
Analysis of International Business English Teaching

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Abstract: Nowadays, international business English has become a basic skill for people to engage in foreign trade business, but many people still have some misunderstandings about the learning of international business English. They believe that the learning of international business English is actually the accumulation of vocabulary, or the recitation of business communication sentences. As long as the vocabulary is accumulated to a certain amount, they can communicate with foreign businessmen in business English well. However, in real business situations, they still cannot communicate with foreigners fluently. Therefore, there are still some problems in the teaching of international business English, such as inadequate professional level of teachers, old teaching methods and the students' English level is not high. Therefore, recognizing the main problems in the process of international business English teaching and solving these problems will help schools to export high-quality and qualified business English talents to the society. This paper mainly analyzes these problems and gives appropriate suggestions.

Keywords: Business English; Teachers; Teaching method

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1. Development of International Business English Teaching

In recent years, with the deepening of China's reform and opening up, especially after China's accession to the WTO, International Business English has received more and more attention. Many universities have set up business English courses, and the Business English Certificate Examination (BEC) promoted by Cambridge University in the world is also popular in China, with hundreds of thousands of examinees referring to it every year.

With the continuous progress of society, business English has made great progress. In the late 1960s and early 1970s, some special words and terms of business English different from ordinary English appeared. Some early textbooks, such as *Bank Practice English* written by Firth, reflect this model. The principle of early business English textbooks is to provide special vocabulary for performing tasks in written language or dialogue situations according to specific topics, such as exchange, exchange management, company, account in *Bank Practice English*. The content mainly includes text understanding, vocabulary practice and randomly selected sentence structure training. This textbook requires students to have a medium

level of English at least, and they don't need to master business knowledge. In addition, it does not consider how students use language in real life or how to improve their language skills in business communication^[1]. The second teaching method is the video broadcast by the BBC and the Business English Course, which emphasizes the communication skills of listening, speaking, reading and writing in business situations. This course includes improving listening comprehension, sentence pattern practice, dialogue practice and role imitation. Although this teaching method still belongs to the structure/audio-visual teaching method, it has pointed out the direction for business English teaching. Following the trend of general English teaching, business English teaching began to pay more and more attention to functional teaching methods, which is using idioms to perform the functions of recommendation, expressing opinions, reaching agreement, etc. A typical example of this teaching method is the Business English Course "Functions in Business" which is coauthored by Knowles and Bailey. This textbook provides elementary listening exercises and tapes. The main contents are appointment, confirmation plan, introduction, business dinner, etc. Tape conversations follow functional language

practices, such as request, approval, clarification, and role play. Since the 1980s, business English teaching has absorbed the advantages of previous teaching methods, but it still emphasizes the necessity of improving language skills. Foreign trade personnel must master business communication skills, which has a great impact on business English teaching. Although it is not the only task for business English teachers to train business English majors with behavioral skills, there is no doubt that good behavioral skills have an impact on successful communication.

In the context of global economic integration, the demand for business English talents is growing. International Business English majors are based on English majors. At the same time, due to the different concepts, methods and means of talent training, the training mode of business English majors still lags behind. In the context of global economic development, enterprises' foreign trade is on the rise. In this process, business English plays a bridge role, and business English talents are ambassadors on this bridge, providing a foundation for the smooth conduct of trade activities. At present, there is a serious shortage of business English professionals. Simple English language ability cannot meet the needs of foreign trade. It needs comprehensive talents. Therefore, it is enough to see the importance and advantages of school enterprise cooperation for our business English majors. According to the statistics of the policies issued by the state at the current stage and the data of the social future development plan, China has also taken some measures for the use and development of international business English. For example, at this stage, some colleges and universities not only set up business English courses, but also carry out relevant training activities: inviting foreign personnel to communicate in English can improve students' language sense, enrich their vocabulary and stimulate their interest in English learning. In addition, colleges and universities also integrate the business English translation experience of many relevant scholars into their teaching activities to guide students to summarize the characteristics of business contracts. The above measures provide support for the further development of International Business English in China.

2. Problems in Business English Teaching

2.1 Business English Teaching Lacks Professional Teachers

Business English teaching requires teachers to have solid English language skills, business practice experience, and also be proficient in business theories in both China and the West. So the comprehensive teaching

ability of teachers is highly required. At present, many International Business Teacher are graduated from English major, so they know little about foreign trade, business and marketing. They lack of business learning practice background. And they can not be well qualified for business English teaching^[2]. Many teachers prepare lessons by referring to some business materials, and their understanding of some knowledge is limited. In addition, there are some teachers who are graduated from international business and trade, but their English level is not high. Therefore, it limits the teaching level of business English course.

2.2 Old Teaching Methods of Business English

Through various investigations and observations, many colleges and universities still follow the traditional teaching method of "focusing on textbooks and giving priority to teachers" in business English teaching. Students' acceptance of knowledge is always in a passive state. The teacher unilaterally imparts business language skills, business knowledge and trade theory to students. This mode cannot arouse students' interest in international business English learning, which limits students' enthusiasm and initiative in international business English learning. The most direct result is that students can't combine theoretical knowledge with practical operation well in the process of work.

2.3 Students' English Proficiency is Limited

The English proficiency of non English majors is limited. Many students have not passed CET-4, so they have some difficulties in International Business English learning. In addition, they are shy and unwilling to show their oral and reading abilities in front of classmates. They are worried about incorrect pronunciation and some words they do not know. Therefore, it is difficult for students to learn international business English on this basis. Because international business English not only needs to learn English knowledge, but also needs to integrate the professional knowledge of international business and trade, it is difficult for students to learn.

3. Suggestions on Business English Teaching

3.1 Improving International Business English Teaching Level

Because the level of business English teachers is not high, in order to meet the needs of economic development for business English talents, colleges and universities should strengthen the investment in teacher training funds and arrange teachers to practice in companies suitable for teaching needs in a multi-level and multi-channel man-

ner, so as to effectively improve teachers' professional teaching ability. We often say that give students a glass of water, teachers need a bucket of water. Nowadays, the students teachers are different from those many years ago. With the rapid development of science and technology, the channels for children to receive information are constantly expanding. The Internet and TV have created opportunities for them to learn. Under such circumstances, teachers should better improve their abilities and strengthen their professional learning, so that they can teach students knowledge and answer the questions raised by students^[3].

3.2 Situational Teaching Method

International Business English teaching should adopt modern multimedia tools, novel teaching methods and vivid teaching contents to seek to stimulate students' interests and cultivate their active participation in learning. The case scenario teaching method requires teachers to introduce students into typical cases of knowledge, take the classroom as the stage, and let students participate in the role assignment method, so as to experience how to negotiate and communicate in English in a real business environment. For example, when we talk about the "etiquette habits and taboos of different countries and nations" in the international business negotiation, we can use the situational teaching method. As we all know, etiquette and taboos in different countries are different, so it is not advisable to just stare at the words in the book to memorize. Therefore, we can arrange a short sitcom in which three students are selected to play the roles of businessmen from the United States, Canada and China. They get together for trade negotiations. In this way, we can

vividly show the frankness of the American character and the preciseness of the Canada character in the short play. In this way, students will have a deep memory of what they have learned in a relaxed atmosphere. At the same time, they can also stimulate their sensitivity and adaptability to cultural differences.

3.3 Cultivate Students' Passion for Learning

When students encounter difficulties in business English learning, they should be encouraged to speak out boldly, so that they can speak English bravely in front of their classmates. If the students have poor oral ability, they can be encouraged to read first, get familiar with the vocabulary and common sentence patterns of business English, and gradually accumulate to finally achieve the level of fluent use of business English.

At present, business English teaching is in the ascendant, so we should better promote the teaching reform of international business English, so that we can achieve the goal of transferring high-quality talents from universities to society. In the process of business English teaching, we must understand its characteristics and give students enough space to exercise, so that they can better use the knowledge they have learned in their future work.

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