Education Research Frontier
March 2017, Volume 7, Issue 1, PP.74-78

Study on Special Business English Specialty Construction

——A Research Based on the National Standard of Teaching Quality for Undergraduate Business English Majors

Wenjun Lu

School of Foreign Language and Culture, Beijing Wuzi University, 101149, China

luwenjun6210@sohu.com

Abstract

With the issue of the National Standard of Teaching Quality for Undergraduate Business English Majors, business English specialties in colleges and universities have a clearer theoretical basis and practice guideline. Considering the tremendous differences existed among colleges and universities in the process of business English specialty construction, the study mainly probes into the special business English specialty construction from the perspective of talent training program formulation, curriculum system construction, teaching staff construction, practice teaching system construction, which aims to cultivate business English talents with overall capabilities.

Keywords: Specialty Construction, Curriculum System, Teaching Staff, Practice Teaching System

1 INTRODUCTION

Early before the issue of the National Standard of Teaching Quality for Undergraduate Business English Majors, some researchers have insightfully explored the theoretical basis, connotation and orientation, research direction and teaching requirements of business English discipline theoretical system (Weng Fengxiang, 2009; Wang Lifei and Li Lin, 2011), which contributes a positive role in the development of business English specialty construction. With the issue of the National Standard of Teaching Quality for Undergraduate Business English Majors, a more explicit explanation on the theoretical basis of business English and the national standard of business English specialty has been given (Wang Lifei and Zhang Feirui, 2015a; Wang Lifei et al, 2015b), which provides a theoretical basis and practice guideline for business English discipline construction in colleges and universities. Considering the huge discrepancy existed among colleges and universities in the process of business English specialty construction, some scholars emphasize that different colleges and universities should have their own school standard in terms of business English talent training (Hu Wenzhong, 2014; Zhong Weihe, 2015b). At the end of 2015, 250 colleges and universities have been approved to run business English specialty nationwide (Wang Lifei and Zhang Feirui, 2015a). However, the National Standard of Teaching Quality for Undergraduate Business English Majors only provides a macroscopic guideline for the development of business English specialty, how to combine the national standard of business English specialty with each business English specialty in colleges and universities remains a problem unsolved. Therefore, this study will focus on how to carry out special business English specialty construction among different colleges and universities in accordance with the National Standard of Teaching Quality for Undergraduate Business English Majors.

2. CONTENTS OF SPECIAL BUSINESS ENGLISH SPECIALTY CONSTRUCTION

The National Standard of Teaching Quality for Undergraduate Business English Majors has established clear requirements for business English specialty in terms of talent training objective, talent quality, requirements of knowledge and capability, curriculum system as well as evaluation system. On the basis of fulfilling the national standard and occupational standard in talent training, each college or university should set up its own school standard in talent training (Zhong Meisun, 2015). Furthermore, it is essential that each college or university should establish the

standard of talent training with its own school's characteristics and cultivate business English talents of high-quality according to the requirements of regional economy (Zhong Weihe, 2015b). Business English specialty is one of the English specialties, working out the talent training program with each college or university's characteristics should be put in the first priority in the process of business English specialty construction, and the core content of talent training program is to formulate the special curriculum system with each college or university's own characteristics. Next, the improvement of overall quality of teaching staff is of vital importance in the business English specialty construction because the quality of teaching staff plays a very significant role in the process of business English specialty construction. Finally, the content of special business English specialty construction also includes the construction of special business English training laboratory and special business English practice base.

3. Study on Talent Training Program of Special Business English Specialty

The formulation of special talent training program is to guarantee the successful fulfillment of business English talent training. The special curriculum system is the core content of talent training program. The National Standard of Teaching Quality for Undergraduate Business English Majors has established clear requirements for business English specialty in terms of talent training objective and the overall frame for curriculum system. However, the key point is how to combine the national standard of business English specialty with each college or university's own characteristics so that each college or university can work out the talent training program with its' own characteristics. The talent training objective of business English specialty in the National Standard of Teaching Quality for Undergraduate Business English Majors has put the cultivation of internationalized, all-round and practical business English talents in the first priority. After studying the talent training programs of Northeast Normal University, Beijing Technology and Business University, Guizhou University of Finance and Economics, Beijing Institute of Fashion Technology and Zhongyuan University of Technology, it is learned that the talent training programs of the five colleges and universities all include the requirements of internationalized, all-round and practical business English talents. Judging from the talent training programs, the regional, college or university's advantages and characteristics are not directly reflected in the talent training programs of these colleges and universities. The talent training programs of these colleges and universities still need improvement. It is necessary that the formulation of special talent training program be combined with the regional, college or university's advantages and characteristics. For example, the training of business English talents who can carry out cross-border E-commerce should be put in the first place in the colleges and universities located in coastal areas and economically developed areas. Only in this way can the regional, college or university's advantages and characteristics as well as the characteristics of business English specialty in these colleges and universities be reflected simultaneously.

The formulation of special talent training program should be divided into different hierarchies, types and stages. By different hierarchies are meant that different colleges and universities should make the most of their own advantages and characteristics in the process of formulating talent training program. Talent training programs of high-level colleges and universities should be superior to that of the ordinary colleges and universities in terms of contents and talent training objective, and talent training programs of ordinary colleges and universities should be closely related with their own industrial characteristics. By different types are meant that different colleges and universities should formulate their talent training programs according to their own industrial characteristics. For example, talent training programs of colleges and universities specializing in finance and economics should be relevant to finance, economics and trade. By different stages we mean that different colleges and universities should have different objectives in terms of talent training. Colleges and universities who have already accumulated some experiences in running business English specialty should develop their talent training objective into a higher level, and for those who prepare to apply for business English specialty should conduct some down-to-earth work in the process of formulating talent training program. In conclusion, all colleges and universities must focus on the social needs for business English talents while formulating their talent training programs. They should strive to cultivate business English talents with regional and industrial characteristics.

4. The Formulation of Special Curriculum System

The National Standard of Teaching Quality for Undergraduate Business English Majors divides the curriculum system of business English specialty into five parts, and the core curriculum into four modules and the proportion of each module is also divided. English knowledge and skill occupies 50-60%; business knowledge and skill occupies 25%-30%, cross culture knowledge and humanistic quality knowledge occupies 5-10% (Wang Lifei et al, 2015b). As a guideline document for nationwide business English specialties, it is very difficult to satisfy the individual needs of business English specialties of different colleges and universities simultaneously. Therefore, it is necessary to formulate the special curriculum system with each college or university's characteristics. The special curriculum system should be able to support the talent training program effectively. A reasonable curriculum system is a must in achieving talent training objective, but it is not easy to decide the proportion between business knowledge and English language because it is closely related with talent training objective, the qualities of students and teaching staff (Lin Tianhu, 2010). Consequently, it can be concluded that the formulation of business core curriculum is not an easy task. It requires a total understanding of the National Standard of Teaching Quality for Undergraduate Business English Majors, and utilizes it as a guideline in formulating the core curriculum with each college or university's characteristics.

The formulation of special business English curriculum system should focus on the required and optional professional core courses of business English. The professional core courses of the five colleges and universities mentioned-above include the business English core courses such as "Clothing English Practice", "Economics Principles", "Principle of Management", "Financial English", "Financial Management", "International Business Law", "International Financial Management" and "Legal English". To some extent, the curriculum systems of the five colleges and universities reflect the characteristics of their own colleges and universities because they have partly implemented their regional and industrial advantages and characteristics into their own curriculum systems. Thus, it is required that the special curriculum system must be combined with the regional and industrial advantages of the colleges and universities. At the same time, it is essential that business English theory courses and practice courses must mutually support each other, and achieve the goal of talent training objective ultimately.

5. Construction of Special Business English Teaching Staff

The achievement of talent training objective is eventually based on teachers' classroom activities (Xiao Youqun et al, 2015). The construction of special business English teaching staff plays a very important role in the construction of special business English specialty because the quality of teaching staff will determine the talent training of business English specialty. The construction of special business English teaching staff must be combined with the actual condition of each college or university. At present, many colleges and universities have been approved to run business English specialties, and many others are applying for running business English specialties. Colleges and universities that have been approved to run business English specialties should concentrate their efforts on fostering highly-qualified discipline leaders in the construction of special business English teaching staff, and cultivate them to be leading figures in their fields by means of improving their research and teaching capabilities constantly. This is the trend of high-level colleges and universities in the construction of special business English teaching staff.

Tremendous differences exist among colleges and universities that have been approved to run business English specialty in terms of research and teaching. The quality of teaching staff in some high-level colleges and universities is relatively superior to that of ordinary colleges and universities. Teachers in high-level colleges and universities can not only teach the basic English courses, but also professional business English core courses. Unfortunately, the overall business English knowledge and skills of teachers from ordinary colleges and universities are inadequate (You Lu et al, 2015). Therefore, ordinary colleges and universities that have been approved to run business English specialty should carry out the construction of teaching staff in accordance with their actual conditions. According to the proportion required in the National Standard of Teaching Quality for Undergraduate Business English Majors, the ratio of language teachers, business teachers and practice teachers is 6:3:1(Wang Lifei et al, 2015b). At present, the overall proportion of language teachers in business English specialty of many colleges and universities is excessive

while the proportion of business English teachers is insufficient. There is still a long way to go in the construction of special business English teaching staff.

In view of this, the construction of special business English teaching staff can be carried out in two ways. One way is to train the teachers working in colleges and universities by arranging them to teach relevant business English courses, and the other way is to recruit new teachers who can teach business English core courses. The training of teachers can be accomplished through learning by teaching. They can enhance their business English knowledge and skills by teaching such courses as "Translation Theory and Practice of Business English", "Audio-visual of Business English", and "Business English Reading". As a result, their business English knowledge and skills will improve gradually. For young language teachers, they should be encouraged to work in the relevant enterprises to acquire practical business English knowledge and skills, and obtain various kinds of relevant certificates to improve their teaching capabilities. This is an effective way to realize the construction of special business English teaching staff.

The Research and teaching of special business English teachers must be in accordance with the development of special business English specialty, which means the recruitment of new business English teachers, the construction of special business English specialty and the training of special business English talents should be a continuous, unified and systematic work. Only in this way can the construction of special business English specialty and the training objective of special business English talents be fulfilled.

The construction of special business English teaching staff should be carried out step by step. The primary task of the construction of special business English teaching staff is to ensure the effective instruction of business English core courses. The next step is to improve teachers' research and teaching capabilities. With the enhancement of teachers' research and teaching capabilities, the achievement of special business English teaching staff can be accomplished successfully.

6. Construction of Special Business English Practice Teaching System

It is required in the National Standard of Teaching Quality for Undergraduate Business English Majors that students majoring in business English should have practical training, professional practice and business internship in their business English practice teaching system. Practical training can be carried out in business English training laboratory, and professional practice can be accomplished outside classroom, and business internship should be conducted in the practice base (Wang Lifei et al, 2015b). At present, the effect of classroom theory teaching in many colleges and universities excels the practical training, professional practice and business internship in terms of teaching content and methodology (Tong Minqiang, 2015). One of the imperfections in the process of practical training, professional practice and business internship is that some teachers lack the experiences of actual business activities. Furthermore, the teaching objective of practice teaching system is ambiguous, the practice teaching system is still imperfect, and the number of business practice base is insufficient (Li Gang, 2014). Due to the insufficient number of business practice bases, students in some colleges and universities have to carry out their business internship separately. That is, they cannot have their business internship together. Consequently, the effect of business practice teaching is not satisfactory.

To make matters worse, the practice teaching system in some colleges and universities remain imperfect, and the content and effect of practice teaching cannot be evaluated effectively, either. It is required that the content of practice curriculum system should clearly reflect the business English knowledge and skills that students are required to master. Besides, it is a must to make clear the content and objective of practice teaching if the construction of special practice teaching system is to be accomplished successfully. The content of practice teaching should be in accordance with business English talent training objective and curriculum system consistently. In order to carry out business English practice activities smoothly, colleges and universities can establish some business practice bases by making formal contract with the relevant enterprises. In this way, students can go to the business practice base and acquire business English knowledge and skills in real business environment. Teachers from colleges and universities can guide and supervise students' practice activities, and experts from the relevant enterprises can also be employed to guide and supervise students' practice activities. The purpose is to guarantee the effective construction of special business English practice teaching system.

7. CONCLUSION

The issue of the National Standard of Teaching Quality for Undergraduate Business English Majors provides a theoretical basis and practice guideline for colleges and universities in the process of running business English specialty. At present, colleges and universities have a clearer understanding of the requirements for business English talents in terms of business knowledge, capability and quality. The formulations of special business English talent training program and the special business English curriculum, the constructions of special teaching staff and special practice teaching system are the basis of special business English specialty construction. Considering the tremendous differences existed among colleges and universities in business English specialty construction, it is significant to carry out special business English specialty construction. The construction of special business English specialty needs constant understanding, continuous exploration and practice. With the rapid development of economic situation in China, the requirement for business English talents' overall quality keeps on increasing. The construction of special business English specialty still confronts with severe challenge and remains a long way to go.

REFERENCES

[1] Hu Wenzhong. On the training of English Majors in China: Retrospect and Prospect [J]. Foreign Language Teaching and Research, 1(2014): 111-116.

[2] Li Gang. Construction of the practice teaching system of business English majors[J]. Computer-Assisted Foreign Language Teaching, 6 (2014): 76-80.

[3] Lin Tianhu. Study on the logical system of business English [A]. In Business English Teaching and Research[C], 2 (2010).

[4] Tong Minqiang. Study on Innovation and practice of business English talents training [J]. Contemporary Foreign Languages Studies, 5 (2015): 41-46.

[5] Wang Lifei and Li Lin. Analysis of the connotation and development path of business foreign language [J]. Foreign Language World, 6(2011): 6-14.

[6] Wang Lifei and Zhang Feirui. The disciplinary foundation of the national criterion of BA program in Business English [J]. Foreign Languages in China, 1 (2015a): 13-18.

[7] Wang Lifei et al. Interpretation of the National Standard of Teaching Quality for Undergraduate Business English Majors [J]. Foreign Language Teaching and Research, 2(2015b): 297-302.

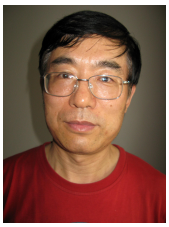
[8] Weng Fengxiang. On theoretical framework of business English discipline[J]. Foreign Languages in China, 4(2009): 12-17.

[9] Xiao Youqun et al. Cultivation model for English majors with compound expertise based on multiple intelligences theory: construction and practice [J]. Foreign Language and Literature, 5 (2015):138-142.

[10] You Lu et al. Brief discussion on feature construction of business English major: From the perspective of teachers and students [J]. Science and Technology Vision, 34(2015):74-75.

[11] Zhong Meisun. Implement the national standard for teaching quality and promote the reform and development of foreign language teaching [J]. Foreign Language World, 2(2015): 2-6.

[12] Zhong Weihe. Study on innovative development of English majors under the direction of national standards of teaching quality for English majors [J]. Foreign Language World, 3(2015):2-8.



Lu Wenjun (1963-)，Male, Han Nationality, MA，Professor，majoring in applied linguistics and second language acquisition. He earned his BA in 1988 and MA in 2003.
Email: luwenjun6210@sohu.com