

Creative Talents Training Mode of Business English Major in Private Universities under Sino-Foreign Cooperative Education

Shiyan Bai^{1,a} and Fanyu Zhou^{1,b}

¹College of Humanities and Sciences of Northeast Normal University, Changchun, China

^a445996074@qq.com, ^b1115983736@qq.com

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Abstract: According to the talent training requirements for developing current and future business English majors by Chinese external economic development as well as economic globalization, this article intends to make a brief explanation of the cultivation goals and standards of business English majors, explore business English talent training mode established under Sino-Foreign cooperative education and propose to design an internationalized curriculum system, teaching methods as well as business ability training programs in the instruction of business English majors, aiming to provide theoretical references as well as teaching reforming plans for the development of business English students. Although the Quality Assessment and Supervision system is established to ensure the education quality, there are still problems and difficulties for the Business English major talent training in private universities.

1. Introduction

In 2012, business English became a basic major in the catalogue of universities. Even though the establishment and development of the major haven't gone through a long time, it develops at a fast speed. Until 2019, 308 universities, covering different kinds and levels, have set up the major. The rapid development of business English is closely related to the opening up of the country's Belt and Road Initiative as well as to the demands of economic construction for business English talents. In order to fulfill the requirements of development and to enhance the construction of business English major, the most essential matter is how to build up the talent-training mode of business English majors.

2. Goal-setting of Business English Talent Training

Set up in 2012, the development of business English major in C college is based on the college's 10-year cooperative education with a Danish University. In the process of cooperation in running schools, the university has introduced high-quality educational resources from abroad, borrowing advanced educational theories, teaching management experience and educational technologies from developed countries. In line with international standards on the setting of professional structure, teaching management system, teaching methods and so forth, the major cultivates international talents capable of meeting the requirements of our country's economic construction and external development.

2.1. Training Objective

Covering a wide range with a large number of courses, business English major is a discipline of broad foundation and diversified employment directions, providing applied talents which can adapt to social and economic development in domestic and foreign markets. It aims to cultivate inter-disciplinary and applied talents competent in international business works who have acquired solid basic English skills, embraced international visions and humanistic qualities, learned relevant theories and knowledge such as linguistics, economics, management, law (international business law), acquainted with rules and routines of international business and equipped with abilities of

English application, business practice, cross-cultural communication, speculation and innovation, and independent learning.

2.2. Training Standard

The training of business English major talents through Sino-foreign cooperative education has the common characteristics of general talent training model as well as its own features. Talents cultivated should possess abilities as followed: acquisition of basic theoretical knowledge of business English majors and application abilities; acquaintance with the economic development of China and other major countries and regions, knowing about their trade policies and developing trends; proficiency in English with fluent English communication skills and competence in listening, speaking and writing; strength in problem analysis, problem-solving and information processing; teamwork spirits and adeptness in organization and coordination; cross-culture communication; strong quality in independent learning and innovation; capabilities in international business .

3. Talent Training Mode Construction

3.1. Introduction of High-quality Foreign Educational Resources for the Construction of Business English Major

Business English major in CHSNENU originated from the international business major introduced from Denmark. It systematically adopts advanced foreign educational philosophy, management experience, teaching content and methods. It brings in excellent English textbooks and conducts bilingual teaching, the courses of which are jointly determined by teachers from both sides. Meantime, a platform is built for study abroad. Students can choose to further their study in Danish university, obtaining their undergraduate or graduate degrees.

3.2. Course System Built by Joint Efforts of Both Sides

The business English curriculum system of Sino-foreign cooperation education adopts National Standards for Business English, and meantime comprehensively introduces foreign course design in order to determine its talent training programs, teaching and curriculum plans.

3.2.1. Curriculum Structure

A curriculum structure of “English language courses+ English culture courses+ (Full-English teaching) business courses” is made:

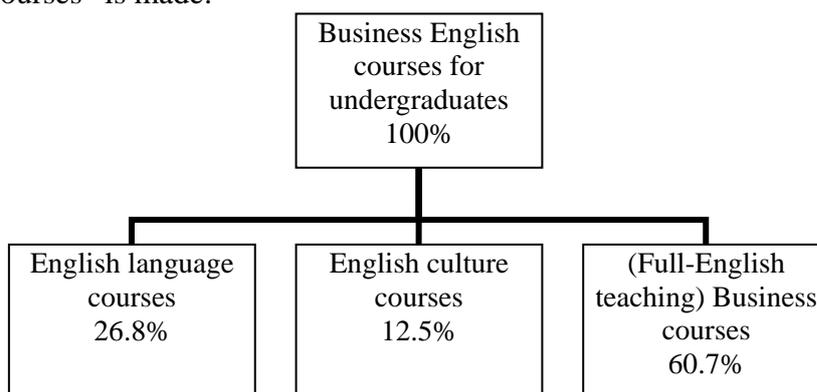


Figure 1. Curriculum structure

3.2.2. Curriculum Features: English and Basic Economy and Trade Courses

The curriculum for first-year students at the university is designed to adapt them to the professional course study in the cooperative project and its bilingual teaching style. Correspondingly, a series of introductory courses of English and economy and trade are established. Basic English courses such as English expression, English reading, listening and speaking and so forth help to lay the foundation for students to adapt to bilingual teaching. Fundamental economic and trade classes, such as business English vocabulary, business English reading and etc.

contributes to the transition from natural sciences in high school to economy and trade courses in the university, preparing students for their further study of professional courses in the future.

Consecutive Offering of in-depth Professional Courses In order to cultivate students' corporate planning and marketing abilities, we have consecutively provided marketing courses for four semesters, which include: introduction to marketing, marketing management, and international marketing. These classes have trained students' advanced capabilities to develop marketing plans and communication skills with clients. We have also offered statistics courses for two semesters continuously for the purpose of equipping the students with the abilities to conduct analysis and researches by measuring and statistical methods. Statistics textbooks of graduate levels have been employed. These courses are designed to prepare the students for their future thesis, which cultivates their abilities in data collection and data analysis.

Cross-culture Communication Courses In order to develop students' cross-cultural communication skills, courses such as cross-cultural communication and cross-cultural negotiation have been set up, helping the students to understand and get familiar with the cultural backgrounds, business etiquettes and customs of different countries, acquire basic knowledge and techniques in cross-cultural communication, learn to avoid and resolve problems and conflicts caused by cultural differences in the university, and raise their cross-cultural awareness and improve their qualities.

Courses Reflective of Modern Economic Development Courses which haven't been offered in traditional curriculum such as international business English, organizational behavior, logistics management and so forth are added, manifesting the demands for emerging professional knowledge in modern economic and social development.

Courses for Fostering International Talents Maintaining some traditional specialty courses of international trade, the courses highlight the requirements for the goal of cultivating international talents. Study of compulsory courses such as international marketing management, international economics, international accounting, and international business law are intensified. Students are trained to embrace international and global visions, acquire international business conventions, and possess civilized qualities and code of conduct.

4. Teaching Method of Business English Major

4.1. Full-English and Bilingual Teaching

All the courses employ English textbooks introduced by our partner university. We keep using the newest versions to make sure that the teaching remains in accordance with actual economic and social development. The primary classroom language is English and bilingual. English is used in the lectures, questions and answers between teachers and students, discussions, case studies, assignments, and final examinations and so forth. Bilingual teaching is adopted when it comes to relatively abstract and profound courses, while English teaching is carried out for more specific and practical courses. The teaching method has high requirements for students' English levels, making it difficult to conduct.

4.2. Joint teaching by Chinese and Danish Lecturers

The teaching tasks of each course are jointly completed by Chinese and Danish lecturers. For each course in each semester, **teachers** are sent from Denmark for lectures. They will instruct for one week, finishing about 20% of the total hours. Such a cooperative teaching approach by Chinese and Danish lectures provides students with experiences of foreign teaching styles without going abroad.

4.3. Interactive Teaching

The interactive teaching method focuses on the ambience in the classroom. It is very important to pay attention to class "interaction" atmosphere in bilingual teaching, especially to create opportunities as many as possible for students to speak and practice their English. Class interaction cultivates students' initiative to conduct independent learning. Interactive teaching can broaden

students' horizons, enrich their extra-curricular knowledge, and more importantly, to stimulate their enthusiasm for learning, transforming the students from "being asked to learn" to "I want to learn".

4.4. Multimedia and Networked Teaching

MOOC (Massive Open Online Courses), emergence of large-scale online public courses, has brought challenges to traditional teaching. Single use of multimedia courseware has become incapable of satisfying the needs of courses. Now teachers can employ online videos in the classes. For instance, in the logistics management course in the cooperative project, a large number of videos of enterprise logistics are applied to explain to students the operation of modern logistics. It is a clear and specific method contributive to students' understanding. Meantime, it helps to broaden students' horizons, enrich the class, enliven the atmosphere in the classroom and enhance their participation while enabling students to share the best teaching resources in the world. What's more, there are many public online courses recorded by top world universities such as Harvard and Cambridge, which are related to international business majors. Teachers can directly use them in their instructions and conduct discussion and learning with students.

4.5. Presentation

Presentation is a class activity that runs through four years in various courses. In this activity, teachers will inform the students of the topics in advance, and then students will finish the presentation in group work. Before class, they are required to collect materials, organize them, and make courseware out of them; in class, they are supposed to present their work; after a presentation, they have discussions and evaluations, asking questions which should be answered by students who give the presentation. The activity can cultivate students' abilities in learning, cooperation, presentation and their teamwork spirits. Besides, through posing questions and providing answers, their initiative in study is enhanced.

4.6. Practice Teaching through Cooperation between University and Corporate

By "introducing", inviting entrepreneurs into the classroom to analyze specific business case, students' analytical and solving abilities in real business activities. Business people are also sent for to instruct students in their participation in business competitions. Through "going out", building classrooms in companies which will take charge of class teaching and skills training. For example, the instructions and trainings of cross-border e-commerce course are completed entirely in an enterprise.

4.7. Cultivation of Students' Business Abilities

Students are required to complete four papers in English within two years while they are in school. The first three are term papers, while the last one is the thesis. These four aim to develop students' comprehensive business skills in a progressive manner.

In addition, business skill competitions are designed to raise students' competition and business awareness. Through participating in contests at school-level, provincial-level and national-level and competing with students from the same major, they broaden their horizons as well as increase their competition sense after getting to know the strength of fellow students in other universities.

5. Quality Assessment and Supervision

5.1. Double Examination System

Students in the project need to take two exams, one Chinese, the other Danish exams. The questions of Danish exam are determined by Danish teachers who give lectures. It is an open-book examination with its answer-question time being four hours, which is totally different from the 90-minute closed-book version in China. Test questions are open-ended case studies related to actual practices. Teachers from Denmark will also select random test papers for examination, making adjustments to the score if there is any lack of rationality. By taking exams from two countries, students can receive diplomas from both sides.

5.2. Thesis Defence Assessed by Foreign Teachers

Students should write a 30-50 page paper in full-English as their final thesis, analyzing the company where their internships are carried out with primary research method and data. Danish teachers will come to the university to assess students' thesis defense. All the interactions will be conducted in English.

5.3. Bilingual Teaching Supervision System

To ensure the quality of bilingual teaching, the office of academic studies in the university has built a system of bilingual teaching application and evaluation. Each semester, teachers can apply to the office of academic studies for bilingual courses. There are three levels of bilingual classes. Grade A is those conducted entirely in foreign languages, Grade B is bilingual classes carried out primarily in foreign languages, and Grade C is those bilingual classes given mainly in Chinese. The office of academic studies organizes experts to attend lectures randomly and make assessments. This system guarantees the development of bilingual teaching

6. Problems in the Talents Training Mode of Business English Major in Sino-foreign Cooperative Education

6.1. Problem of Enrollment Quality

Relatively speaking, students from private universities are found to have weak base of professional knowledge, lack of motivation and initiatives for study as well as with relatively lower English level. Hence, it becomes difficult to conduct genuine bilingual teaching or full English teaching, affecting the speed of its development.

6.2. Problem of Teaching Staff Construction

Most of the teachers engaged in bilingual teaching are young lecturers at a development stage themselves. Although the working language is English, without any experiences of studying abroad, many teachers are not proficient in practicing English, hence lacking confidence in class. The teaching staff construction needs to consider both quantity and quality. On the one hand, a stable and sufficient number of teachers should be guaranteed. On the other hand, there should be instructors who embrace international visions, possess high quality in overall, and form a reasonable structure. Therefore, when recruiting new teachers, strict standards should be maintained based on the long-term needs of the major. Making use of the platform education, the university should send the employees to partner colleges for further studies so as to enhance their teaching capabilities.

6.3. Problem in Connecting with Enterprises

How to realize the double-track talent training of business English majors by universities and enterprises is still in the exploring phase. Extensive research should be conducted in order to figure out the demands of business English majors in the market. More university—enterprise cooperation needs to be made so as to achieve the development of applied talents.

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