

# Construction of Business English Courses Based on University-enterprise Cooperation

## -Taking International Business Negotiation as an Example

Liu Xiaqing

College of Foreign Studies  
Shandong Technology and Business University  
Yantai, China

**Abstract**—This paper, based on the necessity and significance of integration of production and education in Business English teaching reform, taking International Business Negotiation as example, put forward a working process-oriented course construction path by means of university-enterprise cooperation which can promote the connection between curriculum content and professional standards, introduced an integration teaching model of “teaching, learning, doing”, discussed teaching reform measures for the working process-oriented course reconstruction, and established a curriculum reform approach with the main line of “university training, joint supervision, and external field work”. On the basis of theoretical teaching of International Business Negotiation, this paper focused on cultivating students’ practical ability and comprehensive quality, and improving the teaching quality.

**Keywords**—University-enterprise cooperation; Working process-oriented; Business English course; International Business Negotiation

### I. INTRODUCTION

With the deepening of the country’s “One Belt and One Road” Initiative strategy, international trade business will continue to grow substantially, and the demand for business English majors is also growing. Business English has been booming in the past 10 years. Up to now, China has 393 universities with undergraduate business English majors. However, there is a problem that the application ability of business English professionals is not able to directly meet the job demand in the job market [1-4]. Business English major aims to cultivate application-oriented talents with English application ability, business practice ability, critical thinking ability and innovation ability [5]. Business English course construction can integrate resources from universities and enterprises, optimize the curriculum design, curriculum organization and curriculum implementation, and constantly improve the training target, teaching content and practice teaching system by means of university-enterprise cooperation. This paper, taking International Business Negotiation, a required professional core course, as an example, based on the concept of university-enterprise cooperation, establishes a curriculum reform approach with the main line of “university training, joint supervision, and external field work”.

### II. COURSE DESIGN CONCEPT AND OBJECTIVES

#### A. Course Design Concept

The course design concept mainly lies in the following two points. Firstly, the profession, practicality, and openness of the courses are highlighted. The course design focuses on the cooperation with enterprises, and organizes the teaching process of “occupation, job requirement capacity, teaching objectives determination, teaching module construction” [6]. Secondly, apply what one has learned to practice and promote the combination of leaning and application.

#### B. Course Design Objectives

Based on the current teaching situation of International Business Negotiation, the following teaching reform objectives are proposed.

- Stimulate students’ learning enthusiasm and improve their learning efficiency in class. The traditional teaching mode is improved and the working process-oriented teaching mode is implemented. The working process-oriented teaching design can arouse the students’ enthusiasm, improve their information acquisition ability, thinking ability, judgment ability, and team cooperation ability, and effectively improve their learning efficiency.
- Stimulate and cultivate the bilateral impetus of teaching and learning to form the target resonance effect. In the course reform of International Business Negotiation, we advocate and implement the learning method of students’ active participation, willingness to explore, and diligence in practice, so that students can truly become the subject of learning and improve the learning effect. The redesigned International Business Negotiation course advocates autonomous learning, project orientation, task driven, and teaching unity, and emphasizes the interaction between teachers and students, which can not only improve the students’ learning enthusiasm, but also stimulate the teachers’ teaching enthusiasm, form the target echo effect, and lay a foundation for students’ lifelong learning and career development.

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- Build a high-level application-oriented professional teaching team. At present, most business English teachers major in English Language and Literature, while International Business Negotiation, as the core professional course, requires teachers to have a solid theoretical background and practical experience. Through the course reform based on school-enterprise cooperation, teachers improve their level in a spiral way, laying a foundation for the long-term development of business English major.

### III. DESIGN IDEAS OF COURSE REFORM

#### A. Implementation of a Position-centered, Trinity Teaching Mode

Change the existing teaching method of separating theory teaching from practice teaching, and implement integrated teaching mode. In the teaching process, the teaching classroom is designed by integrating teaching, learning, doing, and combing theory teaching and practice teaching in accordance with the position and teaching content needs.

On the basis of theoretical explanation, the practical teaching system that embodies the trinity of classroom case analysis, simulated negotiation and on-site practice in the practice base is established, which reflects the talent training mode of “combination of work and study”. Through the multi-level and three-dimensional practical teaching system, students’ critical thinking ability, innovative consciousness and international business negotiation ability are cultivated.

Promote teaching through face-to-face communication between front-line experts and students, holding various business negotiation lectures, and organizing various skill competitions.

#### B. Reforming the Examination Mode

The proportion of practical training assessment in the total score shall be increased, and the assessment result of practical training module shall account for 40% of the total score. Practical training assessment includes the following criteria. That is, whether the materials prepared are sufficient, proficiency in negotiation, the grasp of negotiation process, the use of negotiation strategies and skills, communication skills, and the effect of negotiation, etc. The practical training module adopts the method of combining students’ self-evaluation, and peer evaluation. The three approaches account for 20%, 30% and 50% respectively.

#### C. Building a Double-type Teaching Team

Strengthen the building a double-type team through training and hiring, and inviting the enterprise experts into the classroom. Firstly, the proportion of professional teachers with enterprise work experience should be improved by sending teachers to enterprises for practical training. Secondly, the professional talents with experience of negotiation and practical work are invited into the classroom, which improves the practicality, professionalism of this course.

#### D. Development of characteristic teaching material and online courses by means of school-enterprise cooperation

The characteristic textbook of International Business Negotiation is compiled with the help of enterprise experts, in which theoretical explanation is supplemented by scene analysis, practical training scenarios are created, and students’ skills are strengthened. At the same time, the teaching material should be absorbed at home and abroad to negotiate new ideas, new theories, new experience and a large amount of case study results and time experience, combining the characteristics of knowledge economy and the network era. The network negotiation, personnel training and management content module should be increased on the basis of original contents, which represents the elements of quality, knowledge, and ability of business negotiations personnel.

### IV. IMPLEMENTATION OF COURSE REFORM

#### A. Course teaching

University-enterprise cooperated International Business Negotiation teaching contents are abstracted from working process and concretized in learning scenarios. Students can acquire the general working concepts and ideas, and their profession capability is enhanced. [7] Tasks and professional ability are analyzed and decomposed and the teaching module and teaching content is determined with the help of industry experts, the specific development process of which is shown in Fig. 1. Course contents are selected and organized with the consideration of working process integrity and professional characteristics, and teaching activities are designed with the carriers of products, case, projects, and tasks, which aims to simulate the students’ learning interest.

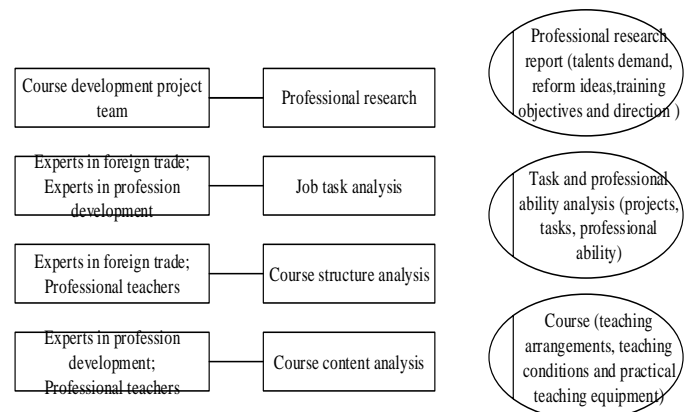


Fig. 1 Course construction flow chart of International Business Negotiation

The teaching plan of the course based on school-enterprise cooperation can be implemented by the following four aspects.

#### 1) Curriculum standard and course target positioning are completed by means of university-enterprise cooperation

First of all, job demands are surveyed and analyzed and the course standard is determined. Curriculum standards should aim at cultivating students’ comprehensive professional ability. Besides the full-time teachers, curriculum standards should also be formulated by enterprise experts from the front line.

Business negotiation ability is one of the professional abilities that foreign trade practitioners and those engaged in business negotiation should have. Through industry research and job task analysis, it is determined that the training objectives of professional ability for International Business Negotiation course should be: (1) familiar with foreign trade negotiation scenes; (2) mastering the general principles, principles and procedures of international business negotiations; (3) good command of English and business negotiation; (4) mastering international business negotiation strategies and skills; (5) understanding the culture and etiquette of international business negotiations. The training objectives and requirements of the course corresponding to professional competence training are as follows: (1) referring to the materials of international business negotiation practice; (2) experiencing the general process and rules of international business negotiation; (3) understanding the business culture and etiquette of international business negotiation. Problems are explored, analyzed and solved by means of simulated negotiation [8]. Social competence includes: (1) experiencing different cultures and manners; (2) developing the ability to think and learn independently; (3) enhancing students' communication ability and teamwork spirit; (4) developing good professional ethics, professional ethics and basic quality in foreign trade activities.

### 2) *Determine the work process-oriented teaching content*

The basic idea of the course design of International Business Negotiation based on university-enterprise cooperation is to design the course modules and contents according to the sequence of the working process of international business negotiation by taking the process of international business negotiation as the frame of reference for the sequence of the course contents. According to the post investigation and analysis, the post responsibilities of foreign trade salesman are new customer development and existing customer maintenance, quotation and counter-offer, contract signing, payment, commodity inspection, shipping, transportation insurance, and appeal and claim. According to the working process and post responsibilities of foreign trade salesmen, the typical tasks in the corresponding career field of International Business Negotiation course based on the working process are determined as business establishment negotiation; price, quality and quantity negotiation; negotiation of contract terms; payment method negotiation; packaging and transportation negotiation; insurance negotiation; representation and claim negotiation, etc.

### 3) *Carry out double-type teacher team training*

The concept of double-type teacher refers to the teachers who has some qualities such as the high degree, good morality and skills, ability of renovating knowledge and management, strong role adoptive ability, flexible change mechanism and so on. Double-type teachers are playing an important role in vocational education and high-level application-oriented personnel training. International Business Negotiation is characterized as strong applicability. Teachers with theoretical and academic knowledge may be incompetent for efficient course teaching. In the course construction of International Business Negotiation based on university-enterprise cooperation, full-time teachers should keep close contact with

enterprises experts and enrich their practical knowledge and skills of business negotiation through off-job learning, part-time jobs, temporary job training and other ways. At the same time, we can also understand the requirements of employers on the quality and ability of graduates through the above ways, and adjust the courses and teaching contents in a targeted way, so as to better carry out curriculum construction. In addition, enterprises should attach importance to the participation of professionals in the course construction, from the formulation of talent training programs, professional curriculum development, construction and teaching guidance to student practical training, internship must have the full participation of enterprise professionals.

### 4) *Implement "in-class teaching + online remote guidance + off-campus base training" multi-modal practice curriculum reform*

Working-process oriented international business negotiation course design simulates the actual working environment, uses the real cases from real work projects, and cultivate students' comprehensive skills. Students learn the basic theory in classroom, apply the principles and strategies into practice, and improve their capabilities in such aspects as expertise, working methods, professional quality, and team cooperation, etc.

### B. *Practice Teaching Design*

In addition to the existing exercises in International Business Negotiation course such as related terms of English-Chinese translation and interpretation, the accuracy of the language, and theories referring to the principles, processes, procedures and matters needing attention in the process of international business negotiation. The proportion of case analysis, especially the hot current affairs case analysis and simulation of negotiations should be added. For instance, Sino-US trade war, intellectual property rights, the international sales of goods made in China, and so on.

Enterprise experts are invited to analyze the project tasks and vocational abilities of typical professional work in international business negotiation, and the learning field objectives and learning situation design of this course are determined to enable students to learn and master the basic knowledge of negotiation in the learning situation and improve their practical ability. Based on the scenario of the design, the exercise design is carried out according to the steps of "information, planning, decision-making, implementation, inspection and evaluation". Under the guidance of the teacher, students make work plans according to the pre-determined learning objectives and implement them in accordance with the work flow. Finally, teachers' evaluation, peers' evaluation and other methods are adopted to test the students' completion of work tasks, timely discover the problems existing in the students' work process and correct them.

At any time in the problem sets to complete the process, the teacher provides guidance to help students complete the work tasks and work target, and find and solve problems. In this case, students constantly improve their professional comprehensive ability, which will lay a solid foundation for future practical vocational work. The exercise design plan is illustrated by

taking the banquet setting in the etiquette of business negotiation as an example, as shown in Fig. 2.

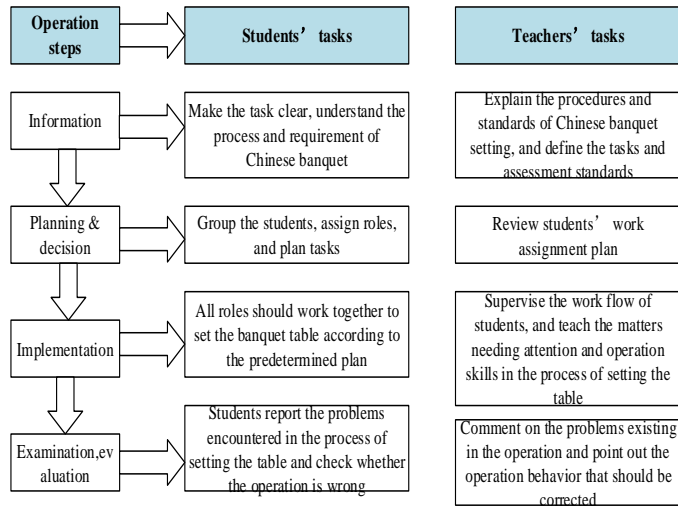


Fig. 2 An example of exercise design for International Business Negotiation based on university-enterprise cooperation

C. Training plan

The experimental course of International Business Negotiation based on university-enterprise cooperation is planned to be carried out from such three modules as single skill training, comprehensive skill training and comprehensive practice. The content, form and location of the experimental training are shown in the following table 1.

TABLE I. TRAINING PLAN FOR INTERNATIONAL BUSINESS NEGOTIATION

	Form	Training contents	Location
1	Individual skill training	Establishing negotiation relations Enquiries and counter-offers The price negotiation Payment negotiation Insurance clause negotiation Negotiation of packing and transportation Agent negotiation Business negotiation etiquette	Business English comprehensive laboratory
2	Multiple skill training	Preparation before negotiation: background check (environmental information, investigation, information collection) Preparation for negotiation: planning (goal setting, strategy setting, agenda arrangement) Preparation before negotiation: organization preparation (personnel composition, venue layout, accommodation arrangement) Negotiations: opening, consultation, deadlock Contract (general trade contract, compensation trade contract, etc.) Pre-deal negotiation: etiquette (before, during and after signing) Pre-deal negotiation: public relations (riding, guiding, and banquet etiquette) Conclusion of contract	Business English comprehensive laboratory
3	Comprehensive training	Enterprise training Field work	Enterprise

V. CONCLUSION

It is important today for universities and institutions to work together with enterprises to produce cutting-edge knowledge and to train influential and responsible talents who are attentive to new trends. With the cooperation between universities and enterprises, a strong alliance will be constructed in order to propose the students truly innovative and disruptive learning experiences, stimulate their learning enthusiasm, and cultivate the talents in demand.

Business English is a major characterized as strong practicality, and its teaching content and form should start from the market demand to cultivate application-oriented business talents. The Business English courses teaching based on university-enterprise cooperation which is student-centered, and working process-oriented is adopted to exercise students' ability to use business knowledge and language skills to solve problems. In this teaching reform, professional teachers take the lead in reforming teaching methods, enterprise tutors expand teaching contents, and Internet plus teaching materials enriches teaching methods. Finally, collaborative innovation between universities and enterprises improves teaching quality and Business English talents in demand will be cultivated.

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