

Research on “6c” Talent Training Mode of Business English Major in Higher Vocational Education

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ABSTRACT. “6C” refers to “Confidence”, “Communication”, “Collaboration”, “Critical Thinking”, “Creative Innovation” and “Content”. To cultivate good Business English talents, learning resources such as cases of real international trade companies are provided and Business English Study and Practice are emphasized. The combination of professional business knowledge and English should be highlighted to form an integrated teaching resources.

KEYWORDS: Business English; “6c”; Teaching resources; Resource base

1. Introduction

Some opinions on comprehensively improving the teaching quality of Higher Vocational Education issued by the Ministry of Education point out that business English major in higher vocational colleges aims to cultivate the students who have good professional quality and professional ethics, excellent behavior habits, certain business operation skills and business processing ability, can take English as the working language, participate in international business activities, and have zero distance connection with the actual work. “6C” talents should have the following qualities: Confidence, Communication, Collaboration, Critical thinking, Creative Innovation and Content.

However, in recent years, the phenomenon of “difficult employment” of some Business English graduates from higher vocational colleges in Hunan Province and “shortage of employment” of small and medium-sized foreign trade enterprises in the Pan Pearl River Delta region in Guangdong Province have been more prominent. On the one hand, the graduates of Business English major in higher vocational colleges have been listed as the yellow card major for many consecutive years due to “two low” (low employment rate and low salary) (see the employment report of Chinese college students in 2010); on the other hand, there is a shortage of high-quality foreign trade service talents, and the phenomenon of “labor shortage” still exists in small and medium-sized foreign trade enterprises. The main reason is that the training mode of Business English major in higher vocational colleges is out of line with the actual needs of employers, and the training process needs to be

improved. We use questionnaires and interviews to study the situation of Business English Teaching in local vocational colleges and find that there are some problems to be solved in Business English teaching mode, and there is a large optimization space.

2. Problems on Training Business English Talents

The compound and applied characteristics of Business English determine that the cultivation of students' practical ability should be put in a prominent position in the course design and teaching process. Among seven colleges investigated with clear Business English orientation in Hunan Province, five colleges have made clear practical training arrangements for business courses in the talent training program, while the other two colleges have not mentioned or explicitly mentioned, accounting for 28.5%. This fully shows that the practice link has not been fully reflected in the construction of Business English Curriculum in some vocational colleges. From the perspective of the internal structure of business courses, more than 60% of the courses in most colleges are theoretical courses, less than 40% of them are business English skills courses, and more than 80% of them are even theoretical courses in some schools. From the perspective of Vocational Colleges oriented by the cultivation of high-quality skilled talents, there is room for improvement in business practice ability training in Business English curriculum, which will undoubtedly affect the employment competition and future career development of students. After interviews, telephone consultation and analyses, we believe that there are several reasons for the formation of this short board: first, the curriculum designers do not pay enough attention to the characteristics of Business English Teaching in higher vocational colleges, and do not put the practical ability training at the proper level, only adding several business theoretical courses on the basis of traditional English majors; second, teachers in Business English major have little business practice experience. The third is that the teaching methods of some colleges are relatively backward. Many colleges still give priority to classroom teaching, lack of practical teaching equipment. For example, many laboratory teaching functions are not effectively applied in teaching.

3. Cultivating “6c” Talents of Business English Major in Higher Vocational Education

3.1 Providing Learning Resources for Business English Students

At present, the main courses of Business English in Higher Vocational Colleges are *International Trade, Business English Translation, English Listening, English Pronunciation, English Grammar, Business English Writing, Comprehensive English, Business Etiquette*, etc. The above courses can cultivate students' skills of Business listening, speaking, reading, writing and translation. Under the platform of teaching resource management, we can integrate the classroom teaching materials, curriculum standards, curriculum overall design, unit design, text listening, text

teaching plan, teaching PPT courseware, vocabulary materials of the core courses and key courses of Business English major, so as to facilitate students' automatic study and cultivate students' confidence, "Creative Innovation" and "Communication" abilities in English. Teachers can also take advantage of short videos, online materials and cases of some real international trade companies in teaching so that students can grasp some professional knowledge easily.

3.2 Emphasizing Business English Study and Practice

(1) Focusing on Business-Based Teaching Purposes

The purpose of Business English teaching is different from that of common English teaching, so there are great differences in the construction of teaching resources. The teaching purpose of common English is to cultivate English language skills, such as improving oral English and reading ability; while the teaching purpose of Business English is mainly to meet the special needs in the business world. Taking the course of International Trade as an example, when explaining the sentence of letter of credit signed commercial invoice quadruplicate indicating S / C No.21ssg-017, "Quadruplicate" is a new word for most students. In the teaching of common English, it introduces the composition, root and origin of the word, and lists some similar words to help students remember; while in Business English under the teaching background of "Quadruplicate", it just means "four times". The teacher then will focus on the explanation of the specific method and operation process of commercial invoice and sales confirmation S/ C, so students will understand the real meaning of vocabulary in the specific language background. Therefore, in the construction of "6C" talent training mode teaching resources of Business English major in higher vocational colleges, the combination of business professional knowledge and English should be highlighted to form an integrated teaching resources. Teachers are supposed to emphasize International Trade knowledge in English and teach students some business English jargons, terms and other proper nouns in the business world. Whiling teaching the whole business procedure, the teachers should ask students to act as Sellers and Buyers to practice negotiating with each other in pairs, so that students are able to develop their own "Collaboration", "Critical thinking" and "Content" abilities.

(2) Helping Students Pass Business English Certificate Examinations

For Business English major students in higher vocational colleges, obtaining Business English certificates is not only the purpose of study, but also the guarantee of employment. For example, the popular Cambridge Business English (BEC) has attracted many students to participate in . The Cambridge Business English (BEC) test was jointly held by the Examination Center of the Ministry of Education and the Cambridge University Examination Committee in 1993. This series of examinations is a level examination. According to the actual needs of business work, the examinee's ability to use English in business and general living environment is comprehensively examined from four aspects of listening, speaking, reading and writing. Those who pass the examination can obtain the certificate issued by the

Examination Committee of Cambridge University. It is also very important to provide high-quality examination teaching resources in the “6C” talent training mode of Business English major in higher vocational colleges. At present, there are many Business English online teaching and training resources in Cambridge. Higher Vocational Education can absorb and integrate the online teaching resources properly to form an effective Business English practical examination training teaching and help students to achieve good employment. The teacher shall provide the students with various Business English Certificate preparation materials, such as Cambridge International Business English Certificate Examination, Oral/Interpretation Level Certificate, Foreign Trade Documentor, Customs Broker, etc.

4. Conclusion

It is the main line and fundamental goal of Business English professional training in Higher Vocational Colleges to cultivate high-quality and skilful Business English professionals for the society and employers. It is the only standard to test whether the training mode is right to cultivate Business English professionals that meet the actual needs of employers. In view of the current situation of Business English talents training in higher vocational colleges, this paper puts forward the teaching reform idea of “reforming the classroom teaching method + constructing the independent learning method +highlighting the practical teaching link” in order to solve the shortcomings of Business English talents training. Secondly, the reform of Business English major in higher vocational colleges should be reasonably combined with the actual needs of the market, so that the teaching content is practical and comprehensive, the teaching means is constantly updated, and the faculty strength is constantly strengthened, so as to adapt to the changing external environment and gradually improve the comprehensive quality and practical application ability of higher vocational college graduates.

In a word, only by actively exploring and practicing the training mode with professional skills can we achieve the goal of training Business English professionals who meet the actual needs of the society.

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