The Microscopic Study of Business English's Curriculum Design in Application-oriented Universities

Wu Zhengying

English Department, Anhui Sanlian College, Hefei, Anhui, China
642918756@qq.com

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Abstract: The application-oriented university, a type of higher education, is adapt to social development and the most promising and sensitive to reflect social improvement, and would be the main force of China's higher education. Business English is an important major for adaptation to market variations. This article studies the Business English' s curriculum design in application-oriented universities from three aspects Language Module, Professional Module and Comprehensive Training Module, trying to provide an beneficial exploration of organic integration of "English" and "Business" for Business English in application-oriented universities.

1 INTRODUCTION

In the 1970s, Halliday put forward Register Theory (Halliday, 1985) in the Systemic Functional Stylistics Mode to spotlight the languages' adaptability to occasions. Register Theory refers to a social and cultural group with a specific kind of language, and the register variable tags mainly display in vocabulary and grammar. Business culture group is a large and increasingly booming social group. It is said that almost 90% of 1.6 billion people who use English as the first or second language utilize business English every day (Liao Ying, 2007). Business English, a special English for business culture group, is distinct from English for General Purpose on the aspects of aim, significance and construction. Business activities include foreign trade ， business negotiation, business and investment attaction, economic and trade contracts, foreign-related insurance, overseas investment and international transport, etc., so business English is connected with many interdisciplinary subjects such as Marketing, Finance, Economics, Management, Accountancy and Law.

Business English, belonging to English for Specific Purpose, is a practical style and its content and readers all have very strong pertinence as well as specific communication environment, objects, and subjects. All these specific social attributes determine Business English's unique styles and expressions and the close connection between "language" and "profession".

2 CURRICULUM DESIGN MODE OF BUSINESS ENGLISH IN APPLICATION-ORIENTED UNIVERSITIES ——LANGUAGE MODULE + PROFESSIONAL MODULE + COMPREHENSIVE TRAINING MODULE

The teaching theory and practice research of Business English in Chinese application-oriented universities are both immature, and the mode of "English" + "Business" needs to be improved in depth and width. Chinese higher education divide the ability to be cultivated for university students into three levels: cognitive competence, practical ability and emotional capability. Cognitive competence is the essential and the basis of the other two, and Business English cannot change this traditional knowledge-based teaching mode totally. However professional competence-based teaching mode should be utilized in application-oriented

universities.

Directed by the view of professional competence-based curriculum, Business English Major selects course contents and organizes courses according to the ability and standard needed by all kinds of revelent business industries. The contents include theoretical and practical knowledge of language discipline, professional operating process knowledge and business professional knowledge. The connotation and proportion of these three kinds of knowledge form the distinction of curriculum design mode of Business English in research-oriented undergraduate unde universities, application-oriented undergraduate universities and higher vocational colleges. Application-oriented undergraduate universities should emphasize the theoretical and practical knowledge of language discipline and business professional knowledge, and stress more the related professional operating process knowledge.

Nowadays the popular matured vocational education modes in the world are the following: German Dual System—— schools and enterprises cooperate to cultivate; Canadian CBE（Competency Based Education）; British Sandwich Education Mode; ILO's MES（Modules of Employable Skill）; KH(Wide basis, Live module) put forward by Beijing ChaoYang district vocational education center. In China, the popular Module Courses, a set of learning mode constructed according to social development, professional need and knowledge training, is welcomed by different kinds of colleges and universities with its characteristic openness, specificity, incentive mechanism, practicability and feasibility.

Professional ability of Business English in application-oriented undergraduate universities include English language proficiency; business application ability; computer application ability; office practice ability; professional comprehensive ability. In order to acquire the above capabilities, we research the curriculum design mode "Language Module + Professional Module + Comprehensive Training Module" in practice. Language Module mainly includes the following courses: Comprehensive English; Extensive Reading; Oral Englishl; English Listening Comprehension；English audio-visual course ；Second Foreign Language; Business English Writing; Translation Skills Course; Business Interpretation; English National Culture. Professional Module can be divided into Professional Basic Module and Specialized Module. Professional Basic Module primarily includes the following courses: Business English; Electronic Commerce; Business Documents; Business Management. Specialized Module chiefly include International Trade Affairs; International Marketing；The international financial practice ； Human Resources ； International Business Law.

To assure the effectiveness of Language Module and Professional Module, we require students to get the following certificates: 1) Language aspects: TEM-4; CET 6. 2) In business profession aspects, get one of the following certificates: intermediate certificate of International business English; PITMAN; IELTS5.5；certificate for marketer or vouching clerk. 3) Computer aspects: First-Level Certificate for National Computer and one certificate of application software.

We can design courses of Comprehensive Training Module with three sub-modules: Analog Module, The Whole Week Training Module, and The Internship Module. Analog Module includes mainly the following courses: Simultaneous Typing; Business Communication; Business Simulation. The Whole Week Training Module primarily includes Team Management Training; Business ICT Training; Social Practice. The last sub-modules refers to the two or three- week social practice in holidays during the school days, and it totally can earn 2 credits. The Internship Module mainly includes business practice, graduation practice and thesis. The whole Comprehensive Training Module is consist of three training platforms: regular classroom training platform, the school training center platform, and off-campus practice base platform. Regular classroom training platform is in-class simulation practice through the facilities of the classroom, seat mode selection and reform of teaching method. The school training center platform consists of some vivid business-office classrooms such as Business Secretarial Training Room, Simultaneous Typing Room, ICC (International Convention Center), Press Conference Center and so on, in which we take unique courses. While off-campus practice base platform includes enterprises, industry associations, study and communication abroad, etc.. Certain number of such platforms can give a powerful guarantee that students get professional practice and rotating internship really in society, factories and enterprises.

The above three modules complement and promote each other. We carry out PEB teaching mode in practical working, that is to say in our teaching, we take "practice" as the center, "English" as the principal line, and "business" as the setting. Practice refers to social practice in English, business

communication practice and comprehensive practice combining English and knowledge and skills of Business. No matter it is the language English, Business or other knowledge, it should centre on application, presenting the application orientation. Business English is English applied in business environment, so it is "directed by linguistics theories and practical linguistics theories, and it is a comprehensive and interdisciplinary complex, am important variety of English and an important branch of ESP(English for specific purpose)" (Sun Xiangsheng, 2001)The central ability cultivated by Business English teaching in Application-oriented Universities is students' language application ability in the business environment, therefore knowledge and skills of English required are more specified than other skills, and higher in rank than the others. English is predominant and almost all courses are in English. Throughout the four years, the number of all kinds of English courses occupies no less than 77%, credits and hours are no less than 90% of the totality, which embodies thoroughly the principle that English is the principal line. "Taking business as the setting" is the talent localization of application-oriented universities. English, the professional basic, is always acquired in the background of "business", and also we can say, "business" knowledge and skills should blend in "English learning"—— students study courses not only in professional module, such as Business English, but also language module, such as Oral Englishl, English audio-visual course, Comprehensive English to become application talents with adequate English knowledge and powerful Business practice ability.

3 THE CURRICULUM DESIGN OF BUSINESS INTERPRETATION UNDER PEB MODE

Let's take Business Interpretation as an example. The practice of business interpretation is the logical starting point of the course Business Interpretation, and all relations and structures involved are around this practice. That English is the principal line is the design principle, which means this course's basic task is to develop students' capability of oral translation between English and Chinese in business practice and grasp the concrete procedure and relevant skills of business affairs interpretation. Just as we have discussed above, "Taking business as the

setting" is the talent localization of application-oriented universities, this course is bound to serve it. The two kinds of knowledge and skill, "English-Chinese translation" and "Business" are inseparable. "English and Chinese verbal translation knowledge", the course fundamental，is always abtained in rich "business situation", and on the contrary, business knowledge and skill integrate into English and Chinese verbal translation learning organically. Finally the combined action generate strong ability of business interpretation.

Under PEB Mode, we adopt 3P process, namely Pre-interpreting, Interpreting-performing, Post-interpreting Packaging. In the course, we organize all together 20 units, and each unit include one training project about a common situation in front- line of professional posts in international trade and business and one set of theory and exercise about the relevant English and Chinese verbal translation knowledge.

Combined 20 units and 3P process, we can arrange the teaching procedures of each unit as follows: firstly, design specific class teaching tasks and projects for students to complete. Secondly, introduce theoretical knowledge. Teachers brief certain knowledge concerned, such as the relevant oral interpretation skills and business culture background, laying the groundwork for students' mastering knowledge and skills in their project participation. Thirdly, practice in groups. Students do itemized tasks which possess certain scene design according to the knowledge learned in the above step. In project design of the task, teachers need to consider the degree of difficulty and students' participation. Fourthly, simulate the scene. Students practise comprehensively interpreting tasks in simulation business scenario in the whole class. One group performs the simulation task, while other students act as spectators or judges, being asked or evaluating. Video or record are encouraged to use to increase the actual effect. Fifthly, assess after interpretation. Teachers and students participate together, that is to say, teachers organize students to dicuss the performance of group simultation, evaluating all aspects including their professional knowledge, language expression, and interpretation techniques, deployment ,and team cooperation, etc.. Lastly, summarize the whole unit. Teachers conclude in details the applicable extent of unit aims, clarify knowledge and skills, emphasize the difficult and key points, and deploy next unit's project tasks.

4 CONCLUSIONS

The application-oriented university, a type of higher education, is adapt to social development and the most promising and sensitive to reflect social improvement, and would be the main force of China's higher education. Nowadays, some successful higher vocational education colleges provide some teaching cases about the combination of English language teaching and business professional teaching and business practice teaching in Business English Major in application-oriented universities in China, but this combination still needs higher education managers and teachers to study newer teaching modes, professional design, teaching strategies and teaching methods with more innovative thinking, original consciousness from unique perspectives and new research areas.

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