

Analysis of the Reform Path of Business English Teaching Based on Cross—Cultural Communication

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Abstract: Nowadays, cross-cultural communication has become the mainstream in business activities. It not only requires participants to master adequate foreign cultural knowledge and professional business knowledge, but also requires participants to have strong basic skills and application skills in foreign languages. As the most common language in the world, most intercultural communication is still based on English. Therefore, business English is more and more concerned by the Chinese education community. The development of cross-cultural communication skills in business English teaching has also been put on the agenda.

1. Introduction

In the modern era, international business activities have become more frequent and intercultural communications have thus been exceptionally essential. Learning business English is just to be able to fully apply English skills in participating in international business activities. Because business activities require people to communicate with other people from different countries and cultures. Colleges and universities should reform and innovate the traditional teaching mode of business English, and fully infiltrate cross-culture in the process of learning. Through the analysis of the current situation of business English curriculum, teaching content, teachers' strength, teaching methods and other aspects, we come to the conclusion that colleges and universities should reform their teaching curriculum, reconsider the teaching content, strengthen teacher training, change the teaching methods and improve the teaching methods.

2. The Theoretical Basis and Importance of the Cultivation of Intercultural Communicative Competence

Business English is a course that combines flexible oral business English skills, complex business English vocabulary and sentence patterns, which contain enormously complex knowledge of international trade and cross-cultural communication skills. The theoretical knowledge of business English is compatible with cross-cultural communication in business. Improving students' intercultural communication ability is the focus of business English teaching objectives. Therefore, cross-cultural communication is an important branch of business English teaching for exam-oriented business English, and is also an integral part of business English research system.

The disciplines of business English can be broadly summarized into three disciplines: intercultural communication, applied language and English for special purposes. In the current college English teaching model, intercultural communication ability is an indispensable basic quality in the teaching of business English majors. It is necessary to cultivate students' practical ability to use basic English skills. On the one hand, it is important to pay attention to the language ability in business English discipline, on the other hand, it is important to effectively combine the three variables of business, communication and cross-cultural activity so that students may acquire extensive cultural knowledge and business knowledge which inquiry abilities in their future career. With the continuous improvement of their English level, they can smoothly, easily and happily conduct business exchanges and activities with the exchange objects, and can skillfully apply English in foreign trade, business translation, finance, foreign economy, business management and other aspects, thus creating a real and effective cross-cultural communication circle for students, and laying a foundation for students' life and work in the future.

3. Analysis of the Current Situation of Business English Teaching

3.1 Curriculum

According to some data, the subjects for business English teaching in Chinese universities are: international business, advanced English, international marketing, international finance, management, translation theory and practice, western economics, international trade practice, and business English. There are no courses related to intercultural communication in the discipline. The lack of courses and knowledge cannot meet the students' needs for theoretical knowledge and practical means of intercultural communication, which seriously affects students' interest in intercultural communication.

3.2 Teaching Content

Among the subjects offered in business English teaching, the content of cross-cultural communication is relatively insufficient. Although the two subjects of international business and national marketing contain certain content of cross-cultural communication, the theory is shallow and the discussion is insufficient, and the ability of nonverbal cross-cultural communication is even more important. Nonverbal communication is the most widely used in cross-cultural communication, accounting for 85% of the whole communication.

3.3 Teachers

China's colleges and universities are short of teachers. The teaching level of business English teachers varies from good to bad. The ability of cross-cultural communication is not perfect, and the knowledge of cross-cultural communication is insufficient. It is difficult to effectively cultivate students' intercultural communication ability. Business English teachers' lack of competence is mainly due to their high level of English, but little knowledge of cross-cultural communication^[1]. In the teaching of students, they can only explain the phenomenon of cross-cultural communication from the textbook.

3.4 Teaching Means and Methods

Because business English teachers have insufficient knowledge of cross-cultural communication and less relevant knowledge, most of them use cramming and cramming one-way output in business

English teaching. There are few knowledge points of cross-cultural communication ability. When cultivating cross-cultural communication ability, the topic is also empty and abstract. The course is boring, and the teachers are tired, and only cultivate students to use and understand language points. The cultivation of language intercultural communication ability lacks practical consideration.

4. Measures to Integrate Business English Teaching into the Cultivation of Competence in Intercultural Communication

4.1 Reforming Curriculum

In the existing business English teaching courses, courses related to intercultural communicative competence are added, and one of the core of teaching management is the curriculum. The teaching courses of business English in colleges and universities should be scientific, reasonable and forward-looking. They should respond to the needs of the times, follow the pace of the times, and determine the subject categories according to the training needs. For students who have just entered the university campus, they should focus on cultivating their pragmatic ability and basic language skills, such as listening, speaking, reading, writing, translating, etc. The courses offered should be: oral English, English writing, English translation, English listening, English reading and other comprehensive English subjects. Since the junior year, students have mastered the pragmatic ability and basic language skills, and should strengthen the study of business, fully integrate the cross-cultural communication ability, and add the following courses: cross-cultural communication, international business negotiation, international marketing, international trade practice, business communication, foreign trade correspondence, international business etiquette and other courses to achieve the ultimate goal of turning from a single language learning point to the cultivation of international business cross-cultural communication ability.

4.2 Reforming Teaching Content

The teaching content of international business English should keep pace with the times, which should fully meet the needs of today's society to determine the training objectives, thus dealing with the relationship between logic, practicality, foresight, flexibility, acceptance and knowledge, effectively combine, appropriately discard the outdated content in the textbooks, and add the content required by the development of the times. For example, in the course of foreign trade correspondence, the obsolete and impractical contents such as telegrams and telexes should be deleted, and new and effective items such as business reports, e-mails and business displays should be added. We should fully and effectively combine traditional Chinese culture with foreign culture, and add a part of business knowledge when conditions permit, so as to form a cross-cultural communication course with rich data and profound connotation. In case of conflict in the combination of traditional Chinese culture and foreign culture, the latest research results should be highlighted. For example, in the whole application of pragmatic competence, nonverbal communication accounts for up to 85% of the whole communication activity. Non-verbal communication includes silence, dress, eye contact, talking space, gesture, posture, touch, etc. The same expression of nonverbal communication has different meanings in different regions. Pinch your index finger and thumb into a circle. In Tunisia, it means "I will kill you"^[2]. In China, it means zero. In the United States, it means good. In Russia, it means dirty. Therefore, if students do not understand the meaning of such body language in different regions, it is difficult for them to compete in the international business market and become qualified business personnel.

4.3 Strengthening Training of Teachers

The key to the development of schools and the reform of education lies in teachers. Therefore, in order to cultivate high-quality talents with strong intercultural communication ability, high business standards and complete English professional knowledge, we must first cultivate compound teachers with rich teaching knowledge and high quality^[3]. The teachers responsible for teaching business English should have the teaching knowledge base of cross-cultural communication ability, English as a language, business, practice, teaching situation, etc. Based on this, the following three measures should be taken in the innovation of business English teaching:

a) Teachers with high level of professional English knowledge are encouraged to study for higher degrees in economics and management, and teachers with complete business knowledge are encouraged to study for master's and doctor's degrees in English. In addition, potential teachers can also be arranged in countries with developed business in the world, such as the United Kingdom, the United States, France, etc. to exchange and study abroad; In domestic and foreign economic and trade departments or companies, colleges and universities may encourage teachers who lack practice and experience to carry out practical operations. Through the organization and training of business English teachers, teachers can receive cutting-edge and more effective business English knowledge, understand deeply, and be able to apply and control business operation.

b) Invite foreign experts in business English teaching to teach in colleges and universities. During the teaching period, at least one Chinese business English teacher should be arranged for tutoring teaching, so that the business English teacher can learn at the same time as tutoring teaching, use the knowledge of foreign experts in combination with his own experience since those experts may learn from each other's strengths and make up for each other's weaknesses, thus undertaking the teaching task of this course at the later stage. At the same time, other business English teachers can also be organized to attend classes and have in-depth exchanges and discussions with foreign teachers. This way can improve teachers' business knowledge and English knowledge to a great extent, and foreign experts can stay in class after returning home.

c) Invite domestic high-end business people to give speeches and academic reports in colleges and universities, such as inviting experts in banking and finance to explain the knowledge of international economy and financial markets, and inviting experts from trading companies to teach business trade and business negotiations. The rich knowledge and practical experience of these experts can effectively make up for the lack of practical and practical experience of full-time teachers.

4.4 Changing Teaching Methods

With the development of science and technology and the arrival of the information age, multimedia technology has been widely used in colleges and universities. Business English teachers should skillfully master the auxiliary facilities available in teaching, such as DVD, computer, online education platform, campus network, etc., and give full play to the advantages of multimedia courseware, which integrates reading, writing, listening, speaking, and translating, with authentic background and illustrations, so that students can truly feel the atmosphere of international business research and discussion. Through the multimedia courseware with real background, students will get access to different business etiquette, customs, religious beliefs, business practices, etc. of different countries in the world, so that students can deeply understand the differences of unified gestures or sentences in different countries, experience the cultural styles of different countries, and enhance students' cross-cultural awareness.

4.5 Improving Teaching Modes

Business English teaching focuses on cultivating students' communicative ability, not their ability to discuss professional research. It is an applied discipline with strong practicality and high operational ability. Therefore, the communicative approach should be effectively used in business English teaching. In the communicative approach, we should not only advocate learning language and cultural knowledge, but also focus on cultivating students' cultural and linguistic communicative competence. Communicative learning method is recognized by the educational circles today. It is a kind of learning method with teachers' guidance and students' autonomy. Teachers should help students develop and participate in communication activities, encourage students to make full use of their own knowledge for effective communication, and solve the problems that occur during the development and participation of students.

To sum up, the reform of business English teaching is imperative. Colleges and universities should focus on cultivating students' intercultural communication ability, improving students' actual communication methods and ways, so that students can fully understand the regional characteristics of different cultures and sign languages, and meet the requirements of the times for business talents in today's society.

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3) The 2021 "14th Five-Year Plan" Education Science Project of Liaoning Private Education Association: "Research on Ideological and Political Innovation Models of College English Courses in Private Colleges and Universities" (Project No. : LMJX2021216).

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