

# Exploring the Teaching Model of Business English Majors in Colleges under the Perspective of Iser's Reception Aesthetics

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**Abstract:** Reception aesthetics is to investigate the role of readers in literature. It is a brand-new modern literary theory, which transfers the attention from text to readers. Reception aesthetics brings innovative enlightenment to business English teaching. Business English, a branch of English major developed in recent years and is currently in the stage of continuous development. This paper focuses on Iser Wolfgang's theory of reception aesthetics. Using the theory of reception aesthetics is helpful to perfect the teaching mode of business English and improve students' quality.

**Keywords:** Reception Aesthetics; Teaching of Business English; Iser Wolfgang

## 1. Introduction

### 1.1 Reception aesthetics

Reception aesthetics is a kind of literary study concerned with ways in which literary works are received by readers. Originating in the Federal Republic of Germany, it began to show its head in the early 1970s and gradually became an important school of literary theory in Germany. After lengthy improvements, reception aesthetics crossed the national boundaries, and became a worldwide theoretical trend. One of the founders, Hans Robert Jauss, held that the educational and entertainment functions of a work should be realized in the reading of readers, and the realization process is the process of the work gaining vitality and finally completing. Readers are in an active position in this process and are the motivation of literary creation.

Iser Wolfgang is one of the important theorists of reception aesthetics, also the representative figures of Konstanz school, and known as the masters of reception aesthetics together with Jauss. In fact, Iser's argument, unlike critics of reader response theory, does not completely ignore the text. He believed that texts have objective structures, and the meaning of literary works is constructed by the text and the reader together, rather than completely depending on either side. The systematic of his point of view is the main reason why this paper chooses him as the theoretical basis. Iser's reception theory has an important concept: response invitation structure. Iser believes that a work is a schema structure full of uncertainties and gaps, and the reader's judgment of the uncertainties and the filling of reading gaps realize the realization of the work. For example, the blank caused by the sudden interruption of the plot line, or the "vacancy" caused by the incoherence of various picture fragments, are the call and invitation of the text to the reader. In other words: the integration of the reader and the text makes the literary works exist.

### 1.2 Business English

A notable feature of a business English major is application-oriented. Business English focuses on practical use, especially

on business occasions. Therefore, teachers pay more attention to teaching in all aspects of listening, speaking, reading, writing and translating, and work harder to train students' practical ability. The courses include the history of Western literature, management, international commercial law and so on, covering every relative thing from literature to finance. This determines that the characteristics of business English courses are student-centered and the process of actively accepting knowledge. At present, business English has a very good future and needs the construction of theories.

## **2. The application of receptive aesthetics in the curriculum**

### **2.1 Encourage students to inquiry**

In Iser's view, the most compelling books are those that force the reader to be critical of his own habits and expectations. This capacity for inquiry lies not only in understanding the text, but also in reflecting upon oneself. Valuable texts tend not to impose ideas but to introduce new rules of understanding within an established framework. That is, in learning, from literal information on the surface to the transformation of the heart. This requires teachers to encourage students to add their own thinking in the study of the text, and cannot trust the text. Students should try to break their own understanding rules and build a new framework of knowledge. If students are not able to do self-questioning, they can start with text questioning. In Business English teaching, especially in translation aspect, is a particularly good entry point. Translation has diversity and translator's subjectivity. In the given texts, students provide as many expressions as possible. There's an example from the book: We regard that this will not be possible since it would be involve extended credit at maximum discount. When learning this translation, the teacher can guide the students to paraphrase this sentence, like we regard that this will not be possible since it would buy it on O/A terms at maximum discount. Not only strengthen the students' critical thinking, but also learn more terminology expressions.

### **2.2 Create horizons of expectation**

Students studying textbooks often find a range of languages ambiguous and omission. Some authors intentionally use these defaults and ambiguities in order to attract readers to participate in artistic re-creation. Some of them were cut from the textbook. Either way, there is room to create a vision of expectation. Expectation horizon refers to the general impression of the text formed during reading due to one's thinking pattern and psychological orientation. In fact, the students' first reaction to the textbook is all resistance, and it is difficult to form a positive vision of expectation. The usual teaching model is that teachers assign homework before class, which depends on whether students really prepare. Reception aesthetics guides the teacher to make an introduction before teaching the course. Take vocabulary in business English. For example, the professional vocabulary of business English is often very different from the common language. At this time, vocabulary can be used as the main starting point in the course design. Let the students understand the terms "FOB, CIF, CFR, EXW" according to the literal translation. Then give the specific use of the scene to create contrast to create a vision of expectation. The last thing is the definition.

### **2.3 Expand all kinds of knowledge**

In fact, this has been reflected in the course arrangement, such as commercial law, thematic translation of Marx, introduction to European culture and other knowledge learning. Reading is not an isolated entity. Students in learning new knowledge itself rely on a set of social knowledge. Teachers should help build a complete background knowledge system. Take the unit "Valley of the Dudes" for example. To understand the passage, students need to understand the history of Silicon Valley, elite culture, the Ellen Pao character and even British pub culture. In higher education, vocabulary grammar and syntax are no longer the key, but the worldview. In the category of business English, it is necessary to connect with the world and understand the history and culture of different countries.

### **2.4 Promote student's subjectivity**

This is the consensus of all receptive theorists ——To understand reading from the perspective of the reader. Teachers can use various means to give play to students' subjective initiative. At present, the wide application of new media provides a new platform for students' active construction under reception aesthetics. Animation display, PPT display, video explanation etc.

have become auxiliary teaching means. Teachers motivate through various ways so as to take the initiative to learn. In order to realize the dialogue between subjects and carry out social communication, it is to enhance the discussion form and time of students. In the classroom, teachers cannot blindly attend their own lectures, rigidly indoctrinate knowledge. Teachers should actively guide students to build a good learning atmosphere and form a group effect.

### **2.5 Standardize students' thinking**

Iser's theory of reception is based on liberal humanism. He believed that any imagination originated from cognitive confusion, and in order to grasp the text, one could carry out a kind of fictionalized behavior. Fictional behavior avoids the limits of cognitive ability. Humans do need to invent, and for students, too much of it can lead to worse results. Extremely liberal thinking will destroy the effectiveness of learning. In the classroom design, students should be the main body and students' imagination should be brought into play, but irrelevant fictional ideas should also be avoided at the same time. For example, when simulating business negotiations, extreme negotiation situations should be avoided as far as possible: the vicious abuse and wounding events, contract fraud and failure of one party to attend by classmates.

## **3. Conclusion**

Iser Wolfgang's aesthetic theory enriches the knowledge frame of western literature and provides valuable materials for later generations' research. The theory of reception aesthetics helps to arrange the relationship between human and literature, and to sort out the self and cognition. It has been applied to business English translation teaching, which has brought golden new ideas to business English translation teaching. Teachers can design teaching activities in the lecture hall from a new perspective, and achieve the curriculum objectives better through teaching design. In the process of globalization, we strive to cultivate all-round versatile talents to provide talents for cultural exchange and economic exchanges.

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