

# Research on the Professional Development Path of Business English Professional Teachers

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**Keywords:** Business English Teachers; Professional Development; Development Path

**Abstract:** The current business English teachers have problems such as lack of experience and lack of professional ability in the professional development path. Based on this, the development path of professional English teachers is studied, and the development status of business English teachers in a university is analyzed. The quality structure of professional teachers should be finally studied. The professional development path of business English teachers consisting of “learning, guidance, practice, scientific research and evaluation” was designed. Through more than two years of implementation, the development path has achieved remarkable results and has certain enlightenment for the professional development of business English teachers in other institutions.

## 1. Introduction

The goal of business English is to train talents with “complex” ability to conduct international business communication in English in an international business environment and effectively solve practical problems in international business [1]. The key to cultivating such talents is quality business English teachers. Nowadays, many colleges and universities, especially local colleges with a short period of schooling, do not have a business English professional background, and teach business English while also teaching college English [2]. There are also some teachers whose academic background is English major or economics and trade major, but mainly based on college English teaching, supplemented by business English teaching [3]. How to carry out the construction of business English teachers and promote the professional development of business English teachers has become an urgent issue. This article will start with a survey of the status quo of business English teachers in a certain university in China, pointing out the problems [4]. Based on the school situation, combined with the quality structure that business English teachers should have, it proposes a set of paths that are conducive to the development of business English teachers to meet the requirements of business professional teaching and students' comprehensive quality.

## 2. Composition of Business English Teachers

### 2.1. Professional knowledge level

Business English teachers must have ontological knowledge, business English teaching knowledge and instrumental knowledge [5]. Business ontology knowledge includes compound business English knowledge, international business basic knowledge and cross-cultural communication knowledge. In addition to basic linguistic knowledge, business English teachers must also understand some of the knowledge related to international business, because business English is a cross-composite of international business and English. International business is also an economic activity between countries. Therefore, teachers who have relevant cross-cultural communication theory knowledge to guide teaching practice will definitely have a positive impact on the success of future business communication. Business English teaching belongs to English teaching. It has all the characteristics and elements of language teaching. Therefore, business English teachers must be familiar with English teaching theories and methods. In addition, business English teaching is different from ordinary English teaching and has special characteristics. As a branch of English for Specific Purposes (ESP), Business English must master the theoretical

knowledge of English for specialized purposes and use its theoretical framework to carry out teaching. Instrumental knowledge involves general knowledge in pedagogy, psychology, and other disciplines that helps teachers improve the efficiency and effectiveness of classroom instruction [6].

## **2.2. Professional competence level**

Business English teachers should have the ability to develop and develop. Business ontology ability means that business English teachers should have comprehensive business English language use ability and solid business English listening, speaking, reading, writing and translating skills, good communication and communication with students, and good business English teaching design. Teaching ability; using modern educational technology and information technology to assist in teaching and good teaching monitoring. In the practice of business English teaching, teachers can be guided by the application of practical and practical talents, fully mobilize students' enthusiasm for learning, stimulate students' motivation, grasp their own teaching activities, find problems in time, and have a sense of teaching efficacy. Developmental capabilities include curriculum development, learning and innovation [7]. The curriculum development ability refers to the ability of business English teachers to integrate, screen, refine and reconstruct the "essential" curriculum according to the needs and training objectives of the learners. Learning ability requires teachers to have a lifelong learning philosophy, consciously learn advanced teaching ideas and successful teaching experience of others, and learn the abilities of education, economics, management, business and other fields. The ability to innovate refers to the ability of teachers to better achieve educational goals based on teaching content, teaching objects, teaching purposes, innovative educational theories and teaching methods [8].

## **2.3. Professional literacy level**

Business English teachers must have an international vision, a background in international business and a combination of production, education and research. Business English subject attributes, teaching content, training objectives, etc. are closely related to economic globalization. Business English teachers can only cultivate international business talents if they are familiar with the historical and cultural backgrounds of all ethnic groups in the world and have a global vision. The business English major belongs to a highly applied specialty. The business English subject teaching requires a wealth of industry background knowledge and certain professional practical experience. Teachers can deeply understand and experience the information, system, operation mechanism and products of various international business industries. And with certain work experience, will be able to better serve business English classroom teaching and practice teaching inside and outside the classroom [9]. In addition, business English teachers should pay attention to the combination of production, study and research in business English talent training, that is, they can make full use of resources such as schools, enterprises, scientific research institutions, and combine school education with product technology development, production development, and scientific research to promote business English. The updating of teaching content and the reform of teaching methods have promoted the improvement of students' abilities and the continuous improvement of teachers' own quality and scientific research capabilities [10].

## **3. The Status Quo and Problems of Business English Teachers**

The author investigated the situation of business English teachers in a certain university in China, as shown in Table 1. The information from Table 1 is as follows:

First, from the perspective of compilation, the proportion of full-time teachers is 81.82%, and the number of part-time teachers is 18.18%. The courses taught by part-time teachers are generally finance and foreign trade, and the language of instruction is bilingual.

Secondly, from the perspective of professional titles, only 22.72% of the deputy high and above titles are used, and most of them are intermediate and below titles.

Third. From the academic background, most teachers have master's degree (86.37%), and doctors account for 9.09% (including one teacher who is pursuing a doctoral degree), with a

bachelor's degree accounting for 4.54%.

Fourthly, from the professional background, there are more teachers in the background of “English Undergraduate + Master of English”, and there are fewer teachers in the background of “English + business” or “business + English”, while teachers with “business + business” background are zero.

Fifth, from the age point of view, most business English teachers are younger, have a long graduation period, and lack certain business experience.

Table 1 List of business English teachers (2019)

Project	Survey results (%)				
Institutional establishment	Full-time teacher (81.82)			External teacher (18.18)	
Education	Specialist (0)	Specialist (0)		Master (86.37)	Doctor (9.09)
Job title	Teaching assistant and below (31.81)	Lecturer (45.47)		Associate Professor (9.09)	Professor (13.63)
Professional background	“British” (77.28) (Undergraduate, Master's degree in English Language and Literature)	“English + Business” or “Business + English” (18.18) (Undergraduate or Master's degree in Business or Economics)		“Business + Business” (0) (Undergraduate or master's degree in business related major or economics major)	Other (4.54)
Age	Under 30 years old (27.27)	30 to 40 years old (45.46)	40 to 50 years old (9.09)	50 to 60 years old (4.54)	60 years old or older (13.64)

#### 4. Business English Teacher Professional Development Path

##### 4.1. Learning: business English expertise and ability extension

Business English teachers enhance their business expertise and abilities through three learning styles.

First, training on and off campus. Transfer-oriented business English teachers take turns to participate in off-campus training. In order to balance “efficiency and “fairness”, before being sent to participate in training and study, to go to universities and colleges at home and abroad for further study visits or to organize in-depth activities in society, government agencies, enterprises, exhibitions or fairs, they must apply and record before training. It is necessary to consider its objectives, tasks and follow-up plans to improve the efficiency of attending meetings and trainings, so as to better serve the business English professional construction. The main form of on-campus training and learning is the teacher guidance forum, which is three times per semester, inviting business English. Senior experts provide lectures for business English teachers and face-to-face communication.

Second, self-learning. Business English teachers determine learning objectives according to their educational and teaching needs and personal development needs, select learning content, formulate learning plans, conduct self-planning learning or research activities, and make self-judgment and evaluation of learning results. This learning method can give full play to the initiative and creativity of business English teachers, and is highly targeted, and has a positive effect on enriching the structure of their own professional knowledge or improving various capabilities.

Finally, group collaboration. The business English teacher learning community will be established, teaching cooperation will be carried out, the syllabus and teaching schedule will be jointly formulated, the class will be prepared in a class, the classroom teaching mode will be adjusted according to the needs of the students, and the class will be listened to each other. Through interaction and interaction, we will give full play to the advantages of different academic backgrounds, constantly explore new teaching methods, and expand the knowledge and skills that we lack. Teachers with academic backgrounds of “English Undergraduate + Master of English”

expand their business English knowledge and skills, and teachers with “business + business” or other academic backgrounds enhance their English language knowledge and skills.

#### **4.2. Guidance: master teacher studio teacher, help, bring**

The “Masters Studio” played a huge role in the process of accelerating the transformation of non-business background English teachers. The Master Studio has recruited three batches of English language teachers who have transferred their intentions or those who have just graduated from the business major. The teacher's studio is limited to one year, but in fact, since the day he became a teacher's studio student, the instructor has insisted on guiding the students regardless of whether they graduated or not. Each time the theoretical study and teaching and research activities, three groups of students will gather together. The instructor uses modern information technology to set up an air liaison office, publish newsletters (such as learning financial news), use QQ or WeChat to exchange ideas and discuss questions with students; and work hard to run this business English interdisciplinary with regional and local characteristics.

#### **4.3. Practice: school-enterprise cooperation, practice base creation**

According to A. Bandura's theory of social learning, J. Dewey's empirical learning theory from “learning by doing” and D. Kolb's experiential learning theory, learners can pass role models. Observe and participate in the activity experience in person, and use formal practice activities to accumulate, reorganize, and create knowledge in experience (experience) to promote capacity improvement and development. Business English teachers also need to gain business English knowledge through personal experience and experience, especially the acquisition of international business practice knowledge and ability, because business English is a very practical course, teachers in the classroom from the practice of “paper talk”, students. The learning effect will be greatly reduced. Through the establishment of off-campus practice bases, cooperation between schools and enterprises, inspection of foreign trade companies, observation of the behavior of international business practitioners, and participation in international business activities on behalf of enterprises, business English teachers can gain first-hand insights and experience, and promote sublimation of self-awareness. To apply what is learned, to use practice to guide teaching, is conducive to the construction of business English courses and classroom teaching reform. In addition, schools and enterprises share human resources, corporate personnel participate in school teaching, school teachers participate in corporate management, etc., inject new international business ideas and new results into business English classrooms, and jointly promote business English teaching.

#### **4.4. Research: conducting independent and cooperative research**

Scientific research can provide a constant source of motivation for business English teachers' knowledge learning and creation. Business English teaching should pay attention to theory to practice, practice sublimation into a two-way flow of theory, and theory-practice--all-round docking of scientific research platforms. Gradually improve the forward-looking nature of their scientific research and closely follow the sensitivity of the national economic and trade development strategy, and declare their research projects at various levels independently or collectively. Business English teachers cooperated to highlight the characteristics of the college in Zhejiang, landing Jinhua, and to build a corpus for the international import and export of small commodities and small and medium-sized enterprises cross-border e-commerce brands, according to local conditions, urgent use, and gradually improve. And actively promote the construction of teaching materials, give full play to the strength of the team, and write such as “Concise English for Business English” “Intermediate Business English Listening”, etc. In the practice of business English major construction, in the education and teaching reform, “showing mountains and dew”. In addition to the cooperation between teachers, teachers also cooperate with enterprises to set up research projects, sublimate experience into theory, and the theory is also in a virtuous circle of production and teaching practice. In this process, teachers' professional knowledge and skills are also improved. And development.

Finally, based on the quality and ability requirements of business English teachers and the outstanding problems in the team of business English teachers, the following professional development paths are designed. As shown in Figure 1.

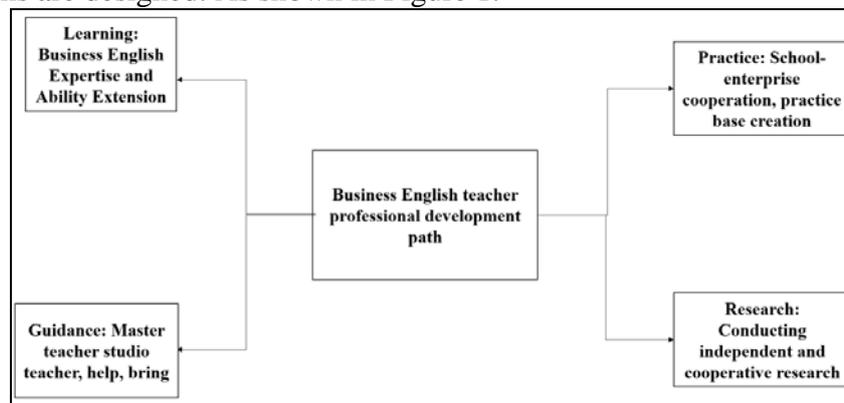


Fig.1. Business English teacher professional development path

## 5. Conclusion

Combined with the current status of business English teachers, this paper studies the path of professional English teachers in professional development. Firstly, according to the quality structure of business English teachers, the professional development path of business English teachers consisting of “learning, guidance, practice, scientific research and evaluation” was designed. After more than two years of implementation, the research results show that “learning the professional development path of business English teachers composed of guidance, practice, scientific research and evaluation will also have certain enlightenment for the training and development of business English teachers in other institutions.

## Acknowledgement

Project of Jilin Higher Education Society in 2019: Research on the Professional Development Path of Business English Teachers in Private Colleges and Universities

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