

Discussion on the International Consciousness Development of Business English Students

Keping Huang
Mudanjiang Normal University
Mudanjiang, China

Abstract: Using the curriculum, course content of mutual penetration, enlarge students' knowledge. Using intercultural communication teaching, Internet network teaching to foster international consciousness of business English major students.

Keywords: Business English Students; International Consciousness; Foster

1. Introduction

International consciousness refers to international understanding consciousness. It mainly refers to the height of standing in the world, to understand today's international community and the world's major countries of people's living habits and customs of the ability and awareness. With the deepening of globalization, the rapid develop of export-oriented economy, a large number foreign-related enterprises and institutions urgently need highly qualified personnel with English international awareness who master the basic professional knowledge both have solid communication skill. Business English Training should adapt to the needs of the times, and actively develop students' international awareness, nurture students to become truly adapt to the development of the "English +trade," the composite professionals.

2. Use the Curriculum, Course Content of Mutual Penetration to Enlarge Students' Knowledge and Foster Students' International Consciousness

Using the curriculum, course content of mutual penetration foster international consciousness. My school by teaching plan for the Business English Majors of the required courses are practical translation, foreign secretary, language and culture. Business-oriented elective courses in English Majors are practical translation, interpretation, tourism English, English facts about the language and culture, business profession English. Achieve mutual penetration between disciplines, without increasing faculty while increasing student electives. At the same time, supplement the related disciplines of knowledge. In view of the existing materials are quite

outdated and not updated textbooks, we have reformed the teaching materials and teaching content that we delete outdated content, add new knowledge. Such as in "Business English Listening" lesson select some politics, current affairs, diplomacy, journalism and other aspects of international consciousness training. In the "Basic English" course, select some of the technology, medicine, finance, trade, human geography and the theme of international awareness training, thereby expand students' knowledge.

Enlarging students' knowledge, foster students' international consciousness. Many business English language students are often bent carefully read the book, set the language for the political, social, cultural, educational and other aspects of books as expense. It cause a narrow range of knowledge, unable to adapt to the changing future employment market. Therefore, teachers should encourage students to self-knowledge of the relevant international consciousness, and self-study students to give directional guidance, so that students learn and earn, and they can have learned to use.

3. Use Intercultural Communication Teaching to Foster Students' International Consciousness

Intercultural communication refers to people with different cultural backgrounds in a variety of communication related to the cultural aspects. It can also be said that intercultural communication refers to the communication between native speakers and non-native speakers. We can divide the intercultural communication into five areas, verbal communication, nonverbal communication, communication customs and etiquette, social structures and values. The use of intercultural commu-

nication teaching for students of international awareness training is an important way.

2.1. Use of Vocabulary Teaching Intercultural Communication Culture

Different ethnic exist the correspondence relationship between words, which is the basic condition for intercultural communication. But correspondence don't means equal. Even though the concept of the same rational expression, due to cultural differences often have different associative meaning. Such as "He is cool ", in this sentence, we always think that "cool" means quite coldly, cold in manner. But the Anglo-American people, it refers to the people calm, methodical, while its other meaning of "trendy", and now the popular word "cool", in fact, is an English transliteration of the word cool. In additional, people always use breakfast,lunch, supper correspondence Chinese zao, zhong, wan meals. But meals were mainly depends on the application of English-speaking countries from which people speak, or what region of the country. Wucan is called lunch, while in British English (especially in the north of England) if lunch is the main meal of the day, you can also call dinner. Dinner and supper can mean wancan.In formal occasions with dinner, supper not as formal dinner.

2.2. Use Salutation of Intercultural Communication Teaching

etiquette is called service reception staff and guests in conversation or communication of information should be used in the title. I do not know each other in the name of respect for each other and can be expressed with the following call: Sir, Madam, the women who is not married called Miss. But Mr, Madam, Miss can not stand alone as call. When you know the name, to connect the name with the surname, which means that they are familiar with and emphasis. Such as Mr Baker, Mrs Smith, Miss Brown. In this situation, "Miss Smith" means Mr Smith's wife. Because westerners married wife with her husband's surname. You can not say "I'm very sorry,comrade." "comrade" is very typical of the socialist countries call.

2.3. Use a Greeting and Polite thank Intercultural Communication Teaching

Greetings casual acquaintances with "How are you ?" You can answer this greetings with "Quite well, thank you. " Or "Fine, thanks. And you ?"However, the first meet needs use a more formal greeting "How do you do ?" Greeting guests generally do not "Hello", otherwise it becomes too casually, lack of respect. Particular attention to avoid such a greeting "Have you eaten ?"In a particular situation may make Americans feel the speaker to invite him or her to go in to dinner, or make others puzzled.

"Where are you going ? Where have you been?" Chinese people use this kind of greetings, it is inappropriate for foreign guests to use, these words would be misleading. They are asking that their affair, will be very angry, because this is a threat to his privacy.

If it is caused by the other party's attention as I should say "Excuse me, may I take up a fey minutes of your time?"

If guests come to spend time to say farewell "Thank you for your coming, you're welcome any time."

2.4. Use Etiquette and Taboos by Western Culture, Cross-cultural Teaching

Europe and the United States the majority of Christian people, generally considered "13" this number means the word implies" betrayal, unfortunately, "it is particularly taboo "13". The teacher can introduce the origin of "13": The story was from the Bible. During the last supper, before Jesus was arrested and suffered, he pointed out openly that it was Udall, one of his twelve fellows, betrayed away him. At that night, there were thirteen men having dinner besides Jesus. Udall was the thirteen man and he was that betrayer.

So floor hotel room number no number 13. Not arrange banquet held at the 13th. More taboo seats 13 people with a total meal. Westerners eating habits and Chinese food is not the same, it is the first on the soup and then on a dish, or a first-come aperitif. If there are male and female guests come to dinner together, then the first greeting ladies, gentlemen and then greeting. Checkout, do not forget to pay attention to between one: Would you like account on the same bill or separately? Because in the absence of exceptional circumstances Westerners are generally paying their own consumption. Recommended food to the guests, to the Muslim believers can not recommend meat, which is guilty of a taboo. Westerners are very concerned with their "privacy" rights. We can sum up the "seven do not ask": do not ask income, do not ask weight, do not ask age, do not ask beliefs, do not ask marriage, do not ask where do you go, do not ask whether to eat.

3. Use Internet Network Teaching to Foster Students' International Consciousness

The distinguishing feature of modern education reform is a lesson for ordinary teaching methods reform and innovation, the use of network conditions will greatly improve English teaching effectiveness, so that teaching and scholars benefited from international students is also a good way to consciousness .

3.1. Use the Wonderful English Learning Website

Face Internet learning resources, students sometimes not clear what is for their own, which is also less suitable. Recommended guidelines can improve students' online learning efficiency. Recommended for business

English majors should be practical and international consciousness of the needs of students, according to each student's English level, hobbies, personality characteristics treated differently, do vary, step by step.

Sometimes we can also be part of the wonderful site content, such as: English songs, famous appreciate the English news, classic film clips, fun English games, English secluded offering, famous epigram, which are conducive to cultivating international awareness of the contents of the first download and then use in class. It can help to learn English, at the same time, it can foster the students' international consciousness.

3.2. Use the Asynchronous Communication

Asynchronous communication mainly refers to the E-mail, electronic bulletin boards, online discussions and

other forms of communication stresses. Where E-mail is the most common one quickest and most convenient way asynchronous communication.

Guiding students with the correct E-mail should pay attention to the format and write for international etiquette Awareness. Only when E-mail has a correct format, layout and beautiful, prioritize, legible, and show their rituals, the easier to get a reply.

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