

# The Problems and Countermeasures in the Practical Training of oral Business English in Higher Vocational Education

Jingjing Liu

Jiangxi Vocational College of Tourism and Commerce, Nanchang, Jiangxi 330100

---

**Abstract:** This paper aims to explore the problems and possible countermeasures in the practical teaching of business English oral training in vocational colleges. Through the analysis of the current teaching situation, it was found that the teaching content is limited, teachers have problems in teaching, the teaching content does not match actual needs, and students have problems in learning. In response to these issues, some improvement strategies have been proposed, including scientifically setting up the content of business English oral training courses, improving teachers' professional ability training, paying attention to practical needs, and exploring new modes of oral training. By adopting these measures, it is expected to improve the quality of vocational business English oral training teaching and enhance students' practical application abilities in oral English.

**Keywords:** Vocational Business English; Oral training; Countermeasure

---

Spoken business English is of great significance in modern society, and vocational business English oral training, as a key link in cultivating students' business English application ability, should be given sufficient attention. However, there are currently some problems in vocational business English oral training teaching, which seriously affect the teaching effectiveness and students' learning experience. Therefore, it is necessary to conduct in-depth analysis of these issues and find corresponding countermeasures in order to improve teaching quality and enhance students' practical oral application abilities.

## 1. The Current Situation of Business English Oral Training Teaching in Vocational Colleges

In higher vocational education, the purpose of offering business English oral training courses is to cultivate applied talents with a solid foundation in business English language and strong business oral communication skills. Below will be a detailed introduction to several important aspects of the business English oral training course. Firstly, the practical teaching content of Business English oral training covers almost all daily business activities and is closely related to the development and trends of the market. This means that the course requires continuous updates of textbooks and content to enable students to understand popular vocabulary, industry trends, and economic policies in the current business environment. Secondly, the business English oral training course has strong practicality. The teaching process needs to highly simulate actual business activity scenarios, such as cultivating students' business communication skills through role-playing, scenario simulation, and team collaboration. Thirdly, the practical teaching of business English oral training needs to integrate professional teaching from other related disciplines. For example, the teaching process may involve knowledge in areas such as business negotiations, international trade, public relations etiquette, and cross-cultural communication. However, in the process of teaching practice, many vocational colleges still prioritize passing exams and neglect the importance of students' oral training teaching. Therefore, vocational colleges should attach importance to oral training teaching, provide more practical opportunities and communication platforms, encourage students to actively participate in oral activities, and design effective evaluation methods to evaluate students' oral abilities. In short, business English oral training courses play an important role in higher vocational education. It not only cultivates students' solid business English language foundation and strong business oral communication skills, but also covers various aspects of business activities and is organically integrated with other related disciplines.

## **2. Problems in Practical Teaching of Business English Speaking in Higher Vocational Education**

### **2.1 Limitations of teaching content**

In the practical teaching of business English speaking in vocational colleges, there are some limitations in the teaching content, which may lead to students lacking necessary coping abilities when facing real work scenarios. One common limitation is that the teaching content may overly focus on standard oral dialogue patterns, while neglecting other business communication skills such as business speech and negotiation skills. Firstly, the teaching content places too much emphasis on standard oral dialogue modes, which may make it difficult for students to cope with complex work scenarios and only simple and common business scenarios. Although it is the foundation for learning spoken business English, business communication requires more skills and strategies. Business speaking is an important skill, and business people often need to give speeches in meetings, customer presentations, and other occasions to clearly express their opinions and promote products. Negotiation skills cannot be ignored, and business people need to be flexible in the negotiation process with customers and partners to achieve better negotiation results. Therefore, the teaching content should expand the content of business speeches and negotiation skills to help students better adapt to practical work scenarios. Secondly, the teaching content may lack the experience of business practice. Business English oral training should place more emphasis on real-life business scenarios to help students accumulate practical application experience.

### **2.2 The teaching content does not match the actual needs**

The mismatch between the teaching content of spoken business English and actual needs is a common problem. Many business English textbooks are too theoretical and lack practical content related to real-life business communication scenarios. Such teaching content may not meet the challenges faced by students in practical work, making it difficult for students to apply the knowledge they have learned to practical work. Firstly, practical business communication is oriented towards practicality, emphasizing practical application skills and strategies. However, many business English textbooks place too much emphasis on imparting language knowledge, neglecting the skills and strategies required for practical communication. Secondly, business English oral textbooks lack practical scenarios related to the industry. The focus and methods of business communication may vary in different industries. A single textbook cannot cover the characteristics of all industries, so students may not be able to learn knowledge and skills related to their own industry from the textbook. Business English oral textbooks tailored to different industries need to be more specific and practical to meet the actual needs of students in specific industries. In addition, business English oral training teaching should pay more attention to simulation and practice in actual situations. Many business English courses focus solely on grammar and vocabulary learning, neglecting practical application training. Students need to have the opportunity to engage in simulated conversations and role-playing in real business situations to enhance their oral expression skills and ability to cope with practical communication.

## **3. Strategies for Improving Business English Oral Training Teaching in Higher Vocational Education**

### **3.1 Scientifically setting up the content of business English oral training courses**

In response to the relatively weak English foundation of vocational college students and the relatively broad coverage of vocational business English, in order to improve the pertinence of business English oral training teaching, educators must pay attention to the selection of oral training curriculum system and teaching content, and dare to break the traditional teaching of business English. When scientifically setting up the content of business English oral training courses, teachers can consider the following aspects.

#### **3.1.1 Planning Basic Oral Dialogue Mode**

The foundation of spoken business English is familiarity with commonly used business scenarios and communication methods. Teachers can design oral dialogue exercises tailored to different scenarios, including meeting discussions, telephone communication, customer reception, etc. Through role-playing and practical situational training, students can improve their oral expression skills and communication skills.

#### **3.1.2 Strengthen business presentation skills**

Business speaking is an essential skill in business communication. Teachers can guide students to learn effective speech techniques, including preparing speeches, mastering the rhythm and intonation of speeches, and using effective expression methods. By simulating speeches and evaluating feedback, students can improve their speech skills.

### **3.2 Improve teachers' professional abilities**

In order to improve teachers' professional abilities, firstly, schools can organize business English training courses for teachers,

such as training in business communication skills, business writing, business speeches, and other aspects. These courses can help teachers better understand the business environment and related professional terminology, improve their business communication skills and ability to cope with complex situations. In addition, schools can also invite professional business professionals or industry experts to give lectures, share practical business experiences and cases, to help teachers better master business knowledge. Secondly, schools can encourage teachers to participate in research and teaching projects related to business English. Such projects can include conducting research on business English teaching methods and developing business English textbooks. By participating in these projects, teachers can gain a deeper understanding of the cutting-edge trends and best practices in business English teaching, and continuously improve their professional abilities. At the same time, schools can provide opportunities for teachers to learn from industry professionals in order to increase their practical experience. Finally, schools can encourage teachers to actively participate in teacher communication and sharing platforms, such as organizing teacher meetings, seminars, teaching demonstrations, etc. These platforms can provide opportunities for teachers to learn and communicate with each other, share teaching experiences and resources, and promote the improvement of professional abilities.

#### **4. Improve innovation**

The course of Business English Oral Practice still needs to be continuously improved, for example, the course content needs to be further enriched. With the development of society and the update of knowledge, we also need to further enrich and improve the theoretical content of the textbook, and constantly supplement teaching content to make the knowledge taught in class more specific and in line with the development trend of society. Using multimedia teaching, students' practical training is recorded as videos for them to evaluate their own training effectiveness, identify strengths and weaknesses, and further improve. The training room is also constantly improving and updating its equipment. Our college regularly sends teachers to different enterprises for inspection and internship every semester, and then explores, improves, reforms, and innovates the knowledge brought back by the teachers.

#### **Conclusion**

Through the discussion of the problems and countermeasures in vocational business English oral training teaching in this article, we can see that there are a series of challenges in teaching content, teacher abilities, practical needs, and student participation. However, by scientifically setting up the content of business English oral training courses, improving teachers' professional abilities, paying attention to practical needs, and innovating teaching methods to increase opportunities for interaction and cooperation, we can address these challenges and achieve better teaching outcomes. I hope that relevant teachers can seriously consider and implement these strategies to improve the quality of vocational business English oral training teaching and cultivate more business English talents with practical application abilities.

#### **References:**

- [1] Tierbayi Er. Problems and Countermeasures in Oral Business English Teaching in Vocational Colleges [J]. Campus English, 2014 (32): 55
- [2] Liu Shixiang, Zhu Bingyan, Jiang Xiujuan. The Current Situation, Problems, and Countermeasures of Business English Practical Teaching in Vocational Colleges [J]. Journal of Chongqing University of Science and Technology (Social Science Edition), 2014 (04): 176-178

#### **About the author:**

Jingjing Liu , female, Han nationality, born in Nanchang, Jiangxi, with a master's degree, majoring in Business English at the International Business School of Jiangxi Vocational College of Tourism and Commerce