

Analysis of English Practice Teaching in Business Negotiation under the Guidance of Work Process

Zhang Xiangping

Jilin Engineering Normal University, Changchun, 130000

Keywords: Business negotiation English; work process orientation; practical teaching

Abstract. English for business negotiation is one of the basic courses for English majors. However, problems such as low learning interest and poor language skills are common in the teaching of this course, reflecting that the current teaching mode is no longer suitable for the actual teaching needs. The practice mode based on work process is based on the production process of products or services, and simulates the actual scientific workflow. This paper investigates the current situation of practical teaching of business English, and based on this, combines the requirements of education reform to build a practical English teaching model of business negotiation based on work process.

Introduction

As a basic course, business negotiation English is a “knob” for students' employment. Considering the importance of business negotiation English, many universities attach great importance to the teaching of this course. However, with the change of people's ideology and the improvement of teaching conditions, the problems of English teaching in business negotiation are constantly emerging, such as the problem of students' low learning interest and poor learning autonomy^[1-2]. Compared with other English courses, Business Negotiation English is more practical and operable. In order to improve students' ability to use language and improve teaching results, they need to make students learn in a real language environment. Therefore, professional teachers should take the work process as the guide to carry out the reform of practical teaching, so that students can achieve the goal of professional practical skills training in the school to the maximum extent, so that students' professional English ability rises stepwise.

Investigation on the Present Situation of Business English Practice Teaching in Our University

The current status of business English practical teaching in our school is conducted through online questionnaires and face-to-face communication. The survey targets are 2018 sophomores of English majors from our school and 4 teachers in this course. The data are collected and sorted through questionnaires. Understand the status of teaching and identify problems. The questionnaire content involves the teaching content of the course, the application effect of the project teaching method, and the teacher's ability. Depending on the question, each question has four to six options. The online questionnaire is mainly sent by the teacher in the class group. Students click the link to fill in the online questionnaire. The face-to-face survey mainly learns part of the situation through face-to-face communication with the teacher.

The implementation of the English language teaching method for business negotiation is shown in Table 1. As can be seen from Table 1, there are 5,000 to 6,000 students in the school, only two laboratories, and only 110 students can be used for the production of foreign trade documents, practical facilities for online business negotiation, and the number of computer rooms is very small, much lower. To student needs. And I learned from the exchanges with teachers that the number of English classes in business negotiation is relatively small, and even when other courses are not enough, the time of the course will be taken up. The existing infrastructure cannot meet the needs of practical teaching.

Table 1 Survey of experimental training facilities

Training room equipment name	Capacity	Usage rate	Failure rate
Voice lab 1	60	70%	12%
Voice lab 2	50	65%	10%
Multimedia classroom 1-10	500	98%	2%
Computer room 1	64	80%	20%
Computer room 2	49	70%	50%
Computer room 3	64	50%	60%

The survey of enterprises participating in the implementation of instructional design is shown in Table 2. According to Table 2, most of the enterprise personnel in this survey did not really participate in the curriculum design, which led to the separation of the teaching content of English in business negotiation and postponement of teaching content, which was not conducive to the cultivation of talents.

Table 2 Survey of enterprise participation in teaching design implementation

	Quantity	Proportion
Regular	0	0%
Sometimes	2	40%
Rarely	3	60%
Never	0	0%

The schedule of lessons and the adequacy of teaching resources are shown in Table 3. In terms of teaching time, most teachers think that the arrangement of teaching hours and resources are not reasonable. Regarding the arrangement of lessons and teaching resources, teachers believe that there are shortcomings.

Table 3 Results of class schedule and teaching resource adequacy survey

	Quantity	Proportion
Both are insufficient	1	20%
Both are sufficient	1	20%
Insufficient teaching resources, enough class time	3	60%
Insufficient class hours, enough resources	0	0%

In addition, in this survey, the author also found that in the practice teaching link, the negotiation scenes set by teachers are often inconsistent with the cognitive level of most students, the teaching lacks subjective initiative to encourage students to practice, and it lacks innovativeness in scenario creation.

Reconstruction of English Practice Teaching in Business Negotiation under the Guidance of Work Process

A working process refers to a series of processes and links through which a process is completed. It involves all aspects^[3-4]. Business negotiation is a comprehensive and dynamic process. In the English teaching of business negotiation, the practical negotiation process and related knowledge are used in teaching. Adjusting teaching content and setting teaching tasks according to knowledge and ability requirements can effectively improve students' language ability. So that students can apply knowledge to practical work.

According to the actual job requirements of business English majors, the author first summarizes the typical work tasks in practice, and then further refines these tasks to create working situations. In the working situation created by the students, according to the task requirements and combining

the knowledge learned to complete the task, not only can they mobilize the enthusiasm and initiative of the students, but also cultivate the students' professional qualities. For example, in technology trade negotiations, teachers should design tasks that emphasize more students 'ability to apply related technologies and students' professional ethics on the principle of technology confidentiality^[5]. Table 4 is the author's redesign of the teaching content according to the English level of the business English majors of the college and the actual work content of business negotiation English and regional market requirements. The difficulty of operating in practical situations has been redesigned.

Table 4 Contents of Business Practice Teaching Courses Based on Work Process

Learning situation	Six steps
Negotiation of goods	1. Investigation of business negotiations
	2. Writing of the negotiation plan
Contract lease negotiation	3. Preparation of the previous organization (plan)
Technical trade negotiations	4. The process of business negotiation
Project investment negotiation	5. Signing and performance of the contract
	6. Late feedback of the negotiations

Based on the above analysis, the business negotiation English teaching model based on work process is feasible. The above learning situations include the typical types in business negotiation, and in each situation students follow the basic steps in practice to complete tasks and learn knowledge, which can significantly improve the professional level of students. Although all business negotiations must always be carried out explicitly or implicitly in accordance with these six steps, according to different learning environments, students will focus on them under the guidance of teachers when they carry out specific practical operations.

In order to reflect the goal of "work process", it is not only necessary to adjust the English teaching content of business negotiation, but also the practical teaching method, so as to better meet the needs of curriculum teaching. In practical teaching based on the work process, teachers should respect the subjective status of students, and through the guidance of teachers, give full play to students 'subjective initiative, let students be the "masters" of the classroom, and students' abilities are getting stronger and stronger. Based on the premise of the work process, it may be advisable to simulate negotiations and introduce case teaching methods. In this process, not only must the role of the student be well defined and the specific details of the case, the teacher should pay attention to guide and supervise the student's learning, timely guide Help students solve problems encountered in various steps and learning tasks. Table 5 is the core learning points of English for business negotiation under the six-step work process orientation.

Table 5 Work Process Orientation Six Steps Business Negotiation English Core Learning Points

Six steps	Core learning points
Advisory	Features
Decision making	Win-win strategy
Plan	Process prejudgment
Implementation 1	Bargain
Implementation 2	Responsibility and obligation
Inspection and evaluation	Feedback and reflection

Conclusion

Compared with the traditional teaching model, business negotiation-based English teaching based on work process makes up for the shortcomings of traditional teaching. The teaching content is closer to the life and work of students. The subject status of the course allows seamless integration of curriculum teaching and post work, which is conducive to the cultivation of students' professional ability and professional quality.

References

- [1]Camiciottoli B C, Campoy-Cubillo M C. Introduction: The nexus of multimodality, multimodal literacy, and English language teaching in research and practice in higher education settings[J]. *System*, 2018(s2):103-104.
- [2]Ibrahim, Mona Kamal|Ibrahim, Yehia A. Communicative English Language Teaching in Egypt: Classroom Practice and Challenges.[J]. *Issues in Educational Research*, 2017, 27(15):24-26.
- [3]Howie M. Embracing the Other Within: Dialogical Ethics, Resistance and Professional Advocacy in English Teaching.[J]. *English Teaching Practice & Critique*, 2018, 7(1):103-118.
- [4]Easton L. Redefining "Work": English Studies, Teaching, and the Shifting Canadian Postsecondary Landscape[J]. *Esc English Studies in Canada*, 2017, 43(1):8-12.
- [5]Chan C S C. Investigating a research-informed teaching idea: The use of transcripts of authentic workplace talk in the teaching of spoken business English[J]. *English for Specific Purposes*, 2017, 46(21):72-89.