

## The Psychological Pressure of Business English Translation Teaching and Counter Strategies

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### Abstract

**BACKGROUND:** As the author's country adheres to the basic national policy of opening to the outside world, persists in opening the country, and gradually increases the exchanges with the outside world, the society's demand for compound translators is relatively increasing, and the work of Business English translation teaching has become more important. Therefore, the reform of Business English translation teaching puts forward higher requirements for translation teaching.

**OBJECTIVE:** Studies have found that translation teaching has an important impact on the workload and work pressure of newcomers in the translation teaching industry, as well as the mental health of the new generation of Business English translation teachers. Therefore, this article aims at studying the psychological pressure of Business English translation teachers brought by their work based on their age, gender, marriage status, and teaching conditions, so as to find out counter strategies to help them (especially newcomers) to have a better understanding of the industry they are engaged in, and properly handle various problems at work and finally reduces the psychological pressure.

**METHODS:** Psychological Stress Scale for Business English Translation Teaching Work and the Mental Health Self-Assessment Scale are used to analyze and summarize the information obtained from the newcomers of the English Business translation teaching industry in Guangxi through questionnaire surveys.

**RESULTS:** Newly recruited translators have higher scores on the psychological pressure in Business English translation teaching, which shows that the psychological pressure of newly recruited Business English translation teachers is relatively high. There is a significant correlation between the mental health of newly recruited Business English translation teachers and the psychological pressure they feel in Business English translation teaching.

**CONCLUSIONS:** In order to solve the problems encountered in the work, reduce the psychological pressure caused by Business English translation teaching, and improve the psychological and physical quality of young teachers, young teachers should know their own profession from many aspects and master its characteristics, and the organizations they work in should also provide them with relevant translation skills improvement courses and training opportunities.

**Key words:** Business English Translation teaching; Translation teacher; Psychological pressure; Counter strategy

## 1. Introduction

With the development of modern communication, the demand from the society for compound translators has relatively increased, and the work of Business English translation teaching has become more important. Therefore, the reform of English translation teaching puts forward higher requirements for Business English translation teaching. Language is not only a culture, but also a bridge for communication between people. With the continuous advancement of internationalization, the English language has gradually become a tool for global communication (Cornelia Zwischenberger, 2019). This research is based on the teaching of Business English translation and counter strategy for the psychological pressure from the teachers. It adopts the method of field investigation, combined with the method of literature research and case study to investigate the current situation of Business English translation teaching.

Appropriate psychological pressure has a certain helpful effect on Business English translation teaching work. Excessive psychological pressure can not positively promote the work, but leads to some adverse reactions of translation teachers, causing negative physical and psychological problems. For new translators facing pressure from career and family, if the psychological pressure on Business English translation teaching is too large, it will affect the physical and mental health of translators (Yu Weng Bingham, Zheng Yanping Dong, 2022). Therefore, we should be more concerned about whether new translation teachers are under too much work pressure. Based on this, integrated with the development of modern society, a research on counter strategies for translation teachers to deal with the psychological pressure of Business English translation teaching work would be conducted, and the pressure on Business English translation teaching work of young teachers who have newly joined the field of translation teaching will be studied in the article. The characteristics of the psychological pressure that the new translation teaching staff can accept and the impact of these pressure on the translator's physical and mental health will be analyzed. This is not only an important value for studying the mental health of translation teachers, but also enables young translation teachers to better understand their own work. The industry is conducive to properly handling various problems at work, reducing the psychological pressure on translators brought by Business English translation teaching and the impact of their own mental health.

### ■ Translation

From the long history of translation studies, it can be found that many linguists and translators want to give a perfect explanation for translation:

"Translation is a process in which text in one language is converted into text in another language by operating tools in one language."

"Translation is the process of expressing one form of language into another language in different terms without changing the original meaning of the content."

"Translation is to find natural equivalence with the original information as much as possible, putting meaning equivalence in the first place and stylistic equivalence in the second."

"Translation is a special way of linguistic information transmission, which has a certain relevance to the choice of language behavior."

"Translation is a process of information exchange in different cultures with communication as the essence."

In summary, the author believes that the first translation is a process of thinking transformation; the second translation is a process of cross-cultural communication between different languages; and the third translation is a way of transmitting information:

— Translation is a process of thinking transformation, which consists of three steps: understanding, conversion, and expression. Understanding is to analyze the source code to accurately grasp the information that the source code wants to express; conversion is in the form of interpretation or written translation, using various symbol recombination, extensions, and other translation techniques to convert the information that the source code wants to express To decode information with the same meaning; to express it accurately in another new language.

— Translation is a process of cross-cultural communication between different languages. The social function of language and culture have a complementary relationship(Hubscher-Davidson, Séverine, 2013). Translation is an operation performed in different cultures. The symbols used by the operator are not the initial symbol system but another form of symbol. The root cause is a kind of Intercultural communication process.

— Translation is a way of transmitting information. Translation is essentially the transmission of social information, that is, an activity between translators, communication channels, and information recipients.

#### ■ Business English Translation Teaching

Scholars all want to give a complete definition of translation. In the current social background, the definition of Business English translation teaching is also a hot topic. What exactly is Business English translation teaching? In terms of Business English teaching goals, there are essential differences between translation teaching and translation exercises in foreign language classes (Wu D., 2019). The translation exercises in the foreign language class are designed to analyze the content and structure of the foreign language. The comparison with the native language is to learn the language and be able to use the language to solve some high-level problems. The goal it wants to achieve is simply to learn a foreign language well, there are no other exorbitant requirements. However, the purpose of Business English translation teaching is not to analyze language structure and content, nor to improve language and literature literacy, but to systematically teach learners some commonly used laws and methods of translation Lunenberg,(M., Dengerink, J., 2014). Its teaching content is the brain thinking process and mental activity process. In other words, translation teaching requires students to systematically understand the brain thinking process and mental activity process of switching from one language to another, and use these laws, theories, and Methods and techniques guide students who participate in the time and improve their ability and level of practical translation( Kondrateva, I., & Nazarova, M. V., 2015). Cultivating students to use the knowledge they have learned to master the thinking of translation information transmission is the most important purpose of Business English translation teaching.

Translation is an activity that uses a variety of thinking. Students should establish a correct way of thinking in Business English translation teaching so as to use this thinking to exercise in order to achieve the ability required for Business English translation teaching. How to identify and analyze the specific language content and non-language content in the translated information; how to disseminate the information, use

the basic theoretical knowledge about translation and the experience gained through practice, and use another language on the basis of not changing the meaning the language information is reorganized so that the spread can proceed smoothly (Xue Li, 2018). The goal of Business English translation teaching is to help students to develop good translation thinking habits, so that students have a deep understanding of the regularity of translation, so as to obtain the ability to use specific languages for information transmission.

#### ■ Psychological pressure of Business English translation teaching

Due to different research perspectives, different researchers have different ideas about pressure. In summary, it can be divided into the following two aspects.

First, stress can cause people to have some negative thoughts, especially the influence of external events and environmental factors on people. For example: Stressful events usually lead to the production of some bad emotions (anxiety, anger, irritability)(Wei Hu, 2023)and affect the brain's thinking in dealing with problems under normal circumstances. The psychological pressure of Business English translation teaching refers to not following people's expected lifestyle or getting out of the normal uncomfortable feelings produced by one's life track.

Second, it emphasizes the psychological changes that the individual produces after being exposed to external stimuli, such as thinking that stress is an unconscious change in the body when it comes into contact with the source of stress. Chinese scholars have conducted research on the work pressure of translation teaching, and concluded that the psychological pressure of translation teaching work is generally in the environment. Some pressure sources act on the individual for a long time, causing an adverse impact on the individual. They are dealing with these pressure sources that threaten the health of the individual ( Fadime Çoban, 2019). During the process, a system of perfecting physical, psychological and behavioral processes was formed. The psychological pressure of translation teaching will cause workers to have different working conditions, and different working conditions will lead to different work results. Some scholars believe that the psychological pressure of Business English translation teaching is the individual's psychological and physical responses to various work-related remunerations and the pursuit of future goals in a dynamic environment.

According to the above research, the psychological pressure of Business English translation teaching work is defined by us as the face of various pressure sources in Business English teaching work, which complicates people's emotions, such as sadness, depression, irritability and other emotional changes, which affect the final work result ( Liu Heping, 2017). If the psychological pressure of Business English translation teaching is too great, it could easily make people feel bored and dissatisfied with their work, and the work efficiency is reduced.

## Method

#### ■ Participants

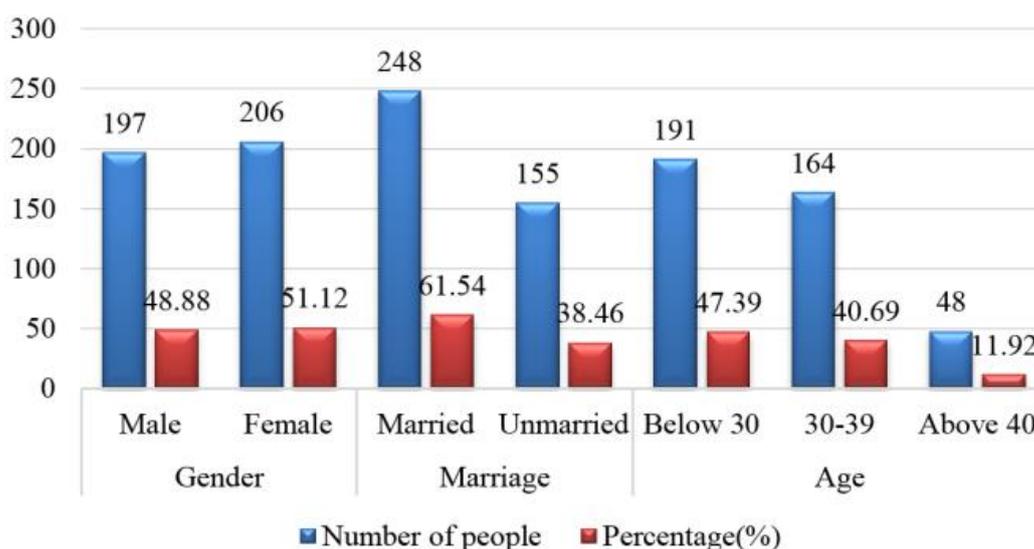
A questionnaire survey method is used in this study to investigate the counter strategies of newly recruited translation teachers and the psychological pressure level of Business English translation teaching work. Those who participated in this survey were newly recruited Business English translation teachers from a certain province. The results of the survey are shown in Table 1.

**Table 1.** Demographic data of subjects

Project		Number of people (N)	Percentage (%)
Gender	Male	197	48.88
	Female	206	51.12
Marriage	Married	248	61.54
	Unmarried	155	38.46
Age	Under 30	191	47.39
	30-39 years old	164	40.69
	Over 40 years old	48	11.92

The image description of the subjects' demographic data is shown in Figure 1.

**Fig. 1.** Demographic data of subjects



■ Process

— Literature research

The relevant research on Business English translation teaching at home and abroad are analyzed by consulting related books and some internet materials, thus lays the foundation for this research.

— Case study

A case study is an in-depth and specific study of a specific individual, unit, phenomenon or subject. Case study is one of the qualitative research methods. Although the sample of case study is rarely unrepresentative, it is helpful for researchers to propose effective and specific treatment methods or solutions.

— Qualitative research: whether the research object has certain attributes or characteristics, and whether there is a certain relationship between them are observed and analyzed according to the research thoughts and methods of ethnography, phenomenology, hermeneutics, etc.,

This study adopts the method of "purposive sampling" to select research objects that can provide more effective and sufficient numbers for the research.

■ Research design

— SCL-90 symptom self-rating scale

Compiled by Drogatis in 1975, it is currently the most widely used mental health examination scale. The scale has a total of 90 items, including a wide range of psychiatric symptoms, from feelings, emotions, thinking, consciousness, behavior to living habits, interpersonal relationships, eating and sleeping, etc., and uses ten factors to respond separately all aspects of psychological symptoms. Each of its items is scored from 1-5, indicating no symptoms, very mild, moderate, and severe; the higher the score, the more severe the symptoms.

— Psychological stress scale for Business English translation teaching work

The psychological stress scale for Business English translation teaching is used in this research, which is compiled by Luo Li with reference to the JSS translation teaching psychological stress scale designed by Vag and Spielberger. The scale includes two parts: internal pressure and external pressure. The internal pressure is the pressure of the work itself; the external pressure can be divided into six dimensions from different perspectives. There are 20 questions in this test questionnaire, which are rated and scored based on the subjective ideas of the testers. The higher the score, the greater the psychological pressure of Business English translation teaching. It can be seen from the results of the measurement of the scale in this study that the internal similarity of the mental health check scale is still relatively high.

■ Data analysis

In this analysis, SPSS13.0 is employed to process and analyze the data.

**Results**

■ The psychological pressure of newly recruited translation teachers in Business English translation teaching work

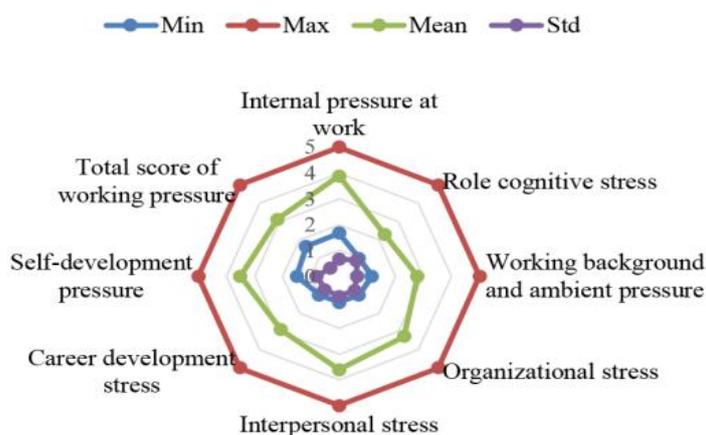
The overall situation of psychological pressure in Business English translation teaching

**Table 2.** The overall score of psychological stress in Business English translation teaching

	Minimum value	Maximum value	The average score	Standard deviation
<b>Work internal pressure</b>	1.67	5.00	3.88	0.67
<b>Role cognitive pressure</b>	1.00	5.00	2.29	0.88
<b>Work background and atmospheric pressure</b>	1.17	5.00	2.79	0.64
<b>Organizational pressure</b>	1.00	5.00	3.28	0.78
<b>Interpersonal pressure</b>	1.00	5.00	3.61	0.77
<b>Career development pressure</b>	1.00	5.00	2.92	0.72
<b>Self-development pressure</b>	1.50	5.00	3.52	0.79
<b>Total work pressure</b>	1.65	5.00	3.12	0.46

The graphic description of the overall score of psychological stress in Business English translation teaching is shown in Figure 2.

**Fig. 2.** The overall score of psychological stress in Business English translation teaching



It can be seen from Table 2 that the total scores of endogenous work pressure, organizational pressure, interpersonal pressure, self-development pressure, and psychological pressure of Business English translation teaching are relatively high, so the psychological pressure of Business English translation teaching is still relatively large. Comparison of psychological pressure in Business English translation teaching work on gender variables

**Table 3.** The Psychological Pressure of Business English Translation Teaching and the Differences of Its Factors on Gender Variables t Test

Project	gender	Average value	Standard deviation	t value
Work internal pressure	Female (248)	3.85	0.63	-1.36
	Male (155)	3.92	0.72	
Role cognitive pressure	Female (248)	2.90	0.89	2.95
	Male (155)	2.08	0.84	
Work background and atmospheric pressure	Female (248)	2.77	0.61	-0.25
	Male (155)	2.81	0.65	
Organizational pressure	Female (248)	3.15	0.72	-3.57
	Male (155)	3.89	0.82	
Interpersonal pressure	Female (248)	3.58	0.74	-0.68
	Male	3.64	0.80	

	(155)			
<b>Career development pressure</b>	Female (248)	2.97	0.71	1.02
	Male (155)	2.88	0.72	
<b>Self-development pressure</b>	Female (248)	3.13	0.77	-2.18
	Male (155)	3.61	0.80	
<b>Total work pressure</b>	Female (248)	3.09	0.45	0.45
	Male (155)	3.15	0.46	

According to the independent sample t-test, it can be seen from the results: calculating the total score of Business English translation teaching work pressure, it can be intuitively seen that the same young teachers who have newly joined the translation teaching field, the psychological pressure of Business English translation teaching work that female translation teachers can bear is significantly higher than that of male translation teachers, the pressure felt by female teachers in terms of organizational pressure and self-development pressure is lower than that of male teachers, but in terms of role recognition, female translation teachers feel significantly more pressure than male translation teachers.

■ Comparison of psychological pressure in Business English translation teaching work on the variables of marriage failure

**Table 4.** Psychological pressure of Business English translation teaching work and the test of the difference of its factors on the variables of marriage failure

<b>Work pressure</b>	<b>Marriage</b>	<b>Average value</b>	<b>Standard deviation</b>	<b>t value</b>
<b>Work internal pressure</b>	Married (248)	3.96	0.66	2.86
	Not (155)	3.27	0.66	
<b>Role cognitive pressure</b>	Married (248)	2.26	0.87	-0.99
	Not (155)	2.35	0.88	
<b>Work background and atmospheric pressure</b>	Married (248)	2.84	0.63	2.19
	Not (155)	2.70	0.62	
<b>Organizational pressure</b>	Married (248)	3.33	0.77	1.61
	Not (155)	3.22	0.78	
<b>Interpersonal pressure</b>	Married	3.59	0.76	-0.865

	(248)			
	Not (155)	3.65	0.78	
<b>Career development pressure</b>	Married (248)	2.88	0.70	-1.33
	Not (155)	2.98	0.72	
<b>Self-development pressure</b>	Married (248)	3.49	0.77	0.26
	Not (155)	3.56	0.804	
<b>Total work pressure</b>	Married (248)	3.13	0.44	0.87
	Not (155)	3.10	0.46	

The independent sample t test shows that the pressure of married translation teachers on Business English translation teaching is higher than that of unmarried translation teachers. Other stress factors and the psychological stress of translation teaching work did not show significant differences in marital status variables.

■ Comparison of Psychological Pressure in Business English Translation Teaching Work on the Age Variable

**Table 5.** A One-way Analysis of Variance on the Psychological Pressure of Business English Translation Teaching and the Difference of Its Various Factors in Age Variables

Work pressure	Age	Mean	Standard deviation	F value	Post-mortem inspection (LSD)
<b>Work internal pressure</b>	Under 30 (191)	3.81	0.65311	2.826	Over 40 years old > Under 30 years old
	30-39 years old (164)	3.92	0.69529		
	Over 40 years old (48)	4.15	0.63763		
<b>Role cognitive pressure</b>	Under 30 (191)	2.38	0.83690	2.988	Under 30 years old > over 40 years old
	30-39 years old (164)	2.23	0.92322		
	Over 40 years old (48)	2.07	0.80255		
<b>Work background and atmospheric pressure</b>	Under 30 (191)	2.74	0.63924	4.531	Over 40 years old > Under 30 years old Over 40 years old > 30-39 years old
	30-39 years old (164)	2.78	0.61483		
	Over 40 years old (48)	3.04	0.60387		
<b>Organizational pressure</b>	Under 30 (191)	3.20	0.76757	2.081	
	30-39 years old (164)	3.36	0.76382		
	Over 40 years old (48)	3.34	0.85773		
<b>Interpersonal</b>	Under 30 (191)	3.62	0.75899	0.377	

<b>pressure</b>	30-39 years old (164)	3.62	0.73075		
	Over 40 years old (48)	3.52	0.90264		
<b>Career development pressure</b>	Under 30 (191)	3.00	0.71581	2.038	Under 30 years old > over 40 years old
	30-39 years old (164)	2.86	0.73287		
	Over 40 years old (48)	2.82	0.67940		
<b>Self-development pressure</b>	Under 30 (191)	3.54	0.78820	0.350	
	30-39 years old (164)	3.50	0.76404		
	Over 40 years old (48)	3.44	0.87993		
<b>Total work pressure</b>	Under 30 (191)	3.12	0.45521	1.060	
	30-39 years old (164)	3.09	0.46085		
	Over 40 years old (48)	3.20	0.41244		

Through the one-way analysis of variance, the results show that there are differences in age variables in the endogenous pressure of work, role recognition, work background and atmosphere pressure, and career development pressure. In terms of the age variable, translation teachers over 40 years old feel significantly higher pressure on the internal source of work pressure than translation teachers under 30 years old; translation teachers under 30 years old feel significantly more pressure on role recognition than translation teachers over 40 years old. Generally speaking, translation teachers of different ages feel different levels of pressure in terms of different pressure sources.

■ Influencing factors of counter strategy

The scale predictions carried out in this experiment are mainly derived from pioneering factor analysis, overall project research, experimental factor discussion, and reliability research. In the prediction process, the validity research mainly includes the structural validity research; the reliability research mainly refers to the reliability of internal consistency and the half-to-half reliability. From the perspective of structural validity, this experiment tested the KMO and Bartlett sphericity of multiple variables in the "Table of Influencing Factors of Translation Method" through SPSS. In the end, KMO=0.772>0.7 is in a normal range. Bartlett sphericity <0.01 is also in a more obvious range. Therefore, the data is suitable for the next factor analysis.

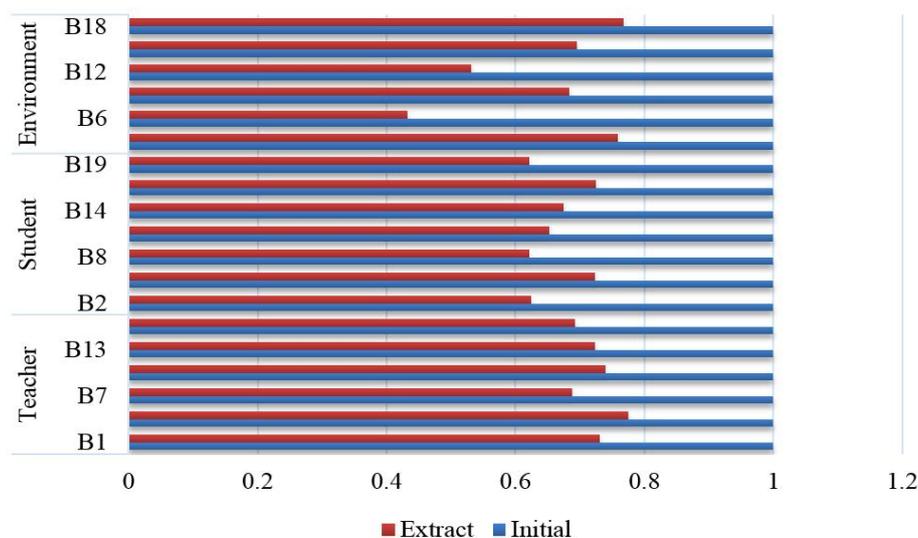
**Table 6.** Common Factor Variance of "Table of Influencing Factors of Translation Method"

<b>Influencing factors</b>	<b>Variable</b>	<b>Initial</b>	<b>Extract</b>
<b>Teacher</b>	B1 (Subject Knowledge)	1.000	0.731
	B4 (Design skills)	1.000	0.775
	B7 (teaching philosophy)	1.000	0.688
	B10 (teaching attitude)	1.000	0.739
	B13 (teaching method)	1.000	0.724
	B16 (teaching)	1.000	0.693

	evaluation)		
<b>Student</b>	B2 (Learning effectiveness)	1.000	0.624
	B5 (learning attitude)	1.000	0.723
	BS (learning motivation)	1.000	0.621
	B11 (Course recognition)	1.000	0.652
	B14 (foreign language level)	1.000	0.674
	B17 (Translation level)	1.000	0.725
	B19 (Character characteristics)	1.000	0.622
<b>Surroundings</b>	B3 (Syllabus)	1.000	0.759
	B6 (Multimedia classroom)	1.000	0.432
	B9 (MOOC Platform)	1.000	0.683
	B12 (teaching guarantee)	1.000	0.532
	B15 (Big data support)	1.000	0.695
	B18 (Social demand)	1.000	0.767

The graphical description of the common factor variance of the "Table of Influencing Factors of Translation Method" is shown in Figure 3.

**Fig. 3.** Common Factor Variance of "Table of Influencing Factors of Translation Method"



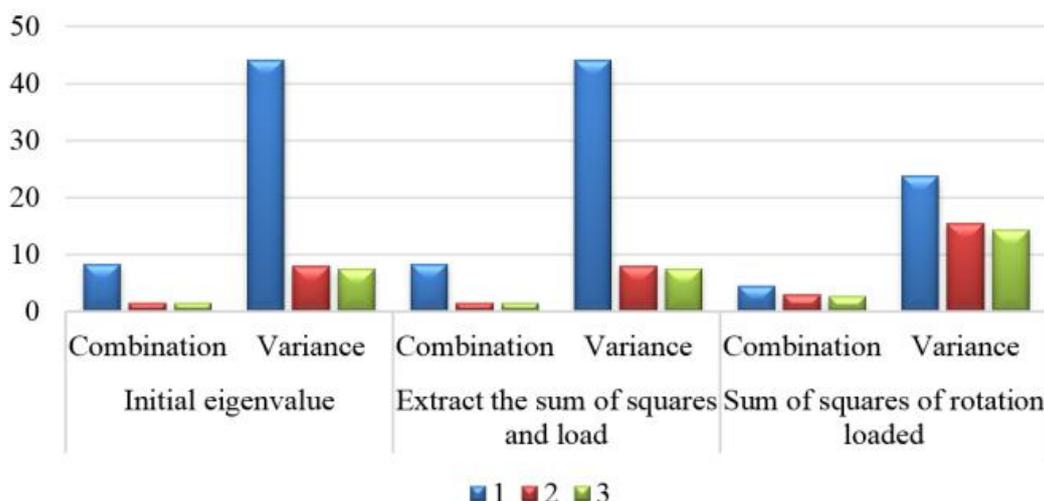
It can be concluded from the above table that there are 18 variables with a degree of commonality between 60% and 80%, which reflects the effectiveness of the scale from the side. However, the values of b6 and b12 related to environmental factors are 0.432 and 0.582 respectively, which are lower than the general level. The total variance in the above table is as follows:

**Table 7.** The total variance explained by the "scale of influencing factors of counter strategy"

Factor	Initial eigenvalue			Extract the sum of squares and load			Rotate the sum of squares loading		
	Total	Variance	Accumulation	Total	Variance	Accumulation	Total	Variance	Accumulation
1	8.402	44.223	44.223	8.402	44.223	44.223	4.519	23.785	23.785
2	1.506	7.924	52.148	1.506	7.924	52.148	2.941	15.479	43.168
3	1.435	7.550	59.698	1.435	7.550	59.698	2.725	14.340	65.742

The image description of the "scale of influencing factors of counter strategy" explaining the total variance is shown in Figure 4.

**Fig. 4.** The total variance explained by the "scale of influencing factors of counter strategy"



The three main influencing factors are derived from the transposed load matrix in the above table, which also reflects the rationality of the questionnaire. The total variance accumulation rate of the three influencing factors is as high as 65.74%, which also shows that these three factors show about 65% of the information about the problem.

**Table 8.** "Table of Influencing Factors of Translation Methods" Project Research Table

Influencing factors	Variable	Test for homogeneity of variance		Mean equivalence t test				
		F	Sig	t	df	Sig (P both sides)	Average difference	Standard deviation

							<b>e</b>	
<b>Teacher</b>	B1	19.600	0.000	-4.782	13.41	0.000	-168.590	35.256
	B4	13.636	0.001	-4.782	12.00	0.000	-138.462	28.953
	B7	1.392	0.250	-3.634	23	0.001	-127.564	35.104
	B10	6.530	0.018	-4.010	16.83	0.001	-135.897	33.893
	B13	0.518	0.479	-2.766	23	0.061	-103.846	37.545
	B16	1.322	0.262	-3.328	23	0.003	-104.487	31.397
<b>Student</b>	B2	5.793	0.025	-4.991	14.95	0.000	-167.949	33.648
	B5	8.779	0.007	-4.064	12.00	0.002	-123.077	30.285
	B8	0.528	0.475	-3.333	23	0.003	-111.538	33.469
	B11	9.786	0.005	-3.922	15.50	0.001	-121.795	31.057
	B14	3.070	0.093	-3.200	23	0.004	-99.359	31.053
	B17	0.186	0.671	-2.806	23	0.010	-75.000	26.724
	B19	2.548	0.124	-2.759	23	0.011	-133.974	48.558
<b>Surroundings</b>	B3	1.570	0.223	-4.481	23	0.000	-136.538	30.473
	B6	0.076	0.785	-2.135	23	0.044	-79.487	37.234
	B9	0.809	0.378	-3.084	23	0.005	-118.590	38.456
	B12	0.124	0.728	-1.936	23	0.065	-71.795	37.090
	B15	0.288	0.597	-3.115	23	0.004	-104.487	33.543
	B18	2.675	0.116	-2.255	23	0.034	-88.462	39.220

In the project analysis results in Table 8, the variable B12 in the "environmental" influencing factors, and the value of b13 in the influencing factors of "teacher" is greater than 0.05, which has not reached the general level, which means that words cannot be used to influence factors to reflect the situation of the respondents. And from the above table, the values of b6 and b12 related to the "environmental" factors are less than 60%. From the table below, the value of b13 is smaller than the value of b12, so this study should use a higher accuracy for the high b13 variable.

On the basis of the above analysis results, the exploratory research continues through the table with the selected variables. Thus, KMO=0.675, which is within the standard range. The value obtained by Bartlett's test is <0.01, showing a significant general level. After calculation, it is found that the total variance accumulation rate of the three influencing factors is as high as 69.94%. Compared with the previous data, the range of displayed information increased. As a result, an experimental study on the remaining tabular data was carried out through AMOS17.0. The specific data are as follows:

**Table 9.** "Table of factors affecting translation teaching"

<b>Index</b>	<b>CMIN/DF</b>	<b>GFI</b>	<b>RMSEA</b>	<b>AGFI</b>	<b>NFI</b>	<b>IFI</b>	<b>CFI</b>
<b>Model value</b>	2.418	0.966	0.012	0.992	0.948	0.958	0.951
<b>standard</b>	<3	>0.9	<0.08	>0.9	>0.9	>0.9	>0.9
<b>In conclusion</b>	Ideal	Ideal	Ideal	Ideal	Ideal	Ideal	Ideal

It can be seen from the above table that the numerical value of the simulation parameters that is compatible with the whole is 28.0449, of which the better adaptation parameter  $GFI=0.966$ ; the average square of similar errors  $RMSEA=0.012$ . After adjustment, the simulated goodness parameter  $AGFI=0.992$  and the range adaptation parameter  $NFI=0.948$ . From the above data, it can be known that the fitness between the models is better.

## Discussion

### ■ Analysis of the psychological pressure of newly recruited translation teachers in Business English translation teaching

By analyzing the teaching work pressure of teaching workers who have just become Business English translation teachers, we can get the total pressure caused by the work, the pressure caused by the teaching organization, the pressure caused by the teacher's interpersonal relationship, and the pressure caused by the translation teacher's own development. The score is higher than the theoretically calculated score. This shows that the overall work pressure of the translation teacher group is relatively high.

In the profession of Business English translation teachers, the threshold of profession is relatively high and the competition is fierce. This makes teachers and workers who want to engage in this profession first have to bear this kind of competitive pressure, although the range of people who can apply for the translation exam has already been upgraded to fresh undergraduates, but there are still many people competing (Hubscher-Davidson, 2018). A Business English translation teacher not only has to pass difficult translation tests, but also has to process rich practical knowledge, and this is subject to the society's stereotypes of young teachers, which puts the new translation teachers in a very difficult situation. It is not easy to get the trust of upper-level leaders, which has caused the new generation of translation teachers to be relatively passive from the beginning. On the other hand, due to the particularity of this profession, if a Business English translation teacher often communicates with different people, he or she will often be in an intricate interpersonal relationship. Once the teacher handles the interpersonal relationship improperly, it will fall into the predicament of interpersonal communication, which causes young teachers and workers to bear huge psychological pressure.

Through the analysis of the differences in the psychological pressure of Business English translation teachers of different genders, it can be seen from the overall scores of the psychological pressure of translation teaching that the psychological pressure of male translation teachers is higher than the psychological pressure of female translation teachers. There are great differences between male teachers and female teachers in terms of the pressure generated and the pressure generated by the teacher's own development. However, in terms of adapting to their own teacher role, female teachers bear more psychological pressure than male teachers. This aspect may also be related to the psychological characteristics of the teacher's role itself. Generally speaking, female roles tend to show more gentle, kind-hearted and strong affinity characteristics in interpersonal communication (Anasori E., 2020). These personality characteristics will be helpful for female teachers in interpersonal communication, obtaining

the recognition and understanding of the other party, so female teachers bear less psychological pressure in the process of interpersonal communication than male teachers. The traditional culture requires men to be strong and be able to make decisions, because the words and deeds of male teachers will not only affect his personal image but also the image of the entire group (Martí-Vilar M., 2019). Therefore, they pay more attention to their own image and status in social interaction, so in this regard, male teachers will bear greater teaching pressure than female teachers. Affected by feudal ideas such as patriarchy, female translation teachers are often subject to gender discrimination in the process of teaching activities, and even some government agencies tend to prefer male translation teachers when selecting translation teachers. These conditions mentioned above will increase the difficulty for women to enter the translation field and the psychological pressure they bear will increase.

Research on the variables of whether teachers are married or not, it is found that the pressure caused by the work itself and the pressure given by the work environment show obvious differences in the variables of whether or not they are married. Among them, the various pressures of teachers who are married are significantly higher. Compared with the unmarried young teachers, married young teachers have to bear not only the pressure brought by their work but also the pressure encountered in family life. For teachers who already get married, it is necessary to maintain a good family relationship before they can devote themselves to work. This requires married young teachers to take on different roles and responsibilities in their family and work, and handle the balance between family life and career work. Moreover, due to the special profession nature of Business English translation teachers, there is no set time for commuting, but will be at work at any time, and will often go to other places to work overtime. This will reduce the time for young married teachers to spend with their families and cause family conflicts. Therefore, in general, married teachers engaged in translation professions generally cannot balance the relationship between family and career well. As a result, in the process of maintaining family emotional relationships, there will be greater psychological pressure in Business English translation work.

#### ■ Counter Strategies for Business English Translation Teaching

— To strengthen research on English translation teaching. To determine the teaching purpose to be achieved by Business English translation, to improve the level of research on Business English translation, determine the teaching mode of Business English translation teaching, to analyze its position in the Business English teaching system, opportunities and challenges faced, and to clarify the teaching goals of Business English translation teaching, all these will help promote the reform and development of Business English translation teaching.

— To improve the training process of research and compound teachers in Business English translation and improve the level of training. In order to meet the needs of rapid development of international modern business, many countries and regions have actively and systematically explored this and achieved a series of results. We should carry out in-depth research on the actual needs of Business English translation teachers and the remaining problems in the current Business English translation teaching, learning and sharing advanced teaching experience, which will promote Business English translation Teaching.

— To clarify the teaching goals of Business English translation. In terms of the main problems existing in Business English translation teaching, the author believes that the key to the problem lies on correct understanding and positioning of Business English translation teaching.

— To scientifically position the teaching objectives of Business English translation, so as to establish the guiding ideology of teaching, improve the overall teaching design of Business English translation, construct corresponding Business English translation teaching materials and cultivate young teaching teams for professional Business English translation. According to this method, the construction of the subject of Business English translation would help Business English translation get rid of the current limitations of applied linguistics under the traditional teaching methods, thus create a more scientific applied linguistics teaching system.

■ Compile novel and scientific Business English translation materials

Judging from the development of applied linguistics textbooks and foreign language teaching materials in recent years, there has never been a systematic and scientific understanding of foreign language translation. From the perspective of professional textbooks, the included translation skills and translation exercises are just a few exercises after class. In addition, the Chinese sentence patterns and vocabulary used in many textbooks in the process of translating foreign documents are homogeneous, which greatly reduces the flexibility of foreign language translation work. And most of the foreign language materials used in the teaching process of Business English translation are translation exercises in comprehensive foreign language teaching materials. These comprehensive foreign language textbooks are generally biased towards literature and philosophy, which will cause students to encounter greater difficulties when learning to translate foreign languages, and the current Business English translation teaching design may not necessarily meet the needs of future demand. Such a learning situation needs to be changed, so novel and scientific foreign language translation textbooks must be compiled. Business Translation textbooks are an important carrier in the teaching process of teachers and the main basis for teaching activities. The design of the teaching plan is fully reflected in the compilation of the textbook content. In the process of compiling foreign language translation textbooks, the writer should study the use of foreign language translation exercises as a teaching method flexibly in the teaching process so as to enable students to comprehensively apply the language in the translation process. Some translation skills and historical theories of translation are appropriately added to the exercises of the translation chapters, and a corresponding amount of translation practice content is arranged to improve students' foreign language translation ability. And now that modern technology is developing vigorously, it is of great practical significance to appropriately add some business related high-tech term translations in high-tech industries and international new business terms in combination with the knowledge of foreign language translation.

■ Strengthen post-service education and promote teacher professional development

Strengthen the education of teachers after their employment, and improve the overall quality of the translation teacher team. At present, the team of Business English translation teachers is uneven, and there are great differences in their professional abilities and personal qualities. A small number of graduate students majoring in Business English translation will mostly choose to become an English teacher after their graduation. The translation theory, practical translation ability and teaching level of the existing Business English translation teachers cannot keep up with the growing demand for applied English translation. At present, most Business English translation teachers are graduates of liberal arts colleges or universities. Some qualified colleges or universities will invite professional teachers from business schools to take professional courses. However, from the perspective of development, colleges and

universities should focus on faculty training. For some colleges or universities with better conditions, especially those with master degree program and doctoral degree programs in translation, they should offer relevant translation skills improvement courses and related economy and international business learning courses for Business English teachers. At the same time, the relevant departments should also select some teachers with a good foundation in applied language to carry out professional training as a reserved force for Business English translation teaching. In addition, they also need to provide Business English translation teachers with opportunities to learn and master relevant knowledge of practical subjects.

Improve teachers' translation competence with the help of various training methods. The proportion of Business English teachers who graduated from foreign language translation department is relatively small, and these few professional teachers are not studying foreign language translation, so there are fewer full-time Business English translation teachers. It is a long and difficult task to improve the overall structure of teachers and their translation competence. This requires the relevant departments in universities to conduct professional training for Business English teachers on a regular basis and to train full-time foreign language translation teachers; hold lectures on professional foreign language translation teaching methods from time to time which would help to improve their professional competence. On the other hand, teachers should be allowed to spontaneously improve teaching methods, so that they realize that pure translation theory and translation skills cannot perfectly improve students' applied English translation level. Business English translation teachers should also continue to sum up their experience in the teaching process, learn the excellent foreign language translation theories and techniques at home and abroad, and then make improvements in accordance with the actual situation, and explore teaching methods that will help improve students' translation competence (Bednárová-Gibová, 2023).

## Conclusion

As the most widely used international language in the world, English is frequently used in international communication. At present, with the further development of globalization and international trade, many words with Chinese characteristics in economy, society, culture and daily social life have gradually entered English dictionaries and have been accepted by English speakers. This provides favorable conditions for the development of Chinese Business English, which also attracts more Business English translators to engage in Business English translation teaching (McGugan, 2023). Therefore, combined with the current social background, based on the study of the mental health of Business English translation teachers and the psychological pressure of translation teaching, the author puts forward the relevant research on the psychological pressure of Business English translation teaching and counter strategies for new translation teachers who have just entered the Business English translation teaching field. The characteristics of the work psychological pressure that Business English translation teachers who have just started at present are found and the degree of influence on their own translation conditions are used to help young Business English translation teachers to better understand the characteristics of the Business English translation industry, and learn to deal with problems reasonably and reconcile the conflict between their work and life, reduce the impact of excessive work pressure on the translation level of young teachers. Further more, organizations which young Business English translation teachers working in should provide their faculty with relevant translation skills improvement courses and training opportunities to reduce their

psychological pressure (Martí-Vilar M., 2019). All of these are of great constructive significance for maintaining the stability and development of Business English translation faculty.

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