

# **Hybridity: Using Translation within CLIL teaching – A Chinese experience in international business law (English/Chinese)**

## **Abstract**

It's been more than a decade that China has integrated into the global business family. Alongside with this trend, education for English as a major in China has expanded from English for General Purpose to English for Multiple Purposes, including for purposes of teacher training. English major modules include the purposes of translation and interpretation and the purpose of international business among others. International business law is one of the specialized modules within the business English major group. We find teaching through translation helpful to overcome the barriers of leaning and comprehending vocabularies, terms and concepts. This thesis intends to analyse how Content Language Integrated Learning (CLIL) could help with teaching legal English through translation in a hybrid legal world, integrating the problem of learning terminology, subject knowledge and case from a cross-cultural perspective.

## **Overview**

- 0 Introduction
- 1 Problems of teaching international business law
  - 1.1 Complex Hybridity: Subject Matter and Translation
    - 1.1.1 Languages and Laws
    - 1.1.2 Ideology and legal culture
  - 1.2 Teaching hours
- 2 CLIL on legal English teaching through translation
  - 2.1 The teaching of terminology
    - 2.1.1 Teaching procedure
    - 2.1.2 Term teaching through translation: company v. corporation
  - 2.2 The teaching of subject knowledge
  - 2.3 The teaching of cases
- 3 Functions of CLIL on legal English teaching through translation
  - 3.1 Cognitive discourse functions (CDF) of the hybrid teaching of international business law through translation
  - 3.2 Communicative functions of the hybrid teaching of international business law through translation
- 4 Conclusion
- 5 References

## **0 Introduction**

From the early Qing dynasty on, the celestial court had decided to learn from foreigners to subdue foreigners (师夷长技以制夷). The Chinese started to

learn English and went overseas to learn not only the language but also the so-called advanced technologies. By the time that China had officially entered the WTO in 2002, the English language and literature had become a central factor of English major education. Years after that, the focus was shifted from English for General Purpose (EGP) to English for Specific Purpose (ESP). English Language and literature, Business English, and English Translation and Interpretation have become major education programs, the objective being, according to *the National standard for undergraduate teaching quality of business English major in regular institutions of higher learning* (hereinafter referred to as *the National Standard*) issued by the Ministry of Education (MOE), to engage students and apply talents with solid English basic skills, international vision and humanistic accomplishment in cross-cultural business.

The curriculum for a business English major includes international business law, economics, marketing, management, international finance, international trade practice and others. The course design tries to fill in the gap between learning English from literature and learning from subject-related knowledge. Considerable efforts have been made to help English major students learn how to adapt to the global trade social environment and make use of language skills. Managing the use of English in an international trading atmosphere, learners need to at least have an awareness of cross-cultural communication, the comprehension of international trading rules, norms and the ability to engage in an international business world. This article lays out the functions of content and language integrated learning (CLIL) in legal English teaching through translation, taking international business law as an example.