

Exploration of the Reform of Business English Interpretation Teaching under the Background of Cultivating Application-oriented Talents

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Abstract: With the deepening of economic globalization, China's economic, cultural, and political exchanges and cooperation with other countries in the world have become increasingly frequent, which has driven the development of business and trade and led to a strong demand for application-oriented business English talents. Against this backdrop, universities should actively promote the reform of business English interpretation teaching to improve students' English listening and interpretation abilities and enhance their employability. This paper analyzes the necessity of reforming business English interpretation teaching under the background of cultivating application-oriented talents, examines the current situation of business English interpretation teaching, and proposes that it is necessary to improve the textbook and curriculum system, innovate the practical teaching methods of business English interpretation, carry out business English interpretation teaching jointly by universities and enterprises, and improve the teaching evaluation system, so as to comprehensively enhance the quality of business English interpretation teaching.

Keywords: Application-oriented talents; Business English interpretation; Necessity; Teaching reform; Reform path

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1. Introduction

Against the backdrop of economic globalization, English plays a crucial role in China's business and trade. It serves as a bridge for economic trade and cultural exchanges, and promotes the development of industries such as cross-border e-commerce and cross-border tourism. In this context, many universities in China have established the major of business English, aiming to cultivate application-oriented talents who can proficiently use English to engage in economic, trade, financial, and management work, and deliver more application-oriented business English talents to society. Therefore, universities should adhere to an employment-oriented approach, accelerate the reform of business English oral teaching, incorporate business English interpretation cases from enterprises, expand teaching content, and use virtual reality technology to create interpretation scenarios. This enables students to master interpretation skills in trade, finance, management, etc., within virtual scenarios,

comprehensively improving their comprehensive abilities, and achieving a win-win situation for curriculum teaching and the cultivation of application-oriented talents.

2. The necessity of reforming business English interpretation teaching under the background of cultivating application-oriented talents

2.1. The objective requirements for cultivating application-oriented talents

Application-oriented talents refer to outstanding individuals who can utilize professional knowledge and vocational skills to solve various problems in work and social practice. They are characterized by a solid foundation in theoretical knowledge, a broad range of professional knowledge, strong practical abilities, and remarkable innovation capabilities, standing out in all walks of life in the new era. The cultivation of application-oriented talents reflects the laws of the market economy and places greater emphasis on developing students' abilities in listening, speaking, reading, writing, and translating in business English, thus helping them secure employment smoothly ^[1]. Against this backdrop, the reform of business English interpretation teaching is imperative. On the one hand, teaching content should be adjusted according to the job skill requirements of application-oriented talents, enabling students to master interpretation skills in advance and improving the alignment between the cultivation of business English interpretation talents and enterprises' talent expectations. On the other hand, business English teachers should innovate interpretation teaching methods and use artificial intelligence to guide students' independent learning outside of class, thereby enhancing their business English interpretation abilities.

2.2. The cultivation system of application-oriented talents requires the reconstruction of business English interpretation teaching content

The cultivation of application-oriented talents encompasses elements such as professional knowledge, vocational skills, humanistic literacy, and moral qualities, imposing higher requirements on students' comprehensive abilities. Under the background of cultivating application-oriented talents, universities should promptly update the teaching content of business English interpretation. Focusing on the demand for business English talents, teaching content related to cross-border e-commerce, livestreaming commerce, British and American cultures, etc., should be added to improve students' cross-cultural understanding and interpretation abilities. Moreover, business English negotiation cases should be integrated to combine theoretical and practical teaching, enhancing students' interpretation and practical abilities to meet the requirements for cultivating application-oriented business English interpretation talents ^[2].

2.3. The cultivation of application-oriented talents requires the support of composite business English interpretation talents

The cultivation of application-oriented talents includes theoretical, practical, and elective courses, and second-classroom teaching. It requires business English oral teaching to coordinate all teaching links, promote the connection between theory and practice as well as second classroom teaching, and guide students to grow from junior skilled talents to senior skilled talents ^[3]. In this context, business English interpretation teaching should be supported by the cultivation of composite talents, promoting the connection of teaching in business English language application, oral communication, and cross-cultural communication, and constructing a diversified teaching model combining interdisciplinary integration and in-depth study with elective courses. This stimulates

students' enthusiasm for independent learning, thereby improving their business English interpretation abilities.

3. The current situation of the reform of business English interpretation teaching under the background of cultivating application-oriented talents

3.1. Insufficient applicability and professionalism of course and textbook content

Currently, the content of business English interpretation textbooks in universities is relatively fixed, making it difficult to cover various scenarios of business English interpretation. Moreover, due to the long update cycle of textbooks, some teaching content is out of touch with industrial development, lacking relevant content on cross-border e-commerce, cross-border tourism, etc., which affects the alignment between business English interpretation teaching and the cultivation of application-oriented talents. In addition, the business English interpretation curriculum systems are highly similar. They place more emphasis on explaining the response speed to certain materials and the content related to interpretation conversion, while giving less attention to the explanation of the application of professional vocabulary and syntax related to business English interpretation in fields such as trade and e-commerce, thus hindering the cultivation of application-oriented business English talents ^[4].

3.2. Monotonous teaching methods of business English interpretation

Business English interpretation teaching in universities mainly relies on situational dialogues and audio recording training. There is little use of virtual simulation technology to create different dialogue scenarios, making it difficult to monitor students' business English interpretation training process in real time and throughout. It is hard to identify the problems existing in students' interpretation training, which affects the quality of interpretation teaching ^[5]. In addition, some teachers fail to connect in-class and out-of-class teaching properly. In classroom teaching, they focus more on the training of sentence translation and text translation between Chinese and English, ignoring the use of blended teaching platforms, WeChat groups, etc., to provide after-class guidance. They do not push business English interpretation training videos and review materials to students, making it difficult to guide students' independent review after class and hindering the development of students' interpretation abilities.

3.3. Loose connection between theoretical and practical teaching

Business English interpretation teaching is both theoretical and practical. However, currently, many teachers separate theoretical and practical teaching. They first explain theoretical knowledge related to business English translation, such as lexicography, pragmatics, and semantics, but neglect to create interpretation scenarios based on the theoretical teaching content, which affects the connection between theory and practice and is not conducive to the cultivation of students' practical application abilities in business English interpretation ^[6]. In addition, some teachers do not carry out practical teaching in combination with the job skills of business English interpretation positions. They do not explain interpretation skills in cross-border e-commerce, cross-border tourism, etc., which affects students' mastery of business English interpretation skills and reduces the quality of business English interpretation teaching.

3.4. The teaching evaluation system needs to be improved

Currently, the teaching evaluation system for business English interpretation in universities is not yet perfect.

On the one hand, it lacks process evaluation. There is little evaluation of students' online learning, independent after-class training, and the practical teaching process, making it difficult to promptly identify problems in interpretation teaching and affecting the quality of business English interpretation teaching. On the other hand, the evaluation subjects of interpretation teaching are relatively limited, mainly relying on teacher evaluation, with a lack of participation from enterprise experts. It is difficult to carry out teaching with reference to business English interpretation standards. Moreover, without collecting students' suggestions on interpretation teaching, it is difficult to meet students' personalized learning needs, hindering the effective implementation of business English oral teaching ^[7].

4. The reform paths of business English interpretation teaching under the background of cultivating application-oriented talents

4.1. Adhere to the employment-oriented approach and improve the textbook and curriculum system

Universities should adhere to the employment-oriented approach and improve the business English interpretation curriculum and teaching content. On the one hand, they should promptly update the teaching content of business English interpretation, dividing it into teaching modules such as foreign trade, finance, and e-commerce. On the other hand, they should actively source diverse textbooks, establish a digital teaching resource library, enrich the construction of the textbook system, and improve the quality of curriculum and textbook construction ^[8]. First, schools should conduct market research on business English majors, identify current hot topics in industries such as cross-border e-commerce, cross-border finance, and business tourism, and integrate these hot topics into business English interpretation teaching. By innovating the teaching content of textbooks, students can understand business English interpretation skills related to cross-border e-commerce, financial management, and foreign trade, thus enhancing their business English interpretation abilities. For example, schools can set up teaching modules for business English interpretation in foreign trade, finance, tourism, etc., and match them with relevant teaching cases to help students master business English interpretation skills and lay a solid foundation for their employment ^[9]. Second, schools should actively develop diversified business English interpretation teaching resources, establish a digital teaching resource library, organize business English interpretation teachers to compile three-dimensional textbooks, incorporate cross-border e-commerce business negotiation cases, record videos introducing cross-border financial products, and upload these digital resources to online teaching platforms to facilitate students' independent learning, thereby improving the quality of business English interpretation textbook and curriculum construction. In summary, universities should actively improve the teaching content of business English interpretation, diversify textbook forms, gradually improve the curriculum system, promote the reform of business English interpretation teaching, and enhance the quality of cultivating application-oriented business English interpretation talents.

4.2. Innovate business English interpretation teaching methods to stimulate students' learning interest

In the era of "Internet +", business English teachers in universities should scientifically utilize artificial intelligence and virtual reality technologies in interpretation teaching, simulate different interpretation scenarios, and guide students to learn in realistic situations, deepening their understanding of professional vocabulary and advanced sentence patterns. This way, students' application ability of business English knowledge can be

improved, and more application-oriented business English interpretation talents can be cultivated. First, teachers can use virtual reality technology to carry out business English oral teaching, design virtual business English negotiation scenarios and virtual roles, and let students conduct interpretation training through human-computer dialogue to enhance their interpretation abilities^[10]. For example, teachers can create English live-streaming scenarios on cross-border e-commerce platforms, design roles such as English anchors, customer service representatives, and consumers, and guide students to conduct English interpretation training online, enabling them to master English interpretation knowledge and skills related to cross-border e-commerce, thus improving their business English interpretation abilities. Through the virtual simulation platform, students can replay their interpretation training videos and master key knowledge points, such as important sentence patterns like “Please check my homepage link”, “Welcome to our live broadcast! Today we have some amazing products for you,” and “This product is made of high-quality materials and designed to provide maximum comfort”, improving the quality of independent learning.

Second, teachers can carry out blended teaching of business English interpretation. They can record micro-lectures based on teaching key and difficult points and upload them to the online teaching platform for students to preview. During online teaching, teachers can randomly interact with students via video calls, discuss content related to business English contracts with them, ask them to retell the basic format and typical sentence patterns of English contracts, and encourage them to participate in online group discussions and oral communication dialogues. Teachers can also design business English interpretation test questions, and check the effectiveness of online teaching through multiple-choice, fill-in-the-blank, and true-or-false questions, providing accurate data for offline teaching. In offline teaching, teachers can summarize the online teaching data, explain the questions that students often get wrong and the hot topics discussed by students, help students identify and fill in knowledge gaps, promote the connection between online and offline teaching, and steadily improve the quality of business English interpretation teaching^[11].

4.3. Carry out joint teaching by universities and enterprises to improve Students’ practical abilities

Against the backdrop of cultivating application-oriented talents, universities should deepen the reform of integrating industry with education in business English interpretation courses, carry out business English interpretation teaching in collaboration with enterprises, and promote the connection between job skills and curriculum teaching, thereby improving the quality of cultivating business English interpretation talents. Schools can hire professional business English translators as part-time teachers and let them participate in the practical teaching of business English interpretation, which facilitates imparting business English interpretation skills to students and enhancing their practical abilities in job positions. For example, full-time translators can share cases of business English negotiations, drafting of business English contracts, and English live-streaming in cross-border e-commerce, and ask students to conduct interpretation, training their on-the-spot adaptability and interpretation abilities, helping them master business English interpretation skills, thus improving their practical abilities in job positions and assisting them in securing employment smoothly^[12]. In addition, teachers can carry out practical teaching in cooperation with professional translators to promote the connection between theoretical and practical teaching and improve the quality of practical teaching of business English interpretation. For example, professional translators can design different interpretation scenarios, encourage students to form groups freely for interpretation training, then have interpretation dialogues with each group, truly understand students’ English interpretation levels, point out the problems in their interpretations, carry out targeted training, strengthen

students' memory of business English interpretation skills, comprehensively improve the quality of business English interpretation teaching, and cultivate more application-oriented business English interpretation talents, laying a solid talent foundation for the development of industries such as cross-border e-commerce, financial management, and foreign trade in China ^[13].

4.4. Improve the teaching evaluation system to enhance the quality of curriculum teaching

Based on the background of cultivating application-oriented talents, universities should actively improve the teaching evaluation system for business English interpretation, adhere to the combination of summative evaluation and process evaluation, comprehensively and objectively evaluate the interpretation teaching process and students' learning process, promptly solve problems existing in teaching, and guide full-time translators from enterprises and students to participate in teaching evaluation to improve the evaluation subjects, thereby enhancing the quality of interpretation teaching evaluation ^[14]. First, teachers can use big data to conduct process evaluation, summarize the data of online teaching in virtual simulation business English and on blended teaching platforms, gather the number of downloads of various courseware, video views, likes, and students' online test scores, identify problems existing in online teaching, virtual simulation experimental teaching, and students' learning, adjust teaching content and methods promptly, and further improve the quality of business English interpretation teaching. Second, teachers can invite business English translators from enterprises to participate in teaching evaluation, allowing them to evaluate the practical teaching of business English interpretation and the process of students' business English interpretation training, focusing on evaluating students' interpretation abilities, cross-cultural understanding abilities, and team spirit, etc., enabling students to master business English interpretation skills in advance ^[15]. In addition, teachers can use the Wenjuanxing APP to conduct satisfaction evaluations of business English interpretation teaching, invite students to anonymously evaluate business English interpretation teaching, adjust teaching content and methods according to their evaluation feedback, further improve the teaching model of business English interpretation, and provide a guarantee for improving the quality of teaching reform and the cultivation of business English interpretation talents.

5. Conclusion

In conclusion, universities should base themselves on the background of cultivating application-oriented talents, deepen the reform of business English interpretation teaching, and optimize the cultivation plan for business English interpretation talents. By adhering to the employment-oriented approach, they should improve the textbook and curriculum system, expand teaching content, and enhance the quality of curriculum teaching. At the same time, business English teachers in universities should innovate the teaching methods of business English interpretation, empower classroom teaching with artificial intelligence, stimulate students' learning interest, carry out joint teaching with enterprises to improve students' practical abilities, and improve the teaching evaluation system to promote the development of students' comprehensive abilities and cultivate application-oriented business English interpretation talents.

Disclosure statement

The author declares no conflict of interest.

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