

## On the Effective Implantation of Business Factors in the Construction of Business English Major in Higher Vocational Colleges

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**Abstract:** As a new interdisciplinary specialty, Business English is developing rapidly and has a bright future. However, due to various reasons, the degree of development and professional construction vary greatly with different colleges and universities. As far as the present situation of business English major construction in higher vocational colleges is concerned, there still exists another very common problem, that is, fewer elements of "business" are implanted, the degree of integration is low, and skills training is almost absent. Aiming at this problem, this paper puts forward effective ways of embedding "business" factors in the construction of business English major in Higher Vocational Colleges from five aspects: concept changing, teaching evaluation, practice training, teacher construction and teaching materials and teaching methods.

Business English is a new interdisciplinary specialty, which originates from the international background of economic globalization and information integration. Under the strategic framework of "one belt and one road", it just adapts to the rapid development of economic demand. Up to now, the development of this major has continued for only 12 years. However, according to the data released by the Ministry of Education, 323 universities in China have opened business English undergraduate majors by March 2017. In 2018, the "National Standard of Teaching Quality for Business English Majors in Colleges and Universities", drafted by the Subcommittee of Teaching Guidance for English Majors in Colleges and Universities of the Ministry of Education and the Cooperative Group of Business English Majors, was officially released. It provides a basis for the revision and optimization of the training program for business English majors in Colleges and universities. Business English majors are developing rapidly towards a more standardized and healthy direction. The employment prospects of business English majors are promising. However, this good situation mostly appears in key undergraduate colleges and universities. For higher vocational colleges with relatively low educational level, the construction and development status of business English major is not as optimistic

### 1. Construction and Development of Business English Major in Higher Vocational Colleges

Business English majors in higher vocational colleges started later than those in key undergraduate colleges, and are still in the stage of trial and exploration. Business English major, as a branch of English major, has been acquiesced as a pure theoretical major for a long time. In higher vocational colleges, which focus on practical teaching, its adaptation and development need longer time than undergraduate colleges. At present, there are still some common problems in the construction of business English major in Higher Vocational colleges.

#### 1.1 The Level of Specialty Construction Varies Greatly.

Due to the lack of uniform standards and practical cases for reference, higher vocational colleges have shown strong subjectivity in the construction of business English major. Although there are national standards for undergraduate majors as a reference, there are great differences in curriculum setting, teaching methods and evaluation criteria among different higher vocational colleges when a new round of talent training program has not really been completed. Therefore, the level of business English graduates in higher vocational colleges can't be compared with each other. This makes the

employer lose the standard of measurement, increases the difficulty of recruitment and screening, reduces the success rate of matching, and thus produces a certain degree of distrust for the graduates of this major from higher vocational colleges.

### 1.2 The Implantation of "Business" Elements is Generally Insufficient. Business English Teaching Tends to be Similar to Traditional English Teaching to a Great Extent.

Business English major is a branch of English major, so it must be based on the basic language skills of students. However, the reason why business English majors should be independent from English majors is to highlight their "business" characteristics and advantages. At present, the proportion of business courses is generally neglected in the curriculum of business English major in higher vocational colleges. Taking the Business English major of a vocational college as an example, the curriculum of the major is as follows:

Table 1 The Curriculum of Business English Major

Professional Basic Courses	Professional Core Courses	Specialized elective courses
Comprehensive English	Business English Listening	Contrastive Study of English and Chinese Languages and Cultures
English grammar	Oral Business English	Tourism English
English vocabulary	Business English Reading	cross-cultural communication
English listening and speaking	Business English Translation	English Newspaper Reading
extensive reading	Business English Writing	_____
_____	Business English correspondence	_____
_____	International Business Negotiation and Etiquette	_____

From this table, we can see that, first, there are no pure business courses except international business negotiation and etiquette, and the basic business courses such as economics and management are not involved at all. Second, other courses of core professional courses need the close cooperation of textbooks, teachers and teaching methods in order to truly highlight the "business" characteristics. However, what we know from the school is that only 4 of the 22 teachers who are currently teaching Business English majors have business, trade or finance experience in their undergraduate or postgraduate education, accounting for 18%. Among the four, there is one whose undergraduate education is still in the self-taught category. The remaining 18 teachers are English majors. In addition, the teaching mode of Business English Major is not different from that of General English Major. There is no other training room or equipment except the phonetics rooms. It can be seen that the Business English major of the school does not highlight its "business" advantages and characteristics, and the "business" factors are obviously insufficient or even deficient. However, the situation of the school is not an individual case, and it is universal in the construction of business English major in Higher Vocational colleges.

## 2. Effective Implantation of Business Factors in Business English Major Construction in Higher Vocational Colleges

### 2.1 Change the Concept, Pay Equal Attention to both Business and Language Factors.

Higher vocational colleges need to change their concepts, fully understand the importance of "business" factors in the construction of business English major, so as to completely change the ideological tendency of "emphasizing language skills over business knowledge", and attach equal importance to business and language. This is the prerequisite for business English majors to be distinctive. Under the guidance of this idea, vocational colleges need to start with the reasonable

arrangement of business courses in the curriculum setting, gradually implant business factors in every link of professional construction, so as to gradually highlight the professional characteristics of business English, until the major become truly an advantageous one.

## **2.2 Revise the Teaching Evaluation System and Highlight the Guiding Role of "Business" Factors.**

In the teaching evaluation system, the importance of business should be highlighted so as to guide teachers and students to pay more attention to it. For example, in the evaluation system of students, we can imitate the model of the English Applied Ability Examination, and set certain business-related certificates as the required certificates for the students of this major, which are linked to their credits and academic degrees, so as to urge students to pay attention to business courses learning and ability training. In the process of evaluating teachers or professional titles, we can also consider setting similar standards to guide teachers to consciously supplement their own business knowledge and change their traditional teaching mode, consciously attaching importance to the integration of business knowledge and the cultivation of students' business ability in the process of language teaching.

## **2.3 Strengthen Practical Training Consciousness and Form Effective Training Modes.**

Business English major is a new major. At present, the fixed and effective practical training modes are still being explored. The aim of higher vocational colleges is to cultivate technical and skilled talents with good cultural literacy, putting forward higher requirements for practical teaching. Therefore, vocational colleges must raise the practical teaching of business English major to a high level, and form an effective training mode through continuous exploration, so as to effectively improve students' language use ability in business occasions. For example, we can consider cooperating with economics and management specialty to build training rooms such as marketing or documentation, simulated international trade training rooms, or directly consider building simulated international business companies to present international business scenarios to students by means of simulation and simulation. Then, carry out task-oriented teaching method to urge students to integrate business and English to the greatest extent and form special skills of business English majors in practice. At the same time, higher vocational colleges should actively seek the cooperation of enterprises, build off-campus training bases, give students the opportunity to practice in real business companies, understand their profession in full real experience, and consciously and voluntarily improve their professional skills.

## **2.4 Emphasize the Construction of Teaching Staff and the Cultivation of Professional Teachers with Distinctive Characteristics.**

Teachers are the leading force of teaching tasks, and the construction of any major can not be separated from a strong teaching staff. For business English majors in higher vocational colleges, there is still a long way to go in the construction of their teaching staff. As mentioned in the first part of this paper, at present, most of the business English teachers in higher vocational colleges only have English education background, and few of them have business education background or work experience. To a great extent, this has affected the quality of business English professional training in Higher Vocational colleges, and restricted the healthy development of this major. Therefore, higher vocational colleges need to start with the selection of teachers and strictly control the standards for the introduction of professionals. At the same time, teachers' training should be strengthened to provide business learning opportunities for excellent English teachers. When necessary, teachers can be dispatched to enterprises for regular on-the-job training, enriching their knowledge structure and improving their comprehensive skills, so as to provide strong guarantee for their teaching.

## **2.5 Adjust and Select Teaching Materials and Methods to Enhance the Integration of Business and Language.**

Teachers should pay attention to the understanding and identification of students' language

foundation and ability, and carry out targeted teaching. For example, for pure business courses, we can try to divide them into English classes and Chinese classes according to the level of students' language competence. For English teaching classes, we can try to choose the English version of textbooks, and complete the teaching in English, forcing students to complete business reading and listening training.

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