

Design of Business English Training Program under the Guide of MOOC

Yanni Li, Yanling Tang^{*}, Yuxi Zhao, Qiujie Li, Weiwei He

School of Foreign Languages, Changchun Institute of Technology, Jilin 130012, China

Abstract. Under the influence of globalization, international talents are badly needed in China, especially those who are not only good at English language, but also business skills. This paper tries to do some researches on the job market to find out social requirements for business majors. At the same time it puts forward the business English training courses on the platform of MOOC. The purpose is to offer an effective teaching method in business English training under the age of Big Data.

Keywords: Business training; practical skills; Mooc; curriculum design.

1. Introduction

The economic globalization and market internationalization have been further deepening in China, and each domain cannot leave the aid of English talents, particularly those inter-disciplinary talents who understands the commercial trade, market and economy management and who are also skilled in English are in great demand. These specialized graduates are often engaged in the foreign trade works in the foreign enterprise, and office and translator works in the large-scale enterprises and institutions, and the employ rate are above 90%. And in the late 1980s Business English as an independent discipline came into existence, which alleviated the talent shortage in different fields which are in great need of talents master both English and commercial knowledge.

According to statistics, there are approximately 500 colleges and universities have opened Business English major (Li Zhao & Zhao Han, 2006), and for many years they consistently contributed the massive talented people for the international exchange and cooperation of our foreign trade and economic developments, this is a notable and significant development in reconstructing course offering system and improving students' comprehensive qualities. While according to information available and the practical work those business English graduates are doing, it is obviously seen that under such big data age, what the students are learning is really limited, especially from the high-tech point of view.

Therefore, aiming at the solving these problems this paper put forward that reform in the curriculum design should be taken, and MOOC, as a new concept for mass learning should be introduced into the whole system, to help the students convert their knowledge into practical abilities, such as interpersonal skills, negotiation, presentation and so on.

2. Material and method

A massive open online course (MOOC) is an online course aimed at unlimited participation and open access via the web. In addition to traditional course materials such as filmed lectures, readings, and problem sets, many MOOCs provide interactive user forums to support community interactions between students, professors, and teaching assistants (TAs). MOOCs are a recent development in distance education which was first introduced in 2008 and emerged as a popular mode of learning in 2012. Early MOOCs often emphasized open-access features, such as open licensing of content, structure and learning goals, to promote the reuse and remixing of resources. Some later MOOCs use closed licenses for their course materials while maintaining free access for students (<http://en.wikipedia.org/wiki/Mooc>). It is well seen that MOOC is quite practical in training courses, then how to set a platform of MOOC to design the whole business learning process is put in the first place.

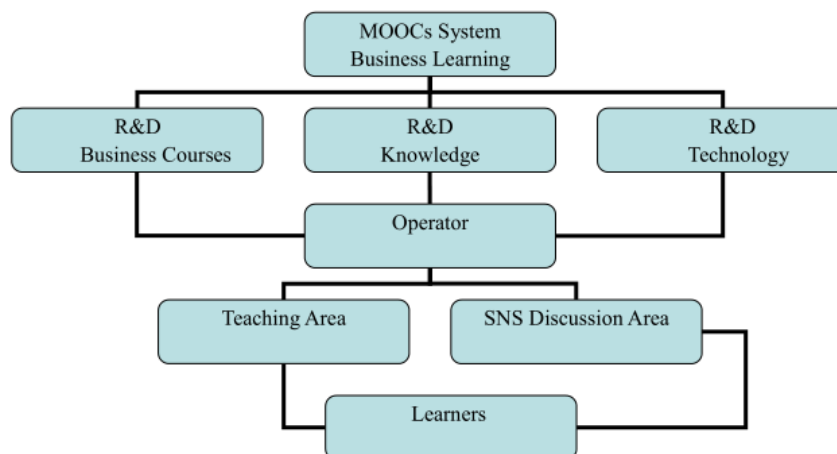


Figure 1 Running system of MOOC platform

From Figure1, it can be seen that MOOC platform should be divided in to different areas, which has different functions in the whole learning process. And there are not only teachers or students involved in the procedure, there should be technicians in computer running or knowledge research and development. No one can be left perform all the work, so it is an operation among all staff.

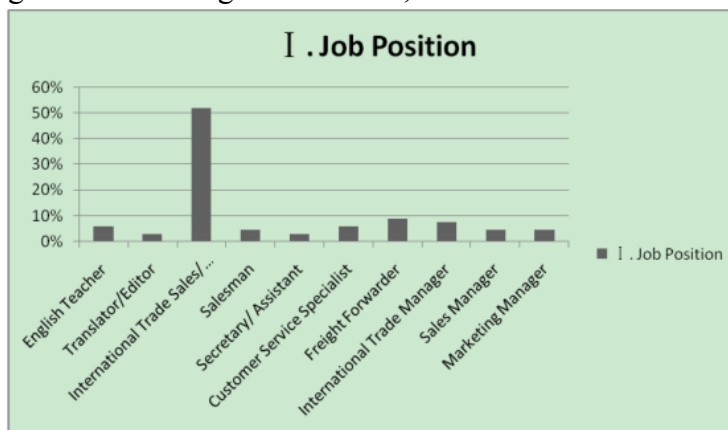
At the same time a survey on the social needs of business talents has been performed by the paper from different aspects.

Investigation and Survey of Business English Training Programs. This section will describe the research finds obtained from the social needs survey through on-line study and face-to-face interview. It will also describe the investigation on training program which have opened in certain colleges and universities.

For each aspect, research results obtained from investigation, field research and questionnaires will be presented and describe first. Questionnaire results will be displayed in tables and charts, and investigation results will be presented as statements or summaries. And in the final part of this section, the design of training program will be displayed in tables, and follow the explanations for the designing, evaluations and reasons of the designing, and recommendations and limitations in this training program will be pointed out at the end of this section.

Social Needs analysis. In order to find out which kind of specific qualities a Business English graduate are supposed to possessed to meet the needs of international business market, the investigation has been done in two ways: through the Internet and face to face interview.

1) Investigation done on the Internet. Through investigating the three major recruit websites: www.zhaopin.com, www.chinahhr.com, www.51job.com by key words: “business English” for positions which recruit Business English graduates, and specific needs required for the position; Since around Spring Festival there is a hiring peak, the data is collected at the end of February so that a whole mouth data is available, and the region is narrowed to Guangzhou which is a developed area and business English graduates are in great demands, here is the result:



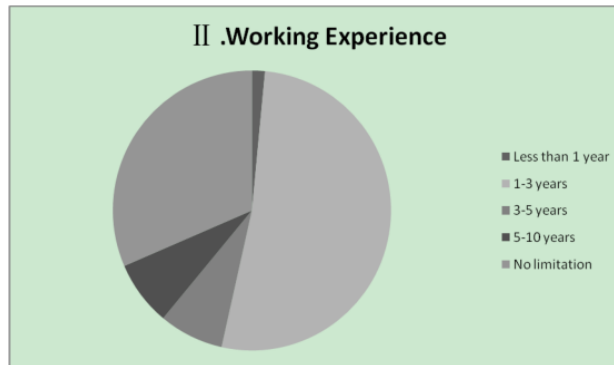


Figure 2. I & II Results of Investigation done on the zhaopin.com

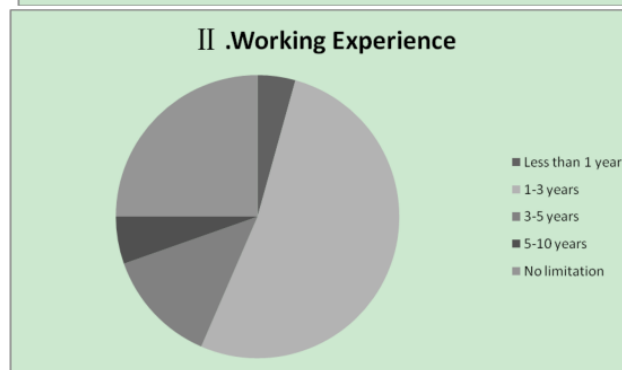


Figure 3. I & II Results of Investigation done on the chinahr.com

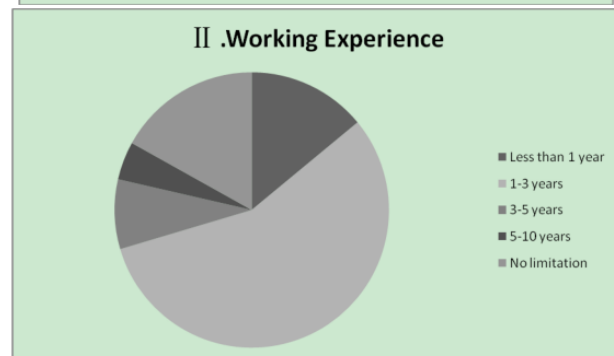
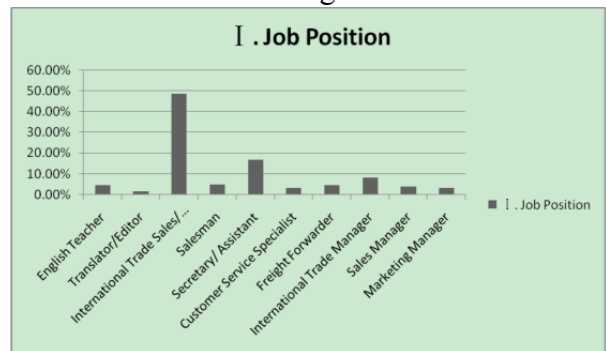


Figure 4. I & II Results of Investigation done on the 51job.com

Through the three job position charts we can see business English major graduates are mainly hired in international business and trade field, which occupied around half of the business English positions. Therefore, to put an emphasis on teaching foreign trade knowledge and conventions is a wise decision on business English course design.

And from the three working experience charts, employing units are fond of business English talent who has 1-3 years working experience. What's the reason? Form the whole economic environment the high-efficient pressure and the cruel reality make numerous enterprise only ask for the rate and efficiency. Because experienced talents are familiar with trade convention and procedure, and they are also skillful in using language tactics. Therefore, the requirements of working experience show the employing units' expectation for the employees' practical ability, which put forward an important subject for converting knowledge learned at class into practical ability in training program design, And as we know, if students gets more practice such as international trade practice, negotiation practice and so on, it would put these graduating students in more competitive position when they are haunting for jobs in this ever-increasing competitive job markets.

2) Investigation done through face to face interview

China Canton south human resource market is one of the national level regional human resource markets jointly run by the Ministry of Human Resource and Guangdong Provincial government. And since around the Spring Festival there was a hiring peak season, I participated two job fairs one was on 27th February 2010, which was the 621th South Comprehensive Large-scale Talented Person Job Fair; and the other was on 1st March 2010, which was a large-scale job fair which was specific launched for marketing, foreign language and international trade talents. 20 enterprises have been interviewed which recruit business English graduates respectively on the two job fairs, and choose the enterprises randomly. Through interview and questionnaire the result can be concluded as follows and the questionnaire is on .Here is my collection:

Table 1. The specific English level & skills requirement

English level & skills	Very important	Important	Just so-so	Not important
Listening	61%	35.7%	3.3%	0%
Speaking	81.2%	14.7%	4.1%	0%
Reading	37.7%	40.6%	20.1%	1.6%
Writing	30.7%	33.3%	31.1%	4.9%
Interpreting	51.5%	22.4%	24.5%	4.1%
Translating	33.2%	22.4%	43.8%	1.6%
International trade knowledge	82%	15.5%	2.5%	0%

As we can see from the table, English speaking and English listening are required the highest. And it is obviously that the employing unit pays more attention to English practical abilities, furthermore, speaking and writing abilities play a dominant role in the vocational work, which is easier to be watched. Therefore, practice on presentation and translation is indispensable in drilling business English students abilities.

Besides language, what professional skills and knowledge do the employing units' need consist of for business English talents? As we can see from the table, obviously most of them are concerning about business skills and knowledge.

Training Programs in Universities and Colleges. In order to collect sufficient information about how colleges and universities operate their Business English training program which have opened Business English courses, I have done investigation on the Internet and field research and analyze the data collect in the research.

1) Investigation done on the Internet. There are approximately 800 colleges and universities set up Business English course and 167 colleges and universities set Business English course at the graduate school level in China. Through investigation, 30 colleges and universities are chosen including Guangdong University of Foreign Studies and University of International Business and Economics etc through Internet and field research, the first hand information is got about the

actual situation of Business English major training program. And the list of these 30 colleges and universities are shown on Chart 7.



Figure 5 Contents of training program

Comments: training program refers to a full set of practice concerning train business translation, negotiation and presentation abilities; and presentation practice refers to practice aims at training communication, investigation and presentation abilities.

From the chart we can see among all the 30 universities and colleges investigated there are 28 universities have opened business English course, and only 5 of the 30 schools have set a full set of training program, and approximately 70%(22 in 30) of the schools have opened translation related courses and practice, while seldom have negotiation practice and presentation practice opened in the investigated schools. However, negotiation and presentation practice are quite important in converting knowledge learned in classes into practical ability, let alone what a well-designed and systematic training program could bring to a students.

Therefore, we can infer from this investigation that a well-designed and systematic training program which combines translation, negotiation and presentation practice in one and aiming at drilling students' ability of converting international trade knowledge into practical ability is a considerable and flexible solution to the urgent needs of employing units, graduating students and colleges and universities.

2) Field Research. The field research involves 3 universities: Guangdong University of Foreign Studies, South China Normal University, and Sun Yat-Sen University. The result of this field research is as follows:

3. Guangdong University of Foreign Studies

Under the institute of international business management, business English, international economic law and international business of the four professional direction, and main focus is on the business English line. Here is their course design:

Professional required courses: Comprehensive English

- English Writing
- Advanced English
- Business Communication
- English Interpretation
- Business Interpretation
- English Translation

The Brief Introduction of Contemporary Business (English)

Principles of Management (English)

Enterprise Strategic Management (English)

Oral English

Practical Teaching: course practice and professional practice for 8weeks

The unique feature of business English major is their course practice: Business English Presentation Contest. It is a full set of training program involving the following steps: one class was divided into several groups and about ten to fifteen students form a group, each group choose a actual brand name such as Haagen-Dazs, IKEA and China Southern Airlines, under the direction of an efficient group leader, several students in charge of a subtask, such as contacting the subsidiary company of the brand they chose in Guangzhou and get the first hand information that they might not obtain from the internet, and in this process required the ability of communication and gain confidence from strangers, while some group members search information they need on the internet; then the second step is design questionnaire in order to get to know about the problems and deficiencies might exist in the operating management under the brand, for the sake in the presentation contest they would offer some flexible proposal to those problems, while in this process involved the ability of converting knowledge into practical ability since they have to combine the information they have collected in the first phase of the practice and focusing on strength and weakness of the brand name and design the questionnaire on their own; then the third step is to do the SWOT analysis and in this process involving analyzing the questionnaire and do the SWOT analysis: the final step is the presentation contest, group members are required to present the result they have investigated in fluent English and design the PPT to convince the judges.

From the whole process we can see students utilize knowledge they learned from class and convert into practical ability, which is a good example we can emulate in the design of business English training program.

South China Normal University

In the English major of school of foreign studies, there are three directions: teacher-training , translation and business English, and focus is on the business English direction. Here is their international commercial module which is required to finish before graduation:

International commercial module: The Brief Introduction of Contemporary Business.

International Commercial Law

Business English Oral English

Business Negotiation

Business English Writing

International Enterprise Management

International Marketing

Business Correspondence

Practice of International Trade

According to a junior student of international commercial direction, they have a business negotiation contest in second term of their junior year. Normally, 4 students form a team, while under the specific negotiation topic given by the organizing committee, cases in the topic by taking the form of actual company, according to the negotiation plan each team submit and actual negotiation process proceed under the specific judges would give credits according to their performance. In the process of writing negotiation plan, students have to utilize the relevant negotiation knowledge and collect information about their company and their rival's as well. And certain skills are required to perform such as presentation and negotiation in the process of actual negotiation. Therefore, we could emulate their merit in designing the business English training program.

Sun Yat-Sen University

In the school of International Studies, there are three lines: translation, business foreign language and teaching Chinese as foreign language. And I focus on the business foreign language direction. Here is their business foreign language module which is required to finish before graduation:

Table 2 Training Program Procedures

Business Etiquette Training	Contents	Introduction to basic business etiquette: business dress code, business manner in business conversation and meeting; the art of communication; cultural difference in business communication and activities
	Requirements	this module can be established by successful businessman or “double teacher” in the form of selective course or lecture Students will practice business etiquette in the following modules such as presentation contest and negotiation contest.
	Objectives	build a good professional image; mastery of phone etiquette, the proprieties of being visitor and receiving visitor; mastery of good communication skills
Business Presentation Contest	Contents	getting in touch with brand name entities, and collect information about it through the Internet and face to face communication design questionnaire to get know about their target market and clients, and their advantages and potential deficiencies SWOT analysis according the information they collect and data analysis of the questionnaire they designed deliver a presentation according to their previous efforts with a power point
	Requirements	practice business etiquette and communication skills in getting information from brand name entities utilize marketing knowledge into practice in designing questionnaire ,SWOT analysis and making power point practice fluent English and presentation and communication skills in the final step
	Objectives	build a good professional image practice communication, marketing and presentation skills
International Trade Practice	Contents	practice to develop potential clients through E-mail offer and counter-offer making and filling export documents: packing list, commercial invoice, insurance policy, contact and so on
	Requirements	documents should be in accordance with credits documents should be the same and the issue date of every documents should maintain reasonable, and conform to logic and international convention;
	Objectives	get familiar with the international trade process and practice it
Business Negotiation Contest	Contents	according to the real negotiation cases given by supervisor, every team should gather information and write negotiation plan and specific negotiation strategies and tactics used in the negotiation; introduce each other with team members introduce your own negotiating line to the opposite with strategy , and probe the negotiating line and target of the opposite side; negotiate in deep cuts on key issues with strategies and tactics, and find the unreasonable aspects on the opposites side’s proposal, seek to narrow the gap between the two sides to a point; Make the final concession at the right time, seek the maximum benefit of own side and reach the consensus.
	Requirements	all the conducts in the negotiation should be in line with business etiquette stick to negotiation target and do not expose the negotiation position utilize strategies and tactics in the negotiation use multi-media such as PPT, charts and videos to elucidate your position
	Objectives	practice business etiquette and communication skills utilize modern computer device practice negotiation strategies and tactics and write negotiation plan

Business foreign language module: International Business Theory and Practice.
Marketing
International Trade

Economics
 Finance & Accounting
 Business Communication
 Human Resource Management
 Organization Behavior
 E-commerce
 Business Writing
 Management
 Business Translation
 Business Interpretation

According to a student in school of international studies, whose professional direction is business foreign language, he said they had no specific training program, while they have certain translation practice on class.

Result and Discussion. Referring to the information collected during field research, a suggestion for business courses design can be given as follows.

The process of business English training program: The whole training program is divided into 4 modules: Business Etiquette Training, Business Presentation Contest, International Trade Practice and Business Negotiation Contest.

People depend on certain established protocol to retrain their every aspect in their business activity in order to assert a mutual respect. Since graduating students seldom have the chance to participate in real business activity, a good business manner would leave a good impression on their interviewer and clients when they are haunting for jobs and receiving clients respectively. While the art of communication is quite important when they are making efforts to develop clients and maintain the relationship. And a good understanding of cultural difference would avoid unnecessary misunderstanding and offensiveness when they are receiving foreign clients. And the knowledge students received in this module will be utilized in the following modules.

Since this training program is designed in a organized and systematic way, and each module has a specific training target, different majors such as business English, international trade, marketing and so on could adopt any one of these four modules or the whole training program according to actual needs; and the duration and form of each module can also be designed according to colleges and universities' course design and time schedule.

Supports from Different Ways for Business English Teaching. Universities and colleges perspective

Universities and colleges are supposed to explore the training of qualified business English graduates in its own way, in light of their different conditions in educational investments, teaching resources, and social environment and students qualities. Accordingly, this paper aims to offer some reliable information and useful suggestions for the business English training program in CCIT, took a curriculum adjustment to update its training program to meet the requirements of the new national syllabus for business English majors.

3.1 Perfecting the guiding and supervise function of superstructures

From the previous analysis, there was no uniform criterion on the business English teaching set by the Ministry of Education, nor has specific regulations on school conditions, course design and teaching syllabus. Therefore, to address this problem, the Ministry of Education should promulgate a set of uniformed teaching specification as soon as possible, and this teaching specification could guide colleges and universities to revise and formulate their teaching objective, syllabus, course design and cultivation direction etc, and under the guidance of teaching specification, effective teaching supervise is also available. Thus only in this way, can colleges and universities provide a strong guarantee for qualified business English talents for the new period.

3.2 Strengthening the building of the ranks of teachers

Since at present the staff qualifications of business English teachers in colleges and universities are uneven, to strengthen the building of ranks of teachers is the top priority in order to cultivate qualified

business English talents. And as we know that neither pure language teaching staff is qualified in business English teaching, nor teachers who are expertise on commercial trade but have no idea about language. Staff who engaged in business English teaching should not only masters a firm foundation of foreign languages, but also familiar with the practical utilization of language in different situations, the practical process of international trade and cultural background and ethnic rituals of English-speaking countries, and those “Double Teachers” who possess professional knowledge and practical experience are more favorable in business English teaching. Thus it can be seen, business English teaching put high demands on learners, and on in this way, can colleges and universities cultivate qualified business English talents.

3.3 Enriching the teaching method

Since the business English teaching is not the same as traditional teaching, schools should not only use modern teaching device like multi-media, online class and simulated training, and introduce the current domestic and abroad current commercial situation and trend to students as much as possible, but also organize practical training such as organize students to visit and learn in foreign companies, joint ventures and successful domestic companies, and encourage students to participate in social practice in winter and summer vacations, which would allow students have a more clear idea about their professional direction and make up for their deficiency in time, and lay a foundation for the future career.

Furthermore, colleges and universities should provide practice opportunities as much as possible such as inviting successful enterprise management personnel to give a speech and communicate with students, and business English talents who have made progress in their career to share their experience with students, and setting up projects with enterprise to promote students progress etc.

2) Society perspective

3.4 Providing more practice opportunities

Business English is a systematic study which bears enormous practical function, students on this major need practice opportunities in companies and society, therefore, in order to establish a virtuous circle operating mechanism between the employing units and business English graduates, companies should provide practice opportunities as much as possible at affordable rates to allow students practice their knowledge learned in classes and utilize it in reality, in this way, students could become more competitive in job market and employing units also could avoid the problem that the business English graduates they recruited cannot adapt to the new job due to lack of practical experience.

3.5 Setting up various forms of projects with schools

Capable enterprises and entrepreneurs could set up various forms of projects with colleges and universities to promote the students developments in a joint effort. There are many kinds of joints projects such as “customization of talents”, internship training base etc, capable enterprises could fund schools on certain teaching programs and schools could transport talents to enterprises and therefore a training system of talents and virtuous circle are formed between enterprises and schools.

4. Conclusion

Through analysis the domestic business English major situation and employment situation of business English graduates, this paper gets that there is a gap between the expectation of employing units and business English graduates’ real abilities when they start work, and the author aims at solving this problem by promoting business English training program under the direction of needs analysis theory. Under the big data age, MOOC is an effective media to enhance the teaching of business courses, while at the same time it can be used to train some unemployment in the society.

Though this paper investigates colleges and universities and job fair which have a direct relation with business English graduates’ employments, due to lack of experience, the author may have not included all the aspects of business English employing units’ needs, and this paper has trouble in getting accurate and detained information about training program in colleges and universities which merits investigation and analysis. And some negative effects may bring in by missing those

advantages of training programs in the paper. The author hopes that a further investigation can be conducted to make up for these limitations.

Acknowledgements

The authors would like to give their thanks to Jilin Institution of Education and Science (NO.GH14307) and Jilin Social Science Foundation (NO.2014wy23) for their financial support.

References

- [1] Berwick, R. Needs assessment in language programming: from theory to practice. In Johnson, R.K(ed). The second language curriculum[C] Cambridge: Cambridge University Press, 1989.
- [2] Brindley, G. The role of needs analysis in adult ESL program design in Johnson, R.K(ed). The second language curriculum[C] Cambridge: Cambridge University Press, 1989.
- [3] Brookfield, S. D. Understanding and Facilitating Adult Learning [M]. Jossey Brass Publishers, 1988.
- [4] Hutchinson, T & Waters, A. English for Specific Purposes[M]. Cambridge: Cambridge University Press, 1987.
- [5] Munby, J, Communicative syllabus design. Cambridge: Cambridge University Press, 1978.
- [6] Richterich, R. Case studies in identifying language needs. Oxford: Pergamon Press, 1983.
- [7] Robinson, P. ESP (English for Specific Purposes) [M]. Bath: The Pitman Press, 1980.
- [8] Shu Dingfang. Foreign languages teaching and reform: problems and solutions. Shanghai Foreign Languages Press, 2004.
- [9] Zeng Zhaotao, Zeng fan fen, Practical teaching research in business English majors [A]. Panyu Technical Institution, 2005.