The training of business English for innovative and entrepreneurial talents in civil aviation enterprises

2022, Vol.3 No.1
© Economics & Management Review 2022
DOI: 10.37420/j.emr.2022.007
https://masonpublish.org

***Yujia Zhang**
Student of English as a Foreign Language Advanced Course for Working People, University of International Business and Economics
Beijing, China
***Corresponding author email: 1806597410@qq.com**

Abstract

Business English is a common language for most civil aviation enterprises' trade transactions, and as one of the industries that have more dealings with other countries, improving the ability of their business English personnel team is crucial to the development of the industry. This paper lists some feasible solutions in terms of the necessity of training, training content and training implementation from the perspective of training business English innovative and entrepreneurial talents in civil aviation enterprises, taking into account the characteristics of civil aviation industry, in order to provide reference for civil aviation enterprises in business English personnel training.

Key words

civil aviation enterprises; business English; innovative and entrepreneurial talent; personnel training

Introduction

With the deepening communication between China and foreign countries and the improvement of China's internationalization level, civil aviation enterprises are increasingly cooperating with other countries in the world internationally. As business English is one of the languages used by most of the civil aviation enterprises for trade transactions, the demand for business English talents in each enterprise is also increasing. This has put forward higher requirements for civil aviation related practitioners, who should not only be proficient in civil aviation English, but also improve their abilities in business English communication and negotiation, and also put forward higher requirements for civil aviation enterprises, that is, in terms of business English training for enterprise employees, they should provide diversified platforms, keep pace with the times, and strive to cultivate composite talents with both civil aviation knowledge and business skills.

Since the State Council put forward the strategic goal of "mass innovation and mass entrepreneurship", cultivating innovative and entrepreneurial talents to meet the needs of the society has become an urgent task

for all industries to achieve this goal. Civil aviation companies also need to respond to the development of the times and cultivate innovative and entrepreneurial business English talents. The basic characteristics of innovative and entrepreneurial talents are strong self-awareness development, outstanding practical ability, efficient learning methods, and innovative spirit and ability. (Tian, Liu, 2018) Whether it is internal collaboration or external cooperation, having innovative and entrepreneurial business English talents with the above comprehensive abilities can better meet the future development of civil aviation enterprises.

The necessity of carrying out the training of innovative and entrepreneurial talents in business English for civil aviation enterprises

Civil aviation companies have different directions of civil aviation English training for different positions, such as English for cabin crew, English for civil traffic controllers, English for pilots, and English for aircraft maintenance personnel, etc. Although some universities provide business English courses for civil aviation, civil aviation enterprises should provide more job-specific business English training for their employees, considering that international practitioners in different positions in civil aviation have different business English categories.

Business English training, as a type of special purpose English, is still based on general English. Although business English originates from general English, the language used is more objective and contains less personal feelings due to business needs. At the same time, business people often use simple and clear business terms and abbreviations that do not cause ambiguity and can improve efficiency. (Chen, 2012) At present, some civil aviation enterprises pay more attention to the training of general English listening, reading, writing and translating ability in the training of internationalized personnel, but there is still a lack of training on business negotiations, business correspondence, business contracts, and the formulation of business English characteristic terms, so the English training of enterprises can provide targeted and practical stage training programs according to the level of English ability of employees, in Based on the basic English ability of the employees, we can improve the business English ability of the employees and design the training program applicable to our company by combining the actual needs and work characteristics of our civil aviation companies.

Civil aviation enterprises should cultivate business English talents, and more importantly, cultivate innovative and entrepreneurial business English talents. After employees are proficient in business English, they can not only understand the most cutting-edge information of other countries and the most advanced technology in the world and broaden their horizons, but also may stimulate their creative thinking to improve the original technology of civil aviation enterprises or even develop new advanced technology that is more suitable for their own enterprises, thus improving the level of their enterprises and enhancing their competitiveness. (Qing, 2014)

The content of the training of innovative and entrepreneurial talents in business English for civil aviation enterprises

Business English is a discourse system that integrates English language and international business knowledge

and skills, which requires interdisciplinary exploration of what to teach, what to use, how to teach and how to use. (Wang, Ai, 2019) Civil aviation business English covers disciplines such as transportation, finance and trade, customs and logistics, etc. When formulating the content of business English training for this enterprise, civil aviation enterprises should combine actual work scenarios, do a good job of researching employees' individual needs, and carry out business English proficiency training that solves practical problems of the enterprise and employees. For example, according to the employees' written expression ability, they should provide corresponding training courses on business email writing and business contract drafting, and according to the employees' oral expression ability, they should provide training contents on business negotiation, business telephone communication and international business etiquette.

Civil aviation enterprises should also select different teaching cases and other training contents according to the different characteristics of employees, and adopt the education method of "teaching according to the material". (Li, 2021) This will not only help to improve the overall level of employees, but also improve their confidence in learning and better stimulate personal innovation and creativity.

The implement of the training of innovative and entrepreneurial talents in business English for civil aviation enterprises

Enrich training channels

Civil aviation enterprises should give full consideration to the feasibility, effectiveness and stability of training as well as the communication and interactivity of the courses, such as using role-playing, scenario simulation, group discussion and other fun and educational forms to implement face-to-face course training, and can also provide online training courses to facilitate employees to arrange learning more flexibly. For employees who are too busy to attend training on time, we can also provide them with teaching audio, video and training courseware, or use other high-tech means to facilitate employees to learn corporate business English anytime and anywhere.

Reasonable arrangement of training

Business English training for civil aviation enterprises requires employees to pass not only the theoretical foundation, but more importantly, the practical ability. To ensure the quality of training, the course training should control the number of participants and lecture time to achieve 100% participation in class and one-to-one course and knowledge points. You can also try the flipped classroom teaching model, which has been studied at home and abroad, that is, the easiest part of the teaching task, i.e., the transfer of knowledge, is moved outside the classroom for employees to learn on their own, making full use of the opportunity for active social interaction between the lecturer and training students in the classroom and between students and trainees face to face, to achieve deep learning, develop students' problem solving, creative thinking, high-level reasoning and critical thinking skills. (Zhang, Ding, Zhang, 2017) While it is important for civil aviation enterprises to train high-quality business English talents, based on the busy business work, time cost is also a

factor that should be considered when formulating training plans, and how to achieve better training effects with less time and rationalize training arrangements requires civil aviation enterprises to continuously try and explore. The training of innovative and entrepreneurial business English talents, in turn, also promotes the enterprises to innovate and create.

Establishing a training communication platform

Business English training for employees of civil aviation companies may involve interaction and communication between lecturers and training participants, and between training participants and training trainees. Therefore, a special communication platform should be provided to answer the questions of trainees in the training process in a timely manner and summarize them into a FAQ manual. When conditions permit, excellent trainee deeds and learning experience sharing can also be displayed online or offline for everyone to learn from. Trainees can also put forward their personal innovative ideas through the platform to exchange information, discuss problems and inspire each other with other employees. In addition, employees can give feedback on the training and make suggestions for improvement from time to time through the platform, which facilitates civil aviation companies to discuss issues that have not been taken into consideration so that they can improve the implementation in subsequent projects.

Testing the results of training

Participation in training only completes the first step of language learning "input", "output" is the ultimate goal. Civil aviation companies can arrange for post-training assignments and exercises, as well as stage tests and final assessments. At the same time, they can also design their own business English proficiency training scale by referring to the China's Standards of English Language Ability(CSE). The China's Standards of English Language Ability is the first English proficiency standard for Chinese learners and has been officially implemented since June 1, 2018 as a language specification of the State Language Commission. The scale is divided into nine levels, covering all stages from elementary school to high-end foreign language talents. Each level sets out different requirements in terms of listening, reading, writing, translation, and knowledge strategies. The assessment of multiple language skills in English teaching in China can be designed with reference to the China's Standards of English Language Ability(CSE), especially English for Special Purposes. (Liu, Yang, 2021) The design of business English proficiency scale in civil aviation enterprises can motivate training employees to improve their personal abilities on the one hand, and better arrange suitable personnel according to job needs on the other.

Organize regular retraining

Regular retraining is also crucial to the improvement of employees' ability. For example, all kinds of unexpected situations encountered by civil aviation enterprises in actual work should be recorded and incorporated into the training content as typical cases of actual work, and the relevant employees should be organized to complete business English retraining regularly to consolidate old knowledge and learn new changes.

Cooperation in training

At the present stage, business English training is carried out in both universities and enterprises, but there is a lack of communication between the two, so it is difficult for students to quickly combine what they learn in school with what they use at work after they go from school to work, and there is no way to carry out innovation and creation. In fact, in the cultivation of innovative and entrepreneurial talents, the cognitive stage is dominated by university education, the understanding stage is dominated by the practice of enterprises, and the mastery stage is dominated by government support, and the three complement each other. (Yu, Zhang, 2018) Therefore, building a new model of school-enterprise collaborative talent training (Tang, Luo, Zhang, 2019) is beneficial for civil aviation enterprises and higher education institutions to strengthen ties and smoothly carry out school-enterprise business English innovative and entrepreneurial talents training. It is also in line with the objective demand of the current social development of "mass entrepreneurship and innovation" to actively promote the reform of "innovative and entrepreneurial talents" business English training mode. (Yang, Zhao, 2021)

Conclusion

Cultivating innovative and entrepreneurial talents in business English is one of the important measures to build a strong talent country and one of the necessary guarantees to promote the in-depth development of internationalization of civil aviation enterprises. Based on the traditional training mode, civil aviation enterprises should try boldly and explore actively to find a diversified talent training mode suitable for the development of enterprises by drawing on the excellent teaching experience at home and abroad, so as to improve the innovative and entrepreneurial business English ability of employees and promote the flourishing of international cooperation of civil aviation enterprises.

References

[1] Chen Sihui. (2012). Comparison of Business English and General English. Scientific Journals, 12, 170-172. (in Chinese)
[2] Li Liqin. (2021). The Use of Case Teaching Method in Teaching Business English in Universities. English Square, 12, 77-79. (in Chinese)
[3] Liu Jianda, Yang manzhen. (2021). The use of China's Standards of English Language Ability(CSE) in Language Testing and Assessment. Foreign Language Testing and Teaching, 2, 1-11. (in Chinese)
[4] Qing Liangxiu. (2014). Application of Business English in Business Management and Its Importance. Value Engineering, 28, 161-162. (in Chinese)
[5] Tang Hongtao, Luo qiong, Zhang junying. (2019). Research on the innovative and entrepreneurial talents cultivation model of e-commerce based on the collaboration between schools and enterprises. Modernization of shopping malls, 12, 51-53. (in Chinese)
[6] Tian Hua, Liu Junguo. (2018). Exploring the basic characteristics and role of bi-creative talents. Chinese Character Culture, 6, 113-115. (in Chinese)
[7] Wang Lifei, Ai Bin. (2019). Forty Years of Reform and Opening-up: Revisiting and Rethinking the His-

torical Development of Business English Education. Journal of Beijing Second Foreign Language Institute, 1, 3-19. (in Chinese)
[8] Yang Wenge, Zhao xue. （2021）. Research on the Cultivation of Business English Talents Based on Mass Entrepreneurship and Innovation. Trade Show Economy, 6, 92-94. (in Chinese)
[9] Yu Zhaoji, Zhang Jiatong. (2018). Research on the Influence of Enterprise and Government University Linkage Coupling on Innovative and Entrepreneurial Talents. Higher Agricultural Education, 2, 15-19. (in Chinese)
[10] Zhang Ping, Ding Lin, Zhang Wenshuo. (2017). Flipped Classroom: Theory, Development History and Effectiveness. Journal of Educational Studies, 1, 46-55. (in Chinese)