

## Prospects for the Development of Business English Teaching

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**Abstract.** Business English belongs to the category of ESP, because of its particularity and speciality, it is different from ordinary English language, and its teaching organization should meet the requirements of the society for the cultivation of compound talents with both professional knowledge and proficiency in English, but nowadays the compilation of textbooks, curriculum design and teaching mode of international business English are difficult to meet the needs of social development. Therefore, it is necessary to further elaborate on the compilation of textbooks, curriculum and teaching mode of international business English and put forward the future development trend.

### Introduction

Since the reform and opening up, China's economic and trade undertakings have made tremendous progress. Foreign trade has developed from "one foreign" (foreign trade) to "five foreign" (foreign trade, foreign investment, foreign economic cooperation, foreign technical cooperation and foreign services); foreign trade has also developed from a single trade in goods to a trinity of trade in goods, technology and services. In this way, with the continuous development of foreign trade and economic undertakings, new requirements have been put forward for the training of international business talents in terms of quantity and quality. How to compile textbooks to meet the requirements of the times and how to engage in the teaching of this course in order to cultivate high-level and English-proficient international business talents across the century is particularly important.

### The Development Trend of International Business English Textbook Compilation

For a long time, it has been a business English course in our country. Most colleges and universities only set up "Foreign Trade English Correspondence" course, while a few colleges and universities set up foreign trade English course. However, with the development and change of international trade and the reform and opening-up of our country, the pattern of "big economy and trade" is constantly taking shape. At the same time, with our country's economy gradually moving towards the world stage, the country's business and trade activities are not only confined to the scope of foreign economy and trade, but also a series of new fields, such as finance, law, insurance, transportation, business management, overseas investment, are developing. In this case, Business English is not only a course of Foreign Trade English Correspondence and Telecommunications, it has become a subject system involving various fields of international business and consisting of many courses. According to the statistical analysis of the questionnaires on personnel of foreign-related units in Shanghai Institute of Foreign Trade, the course of International Business English should include at least the following aspects (arranged according to the number of people selected): import and export English (100%), financial English (80%), legal English (71%), management English (57%), accounting English (52%) and advertising English (38%).

### From the Content of the Compilation, We Should Highlight the Practicality

In the past, in the compilation of correspondence and telecommunications textbooks, the content arrangement of business negotiation process is relatively detailed, and there are many samples of

correspondence, but the samples of contracts are rare. In practical study and work, many students and salesmen do not draft written contracts and do not know how to stipulate the rights and obligations of both parties. Although it is important to write letters in the process of consultation, how to sign standard contracts should not be neglected and their contents should be enriched. Moreover, it is very important to engage in international trade documents, but the relevant documents are often vague and not operable. Some students and salesmen don't even know how to apply for L/C. On the other hand, international trade has undergone a rapid development process. Telegraph and telex have basically been eliminated and replaced by fax or even electronic documents. However, today's textbooks also introduce telegram and telex and their abbreviations in a large number. In today's textbooks of correspondence and telex, the length of telegram and telex mostly occupies about one sixth of the whole book. As for the exercises, they still focus on grammar, preposition filling in the blanks, phrases or sentences translation between English and Chinese. They still focus on strengthening the organization of language points, but do not reflect the specificity and applicability of professional English.

In today's textbooks, on the one hand, there are a lot of unnecessary modifiers; on the other hand, some words are old and stereotyped, which makes the whole letter less concise. In the future, the development trend of correspondence is concise and concise, which requires us to pay attention to politeness and replace the old usage with simple and popular language in order to embody the characteristics of modern business English.

Most of today's business English textbooks are not professional enough, lack of systematic selection of materials, and each book covers a wide range of areas, which can not meet the requirements of the development of foreign trade and economy. The future trend is as follows:

To compile more detailed business English textbooks. For example, the import and export practical English, financial English and management English mentioned above should not be all-inclusive, so that students are still half-baked after learning.

Material selection should be systematic. The systematicness of material selection includes two aspects: first, the whole book should be organized as far as possible, with a specific knowledge, that is, specialization of division of labor. Two, the selected texts should be systematic. Articles on business knowledge are mostly collected from Western books and newspapers. Therefore, the integrity of texts must be guaranteed when selecting.

Material selection should be novel. The novelty here refers to the novelty of material selection and the novelty of content. With the development of the times and the renewal of knowledge, the content of business English must be updated in time. Including reprinted textbooks can not be simply repeated, must be revised and supplemented with the latest information.

## **Business English Curriculums**

For the major of international trade (undergraduate), the setting of relevant courses must conform to the training objectives of the major. That is to say, we should not only master foreign trade knowledge and international business practices, but also have a solid knowledge of professional English, so that students can truly become cross-century talents to meet the needs of society.

In view of this, the original curriculum system is difficult to meet the above requirements. In the first semester of the third academic year, international finance is taught in Chinese, and international trade practice is taught in Chinese in the second semester. Business English is taught in the two semesters of the whole academic year. Business English is taught in the first semester of the Fourth academic year. In fact, the content of Business English is related to the content of international finance and international trade practice, but the style is different. That is to say, during the two academic years, these contents have been taught repeatedly. If we abandon the Chinese textbooks, compile the key chapters of international trade practice and international finance into English reading books, and teach professional knowledge directly in English, we can step by step. A good course means taking into account several courses at the same time. In this way, students can not only master relevant professional knowledge, but also further improve their English level, which is more conducive to the realization of the training objectives of international trade specialty.

## **Trends of International Business English Teaching Model**

Business English is different from ordinary English teaching because it belongs to the category of ESP. In today's business English teaching, most colleges and universities around the country still stay in the way of teaching basic English, that is, organizing teaching around language points, focusing on explaining the translation of words, phrases, sentences and texts, rather than systematically Teaching Economic and trade knowledge in the form of English. Examination propositions are no exception. Most of the test questions are English-Chinese translation of phrases, English-Chinese translation of sentences, single choice, filling in blanks and so on, but lack of specific practical application. The consequence of this model is that it is easy to mislead students, but they still follow the basic English learning method, resulting in the loss of watermelon and the selection of sesame. That is to say, a large number of words, phrases and sentence patterns have been mastered, but the ability of using language to negotiate trade and solve professional knowledge is poor, let alone meet the needs of the society for compound talents. The following example may illustrate this problem: the author has taken over the teaching task of correspondence and Telecommunications course in the senior year of Foreign Language Department. In the proposition examination, the scoring rate of relevant language points is very high, but the scoring rate of practical application is very low. Among them, there is a question of amending the letter of credit issued by the other bank according to the Chinese contract. As a result, many students can not find mistakes, omissions, let alone correct mistakes. Therefore, the author believes that a good command of English must be well combined with economic and trade knowledge in order to play a better role in the economic and trade arena.

Choice questions. It's better to give an indefinite choice question. If it's a single choice question, students will inevitably have to guess the answer when they do it.

Judgment and correction. Any misjudged topic must be corrected.

Fill in the blanks. Generally, it is better to write short passages, because the knowledge background is clear.

Case analysis. This type of question is helpful to cultivate students'comprehensive ability. For example, the ability to analyze, judge and solve problems.

Reading comprehension questions. It examines students'mastery of relevant knowledge from a certain aspect, and is not limited to superficial understanding.

Computational problems. If the content of the course contains computational application questions, it is advisable to select typical questions to check whether the students have mastered the relevant knowledge.

English-Chinese translation of phrases and sentences should be avoided as far as possible. However, it can be seen that the knowledge background of the passage can clearly explain the Chinese-English translation topic, which can examine the students'language mastery, contextual cohesion and cohesion of the whole text and the organizational ability of the whole text.

## **Conclusions**

In a word, in order to train and convey to the society compound talents who are both familiar with economic and trade knowledge and proficient in English, the current problems of textbook compilation, curriculum design and teaching mode must be improved. It is imperative to compile a series of business English textbooks with detailed division of labor, optimize the curriculum structure and directly teach international business knowledge in English.

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