

Research on the Cultivation of Business English Talents and the Teaching Mode of Business English in Colleges for Nationalities

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Abstract

With the development of society, the strengthening of economic globalization and the deepening of reform and open-up, Business English teaching is attracting more and more attention. But Business English teaching in colleges for nationalities is still facing many problems, hinders the improvement of Business English teaching quality and the development of Business English. Starting from the connotation of Business English, this paper reveals the common problems existing in Business English teaching, analyzes the causes and puts forward some reform measures, in order to cultivate well-educated Business English talents for the ethnic areas.

Keywords

Business English talents, teaching mode, cultivation

1. Introduction

The rapid development of the Internet technology and the increase in economic activities requires a large number of applied business talents Business English talents, a kind of applied compound talents, are urgently needed. Nowadays, business English talents should have the ability to combine English language and business activities. The education of English majors is not just a simple combination of "business" and "English". With the globalization of the economy, the demand for English talents in the society has been diversified. The world economy is open to each other and economic activities are becoming more and more frequent. In the past, the single foreign language majors and the basic skills

can not meet the needs of the market economy. The current economic development needs is the application of innovative business English talents.

With the global economic integration and the development of regional economy, the importance of College English teaching to regional economic development has become increasingly prominent. English talents, who have both the combination of culture and regional economy and the profound knowledge in a particular field as well as the good foreign language ability of application oriented foreign language talents has become the consensus of the people.

2. Business English

As a branch of English for Specific Purposes, Business English is difficult to define and limit in linguistic terms. It is a study of English fundamentals applied to sentences containing the vocabulary and concepts of business (Ruth Moyer, 1980). Business English must be seen in the overall context of ESP as it shares the important elements of needs analysis, syllabus design, and materials selection and development which are common to all fields of work in ESP. As with other varieties of ESP, Business English implies the definition of a specific language corpus and emphasis on particular kinds of communication in a specific context, the business context (Ellis & Johnson, 1994).

As a branch of English for Specific Purpose (ESP), Business English is a comprehensive interdisciplinary subject based on linguistics and applied linguistics (Zhu, 2010). Business English, is not only pure English language nor pure business, it is also not a simple addition of business and English, but an organic integration of them. It is the inevitable product of economic globalization. Its subject characteristics are influenced by linguistics and some other subjects. In addition to sticking to the characteristics of “quality of the English language”, Business English majors should also highlight the characteristics of “Business” (Chuan, Peng, & Zhu, 2011). It can be said that Business English is a comprehensive subject, which is based on linguistics and absorbs other research methods. Business English talents not only have outstanding skills in English major, but also have a good knowledge of business activities. The business English teaching has become a new field of study.

Business English consists of three elements: business background knowledge; the language used in business context; business communication skills. The content of the business background determines that the emphasis of learning business English lies not only in English language learning, but also in the use of English to communicate with foreign business activities.

3. Curriculum for Business English

Business English curriculum includes three modules: language knowledge, business knowledge and humanistic knowledge. This combination of courses is mainly provided reference to other countries' business English courses, English majors and trade professional courses combined, the prerequisite of the follow-up and lack of full understanding, regardless of context. The contents of professional courses are repeated, and the proportion between theory and practice is not scientific. Some schools

pay more attention to Business English theories, and think little of practice (Kong, 2009).

The Higher Education Department of the Ministry of education of the People's Republic of China requires that the talents of higher education should be based on "serving the regional economy and social development". Therefore, business English talents in higher education should be combined with local economic characteristics, set up the regional economic and cultural development, supply service for the market demand. According to the local industrial structure and industrial development needs, colleges and universities should set up the formation of a new training mode for modern business English talents, based on the local culture, cultivate practical business talents, who can adapt to regional economic development needs and demands of the global economic integration. Business English education should strengthen professional construction, optimize the curriculum system, reform teaching contents, the establishment of a new type of business ability of foreign language talents training mode, focus on the cultivation of professional and technical proficiency, and be able to successfully carry out cultural exchanges of professional talents; make full use of regional resources to carry out cooperation projects, industrial structure and regional economy to technology link construction and regional economy is closely related to the professional characteristics, promote the coordinated development of the region, to better serve the regional economy.

Colleges should breaking the professional barriers and set up general education courses, and implement the "professional education and general education" foreign language talents training mode. The implementation of general education should be closely integrated with professional education in order to promote professional education. The modern society needs a wide range of knowledge and broad vision of foreign language talents. In the past, the foreign language talents who are fluent in language and empty in their minds have been unable to meet the needs of the society. At the same time, the content based foreign language education will enrich students' foreign language proficiency. Foreign language talents training in minority regions should be guided by market demand, reflect the culture characteristics of "direction, flexibility, scalability", according to the training objectives and specifications. Nowadays, many colleges and universities set up business English courses, only in the use of traditional professional English curriculum model, adding a number of economic, management, foreign trade courses. The unreasonable curriculum makes the training goal of business English can not be fully realized. This kind of curriculum has serious deficiencies in the training of business practice ability, affecting the development of students' career. English courses and business courses do not have a good combination; there is a deviation and disconnection. This makes the training of talented people have a certain bias, part of the bias in the language of basic knowledge and skills, part of the bias in the knowledge of business disciplines, there is no combination of the two.

Curriculum is the basic unit of teaching. In order to make the development of curriculum construction work better, colleges should optimize the curriculum system, rationally allocate the credit and the number of studying hours, evaluate between compulsory course and elective course proportion. As for the students' comprehensive quality, colleges should pay attention to the integrity and systematization

of each course content, but also make great efforts to solve the problem of repetition. The scientific nature of curriculum system and the advancement of teaching content are directly related to the development of curriculum construction. The construction and development of the course can be divided into the construction of the curriculum system and the reform of the teaching content, the use of teaching methods and means, the establishment of the test model, the practice teaching of the experiment and practice, etc.

Through the study of business English courses, students should develop into a new type of foreign language talents who are proficient in English and have a systematic grasp of business technology. The situation and the creation of business English from the current school curriculum can be divided into two major courses, the first one is the business background of English reading, writing and translating, listening and speaking course, such as: International Finance, International Business English, international trade English reading, English business letters, business English translation, business English communication and so on. The second one is the main course, the professional direction of international trade such as: investment, international finance, international commercial law, international trade practice, international marketing, negotiation and communication, marketing, economics, business, marketing and public relations skills, human resources management and practice etc. These courses can ensure that the students can meet the requirements of a complex talent through the systematic study of English skills and business skills.

4. The Staff of Business English Teaching

Most of the business English teachers in China are pure language majors, proficient in English language, lack of business knowledge, the core problem of business English can not be very good grasp. After a simple training, the teaching of business English courses, the lack of practical experience and professional knowledge, both the lack of international vision, but also the lack of business knowledge. In the teaching of professional knowledge, the attitude of avoidance, professional knowledge is not clear, lack of accuracy (Tang, 2010). In the teaching process, the number of teachers who can teach business English courses in English is not enough, which can not meet the requirements of the increasingly fierce competition of economic globalization. This has become an important bottleneck restricting the development of business English in China. Business English is a comprehensive discipline, involving a wide range, covering business management, marketing, e-commerce, hotel and catering business background knowledge, which requires the business English teachers, should have certain experience. Do not understand the special meaning of vocabulary in Business English and explain only word for word and sentence for sentence translation, even business will have special meanings of the words as ordinary words. In the aspect of practice teaching, because of the lack of practical training and practical experience, it is impossible for the teachers to carry out targeted guidance.

To meet the needs of cultivating internationalized talents, teachers play an important role in the process

of establishing a three-dimensional curriculum system. This not only puts forward higher requirements for teachers' knowledge structure and professional quality, but also poses a challenge to teachers' teaching ability. Teachers must update their professional knowledge in real time, and achieve the goal of general education in the cultivation of intercultural communicative competence, the promotion of humanistic quality and the development of mind. At the same time, we should develop the personal characteristics in the subject foreign language ability.

Schools should encourage teachers to carry out researches and practices to improve their practical ability of business English so as to meet the needs of Business English teaching. Teachers should also actively participate in the training and learning outside the campus, some teachers should strive to get the foreign trade related to the senior vocational qualification certificate, become well qualified teachers. Again, the modern education has put forward higher requirements for teachers, who need to keep learning, update professional knowledge and skills, to ensure that the structure of knowledge system and their ability to adapt to the modern education reform and development needs and enhance their value. Teachers should constantly improve the ability in teaching research, and their education, teaching skills and teaching methods should be applied to more modern business English teaching practice, summed up the experience in the practice of teaching.

5. The Construction of Teaching Materials

Excellent business English teaching materials should have the characteristics of "authenticity" and "timeliness". The quality of teaching materials will affect the level of curriculum. The construction of teaching material is the core of curriculum construction, and is the important guarantee of teaching work. Teaching material is an effective tool for teaching practice, good language teaching materials should be able to be used in different ways by different learners, and for teachers' teaching practice to play a certain role in their initiative and creative space (Zhang, 2001). Therefore, selection of appropriate business English textbooks is an important link of cultivating excellent talents. The writing of business English textbooks must be based on the needs of learners. Specifically, the teaching materials should pay attention not only to provide students with practical knowledge of the English language, but also pay attention to and closely combined with the business knowledge, so that students can apply their knowledge in the days after the professional positions. The teaching materials are in accordance with the needs of the real communication and can provide the real communication environment. So, in the selection of teaching materials should be selected with the international standards of practical teaching materials, and professional teachers in the course of the lecture, also need to invest a lot of time and energy to prepare for the needs of students and teaching materials.

The connotation of business English is "discipline construction and development direction of business + skill" as the characteristics of the practical, occupation type; to establish employment oriented, professional skills as the focus, from the actual situation of students, the teaching mode of training; develop team spirit, focus on training objectives, continuous reform and innovation the teaching

management and student management.

For a long time, China's higher education is the main function of cultivating advanced talents, and is based on the prediction of all walks of life in the social and economic development of specialized personnel to determine the number of admissions for various professional categories, the school for students of professional education in accordance with the professional direction, the basic pattern after graduation to let them according to the professional direction of "employment" as the operation of the university. However, the direction of talents training in Colleges and universities is to serve the society, which is regulated by the market demand, which requires colleges and universities to recognize the situation, change the mode of education and training, and make the best of it as soon as possible. The compound talents of business English are versatile talents, which are characterized by the ability to carry out business activities in the field of international business communication. Colleges and universities to adapt to the market and the trend of social development, the establishment of the professional teaching, to cultivate applied talents for the development of our socialist market economy, the characteristics of the decision for everyone to improve their overall quality, it is necessary to expand the personal knowledge. As a teaching unit, we must adhere to the training mode of business English Subject Construction: English language skills + business and management related technologies. Through the optimization of curriculum and the construction of excellent teachers, colleges can achieve the goal of personnel training.

6. Classroom Teaching Mode Innovation

The classroom teaching of business English courses should be student-centered, teacher led, pay attention to the cultivation of students' learning ability, research ability, problem solving ability, so that is conducive to the cultivation of teaching methods and mode of the practical ability of the students can choose. Such as multimedia teaching method, case teaching method, situational teaching method, etc. To make full use of computer network and multimedia learning platform of modern information technology, to improve the teaching effect, we should actively explore and try new teaching mode to cultivate students' autonomous learning ability, practical ability and innovation ability (Chen, 2009). In the teaching process, teachers should adhere to the improvement of teaching methods, pay attention to carry out the task as the center, to carry out various forms of teaching activities, and fully mobilize the enthusiasm of students, stimulate students' interest in the whole process, to maximize students' participation in learning. The basic fabric of a Business English course should be tasks, which caters to the task-based teaching approach fairly well (Geng, 2014).

There are many advantages of multimedia teaching, first the classroom capacity is large. The multimedia courseware, teachers can give students more information, enrich the teaching material, saving time writing teachers in class, greatly improve the efficiency of the classroom. Second, they can create similar teaching environment. Multimedia network teaching is a teaching method which integrates image, audio, video and text. This method is to create a learning environment for learners to

make the students to actively carry out the activities of thinking and improve the practice of business English. Third, the use of the multimedia courseware, comprehensive text, images, animation, audio and video materials, the traditional teaching mode becomes lively and vivid, inspiring, stimulate students' interest in learning, improve learning efficiency.

Situational teaching method can also cultivate students' initiative in learning, so that students learn in a real English context, so that language teaching from the monotonous description of the liberation of the text. Through situational teaching, the students feel the happiness of learning from the language and the exchange of expertise and application to stimulate students' interest in learning, arouse their enthusiasm to participate in the change of language learning boring situation, improve the quality of business English teaching.

The real case teaching content from companies, teachers can visually and vividly show students, from teacher centered traditional teaching ways, converted to led by the teacher, the student as the main body, can greatly stimulate students' learning initiative. Case teaching method is helpful to cultivate students' initiative and enable students to participate in class discussion.

The above-mentioned teaching modes should adjust teaching methods according to the training objectives. Through different teaching methods, teachers can fully mobilize the enthusiasm and initiative of students to enhance the teaching effect. The teacher should adopt the open teaching, make the student become the leading person, play the main role in the classroom, and the teacher's role is to ensure that the teaching activity is carried out smoothly and orderly, play the role of the organizer, the controller. Teachers will be teaching process and teaching content to students, mobilize students to actively participate in the teaching process, cultivate students innovation ability and divergent thinking.

7. Practical Teaching

The communicative approach holds that language is a communicative tool and can be used only in communicative practice (Widdowson, 1978). There still exists a problem in the current business English teaching, that is the lack of practice. The teachers in Business English classroom still spend a lot of time imparting the knowledge of communication practice in class. So the students will be difficult to carry out the practical activities and carry out effective business communication. Colleges can not achieve the training of compound and applied talents in Business English.

Business English practice teaching is to enable students to apply their knowledge, to better meet the needs of society, so the practice teaching has any theoretical teaching cannot be replaced by. Business English teaching is a kind of ability education, which is an organic combination of English and business knowledge. Practical teaching is of great importance in Business English teaching. Compared with the traditional English teaching, it emphasizes the effectiveness of using the target language communication, that is, the accuracy, appropriateness and fluency of communication. Therefore, in practice we should put the business skills training in a prominent position.

As far as the business English teaching is concerned, the training of applied talents should be put in the

first place. Therefore, on the basis of the traditional teaching methods and means, we should strengthen the students' language practice in order to cultivate the ability of combining theory with practice, in the process of business English talents training; we should train the students' professional application ability. If you do not have the opportunity to practice on the post, you can actively carry out simulation training in the school, through the simulation of practical training to train students' practical ability, organizational communication ability, and practical ability. Strengthen practice teaching. On the hardware side, strive to set up business simulation laboratory, to provide students with practical business operations. At the same time, strengthen cooperation between schools and enterprises to build a training base.

To make graduates meet the requirement of market economy after graduation, teachers should pay attention to combining theory with practice, and make students actively participate practices both in school and out of school, strengthen students' business English practical abilities, with the practice teaching hours no less than fifty percent of the total hours of teaching activities. The practices include inside and outside the classroom language practices, also includes the production of foreign trade documents, foreign trade business process simulation training and other business practices and business negotiation and other projects, scenario design comprehensive training. Teachers should strengthen the teaching practice; focus on the cultivation of students' innovation and practical ability, to create a good learning atmosphere, interesting. The students can be divided into several groups, guide students to collaborate on the classroom and extracurricular English practice tasks. At the same time, colleges ought to gradually create opportunities for students to practice, and conduct business English practice activities, and each part of the practice should formulate the corresponding implementation plan. The school should actively open classrooms for business English practice teaching, but also should actively contact with outside enterprises, set up practice base for students, let the student have enough exercise platform and training opportunities, to ensure the smooth completion of school practice.

Besides, practice activities should be included in the assessment of students' achievements, establish a more comprehensive student evaluation mechanism. Examination is only one of the methods to assess the students, and more assesses should be conducted according to the completion of the business English practice tasks and the results of projects of the students.

Practice teaching is to improve students' comprehensive quality and cultivate students' innovative spirit and practical ability, so that any theory teaching practice teaching has an irreplaceable role, is an important guarantee to complete the task of teaching, and students to an important warm-up before work. Therefore, we should attach great importance to the practical teaching of experiment and practice. To mobilize social forces, strengthen the construction of practice base, to vigorously carry out the reform and practice of teaching content and teaching method, teaching design, comprehensive research, experiment, guide and encourage students to participate in scientific research activities, carrying out research-based teaching, improve students' practical ability, innovation ability and entrepreneurial ability. Only in this way can we develop the business English talents to meet the needs of the society.

8. Conclusion

It is very important to cultivate Business English talents because it requires higher and higher business skills, so business English teaching should keep pace with the times, constantly deepen the reform, adjust and perfect the curriculum setting, consolidate and improve the construction of teachers, to promote business English teaching materials for the development of the times, strengthen the practice teaching, and according to the social development and constantly explore and improve, cultivate more can understand basic professional knowledge and skills, and good English communication ability of high-quality business English talents, to better serve economic construction of the local places.

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