

## Design and Implementation of Business English Integrated Training Platform

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### Abstract

### Review Article

Business English is different from other disciplines. It requires a lot of communication and practice, and even requires a practical environment. Therefore, it is essential to build a business English training platform from the perspective of the language's own characteristics and beneficial to student development. This business English training platform can provide a full English international business practical environment. The software simulates the full range of roles of import and export companies, banks, insurance companies, customs, foreign exchange administration and foreign transport companies involved in the business practice process. This training platform can help students quickly integrate with the society and become a compound and applied English talent engaged in international business work. It can not only meet the practical training needs of students, but also provide effective extension for teachers' classroom teaching, and provide theoretical supplements for the construction and development of business English majors.

**Keywords:** Business English; construction of practical training platform; business practice.

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## INTRODUCTION

With the continuous deepening of the national "Belt and Road" initiative, the demand for foreign business personnel in China is also increasing year by year. Some Chinese colleges and universities have opened business English majors in 149 colleges with the advantage of English language teaching (data as of 2019 year). This emerging major has huge market development potential, but it is still in the exploration stage in terms of talent training model, course setting and training platform construction.

### The background of the platform construction Based on "National Standards for Teaching Quality of Business English Majors in Higher Education"

The business English major aims to develop a solid foundation of English skills, with an international perspective and humanistic literacy, master relevant basic theories and knowledge such as linguistics, economics, management, law (international commercial law), familiar with the general rules and practices of international business, with English Application ability, business practice ability, cross-cultural communication ability, speculation and innovation ability, independent learning ability, compound and applied talents who can engage in international business work.

The course system of business English major includes five parts: public courses, core courses of majors, courses of professional directions, practical links and graduation thesis. The teaching requirements of the practice link: the practice link covers practical training, practice and internship, accounting for 10-25% of the total credits (not including the social practice credits prescribed by the Ministry of Education of China), and completed by professional teachers and industry experts. Encourage students to obtain qualifications in foreign trade, finance, accounting, human resource management, financial management, and judicial industries. Professional training in foreign trade, finance, finance, marketing, legal and other practical processes in business simulation room and other simulation teaching environment. Professional practice is completed in extracurricular environments such as second classroom activities (such as: business creativity, business negotiation, business skills and other competitions) and foreign-related business activities (such as: economic and trade negotiations, investment attraction, commodity exhibitions, etc.). Professional internships are implemented centrally or completed independently at off-campus internship bases that have been contracted or designated.

Learning, practical training, and practice are three levels of emphasis, not simple and repeated superposition. Learning is based on the course or classroom model of the presence of the teacher; the training is based on the student, and the teacher does not have to appear in the classroom or at the same time with the student, to achieve individualized students, subject learner autonomy, and learning content Relevant, teachers play the role of supervision, guidance, answering questions and consultants. Practical training should not be an exercise platform for classroom learning, a teaching platform for course learning, or an electronic copy of paper materials. The purpose of the practical training is to connect the school education with the real society, and let the students learn the classroom knowledge to find a platform for application.

### **Based on the Research Data from Nearly 100 Colleges**

The questionnaire is mainly composed of seven parts, namely: the basic situation of teachers and students, the natural status of the teaching class, the direction of the subject and the setting of the course, the status of the actual training, the requirements for examinations or certificates, the direction of graduate employment, and the confusion of teachers and students. Among them, the last five items are the focus of the investigation.

We have done more than 100 questionnaires in colleges and universities at different levels in different provinces and regions of China. The participating universities include comprehensive 985 and 211 colleges, business or finance specialized colleges, Common undergraduate colleges, vocational and technical colleges, etc. Data survey results show:

#### **The Offered Courses**

More than half of the business English majors in colleges and universities take the “international trade” course as the main courses, the number of courses offered is generally maintained at more than 10, and 20-30 courses are provided in rich and complete institutions. Business English courses in other colleges are offered for two or more years, distributed in 3, 4, 5, 6 semesters or 4, 5, 6, 7 semesters.

#### **The main courses are**

“Business English”, “Business English Reading, Writing, Translation, Negotiation”, “Foreign Trade Correspondence”, “Business Secretary”, “Business English Conversation”, “International Trade Practice”, “International Finance”, “Accounting”, “Introduction to Business”, “Western Economics”, “Management”, etc.

More than 80% of the business English majors in colleges and universities mainly focus on the “international trade” direction. A few colleges and

universities have added “international finance” or “foreign-related secretarial” directions based on the direction of international trade. Some colleges have added “foreign-related tourism” directions. The college offers business English courses, but there is no clear direction.

#### **Status of Practical Training**

There are few colleges and universities with field training venues;

Higher vocational colleges are more mature in this respect, not only have special training renewal and built training grounds.

#### **Certificate Requirements**

The graduation of students is not related to whether or not to be tested, but teachers often encourage students to actively test for verification. The data shows that there are mainly three types of certificates: documentary, customs declaration and inspection.

#### **Graduate Employment Trends**

More than 80% of colleges and universities have common job orientations: foreign-related clerks (business assistants), exporters of import and export companies, and bank employees. A few positions tend to be civil servants, teachers, independent entrepreneurship and financial firms.

#### **The Confusion of Teachers and Students Teacher**

The instructors are mainly teachers in foreign language schools, NOT business school teachers, and the data survey results show that teachers are not satisfied with their own knowledge of business English; teachers are limited by their own experience and the school's existing teaching conditions, and the practice and application experience are not rich.

#### **Student**

Students do not realize the significance of book knowledge, and think that textbook learning is boring and lacks intrinsic driving force; students cannot connect textbooks with real-world industry or job requirements, and lack specific understanding and understanding of their future work; The ability to transform knowledge into the needs of the enterprise is mainly manifested in application, conversion and interdisciplinary integration.

#### **The training objectives and problems solved of the platform**

##### **The Training Objectives of the Platform**

The training objectives of the platform is to cultivate familiarity with international business related knowledge, master English language application ability and international trade operation skills, have good professional ethics, interpersonal communication ability, teamwork awareness, competition awareness

and professionalism, obtain the national international business English certificate and foreign trade related examination certificate, Able to use online tools and business English to complete tasks such as foreign trade exhibition marketing, customer development and maintenance, international settlement, foreign trade document operations and import and export business operations, and specialize in technical and quality professionals who are mainly engaged in foreign trade business related work.

This platform is implemented through practical training, and mainly trains and trains students' language ability, business knowledge ability and certificate clearance ability. The main performance is:

### **The Training Objectives of Knowledge**

Students have the knowledge of

1. Understand relevant international trade practices and laws and regulations;
2. Have solid knowledge of business English;
3. Master the necessary basic knowledge of international trade;
4. Master the operation process of import and export trade and relevant knowledge of each link.

### **The Training Objectives of Ability**

Students use English as their working language in a real business environment. The platform focuses on the cultivation of students' practical ability, communication ability, application ability and professional ability.

1. The students have strong English language application ability;
2. The students are proficient in operating office automation equipment and software;
3. The Students can conduct effective international business communication and business negotiation;
4. The students can complete general business writing and foreign trade document processing;
5. The students have the ability to analyze and solve problems.

### **Certificate preparation related**

Recommended certificates are: National International Business English Certificate, Foreign Trade Documentary Certificate, and Foreign Trade Documentary Certificate.

### **The Solved Problem of the Platform**

#### **Problems with Business English Teachers**

The English language proficiency of business school teachers is limited, and the teachers of foreign language schools have a lack of "dual teacher" qualifications. Even with the dual teacher qualifications,

they also lack business work experience and related industry experience.

#### **Problems with Business English Students**

Graduates cannot be in line with society or enterprises; students' personal interests and career orientation are undecided, and textbooks or classrooms cannot be comprehensive.

#### **Problems in the Colleges and Universities**

Due to the constraints of the venue, equipment, raw materials, funding, etc., all practical training laboratories cannot be put in place; school hours are limited, and they cannot meet independent development and individual learning.

The training software should use the network platform to solve the above problems, help teachers do well in teaching and scientific research, help schools develop composite talents with survival skills, and can quickly match enterprises, and help companies enhance their competitiveness and create economic benefits. The ultimate goal of practical training is to enable students to have full practical experience.

#### **Featured content and function introduction of the platform**

"Business English Training Platform" provides students with the current international business full process, full simulation, and full English practice environment. The software integrates import and export companies, banks, insurance companies, customs, foreign exchange administrations and foreign trade transportation company, Division and other roles have been well reflected. Students can simulate import and export companies to conduct international trade transactions in the software, trade consultations, signing contracts, reviewing and revising certificates, issuing commercial invoices, consignment of goods, insurance of commodities, customs declaration, inspection, and manufacturing settlement of foreign exchange, payment of foreign exchange by voucher, business aftermath, sending documents and other business links.

The main features of this platform are reflected in three aspects: student learning platform (including APP application), teacher platform (including APP application), and the teaching supervisor platform.

#### **Student Learning Platform**

The student learning platform mainly contains six major content modules and three major functional modules. The six content modules mainly cover the work content and main business processes of the industry or core positions related to business English activities in society, including: business administration, public relations, convention and exhibition meetings, international trade, international finance and documents. The content module is shown in Figure 1.



Fig-1: The content module of the platform

**The Major Content Modules**

The contents of the platform involved: five major industries and fifteen core positions. Business Administration: Reception, administrative assistant, customer service and the work of the public relations department. International trade: salespersons, sales representatives, purchasers and import and export agents. Financial industry: mainly based on popular companies and basic positions in the financial industry, such as basic positions in foreign-related accounting firms, basic positions in banking and insurance. Conference and Exhibition: Before, during and after the exhibition. Document retrieval: The training software

includes a complete list of “documents” to facilitate retrieval learning.

Each module has a different number of real scenes, through the “PREVIEW → PREPARE → PRACTICE” teaching method in oral tasks, to achieve follow-up, role-playing and other learning content, and through written training to understand business activities and fill in the original business order application ability. “PREVIEW→PREPARE→PRACTICE” is shown in Figure 2



Fig-2: The “PREVIEW→PREPARE→PRACTICE”

Preview (Panorama Preview): Preview the complete scene, watch animations, and listen to recordings. It focuses on learning working language and business knowledge in specific job tasks.

Prepare (follow-up exercise): Repeated follow-up, playback, and comparison. After the system plays the original sound, it prompts students to record and gives scores based on their pronunciation. This link is for students to train oral pronunciation, correct pronunciation in a targeted manner, and master various responses to situations.

Practice (role playing): role playing, human-computer interaction, and actual combat exercises. Conduct the entire oral dialogue exercise according to the limited keywords provided by the system. The whole process is recorded, and the reference answers and scores can be viewed during playback.

### The Major Functional Modules

The three major functional modules mainly refer to “online training”, “independent training” and “achievement and evaluation” in the student platform. The online training module can provide practice and training in actual workplaces for online learning under the guidance of teachers; "independent training" is based on online training content, and the system provides more project activity requirements. The form of the team is completed in the real environment after leaving the network platform; "Achievement and Evaluation" provides teachers and students with statistical functions of various activities, which is beneficial to the development of teaching and scientific research activities. The functional modules are shown in Figure 3.



Fig-3: The functional modules of the platform

The combination of the study of the original document and the simulation training of document filling meets the practical needs of students and teachers for familiarity and understanding of foreign trade business process operations.

Student APP applications: Provide native APP applications on IOS and Android platforms. Meet the needs of students' independent learning and fragmented time learning. Provide spoken language training functions covering business administration, public relations, convention and exhibition meetings, and international trade, international finance and other

industries and core job related scenarios. The system's real-time scoring mechanism can comprehensively evaluate students' learning level based on pronunciation accuracy and reading fluency, and provide Suggestions for Improvement. The APP application provides a document original image viewing function to meet the needs of students anytime, anywhere. At the same time, the APP has the functions of notification management and independent practice training results submission and feedback, which provides convenient conditions for teachers and students to contact and submit assignments.

**Teacher Platform**

The teacher platform covers the concerns of teachers in business English teaching:

1. Independent practice training release and correction, excellent homework collection;
2. Resource library management (category upload and download of learning resources);
3. Document module vocabulary content Management;
4. Query and summary statistics of students' learning situation.

The teacher account can synchronize the online training and learning content on the student side, built-in independent training programs for different industries and positions, provide teachers with detailed teaching auxiliary resources, provide notifications, training assignments, learning statistics and other functions, so that teachers The management of student learning is no longer restricted by time and venue. The

Web-side and APP-side applications complement each other, providing a more convenient and comprehensive auxiliary function of business English teaching management.

Assignment management: The software has the function of viewing student status, and can correct assignments, post assignments, delete assignments, create new assignments, and modify grades.

Grading management and summary analysis: The software has the function of automatically scoring each scene, and can summarize the total score of the students, and can check the students' results from time to time, which is convenient for teaching evaluation. The achievement report page is for teachers to view the general overview of class students' practical training and the achievements of specific practical tasks. Teacher platform functions are shown in Figure 4.

课程ID	学校	专业	课程名称	课程代码	发布课程	发布作业	批改作业	批量上传
1	数学与计算机学院		测试a	数学11501, 数学11542	0	0	0	0
2	数学与计算机学院		测试 bbb	计算机11501, 计算机11502	1	1	1	0
3	数学与计算机学院	计算机专业	0j_text	计算机11501	0	0	0	0
4	经济管理学院		测试cccc		0	0	0	0
5	外国语学院		测试aaa	英语1401, 英语1402	2	2	1	0
6	外国语学院	商务英语	测试cc	英语1401, 英语1402	7	1	2	0
7	外国语学院	商务英语	测试bb	英语1401, 英语1402	55	37	34	1
8	外国语学院	商务英语	测试1	英语1401, 英语1402	0	0	0	0
9	外国语学院	商务英语	测试2	英语1401, 英语1402	0	1	0	0
10	外国语学院	商务英语	测试3	英语1401	1	2	0	0

**Fig-4: The functions of teacher platform**

**Teaching Supervisor Platform**

A special account is set up for teaching management personnel to provide comprehensive reference for the teaching behavior of the teachers in class, the learning behavior of students and the effect evaluation.

Teaching Supervisor: It is convenient for the person in charge of the subject to understand the various departments, class information and practice progress of the school, and it can also help to understand the teaching information and behavior status of the instructors.

Student analysis: The software has a student analysis page, and can facilitate the teaching supervisor to view the overall overview of the school's student training and the results of specific training tasks.

Teacher analysis: The software has a teacher analysis page, and it is convenient for supervisors to view the behavior status of teachers of the school on the training platform, such as publishing assignments and correcting assignments.

School settings: Administrators can set department majors and other information for schools through the training platform. After the settings are

completed, students and teachers can use the functions of the training platform normally.

**Course setting:** The administrator can set the training clearance score for each class. As the name suggests, the clearance score means that in the current industry, the next scene task will be started only if the clearance score of each scene task is reached.

**Teacher management:** Administrators can create new teacher accounts and supervisor accounts for the school, and can also modify permissions for accounts that have already been created.

## CONCLUSION

The completion of the training platform will enable teachers and students to make full use of system network virtual teaching resources conveniently and quickly, and can at least meet the digital teaching of more than 5 core courses and student independent learning (online + offline); finally achieve high-quality digitalization Resources are the carrier, the curriculum is the main form of expression, the virtual simulation business environment is the teaching scene, the school-enterprise joint teaching, fully realizes the integration of theory and practice talent training method. So as to cultivate business English professionals who have a certain practical ability to meet social needs. At the

same time, building a professional and leading-level business English training platform is also the deep expectation of many teachers, which has far-reaching practical significance for improving their practical teaching level.

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