

Research on Practical Teaching Reform of Business English Major in Universities Based on POCIB

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Abstract

Professional teaching in business English requires students to apply practical English in the field of international trade and commerce. But the applying fact is sometimes far from satisfaction. This article makes researches and analysis on the teaching revolution of business English in tertiary educational institutions based on POCIB. The purpose of this article is to nurture quality talents which conform to the development target of business English training and meet the demands of the society through constructing a business English practical teaching system in the foreign trade category centered on POCIB. Professional teaching in business English requires students to apply the practical English into the field of international trade and commerce. But the applying fact is sometime far from saftisfaction. This article makes researches and analysis on the teaching revolution of business English in tertiary educational institutions based on POCIB. The purpose of this article is to nurture quality talents which conform to the development target of business English training and meet the demands by the the society through constructing business English practical teaching system in foreign trade category centered on POCIB.

Keywords

POCIB; Major of Business English; practical teaching.

1. Introduction

With the continuous expansion of China's opening up to the outside world in terms of depth and wideness, the demands and requirements for business English in the society are also increasing. However, constrained by college enrollment expansion in China and shortcomings of over-weighting theory but omitting practical teaching, for a long time, despite the broad job demands, graduates of Business English major are not qualified to carry out jobs in the arena of international trade and related. In response to this, universities have strengthened the scale to nurture applied technical talents via multiple approaches to perform practical teachings. However, due to the weak practice conditions, uniform teaching forces, and outdated assessment modes, the practical teaching cannot yield very obvious achievements. Based on the above research, the article focuses on practical teaching for the major of Business English in universities for POCIB, providing some researches and considerations for the situations of applied revolutions.

2. The Capability Requirements to the Practical Teaching

Since the second decade of the 21st century, our nation has pushed local undergraduate institutions to execute the revolution in the applied direction unstopably. The major of Business English is an important niche subject among the English majors for applied undergraduate institutions. The major not only requires students to command the theoretical knowledge of English, but also focuses on the command of practical applied techniques of English. The practical applied techniques for the major

of Business English mainly favour in the realm of trade and commerce, with the nurturing objectives of fortifying the applied capabilities of language skills in business English. It aims to nurture business communication capabilities as well as improve the practical skills in foreign trade to eventually cultivate elites who are equipped with professional qualities and business skills to suit the corporate needs.

POCIB refers to Practice for Operational Competence in International Business, which is a practical operational platform in foreign trade jointly presented by International Trade magazine produced by China International Trade Association as well as Desunsoft. It aims to cultivate students' various capabilities in international trade and commerce terminologies, writing in English business letters, and estimation in commodities prices via simulating real scenarios of international trade and commerce, so that students can command the post skills required for documentary clerk, a salesman in the industry of international foreign trade and adapt to the post requirements. POCIB Match is a professional match competing for professional capabilities for undergraduates all over the country. It substantially implements the requirements proposed by the Outline of National Medium and Long-Term Education Reform and Development Plan, playing a critically important role to foster the teaching revolution of the major of Business English, pushing the directional transformation to the applied style undergraduate institutions, training the vocational capabilities, recognizing the practical work content in the field of international trade and commerce, improving the innovative capabilities.

3. Problems Existing in the Traditional Practical Teaching for the Major of Business English in Universities

3.1. Weak Foundation in Hardware and Lack of Quality Training Base

The major of Business English in universities carries out practical teaching with a requirement to be equipped with its training base and well-facilitated teaching condition both within and outside the territory of universities. Only with these, the universities can then well handle the practical teaching tasks. However, due to the geographical constraints faced by varied colleges and universities, the applied style revolution implementation was just started, which led to the universal lack of hardware foundation for practical teaching and the inability to guarantee the quality of training base. It made the various practical teaching measures formulated by the nation and universities empty talk. The work cannot be carried out in real practice, not to mention achieving the desired teaching outcomes.

3.2. Loose Structure of Instandardized and Unsystematic Software System

With the swift development of cyber information technologies, universities have widely adopted various practical training software in the teaching process for business English, such as document practical training etc. However, the software system of such a category is not standard enough, presenting a loose status. Universities show a weak link in developing the software system on their own. The software system either is a type of software being applied due to a certain purpose, or developed based on the course theories. The contents show the serious gap between each module, without a complete teaching outline for practical training as the systematic guidance, which let software simply applied in some scattered scenarios, and is difficult to be applied on a synergized and grand scale. To sum up, it lacks systematic and standard characteristics, hard to secure the desired teaching effects.

3.3. A Serious Lack of Teachers Equipped With Dual Qualities

Teachers equipped both with a firm theoretical foundation and practical experience are heavily needed, which makes universities face huge challenges to carry out the practical teaching for the major of Business English. The source to supply the business English teachers in

universities are either from linguistic teachers in English or directly recruiting postgraduates majoring in Business English. The above-mentioned approach exists an obvious issue, that is, these teachers universally lack of practical experience in international trade and commerce. Hence their teachings are unable to fulfill the requirements of practical teaching posed in the course of teaching. Although there are certain universities which face the society to recruit practical talents who perform related professions for years and have them join the teaching force, inevitably, some of these practical talents showcase pitfalls of missing theoretical basis for teaching.

3.4. Traditional Assessment Approach Unmatching with Practical Teaching

Practical teaching of business English requires a well-matched practical assessment approach to virtually benchmark the score and shortcomings of students. However, universities now are confined to the assessment notion of the traditional theoretical teaching, which makes the assessment approach of business English remain at the theoretical assessment level, rather than evaluating practical skills. For example, the evaluation of English language is limited to test paper, putting aside the real English linguistic communication skills; Students feel very little pressures to pass the test, resulting in being hard to push them command skills and knowledge. All these scenarios above mentioned create negative impacts on the practical teaching for the major of Business English.

4. Revolutionary Suggestions on Practical Teaching for the Major of Business English for Universities Based on POCIB

4.1. The Construction on Practical Teaching System

A practical teaching system for the major of Business English centered on POCIB shall be constructed. It means to take POCIB as a link to bridge the post requirements from international trade and commerce enterprises and practical teaching for the major of Business English in undergraduate institutions, so as to sufficiently expose the existing problem of practical teaching and propose strategies for carrying out practical teachings.

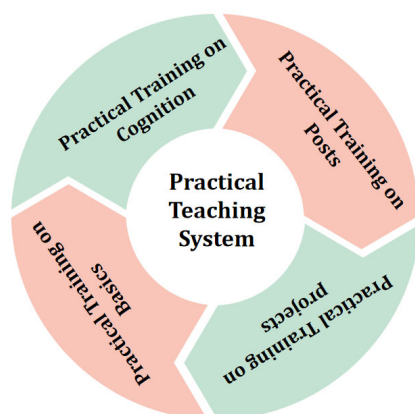


Chart 1. Overview on Practical Teaching System

4.1.1. Practical Training on Cognition

At present, business English students are in a fuzzy and unfamiliar cognitive state of society, industry, work, etc. The nature of practical training is to make students contact with the real state of society, industry and work in advance. Therefore, no matter from the perspective of career planning, or from the perspective of promoting practical training teaching, understanding practical training and cognitive practical training are the foundation for society, industry, daily work, etc. This foundation requires the combination of "bringing in" and "going out". "Bringing in" refers to "attracting" industry KOLs to introduce students to the industry

and plan their careers. "Going out" refers to leading students to "go out", delve deeply into the enterprise, and actually understand the work content of the future industry. By going out and attracting in, students can gain two cognitions: first, the nature of business English is a kind of professional English. The basis of learning English is still listening, speaking, reading, writing and translation. In order to meet the needs of communication and exchange in international foreign trade and business occasions, students need to learn Business Administration, International Trade and other related English vocabulary, usage scenarios, etc., which is a discipline that focuses on the application of English learning in business occasions. The second is to establish a career plan for using English for foreign trade activities on the basis of understanding the business English major. That is, to understand the role of POCIB's practical training in exercising professional skills in business English, so as to establish a vision of learning.

4.1.2. Practical Training on Basics

Before carrying out POCIB training, it is necessary to carry out practical training teaching on basics in classroom setting, so that students can clearly understand the content of POCIB and the ability requirements of enterprises for students. Foundation training is a prerequisite for POCIB. In this process, the main courses of business English majors are compulsory courses for students. The main courses include: listening, speaking, writing and translation courses, western management, western economics, market influence, international business and other business courses. The above courses are arranged in the classroom for students to study. The principle that these courses should be arranged is "student-centered, theory-based". The purpose of its learning is mainly based on two points: one is to cultivate students' solid English language skills, which is the basis for any professional English ability improvement. The second is to transform the cognitive domain of students. English is a language that is applied in all aspects of social life. Business English is to strengthen students' ability to use English language in the fields of business and international trade. Therefore, the process of practical training in basics should make students' English language use inclined to the business field, so as to lay a solid foundation for the subsequent POCIB project training.

4.1.3. Practical Training on Projects

After the completion of the basic training, the project training is carried out through the POCIB system. The biggest feature that distinguishes POCIB from SIMTRADE software in traditional foreign trade laboratories is that its characteristic is high simulation. All the data in the POCIB system is basically consistent with the real market situation, and it is dynamic, which enables students to deeply understand the risks and capabilities of the real foreign trade market, and can effectively increase the ability of students when it brings difficulties to students. In addition, POCIB system is an open source software. Its application objects are not only the students majoring in business English, but also the real people from all over the world who are engaged in foreign trade business. Students can really exercise their English communication skills and business negotiation skills in POCIB system. In the practice of POCIB project, students need to constantly combine theory with practice in the process of "experience-reflection-theory-experience", so as to achieve the purpose of the training in professional skills.

4.1.4. Post Training

As a highly simulated training method, the POCIB project can build a learning atmosphere for students by simulating a real foreign trade practice scene. However, the POCIB project can no longer replace the real and practical foreign trade business work. Therefore, after experiencing the above practices, students need to transit from school to society and from theory to practice through the process of post training. Through school-enterprise cooperation, students can join the enterprises related to the major of Business English, thus solving the real work by what they have learnt in school. In this process, in accordance with the specific post work contents of

students, schools need to match professional teachers to conduct on-campus guidance, thus specifically solving student actual problems and improving their abilities to combine professional knowledge with industry work.

4.2. The Principle of School-enterprise Cooperation and Dual Teaching

4.2.1. An Environment Built Through Cooperation and Resource Interconnection

In terms of POCIB project practice, it needs to be established on the basis of a good practical teaching environment, which is premised on school-enterprise cooperation. Firstly, schools need to reach the intention of business English school-enterprise cooperation practice with enterprises and establish leading groups, in order to uniformly arrange and manage the people inside and outside the schools who participate in business English POCIB project practice. Secondly, under the unified commands of leading groups, we, revolving around POCIB practical project, can establish a set of practical teaching programs and formulate relevant security systems, thus promoting the smooth progress of the business English practical teaching.

4.2.2. Dual Teaching Team Built by Professional Full-time and Part-time Teacher

Teaching is based on teachers; thus, the practical teaching of Business English majors shall pay balanced attention to both theoretical basis and practical skills. In this way, it is critical to build "dual-teaching style" teaching teams. Firstly, colleges and universities shall reeducate the Business English teachers; on the one hand, through the method of training, the teachers can master the latest foreign trade theoretical knowledge; on the other hand, Business English teachers in colleges and universities shall profoundly join enterprises, thus making up for their deficiency of their own practical experience. Secondly, the full-time and part-time teaching teams shall be expanded. Business English teachers with solid theoretical basis and rich experience shall be selected from enterprises to enhance the teaching practice.

4.2.3. Diversified Evaluation System Perfected to Match the Practical Teaching

The assessment standards and direction are the final goals that teaching aims to achieve. Business English practical teaching shall reform the traditional evaluation. In addition to retaining the original theoretical knowledge paper examinations, we still need to revolve around various links of POCIB practical projects, specifically designing a diversified evaluation system based on oral tests, scenario simulation, investigation reports, practical operations, enterprise evaluations, etc. which involves students' teamwork ability, business English language communication skills, POCIB system operating skills, marketing information shaping ability, etc. In this regard, we can practically enhance the pertinence and orientation of the assessment and evaluation system.

5. Conclusion

Education ultimately aims to serve the society. With the quicker knowledge upgrading, in order for education to better serve the society, it shall keep up with the trend of the Times, as well as it shall be based on the reality of social development. Under the background of application-oriented university construction, it is inevitable for Business English to reform its practical teaching. In this way, in virtue of teaching methods similar to POCIB project training, the teaching system can be constantly improved, thus cultivating talents suitable for the society.

Acknowledgments

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