

Optimization Design of Business English Teaching Course for International Business Majors

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Abstract: The curriculum of professional positioning is relatively arbitrary, lacking planning and systematicity, and a scientific and pragmatic business English curriculum is very necessary and has positive significance. In the exploration and practice of business English education and teaching, some urgent and difficult problems have been exposed. In this regard, this article integrates the optimization of the English Language Teaching course for international business majors. This article aims to improve the international business ELT(English Language Teaching) course through the educational practice of action oriented teaching method, so that business English majors can effectively improve their theoretical knowledge learning and practical level, and create conditions for their future job employment and in-depth learning and development. The purpose of this article also includes enhancing students' ability to master professional knowledge, effectively promoting the flattening of teaching courses, further eliminating unnecessary teaching projects, guiding and improving students' knowledge system through deeper education, effectively enriching students' diverse knowledge storage and distribution, and adopting action oriented teaching methods to accelerate students' understanding of key knowledge in international business English courses.

1. Introduction

With the in-depth implementation of the reform and opening-up policy, the radiation scope and depth of the international economy to China's economy have made great progress, and the demand for international business talents in various fields is increasing, and the level of demand is getting higher and higher. Therefore, Chinese people pay more attention to business English learning. The development of business English education also conforms to the demand of social, economic and cultural development for high-end compound English talents, conforms to the spirit of English major reform, and enhances students' employment competitiveness [1]. They are also constantly enriching and perfecting their own business English talent training mode in practice. Educational informatization gives full play to the advantages of modern information technology and pays attention to the comprehensive and deep integration of information technology and education, which plays a unique and important role in promoting educational equity and realizing the wide sharing of high-quality educational resources, improving the quality of education, promoting the reform of educational concepts and cultivating innovative talents with international competitiveness. "It is the driving force and support for accelerating China's progress from a big educational country

to an educational power [2]. Professional orientation curriculum is arbitrary and lacks planning and systematicness, while scientific and pragmatic business English curriculum is very necessary and positive [3]. In the exploration and practice of business English education and teaching, some problems that need to be solved urgently and are difficult to solve have been exposed. In this regard, this paper combines the optimization of business ELT course for international business majors to design. Graduate students majoring in international business have high expectations for business English courses, and they recognize that business English learning is closely related to their future career development. In particular, they hope that through the study of business English courses, they can effectively improve their English expression ability, so that they can communicate with each other in a global business environment with ease [4]. Through the educational practice of action-oriented teaching method, this paper improves the ELT course of international business, so that business English majors can effectively improve their theoretical knowledge learning and practical level, and create conditions for their future post employment and in-depth study and development.

2. Problems in Business English Teaching

2.1. Lack of course offerings

The curriculum and teaching must be based on needs analysis. At the same time, taking the special learning requirements of learners as the premise, and using specific subjects, professions, and practical activities related content and themes as teaching resources, reflecting the basic teaching methods and practical activities of the service discipline, and researching courses that are suitable for the language characteristics of these practical activities. Traditional listening and speaking classes require teachers to use paper text to complete dictation training, but in the information environment, traditional paper text will be replaced by electronic text[5]. The teacher uses the teacher side program to design electronic text, completes it, and sends it to the student side. Students listen to audio while practicing dictation. Taking the curriculum of International Business English at the University of Lancashire as an example, the courses for first-year students mainly include five subjects: Introduction to Business English, Introduction to Business/Project English, Marketing Principles, Overview of English speaking Countries, and Learning Skills; The courses for the second year include: International Business Management English, Intermediate Business English, Business Management and Practice, etc. [6]. After entering third grade, students are divided into two categories of courses: main courses and elective courses. Usually, students must complete two main courses and three elective courses within one academic year.

2.2. Unreasonable teacher management

Taking the teachers majoring in international business management in the School of Language and International Exchange of Lancashire University as an example, the author interviewed several teachers in the teaching group of international business management course and learned about their educational background and academic level [7]. None of these teachers has a doctorate, and their education seems to be very messy, but they have professional knowledge in business management, some practical work experience, and have also received training in teaching qualifications. Mastering the good teaching rhythm can further improve the professional teaching ability. Action-oriented teaching method pursues the construction of multi-dimensional knowledge system for students, which not only requires students to have a good knowledge base, but also can use various strategies to participate in ELT practice in a timely manner [8]. Teachers can usually design practical cases for students' professional learning, give guidance to students and help them really

master the knowledge they have learned by using their own experience and lessons in the enterprise during the teaching process. At present, there is no official certification for teachers' informatization level, and teachers will temporarily concentrate on practicing the contents of at most two modules of the National Computer Application Ability Examination for Professional and Technical Personnel only when evaluating their professional titles [9]. Whether teachers can apply relevant content to classroom teaching is still unknown.

2.3. Backward teaching methods

In economically developed areas, education resources are abundant, and full coverage of campus networks can be achieved. Teacher preparation, teaching, and teaching evaluation are not limited by time and space; Economically underdeveloped areas have not even achieved network connectivity, and teacher teaching can only stay in the dictation mode of blackboard+chalk+tape+paper text. The courses for the third year of International Business English major are basically three hours per week, with one class hour for centralized teaching and two class hours for seminars. Seminars are usually arranged after centralized teaching [10]. The main teaching content, main teaching modes, application effects of main teaching modes, as well as the professional abilities and teaching levels of professional teachers of Business English course. After investigation, it can be seen from Table 1 that 33.2% of students are not satisfied with the existing teaching methods. They believe that the existing teaching process is too single, and basically the teacher follows the textbook on the blackboard, while students read and practice. Teaching is mainly based on the teacher's teaching of knowledge, with students passively receiving information as a supplement, and students' learning enthusiasm is not high. In addition, most students are not satisfied with the existing teaching equipment and venues, especially in vocational colleges such as science, which invest less funds in business English majors. Students can still only listen to classes or practice in ordinary classrooms, and information assisted teaching methods cannot be achieved, resulting in unsatisfactory teaching results.

Table 1: Students' Satisfaction with Teaching Methods

Option	Satisfied	Common	Dissatisfied
Evaluation of teaching facilities	15.7%	24.3%	62.4%
Evaluation of teaching methods	28.3%	46.1%	33.2%
Evaluation of teaching effect	29.4%	34.7%	48.2%

For the choice of teaching content, we must make a good design plan according to the current characteristics of business English, focus on improving students' communication and performance ability in different environments, and try our best to help students gain a dominant position in practice, so that professional students can give full play to their own advantages in business English in different environments. The content of centralized teaching is prepared by the host, and its related teaching courseware and teaching materials are distributed to all other members of the teaching group. According to the teaching content of centralized teachers, teachers find relevant cases and topics to organize subsequent group seminars, so as to realize the unity of "democracy and centralization" in teaching.

3. Optimization Design of Business English Teaching Curriculum for Integrating International Business Majors

3.1. Optimize course offerings

We should quickly change the guiding ideology of curriculum design for most business English

majors in Chinese universities, which mainly focuses on English language teaching and supplemented by business knowledge learning. Universities need to reform their curriculum to gradually focus classroom teaching activities on business knowledge. The business ELT course cycle is long, and the teaching objectives vary at different stages. In the process of teaching work, it is necessary to make timely adjustments to the teaching objectives based on the current situation of basic teaching. Under the traditional situation, educational practice is influenced by the educational structure, and its teaching timeliness is relatively low. Once the grasp of educational balance is insufficient, it is highly likely to cause confusion in the educational curriculum. Teach students the latest knowledge in modern management, economics, finance, and law, including introducing them to the latest developments in international business activities, business theories, business operations and management, tourism and environmental protection, and international trade theories. We should not only improve the basic education level of Business English, but also enhance the ability to guide action oriented teaching, so that the application of action oriented teaching in Business English curriculum education is not only an educational concept, but also lays a solid educational foundation for high-quality promotion of Business English curriculum teaching.

3.2. Strengthen teacher management

For students with insufficient business communication ability, teachers can improve students' business communication level by cultivating their oral communication and language expression ability. Teachers should try their best to reduce the frequency of intervention in students' practical learning, and point out their oral communication problems after students finish their oral communication, so as to avoid the confusion of students' knowledge memory caused by direct intervention. The bottleneck problem in the development of business English major-"the quality of teachers" needs to be solved urgently. Therefore, efforts should be made to improve the professional level of the teaching staff, broaden their professional knowledge background, and cultivate an "amphibious" compound teaching staff who are proficient in English and have sufficient business background as soon as possible. The specific measures are shown in Figure 1.

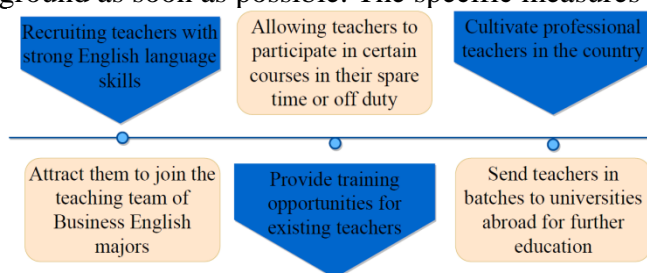


Figure 1: Countermeasures for the Development of Business English Major

The joint teaching of Chinese and foreign teachers puts high demands on both China teachers and foreign teachers. Business English teachers need to have solid basic language skills, certain business knowledge and practical experience, and good communication skills. After a period of running-in, we should strive to maintain the stability of the teaching staff and cooperation, so as to establish a high-quality business English teacher team.

3.3. Improve teaching methods

It is undeniable that applying action oriented teaching practice methods to business English teaching can indeed play a good teaching auxiliary role. However, due to differences in applicable conditions and environments, the application of teaching methods should be based on ensuring that they do not affect the correct teaching practice process. The above methods can enhance students'

ability to master professional knowledge, effectively promote the flattening of teaching courses, further eliminate unnecessary teaching projects, guide and improve students' knowledge system through deeper education, effectively enrich students' diverse knowledge storage and distribution, and adopt action oriented teaching methods to accelerate students' understanding of key knowledge in international business English courses. Students have a proactive and positive learning attitude towards mastering basic knowledge. Effective case teaching requires students to have a certain degree of mastery of the basic concepts, methods, and theoretical framework of a certain course. In addition, students should make full use of their existing knowledge advantages, actively and proactively discuss and communicate with other students around cases, state and defend their own views, comment, develop, support or criticize others' viewpoints.

4. Conclusions

Postgraduates majoring in international business generally have a good English level and a broad vision. They don't want to limit their English learning at the postgraduate level to fixed textbooks, but require the openness and diversity of learning content. The current problems of business ELT mainly include the lack of curriculum, unreasonable teacher management and backward teaching methods. In this regard, this paper designs the optimization of business ELT courses by integrating international business majors. Business English courses for international business postgraduates should attach great importance to our students' main role in the learning process, enhance their sense of responsibility and achievement in learning, attach importance to and emphasize the cultivation of students' comprehensive quality, the development of their potential and the improvement of their ability of independent learning and continuous learning, so as to fundamentally improve their competitiveness in dealing with the global business environment. We should not only improve the basic education level of business English, but also strengthen the guiding ability of action-oriented teaching, so that the application of action-oriented teaching in business English course education is not only an educational concept, but also lay a solid educational foundation for the high-quality promotion of business English course teaching. Modern education should enhance the cultivation of students' sense of learning responsibility and achievement, attach importance to and emphasize the cultivation of students' comprehensive qualities, potential development, and the improvement of their ability to learn independently and continuously, fundamentally improving their competitiveness in responding to the global business environment.

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