in-class session, a slides on translation skills for bilingual tour guides is also prepared. The introduction paragraphs of scenic spots in the textbook are used as practice material for students to conduct role-playing.</p> <p>5) Last but not least, a short video about the story of Meng Jiangnu's Crying at the Great Wall produced by CGTN, and another one on "what does marriage mean to Chinese people?" are prepared to introduce cultural topics of outlook on love and marriage, allowing students to discuss after class.</p> <p>Preview guidance: Teacher assigns preview tasks related to tourist attractions, such as watching video clips, reading articles, etc., requiring students to understand the main tourist attractions in China and their cultural backgrounds, while also thinking about how to convey the unique charm of Chinese culture in interpretation.</p> <p>1) Students are required to read the document <i>28 Top Rated Tourist Attractions in the World</i> and choose one of the attractions they have visited (if not, choose other attractions they have visited) and prepare a 3-minute English introduction for class presentation.</p> <p>2) Students are expected to watch the English documentary about the Great Wall and review the history of its construction, and reflect on its historical significance in national defense, diplomatic, foreign trade, environmental protection and culture.</p> | | |
| Teaching procedures and activities during class | | |
| Teaching procedures | Teaching activities | The integration of ideological and political education |
| <p>Warming-up (15 minutes): Students are guided to pay attention to the</p> | <p>1) Teacher encourages students to showcase the tourist attractions they have visited, share the highlights of the</p> | <p>1) Teacher guides students to appreciate the beautiful mountains and rivers of our country</p> |

| | | |
|--|--|---|
| historical and cultural significance behind tourist attractions after watching pictures and videos of them, which may stimulate their interest in learning. | attractions and their own travel experiences in English. 2) The teacher displays the pictures of scenic spots in the preview document, and checks students' preview outcomes by asking them to briefly introduce the scenic spots in the pictures, which introduces the topic of tour guide interpretation and the Great Wall. | through their sharing of scenic spots. 2) By sharing world-renowned scenic spots, the Great Wall, a world cultural heritage site, is introduced to enhance students' sense of national pride and self-esteem. |
| Knowledge acquisition (25 minutes): While explaining interpreting skills, teacher intersperses with introductions to Chinese history, culture, social development, and other related topics. It aims to enable students to increase their understanding and identification with Chinese culture while learning language skills. | 1) Teacher plays a TED talk video about the Great Wall to awaken students' memories of the Great Wall in the preview documentary. After the four-minute video is played, teacher guides students to do a gist interpreting to summarize the main idea of the speech and briefly narrate the history of the Great Wall. 2) Teacher has several students visually interpret the document <i>'The Great Wall of China'</i> , and students are required to independently complete the objective questions following the text in the document. Then students work in pairs to discuss the subjective questions and share their opinions after the discussion. This will inspire students' respect for history, pride in national symbols, and attention to ancient architecture. 3) The above activities thus lead to the topic of tour guide interpretation. Teacher introduces the characteristics and techniques of tour guide translation, helping students broaden their interpreting horizons, comprehensively master interpreting skills, and cultivate professional ethics. | Teacher assigns language output tasks that incorporate ideological and political elements to encourage students to reflect on the changes of imperial dynasties and the survival of nations, stimulate their patriotism, and encourage them to pay attention to the protection of ancient architecture. |
| Role-playing (30 minutes): Student are required to simulate such scenarios as tour guide interpretation and foreign guests welcoming, allowing them to apply interpretation skills in practice and integrate Chinese cultural elements, such as festival customs, traditional etiquette, etc., into the practice. | 1) After introducing the tour guide interpretation, teacher divides the students into groups of four (one as a tour guide, one as an interpreter, and two as tourists). Teacher plays the audio of the paragraph interpretation section in Unit 5 of the textbook for once. The tour guide is required to retell the main idea of the audio (Memory training), and the interpreter translates the tour guide's retelling (Interpreting). Tourists ask questions about the history and culture, festival and customs, of the scenic spot based on what they hear (QA), and the interpreter translates the questions to the tour guide. The tour guide answers and the interpreter then translates them to the tourists, thereby enhancing students' various interpreting skills and cross-cultural communication abilities. | By simulating real touring occasions, students have an experience of introducing the history, culture, and ecological environment of well-known tourist attractions in China, which inevitably arouses patriotism and cultural confidence. |
| Discussion of ideological and political education (10 minutes): Teacher organizes students to discuss how to convey Chinese culture in interpreting and how to handle cultural differences or cultural shock. | 1) After the role-play, students are asked to review in groups. They think about the problems that arise in this part and effective solutions. After the discussion, group representatives are invited to communicate their sparkling ideas. | Interpretation, as a highly practical course, allows students to learn by doing and experience the spirit of craftsmanship and the arduous mission of spreading Chinese culture. |
| After-class arrangements | | |
| Homework design: Students are required to write an interpretation of a tourist attraction in China, which should not only be accurate and error-free, but also be capable of reflecting the cultural connotation of the attraction. For example, students are expected to write a guide draft of the story of Meng Jiangnu crying over the Great Wall, and watch the video "What does marriage mean to Chinese people", and reflect on the major changes of Chinese people's views on love and marriage over the long history and the political, economic and cultural factors behind them. Extracurricular activities: Teacher organizes students to visit museums, cultural sites, etc., allowing students to experience the history and cultural heritage of tourist attractions in practice and enhance their cultural confidence. For example, teacher leads students to visit the Bayi Memorial in Nanchang, Jiangxi Province and has several students take turns as English tour guides to explain the stories of revolutionary martyrs. Evaluation and feedback: Teacher evaluate students' classroom performance and after-class activities and promptly provide feedback, and encourage them to continue to deepen the practice of interpreting as well as ideological and political education in their future learning and work. | | |

There are three innovative points in the teaching design: 1) Integration of ideological and political education: Teacher successfully integrates ideological and political elements into the teaching of tour guide interpretation. By selecting representative cultural heritages as teaching cases, teacher improves students' interpretation skills while strengthening their cultural confidence and national identity. 2) Interactive learning: Teacher adopts interactive teaching methods such as role-playing, which improves students' participation and practical skills, and enables them to learn in simulating scenarios. 3) Multicultural perspective: Teacher introduces an international perspective, explores the characteristics and challenges of tour guide interpretation under different cultural backgrounds, and cultivates students' cross-cultural communication skills.

In response to the shortcomings in the teaching design, the following three suggestions are proposed: 1) Keep up with the

times: It is suggested to incorporate more current hot issues such as ecotourism and sustainable tourism into the teaching design, so that the teaching content is more in line with the needs of the times. 2) Enrich case library: It is recommended to collect more real cases of different types of tourism scenes at home and abroad, so that students can be exposed to a wider range of language and cultural environments. 3) Refine evaluation criteria: The current teaching evaluation system is relatively vague. It is recommended to develop more detailed and specific evaluation criteria to measure students' progress in interpretation skills and ideological and political literacy.

3.2 Teaching Methods

This course combines multiple English teaching methods to achieve maximum teaching effectiveness. However, there are still problems in the application of teaching methods in the actual teaching practice. I will reflect on the teaching methods

used in the teaching process.

3.2.1 Task-based Language Teaching (TBLT)

1) Overview:

Task-based language teaching is an approach that aims to facilitate the acquisition of a second or foreign language (L2) by engaging learners in the performance of tasks. This is a language teaching method that emerged in the 1980s, emphasizing "learning by doing". The task-based teaching method requires students to complete meaningful tasks in the target language, which are similar to the activities that learners need to engage in in real life. This teaching method is mainly applied in the practical teaching of interpreting skills. In group activities, each person has their own tasks to complete. In the process of completing interpreting tasks, students can combine language knowledge with language skills, which helps to cultivate comprehensive language application abilities.

2) Problems:

Firstly, the success of task-based teaching method largely depends on the design of tasks. If the task design lacks authenticity or does not match the business scenario, it will be difficult to stimulate students' learning interest and practical application ability. Improper difficulty setting of tasks, either too simple or too complex, can lead to students losing interest in learning or feeling frustrated. Secondly, it is difficult to implement task-based teaching methods in classes with a large number of students. On the one hand, individual students in large classes may not receive sufficient attention and guidance, making it easy for them to lose direction in tasks. On the other hand, it is difficult for teachers to effectively supervise the completion of tasks by each student, which affects teaching evaluation.

3) Solutions:

Firstly, teachers should strengthen theoretical training and practical guidance on task-based teaching methods and actively participate in professional development activities. It's also recommended to enhance communication and cooperation among teachers, share successful cases and experiences, and jointly improve teaching effectiveness. Secondly, teachers design tasks based on students' actual levels and needs, ensuring that the tasks are appropriate, authentic, interactive, cooperative, and diverse. The task should be closely integrated with real business scenarios, so that students can feel the practicality and urgency of learning while completing the task. Teachers also should encourage students to participate in the task design process and increase their sense of involvement. Finally, teachers should extend the task beyond the classroom, allowing students to apply what they have learned in practical environments. Students' interest in self-directed and research-based learning can be aroused through practical case analysis and project assignments. It's highly recommended to establish a school enterprise cooperation mechanism to provide students with internship and practical opportunities, so as to enable them to further enhance their interpreting skills in a real business environment.

3.2.2 Communicative Language Teaching (CLT)

1) Overview:

The theory of Communicative Language Teaching (CLT) mainly derives from sociolinguistics, psycholinguistics and Chomsky's transformational generative approach. The core of language teaching is to teach students how to use language and achieve communicative purposes through language, rather than making teaching students a set of rule of grammar and fragmented word usage the ultimate goal of language teaching. Hymes considered this term to refer to what a learner needs to know so that they can successfully use a language in a given language group (Hymes, 1972). The use of communicative language teaching method in English teaching is the trend, and multimedia assisted teaching such as smart screens and voice classrooms in schools have also opened up new prospects for communicative language teaching.

2) Problems:

Firstly, in Business English Interpretation courses, the ideal language learning environment should simulate real business scenarios. However, the classroom often lacks authentic context, resulting in slow improvement of students' oral expression and listening comprehension. Moreover, students may not be able to effectively apply what they have learned to actual business communication, which reduces learning efficiency and practicality. Secondly, communicative language teaching emphasizes the importance of cultural background, but in Business English Interpretation courses, students may lack a deep understanding of the target language culture, which affects their ability to correctly understand and apply business terminology. Lack of cultural adaptability may lead students to encounter obstacles in cross-cultural communication, such as not understanding each other's nonverbal signals. Finally, traditional language learning evaluation methods may not be applicable to Business English Interpretation courses based on communicative language teaching methods, as the latter focus more on assessing practical communication skills rather than simply grammar and vocabulary tests. The lack of effective evaluation mechanisms can lead to difficulties in timely detection and resolution of students' progress and problems, affecting teaching quality and student satisfaction.

3) Solutions:

Firstly, teacher could utilize modern technological means such as virtual reality (VR) or online platforms to create simulated business communication environments, allowing students to practice interpreting skills in realistic business contexts. Through case studies and role-playing, students are encouraged to participate in simulated business negotiations, conferences, and speeches to enhance the practical applicability of their learning. Secondly, incorporating a cultural research module of the target language country into the curriculum can help students better understand cultural differences and communication habits in the business environment. And it's also recommended to organize cultural exchange activities by inviting foreign teachers and students

or business experts to enhance students' understanding and respect for different cultures. Finally, teachers are expected to combine formative assessment and summative assessment and adopt a diversified evaluation method to measure students' communicative competence, such as oral presentations, speeches, and tests. And teachers could also establish peer evaluation and self-evaluation mechanisms by encouraging students to learn from each other and reflect on themselves. Besides, it's essential to introduce professional evaluation standards for interpreting, such as delivery, accuracy, fluency, and the use of professional terminology, to ensure objectivity and impartiality of the evaluation.

3.2.3 Community Language Learning (CLL)

1) Overview:

Community Language Learning, also known as Counseling Learning, originated in the early 1960s and was founded by Charles Curran. One of its prominent features is student-centered, teaching obeying learning. Another prominent feature is relying on students' mother tongue, gradually transitioning from their mother tongue to a foreign language. This method attempts to establish a strong personal connection between teachers and students, so that there are no learning barriers. This teaching method is used to generate empathy with students in the classroom and establish mutual trust relationships, thus achieving better teaching results.

2) Problems:

Firstly, community language learning relies on online platforms and social media tools. Both teachers and students may face challenges in using information technology and may not be familiar with how to effectively utilize these tools for teaching or learning. The limitations of technology may result in inconvenient access and sharing of learning resources, which limits the diversity and interactivity of teaching methods. Secondly, CLL emphasizes students' initiative and involvement, while in practice, there may be situations where some students actively participate while others remain silent. Student's participation is influenced by individual personality, study habits, and technical proficiency, resulting in uneven learning outcomes. Finally, in an open community environment, the content generated by students is diverse and

poor in quality. Incorrect information or inappropriate content may spread in the community and mislead students. Teachers need to invest a significant amount of time in monitoring and managing community content to ensure that it meets teaching objectives and standards.

3) Solutions:

The first solution is to provide necessary information technology training for teachers and students to improve their proficiency and efficiency in using online tools, and to develop an easy-to-use online resource library and sharing system to promote the spread and utilization of teaching resources. The second one is to design attractive community activities and discussion topics to stimulate students' interest in learning and enthusiasm for participation. It's advised to adopt personalized learning paths and task settings to meet the individual preferences of students, and to recognize actively participating students through reward mechanisms and positive feedback, while providing additional support for less active students. Finally, teacher could utilize advanced content management systems to automatically filter and tag inappropriate content, reducing the pressure of human supervision. And it's critical to develop students' critical thinking skills, and enable them to identify and resist erroneous or low-quality information.

3.3 Teaching Content

3.3.1 Overview:

This course centers around the textbook "*Business Interpreting*" and supplements the exercises on ideological and political education and examination assessment in the "*Understanding Contemporary China: Advanced Chinese-English Interpretation Course*" and "*CATTI Level 3 Interpretation Practice*" textbooks, as well as educational multimedia materials available online. The course content not only covers basic interpreting skills such as listening comprehension training, note taking, and memory training, but also emphasizes the accumulation of business knowledge, such as international trade, marketing, and financial terminology. The following is an overview of the teaching content of first five lessons:

Table 2: Reflection on the Teaching Content of the First Five Lessons

| Lessons | Teaching content | Reflection and improvement measures |
|--|---|---|
| Lesson 1 Overview of Interpretation | This lesson is the first of the interpreting course, aiming to provide students with a comprehensive understanding of interpreting, familiarize them with the definition, history, characteristics, types, standards of interpreting, as well as the quality of interpreters and the training mode of interpreting. Ideological and political education: Play the simultaneous interpreting audio of the work report of the 20th National Congress of the Communist Party of China, so that students can understand the working mode of simultaneous interpreting, and learn the discourse system of the government report. | As the saying goes, 'A good start is half the battle', making the first lesson particularly important. Students have no concept of interpreting for the first time. At this point, it is crucial to systematically popularize the basic knowledge of interpreting and enable students to have a comprehensive understanding of it. The teacher covers all aspects of interpreting very well, but due to class time limitations, each aspect can only be shallowly touched, and there is no smooth connection among various aspects. This lesson is lack of interaction between teachers and students or among students, which can easily cause auditory fatigue in students. Improvement measures: Teacher uploads the related multimedia materials to the online learning platform of Chaoxing in advance, and students are required to preview the teaching materials to prepare for class discussion and presentation. |
| Lesson 2 Memory Expansion | This lesson is designed to provide students with a preliminary understanding of interpreting skills, familiarize them with the classification of memory (long-term memory, short-term memory, instantaneous memory) and memory techniques (logical memory and visual memory), as well as the memory training mode of interpreters. Ideological and political education: Teacher introduces the | Memory is a relatively abstract concept, so it will be easier for students to grasp how to expand their memory if teacher can visualize and present what he says. There are various graphs in teacher's slides to help students understand the mechanism of memory operation, but overall it was still somewhat insufficient. Improvement measures: As for skill learning, practice makes perfect. The last thing we need are words of wisdom from an armchair critic, especially |

translation of some key concepts and values in President Xi Jinping's thought, such as the Chinese Dream and the core values of socialism. Students are required to think about how these ideas can be combined with interpreting activities and personal growth, and to cultivate their sense of social responsibility and mission.

The lesson is designed to provide students with a deeper understanding of interpreting skills by familiarizing them with the format (vertical distribution and horizontal segmentation) and language (abbreviations, letters and images, mathematical symbols, and punctuation) of interpreting notes, and leading them to experience the training mode of consecutive interpreting.

Lesson 3 Note-taking

Ideological and political education: With the aid of "Understanding Contemporary China: Advanced Chinese-English Interpretation Course", teacher guides students to learn the interpretation of essential terms such as the two centenary goals and the Five-sphere Integrated Plan. Against the backdrop of socialism with Chinese characteristics entering a new era, it's important to guide students to master the essence of core terms and understand the significance of building a socialist modernized country.

The lesson is designed to familiarize students with the conversion rules (Dots 3 and Bars 4) of number interpreting, train them in number listening and recording, and consolidate their interpreting skills.

Lesson 4: Number interpreting

Ideological and political education: Teacher makes the most of the parts of the government work report that involve a lot of numbers for interpretation practice. By doing so, students' interpreting skills will be further enhanced and they will have a deeper understanding of the national situation.

This lesson starts with the training of interpreting skills such as listening, memory expansion, attention allocation, and gist interpreting. Then teacher introduces relevant vocabulary, supplements cultural background knowledge, explains the etiquette of both Chinese and Western business banquets, and organizes students to play the roles of guests and interpreters with the help of exercises on the textbook.

Lesson 5 Business Banquet

Ideological and political education: Combining with the "Understanding Contemporary China: Advanced Chinese-English Interpretation Course", teacher introduces the essence and English translation of terms related to the overall task of adhering to and developing socialism with Chinese characteristics. When doing sight interpretation, students are required to analyze paragraphs in context, and explain the meaning conveyed in the source language in authentic English. By so doing, students may strengthen their learning of national conditions while practicing sight interpretation.

in interpreting activities that require abundant practice to solidify interpreting skills. Teacher should be student-oriented here and let them feel the operation of memory during practice by organizing group activities on memory expansion.

The key to teaching this lesson is how to introduce interpreting notes in a systematic way and to help students grasp the method to practice note-taking. Teacher uses multimedia resources and slides to introduce the formats and language of interpreting notes, which can visually convey difficult points. However, excessive input of knowledge points without note-taking practice can cause memory fatigue in students, which is not conducive to students' absorbing new knowledge.

Improvement measures: Teacher should guide students to summarize and generalize the note-taking language on their own, and then showcase their learning outcomes in groups.

In addition, the integration of ideological and political elements needs to be closely aligned with the main teaching content, which should complement each other. That is, teacher should integrate ideological and political elements smoothly into the teaching process.

The importance of number interpreting in business interpretation activities that often involve financial reports can never be underestimated. The different ways of expressing numbers in Chinese and English pose difficulties in number training, and students' listening levels can be easily overlooked in this part.

Improvement measures: Teacher should make number listening and recording exercises a part of students' daily homework, and carry out 5-10 minutes' specialized training in number interpreting during each lecture.

The major difference between Business English Interpretation course and English Interpretation course lies in the learning and practice of business knowledge and communication skills. Therefore, teacher supplements cultural background knowledge based on business themes. However, if teacher is short of classroom time management, it may result in a lack of emphasis on key and difficult points.

Improvement measures: Teachers are advised to make full use of the online platform Chaoxing to assist the teaching. They could upload bilingual documents or multimedia resources related to the cultural background knowledge of business banquets to the online platform in advance, sparing students more time to practice interpreting in class. They could also assign group interpreting tasks for students to practice consecutive interpreting with their partners, which will surely enhance their understanding of business knowledge and delivery in interpreting.

3.4 Teaching Effectiveness

Teaching and learning complement each other. The reflection on teaching effectiveness refers to the process in which teachers evaluate the results they have achieved in the teaching process. This process helps teachers identify and fill in gaps, improve teaching quality and promote their professional development. After teaching the Business English Interpretation course for one year, the author reflected on the teaching effectiveness and evaluated whether the teaching goals were achieved through final assessment and survey questionnaire. I found that there were indeed areas for improvement, but there were also areas that needed improvement.

3.4.1 Survey on teaching effectiveness

1) Improved students' understanding of business interpretation:

By combining online and offline teaching, students' understanding of interpreting activities has been comprehensively enhanced. They have gained knowledge about the history, classification and evaluation criteria of interpretation, and qualities required for interpreters. At the same time, they have learned about the discourse system in business contexts through multimedia resources related to

business English, which lays a solid foundation for conducting business English interpreting.

您觉得您现在对口译的认识更清晰了吗?

[单选题]

| 选项* | 小计* | 比例 |
|----------|-----|--------|
| 是 | 29 | 93.55% |
| 否 | 2 | 6.45% |
| 本题有效填写人次 | 31 | |

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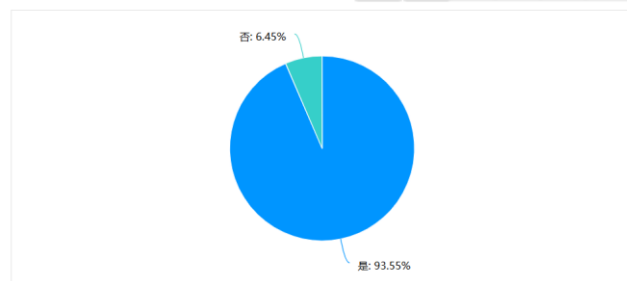


Figure 1: Statistics of Students' Understanding of Business English Interpretation

2) Consolidated students' interpreting skills:

Through relentless interpreting skill training in the class, including but not limited to retelling, listening, shadowing, sight interpreting and summarization, students' comprehensive interpretation abilities are strengthened.

Retelling exercises students' listening skills and memory, shadowing exercises their attention allocation and listening skills, sight interpreting exercises their reaction speed and translation abilities, and summarization exercises their ability to extract main ideas. Being trained in different aspects, students can comprehensively enhance their interpreting skills.

您了解口译活动需要掌握的基本技能吗?
[单选题]

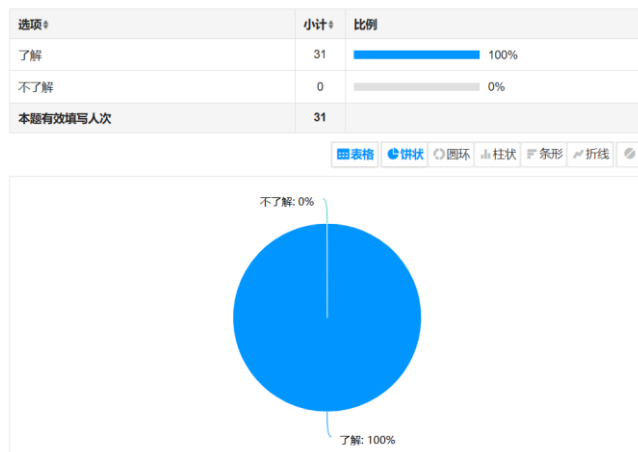


Figure 2: Statistics of Students' Mastering of Interpretation Skills

3) Improved students' eloquence:

Interpretation teaching places more emphasis on cultivating students' oral abilities compared to translation, including pronunciation guidance, speech guidance, and enhancement of English speaking skills. After long-term training, students' overall pronunciation and oral proficiency have improved to a higher level. However, this part of teaching still needs to be more efficient, as it should not take up too much class hours. Therefore, teacher needs to further explore more systematic and efficient methods on speech improvement.

您觉得您的公众演说水平有提高吗?
[单选题]

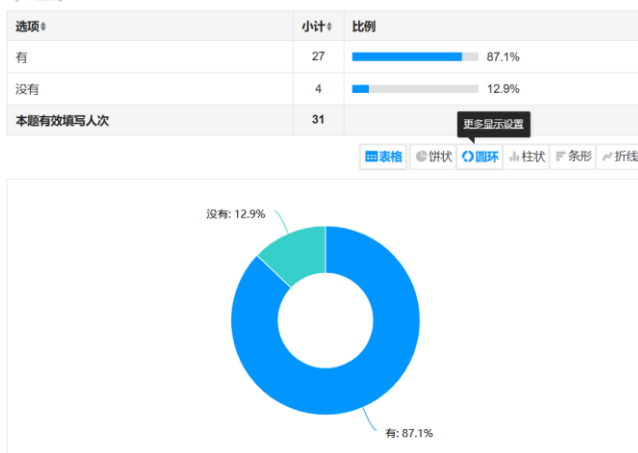


Figure 3: Statistics on the improvement of students' public speaking skills

3.4.2 Problems

Firstly, translation is a complex cognitive activity that requires not only solid bilingual skills, but also strong abilities in dialectical and critical thinking. The cultivation and evaluation of this thinking is a difficult point in teaching. Secondly, translation is not only a linguistic activity, but also

a cross-cultural communication activity. Teachers should not only teach social etiquette in business situations, but also allow students to experience and feel different ways of thinking and behavior in different cultures through group and collective activities.

3.4.3 Solutions

Based on the latest developments and trends in the business field, teacher updates the teaching content and add explanations of professional knowledge related to international business, such as international trade rules and the operation of multinational corporations, to ensure that the knowledge learned by students is timely and practical.

Teacher establishes a more open and systematic student feedback mechanism, regularly collecting and analyzing student opinions, and adjusting teaching strategies and content. At the same time, a scientific evaluation system should be built, including aspects such as classroom participation, classroom engagement, homework, group discussion and practical achievements. And a diversified evaluation method should be introduced, such as student self-evaluation, peer evaluation, teacher evaluation, etc., to ensure the objectivity and impartiality of the evaluation.

Teacher organizes students to participate in various interpreting competitions and activities both on and off campus, providing practical opportunities, or organizing simulated business negotiations, business speech competitions, etc., allowing students to continuously exercise their interpreting skills and business communication abilities through practice.

4. Summary

The Business English Interpretation course provides students with a comprehensive, in-depth, and efficient learning platform based on its five characteristics of practicality, comprehensiveness, interactivity, real-time performance, and professionalism. After being trained, students can not only master the necessary interpreting skills, but also cope with various challenges with ease in the international business environment. In order to better the teaching, teachers should continuously improve teaching methods and reflect on the teaching process and effectiveness in a timely manner. Also, they should pay attention to students' individual differences and actual needs, focus on cultivating students' practical and cross-cultural communication abilities and provide timely feedback and evaluation to improve students' interpreting skills and business communication abilities.

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