



The Interdisciplinary Features of Business English in International Trade Practice Course

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Abstract: Since China joined the World Trade Organization, its massive economic development has become more integrated with the global economy, especially by playing an active role in world trade activities. While during trading with foreign businessmen one of the most important obstacles is business communication. Along with the business globalization and The Belt and Road Initiative, Business English has become the bridge for paving the way to the business communication between international enterprises. Therefore, the versatile Business English majors are the demanding talents in the global market. With the globalization of science and technology, more and more universities have made educating and nurturing the compound and integrated talents as their teaching objectives. While due to the interdisciplinary nature of Business English, the teaching content covered by Business English involves many other fields of knowledge, which to some extent increases the difficulties of learning Business English. In order to better understand the complexity of the interdisciplinary features of Business English, this paper will analyze the interdisciplinary nature of Business English from the perspective of International Trade Practice Course, and analyze the various academic disciplines covered by International Trade Practice Course such as linguistics, economics, International Commercial Law, Business Correspondence, statistics and so on through case studies, then highlight and summarize the interdisciplinary nature of Business English, and put forward corresponding suggestions for the teaching and learning of Business English in the light of teachers and learners.

Keywords: Business English, Interdisciplinary, International Trade Practice

1. Introduction

With the development of the society, the academic research becomes more and more vigorous and specific. The researchers on each discipline tend to break the limitation of single discipline, so that there are some inter-crossed parts between different disciplines, which are called interdisciplinary research. Interdisciplinary disciplines refer to those emerging disciplines which combine the knowledge of more than two disciplines. The result that different disciplines intersect and penetrate with each other is the emergency of the interdisciplinary. It can be the combination of Natural Sciences and Humanities and Social Sciences, or it could be the combination of Science of Technology and Humanities and Social Sciences, and so on. [1]

The rise of interdisciplinary research meets the needs of the times and prompts the development of science and technology,

which helps a lot in resolving many cutting-edge scientific problems. The study on interdisciplinary has been an irresistible trend. According to recent education model and the demand of developing the new era, researching interdisciplinary has a meaningful impact on talents cultivating and managing model establishment.

With the international business activities, "The Belt and Road" is becoming more and more frequent. There appears more opportunities for business such as Foreign Trade, Cross-border e-commerce, Import and Export Trade and so on. As a result, the demand of business English talents is soaring. According to the International Economic Talent Market Demand Report in 2018, more than 1,800,000 business English talents are required for the talent market and about 1,000,000 posts had not been occupied because of the lack of talents. Consequently, the task of universities to cultivate Business English talents is dominant to achieve the goal of

balancing the talent market and filling the gap of job vacancy. Under the influence of economic globalization and world economic integration, the scope of international business activities continues to expand. Modern Chinese society is increasingly demanding compound talents who understand both English and international business. Business English has become a new major in independent undergraduate course and is gradually moving towards a modular and professional development path. In 2012, Business English major was officially listed in the national Ministry of education's undergraduate training catalog. Judged from the current actual teaching situation, there are still many problems. therefore, the research on the business English discipline should not be slackened.

2. An Overview of the Related Courses

2.1. Situation of Business English

ESP (English for Specific Purpose) is an umbrella terms including many sub-divisions. Business English itself has become an umbrella terms containing what is called EGBP (English for General Business Purpose) and ESBP (English for Specific Business Purpose). [2] Since 1980s, ESP had attracted the attention of the world, and Strevens, a Social linguist, thought that the goal and content of ESP education are not or not all defined by the general education in universities, which means that learners should combine the demand of English practitioners and actual demand of Business to decide their goals and content. [3] In other word, it is designed to meet the need of the learners. Lin Tianhu considered the appearance of Business language can be traced back to the antiquity. [4] People created, used, and enriched the language system for the purpose of dealing with labor, production, living and other social activities. Then, in the late of Qing dynasty, English course had been set in the church. And until 2012, Business English was listed in the catalogue of undergraduate majors of the Ministry of Education of China as one of training mode of professional talents. According to the research of development of Business English from 2002 to 2011 by Wang Lifei and Li Lin, there is few of high-quality academic papers about Business English, which indicated the research on Business English only stayed on the surface. [5] In China, we should pay more attention to the study of Business English and its teaching methods so as to improve the system and cultivate more talents for the talent market. [6]

2.2. Previous Study on International Trade Course

International trade practice is a key course for business English majors. This course is rich in knowledge and has distinctive features. It is closely related to society, economy, culture, education and science. Due to the higher requirement of government to the cultivation of practical and professional talents, the teaching of international trade practice course must be based on the guidance of professional ability cultivation, taking into account the needs of talent growth, and cultivating comprehensive talents with excellent inclusive quality. [7]

The teaching objectives of International Trade Practice is to research the processing of trading, analyze the International trade practice and laws and learn about the relevant institutions and system. It is a course that is pretty practical, aiming at helping students understand the theory by studying and practicing. It also requires students to be familiar with various policies and international relations and accomplish import and export business based on fair, reasonable and reciprocal principles.

3. An Overview of Interdisciplinarity

3.1. The Concept of Interdisciplinarity

Interdisciplinarity study contains the combining of two or more academic disciplines into one activity. It is a study that draws knowledge from many other fields such as sociology, anthropology, psychology, economics etc. Interdisciplinarity asks the scholars to create something through thinking across boundaries. It is an organizational unit that crosses traditional boundaries between academic disciplines or school of thoughts relating to an interdiscipline or an interdisciplinary field. It will emerge as a new needs and professions. Interdisciplinary means those studies that use methods and insights of several established disciplines or traditional fields of study. [8] It requires scholars, students and teachers—along with their specific perspectives—in the pursuit of a common task. R. S. Woodworth is the earliest scholar who defined the interdisciplinarity and thought that it is a research field where various disciplines can intertwine with each other rather than be limited in a single discipline field. [9] In the opinion of Xu Fei, Interdisciplinarity appears to create new knowledge beyond the boundary of single discipline and research the connection and collaboration between each discipline. Yang Yongfu defined the concept of Interdisciplinarity from the prospective of discipline and thought Interdisciplinarity was the result of penetration of each discipline. [10] Although the explanation of Interdisciplinarity has not reached the consensus, the fundamental goal, according to their theory, is to solve the problems in research through interlaced connection between different disciplines.

3.2. The Basic Theory of Interdisciplinarity

3.2.1. Constructivism Learning Theory

Jean Piaget, the founder of constructivism, emphasized the importance of cognition in knowledge construction. In his opinion, learning something is by reconstructing concepts to understand and explain information. The learning construction involves connecting the new and previous learning experience and knowledge. J. Piaget though there were two phases in new information construction—Assimilation and Adaptation. Assimilation refers to absorb the new information and knowledge into the original construction. Adaptation refers to adjust information to adapt the knowledge environment when the learner feels hard to connect the information with the original construction. [11] Constructivism Learning Theory requires the learner to acquire specific social and cultural

sources through meaningful reconstruction under the help of teachers and students, rather than gain the knowledge through the direct teaching of teachers. Constructivism Learning Theory emphasizes that students, themselves, are the core and subject of learning and the subject cognition and information dealing, which means that students accept and absorb knowledge initiatively. Consequently, when learning the interdisciplinarity of Business English, students should connect the original knowledge to the new field that Business English occupies. In this way, Constructivism Learning Theory will help students explore and acquire the new knowledge more quickly and efficiently.

3.2.2. Three-discipline Intercrossing Theory

According to the Business English Major Training Objectives, students should master relevant knowledge and theories of applied linguistics, applied economics, business administration and international commercial law to be qualified with dealing with business activities. In 1985, China's First Interdisciplinary Symposium Held in Beijing, and it mentioned that interdisciplinary subject, the emergence of cross-discipline, is a fusion of the knowledge theories of two disciplines which is called Two-discipline Intercrossing. After researching, scholars found that the characters of Business English are different, and it is the fusion of the

knowledge theories of language, business and business cultural communication, which is called Three-discipline Intercrossing Theory.

"Three-discipline" refers to "Language", "Business" and "Business cultural communication", which is divided by the curriculum group of Business English major. And Kang Bo used three circles to explain their interaction and competitive relation. [12] Three circles symbolize three kinds of knowledge and skills of a course in Business English. When the sum of the areas of the three circles is constant, the areas of the three circles themselves and the intersection areas are dynamically exchanging instead of statically changing. For example, the area of the circle will be affected by the demand of the market or the quality of the students. The area of intersection is also dynamic which will be changed by the form of intersection and is not decided by the area of circles representing different course groups. The lacking of double-position teachers and compound high-quality teaching materials and the extent to which knowledge students have mastered may become limited factors on the area of intersection. The formation of ideal intersection area is a dynamic and balanced process through the interaction among the three kinds of curriculum groups. As shown in the figure from Kangbo [13]:

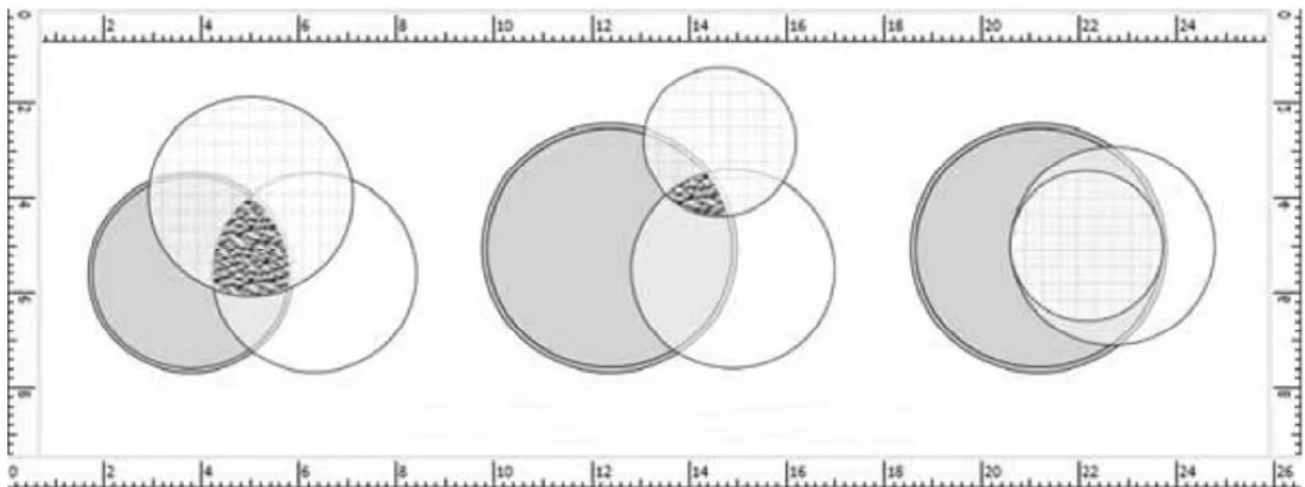


Figure 1. Intersection among three kinds of curriculum groups.

There are three different crossing situations: $1+1+1=1$, $1+1+1=3$ and $1+1+1>3$.

A. $1+1+1=1$ Mode

Actually, this kind of situation is impractical. This situation means that three curriculum groups mix together totally. Although we expect that we can cultivate compound talents and their knowledge and skills of three curriculum groups can penetrate mutually, such kind of superposition will never appear. It requires the total area of each circle is completely equal, which breaks natural rules. Even so, it is impossible to fuse the knowledge and skills of three curriculum group totally. For instance, the basic knowledge of English in the language curriculum group can never cross with the other two types of curriculum groups.

B. $1+1+1=3$ Mode

The no cross-cutting talent training in the knowledge field of three courses is only possible to appear at the earliest stage of the development of Business English major. It is because the initial resources of teachers and teaching materials were unitary type, and during that period, Business English major is only a branch of English major. The phenomenon of valuing language over business could be found everywhere. With the development of Business English major, we gradually realize the cultivation mode of separating knowledge is hard to adapt to the requirement of actual work. We should no more be the "porter of language."

C. $1+1+1>3$ Mode

This situation is our ideal mode in educational theory,

which represents value-added mode——on the basis of the original total area of three circles to add the intercrossing areas. This means that business English teaching should not simply enumerate or juxtapose the knowledge of three courses, but should also have the cross-cutting ability to have in-depth understanding of business culture, to think directly in English and to deal with business affairs skillfully. As shown in the figure:

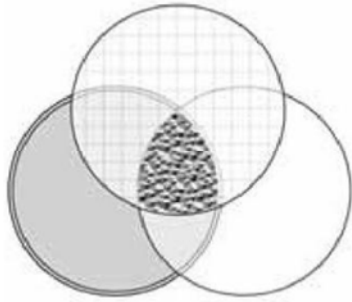


Figure 2. Situation of $1+1+1>3$.

4. The Interdisciplinarity in International Trade Practice Course

“International Trade Practice” is a core course for Business English majors. The course mainly introduces international trade terms, international contracts for the sale of goods, international trade methods and cross-border electronic commerce. Through the study of this course, students can master the basic knowledge of international trade practice and cultivate their ability to analyze and solve practical problems by applying the knowledge of international trade practice.

4.1. The Intersection with Economics

4.1.1. The Concept of Economics

Economics is a social science that studies the production, distribution and consumption of goods and services. Economics focuses on studying the behavior of economic practitioners in an economic system and their interactions with each other. In modern times, economics textbooks usually divide the research in this field into microeconomics and macroeconomics. Microeconomics examines the basic level of behavior in a society, including individual actors (such as individuals, companies, buyers or sellers) and interactions with the market. Macroeconomics, on the other hand, analyses the whole economy and its issues, including unemployment, inflation, economic growth, fiscal and monetary policies, etc.

4.1.2. The Relation of International Trade Practice Course and Economics

When studying International Trade Practice Course, we always used the knowledge of Economics to set commodity price, analyze the trend of tax, allocate resources and so on. Actually, Economics plays an important part in learning International trade practice. Because International trade involves many economic activities and factors, which means

that we should master the basic knowledge of economics before learning International trade practice. The core idea of economics is to realize the optimal allocation and regeneration of resources through studying, grasping and applying economic laws, to create, transform and realize value to the maximum extent, to meet the needs of human material and cultural life and to promote the sustainable development of society. And the goal of learning the practice of International trade is to research the whole relevant knowledge and technology of commerce exchange between two different countries. In the process of international trade, people should conform to the idea of economics, so that they can make good use of limited resources and avoid unnecessary losses.

4.1.3. Case Study——Choice of Currency

In International Trade Practice Course, we can learn that the choice of currency plays a significant role in contract, which is dominant in affecting the profit of both parties——the importer and the exporter. Exchange rate is a measure of currency’s external value. If the exchange rate of a currency rises steadily over a long period of time (hard currency), holding that currency will make a profit. Exchange rate level and fluctuation will affect the choice of trade-denominated currency. In the choice of currency for International trade, if it is dominated in currency of exporting country, the exporter’s profit will be a concave function of the exchange rate, at the same time, the actual profit value will decrease with the increase of exchange rate risk. However, in the international trade denominated in the importer’s currency, the exporter’s profit will be a linear function of the exchange rate, which means, the profit value will not be affected by the exchange rate risk. Therefore, when the exchange rate risk is greater, the exporter chooses to price in the importer’s currency, which can create more profits. Anyway, we should choose hard currency or steady currency as the transaction currency to avoid losses as far as possible. But there is always the risk of inflation. Inflation rate is a measure of the internal value of a currency. The higher the value of the index, the greater the loss of purchasing power of holding the currency, and the greater the change of the index, the more unstable the currency is. For example, when traders were negotiating the contract, they set the price in currency of a third country. If there is inflation in the third country after transaction has been accomplished, the valuation of the currency of the third country will decrease, which may cause the risk of exchange rate. In such situation, the exporter may face huge losses.

According to the International Trade Practice Course, traders can adopt Exchange rate hedging clause to get rid of the risk of exchange rate changing. Usually, buyers and sellers are willing to choose the currency with stable exchange rate as the valuation currency. However, in the case of unstable exchange rate, if the valuation currency adopted in the contract is unfavorable to one party, this party may take the exchange rate risk it bears into account by entering into an appropriate hedging clause in the contract. Currency hedging clauses mainly determine a “reference” with stable value (such as gold, hard currency or a basket of currencies), then

convert the commodity value into a reference, and finally convert the amount of reference back to the required currency at the time of payment.

As we all known, there are so many factors that can affect the choice of currency in International trade, such as inflation rate, exchange rate level and range of changes, economic scale and the international trade relationship and so on. Traders should be familiar with the financial market and collect relevant information constantly. When they master the knowledge of Economics, they can understand the law of economic activities and use such knowledge to make profit in international trade. For instance, as an exporter, he should realize the risk of exchange rate, and in order to apply this point, he is supposed to strive for using soft currency in exporting goods. As an importer, he should make the exporter agree to use hard currency as transaction currency as much as possible. In this way, they can earn the greatest profit in the transaction no matter as a buyer or a seller.

It is obvious that the connection of economics and international trade practice is inseparable. International trade provides the environment for the development of economics and economic researches tap the pragmatic method for international trade to go smoothly. The intersection of economics and international trade requires students to master the basic knowledge of economics before learning International Trade Practice Course.

4.2. The Intersection with International Commercial Law

4.2.1. The Concept of International Commercial Law

International commercial law is the relevant international law concerning commerce. It refers to the sum of legal norms that are adopted to resolve business conflicts and ensure the safety and smooth progress of international business and civil transactions in business relations with foreign elements. Because different countries have different commercial legislation, the first thing to do is to solve the problem of which country's law to choose and apply before solving international commercial disputes, that is, to solve the legal conflicts in the countries where the parties are located. Therefore, it is different from the substantive law that stipulates the commercial relations in substance and content. It does not directly solve the problem of rights and obligations in substance, but only solves the problem of choosing the applicable law (i.e. which country's law is the basis) to solve international commercial disputes. Due to the worldwide business activities, relevant international organizations and many countries in the world are now seeking a unified international commercial law. Once the international unification of commercial law is realized, the international commercial law will lose its significance.

4.2.2. The Relation of International Trade Practice Course and International Commercial Law

Aristotle had ever said "Law is a form of order, and good law must necessarily means good order." It is very common that we have disputes in the process of international trading. Consequently, we need the laws to measure and regulate our

behavior. Due to the complexity of the International trade environment, different countries have their own commercial laws to apply to the trade activities which happen on their lands. International commercial law is an international commercial practice and the practical needs arising from such activities. In essence, international commercial law is not a goal in itself, but a means to the goal. International commercial law is a legal means to resolve conflicts and disputes for economic cooperation between countries and cooperation between enterprises of various countries, thus creating a good basis for cooperation between each other. International commercial law is in the process of continuous development and change. All countries concerned should attach importance to and participate in the construction of international commercial law, better serve the exchanges and expansion with international trade, promote the perfection of international finance, investment and trade laws, and become a model of modern international law.

4.2.3. Case Study—International Cargo Transportation and Insurance

International cargo transportation and insurance are the important parts of international trade process. Normally, both parties, in international commercial contract, are from different countries, which means that the choice of international transportation mode and insurance should be negotiated according to the actual situation. According to Incoterms 2010, the terms were devised in recognition of non-uniform standard trade usages between various countries. When incorporated into a sale contract, Incoterms provide a detailed interpretation of rights and obligations between parties. However, any given Incoterms will not be incorporated into an international Sales Contract if there is not any specific explanation to stipulate what kind of incoterm will be used in it. They are available for incorporation into international Sales Contracts at the parties' discretion. And the International trade terms can be divided as the following chart:

From the chart, you can find it obviously that Incoterms regulate the behavior of trading and are divided into different categories.

Due to the existence of International commercial laws, the process of international trade can go on in an orderly way. Actually, Insurance is an important aspect of international commercial transaction. Insurance is just like a shield to protect the profits of both parties. When the hazards cause loss or damage to the cargo during voyage, an insured party will be able to recover losses from the insurer. And the type of insurance policy is based on the Incoterm adopted by the parties in a Sales Contract. International trade cargo transportation insurance is an insurance business in which goods in the process of transportation are taken as the subject matter. Under the premise that the insured pays a certain premium, the insurer provides the insured with economic compensation for the losses within the agreed scope of the insured subject matter in the process of transportation. In international trade, insurance for international cargo transportation is an economic measure for people to fight against natural disasters and accidents. International cargo

transportation insurance converts possible losses into fixed costs by insuring transportation insurance. When goods suffer losses within the insured country, international cargo transportation insurance can receive timely economic compensation from relevant insurance companies. International cargo transportation

insurance is not only beneficial to strengthening economic accounting of import and export enterprises, but also beneficial to maintaining normal business of them. International cargo transportation insurance thus effectively promotes the development of international trade.

| Term | Place of delivery | Transfer of risk | Transportation | Insurance | Mode of transport |
|------|--------------------|-------------------|----------------|-----------|-------------------|
| EXW | Seller's factory | On delivery | Buyer | Buyer | All kinds |
| FCA | Deliver to carrier | On delivery | Buyer | Buyer | All kinds |
| FAS | Alongside ship | On delivery | | | Ocean shipping |
| FOB | On board | Shipment of goods | | | Ocean shipping |
| CFR | On board | Shipment of goods | Seller | Buyer | Ocean shipping |
| CIF | On board | Shipment of goods | | Seller | Ocean shipping |
| CPT | Deliver to carrier | On delivery | | Buyer | All kinds |
| CIP | Deliver to carrier | On delivery | | Seller | All kinds |
| DAT | Deliver to carrier | On delivery | Seller | Seller | All kinds |
| DAP | Deliver to carrier | On delivery | | | All kinds |
| DDP | Deliver to carrier | On delivery | | | All kinds |

Figure 3. Classification of International trade terms.

International trade practice course requires students to master the knowledge of international trade term and the insurance which will be the necessary knowledge to solve the disputes in the case study. Natural disaster is inevitable, consequently, the international trade term and the insurance stipulated in the contract will be the factors to be considered in the division of responsibility. The connection between international commercial laws and international trade practice is imperative. The international commercial laws provide legal shield for the international trade and guarantee the profit of both parties during transaction. And the international trade provides an environment for the international commercial laws to develop and practice. At the same time, students should keep cautious and not to break the rule that stipulated by the international commercial laws, which requires them to master the basic knowledge of international commercial laws before learning international trade practice. If they do so, this will help them to construct a new learning system.

International Trade Practice Course is a complex course, which is the reason why International Trade can be an independent major in universities. According to the Case Studies illustrated above, the International Commercial Law was stipulated for the International trade, which helps the whole world to trade in an orderly track. Consequently, the International Commercial Law is the legal weapon to defend

our profit when we are handling with International Trade. In the learning process of International Trade Practice course, students can discover that the knowledge scope of international trade is just like a huge container which covers various knowledge from different academic disciplines such as Economics, Statistics, Commercial law and so on. We should also understand the rules that stipulated by different countries, including commercial law, contract law, sales law, product liability law, agency law, international cargo transportation law, international cargo transportation insurance law, international trade settlement and payment law, and international commercial arbitration law. Apparently, International Commercial Law occupied a great part in the learning process of international trade-related courses. And the comprehension of International Commercial Law is the necessary part of making International trade.

4.3. The Intersection in Other Aspects

International Trade Practice course not only has intersection with other fields in the aspects of knowledge, but also in other aspects such as language training, business communication and so on. When students are learning International Trade Practice Course, they should master its knowledge and combine it with the knowledge of the other fields. At the same time, they should learn the language skills in the courses such

as Business Negotiation and Business Correspondence. Actually, before the buyer and the seller set up a transaction, they should converse a lot about the price, amount, transportation, date and insurance, which requires the skill of business correspondence writing. In business activities, mastering proficient language skills will be essential in international trade. When traders are dealing with inquiries, offers or accident, they should make good use of the skill of business negotiation to protect our own profit. Business negotiation is a kind of activity carried out by the seller and the buyer in order to facilitate the transaction or to settle the dispute between the seller and the buyer and to obtain their respective economic benefits. Consequently, as the basic medium of both parties, language skill is closely bound with International Trade Practice Course. International Trade Practice Course is not only about the knowledge of international trade, but also requires students to master relevant skills to counter language problems.

4.4. Summary

International trade course has a great part of intersection with the knowledge of Economics, International Commercial Law, statistics, language learning and so on in the learning process. From the result of case studies, it is obvious that the

knowledge of International Trade Practice Course has a certain connection with other fields, which is actually the factor of making International Trade Practice Course interdisciplinary. This course is just like a miniature of Business English Major. It involves and integrates many aspects of other majors. Consequently, based on the Constructivism learning theory, students should build up a new learning system with the original knowledge of the other field. What's more, they are supposed to pay attention to the training of language skill which is quite important. The Interdisciplinarity of International Trade Practice Course is not only reflected in the intersection of knowledge, but also in the language skill training.

5. The Interdisciplinary in Business English

5.1. The Conclusion of the Interdisciplinary in Business English

According to the research by Wang Lifei and Li Lin, Business English papers are mainly published in core journals in economics, pedagogy and linguistics in China. The data are as follows from Wang Lifei [5]:

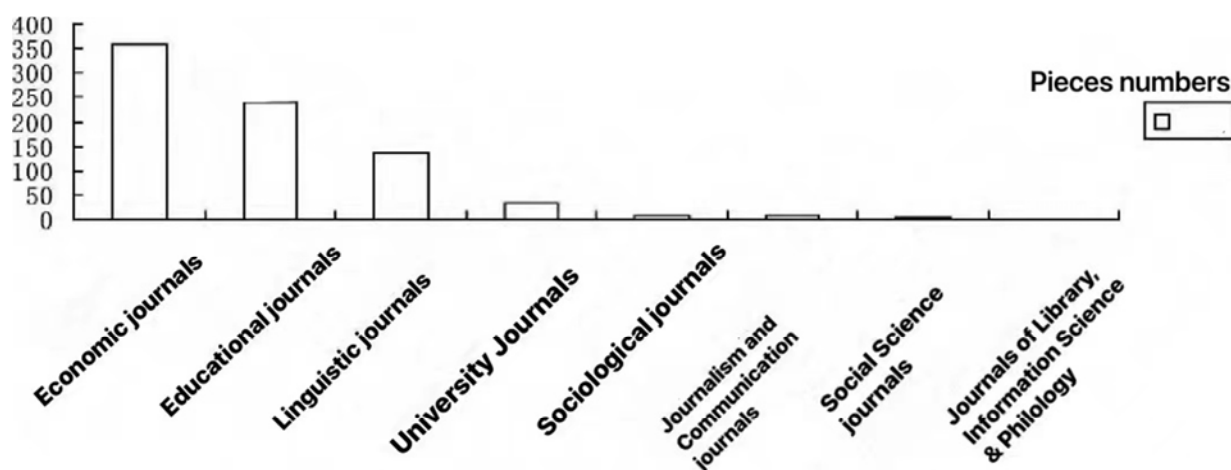


Figure 4. The situation of Business English research.

It is obvious that in economics field, there is the most amount of papers published. And the interdisciplinary of Business English can be reflected by the data. Not only the linguistics, but also economics, pedagogy and other fields have research on Business English. This fully reflects the cross-disciplinary nature of business English and is in line with the strong cross-disciplinary nature of international business English research.

The orientation of business English has a direct impact on the subject setting and personnel training objectives of business English. It has long been the focus of academic circles. Many scholars have carried out in-depth research and discussion on it. Most believe that the orientation of business English also has interdisciplinary characteristics. At least, the professional orientation of business English can be carried out

from the perspectives of linguistics, management and economics.

5.1.1. Professional Orientation Based on Linguistics

Most of scholars think Business English is a branch of ESP, and they think Business English belongs to part of Linguistics. Hutchinson and Water argued that the theoretical basis of business English originates from linguistics and should be positioned at the linguistic level. In this concept, the researches of Business English focus on the aspect of Linguistics, which determines the curriculum and syllabus design of Business English major.

5.1.2. Professional Orientation Based on Management

The management orientation of business English is mainly

derived from the cross-cultural communication function of business English, and the theoretical basis of business English should be management. Businessmen always strategically use Business English in cross-cultural communication in a business environment in order to achieve some specific business purpose. The strategies here include business strategy, communication strategy and cross-cultural strategy. During the communication between businessmen, they not only communicate in English, but also apply the knowledge of trading, management and other field to negotiate with their clients and persuade them to reach an agreement under suitable conditions. The smooth development of these tasks requires that business personnel must have solid knowledge and skills in business management and foreign affairs' communication.

5.1.3. Professional Orientation Based on Economics

The economic orientation view originates from the cross-disciplinary nature of business English. This view is based on the theory of disciplines. It holds that business English and economics are inseparable, deeply integrated, and emphasizes the influence of economic principles.

These three viewpoints are not conflicting or isolated from each other, but explain the subject orientation of business English from different aspects, which fully proves the interdisciplinary nature of business English. Moreover, the three classifications all point to the common character of the practical application of business English in the international business environment. Therefore, Business English should be an organic integration of the three, not a simple superposition, but an intersection of English language and international business. It is a comprehensive discipline with leading English linguistics and paying equal attention to international economics and business studies.

5.2. The Prospect of Business English

Under the background of economic globalization, single foreign language talents can no more meet the requirement of the society. Foreign language discipline should adapt the trend of history and the requirement of society and market. Interdisciplinary training of high-quality and high-level talents has become an inevitable trend. Business English is becoming a cross-discipline with distinctive professional characteristics, integration with the market, initial formation of discipline structure, and deep favor from the market and society. However, the reform and innovation of Business English is still on an elementary march. More attention and effort should pour into the research of Business English and the cultivation of inter-disciplinary teachers. With the development of regional foreign economy, Business English will be used more and more frequently, its economic value will become increasingly prominent, and its development prospects will become better and better. Business English education should focus on economic construction and market demand. The economic value of language requires teachers to adjust the content and methods of language teaching in a timely manner according to the economic development, so as to increase the value of Business English learning and

improve the language learning.

6. Conclusion

From the prospect of International trade practice, we can conclude that Business English highlights its distinctive interdisciplinary characteristics, involving linguistics, economics and many other disciplines, including business discourse, business culture, business activities, business management and other fields. This interdisciplinary integration constitutes the main features of the knowledge structure system for Business English majors. Nowadays, most Business English teachers in our country are ordinary English teachers. They have rich knowledge of English language and literature and relatively lack of business knowledge. They have doubts about the cognition of business English professional characteristics, which affects their professional teaching ability. Consequently, based on the interdisciplinary nature of Business English, Business English teachers should try their best to construct a multidisciplinary knowledge structure and master relevant subject knowledge and international business application skills through autonomous learning, business training, on-the-job training, enterprise internship and corporate attachment training. Efforts should be made to master Business English teaching theory, boldly adopt advanced teaching methods, improve teaching methods and enhance Business English teaching ability. As for students, according to the constructive learning theory, they should try to construct a new learning system which contains their own personal characters and learning methods to help them master Business English. What's more important, they should put it into practice because Business English is one of the practical subject. Students should spare time for learning and practising, so that knowledge and skills are comprehensive and applicable. Both teaching and learning are paid equal attention to, so as to complement and improve each other.

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