



21世纪海上丝绸之路协同创新中心智库丛书
广东外语外贸大学商务英语研究系列



2017年 商务英语探索

朱文忠 潘杰婧 万木春 张梦琦◎编著

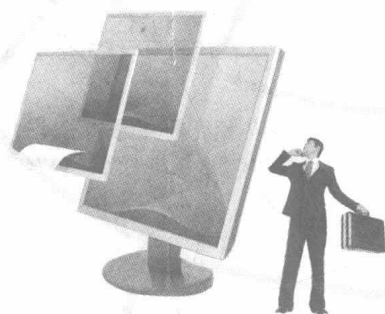
2017 RESEARCH
ON BUSINESS ENGLISH



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ECONOMY & MANAGEMENT PUBLISHING HOUSE



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序 言

新时期开展商务英语研究具有重要的现实意义。2013年习近平主席提出的“一带一路”倡议正在有力地加快我国经济、社会和文化的全球化进程。商务英语专业所培养的“外语+专业”复合型国际商务管理人才能够更好地满足国家需求,服务“一带一路”建设。与此同时,2007年教育部批准目录外设置商务英语本科专业以来,我国高等院校商务英语学科建设与发展步入快车道,建设商务英语专业所需要的“专业化”师资队伍需要日益增强,商务英语相关问题探索和研究亟须进一步加强。

本书就是在新时代经济社会发展的大背景下,依托广东省教育厅研究生创新项目平台,举办2017年广东省研究生商务英语暑期论坛,开展系列专题学术研讨和工作坊,同时发挥广东外语外贸大学商务英语学科优势和商务英语研究专家团队力量,在与会的全国青年教师和研究生同学所提交的四十多篇会议论文的基础上,精心筛选并组织编写的一本富有时代意义、力求与时俱进的商务英语研究著作。

本书的编写共分为四个部分。其中,第一部分是商务英语学科建设探索,包括农业院校商务英语课程设置的可持续发展研究——华南农业大学商务英语课程设置的合理性分析和启示、商务英语专业师资队伍现状及建设研究、“一带一路”背景下基于SWOT分析法的商务英语专业人才培养创新研究——以西安外国语大学商务英语专业为例、“中国模拟东盟大会”对外语人才培养的启示;第二部分是商务英语语言探索,包括元话语对企业社会责任报告中主体间性的构建——基于交往行为理论的哲学视角、危机环境下企业形象重建的语用策略分析、基于及物性和动态多模态的访谈节目语篇分析、基于系统功能语法的BRCIS Talk中情态动词的批评话语分析、概念整合理论视角下商业广告的认知分析、礼貌原则在TED商务类演讲中的应用;第三部分是商务英语教学探索,包括基于项目式教学法的教改研究、跨文化商务交际能力的培养与商务英语教学的融合、



课堂陈述与学生商务英语阅读思辨能力的培养、商务英语专业听说技能教学与教材研究——以广东外语外贸大学为例、商务英语专业读写结合教学中的思辨能力培养研究、商务英语学习者的策略性词汇选用对其口语交际效果的影响；第四部分是跨文化商务交际与翻译探索，包括基于语料库的商务翻译研究、商务英语作为通用语言的商务会议交际中的语用特征、麦当劳在法国的跨文化管理策略分析——基于三则平面广告的多模态话语分析。

本书延续了《2016 年商务英语探索》的编写风格，努力凸显以下几个方面的特色和新意：一是强化一个“新”字。本书收录的所有文章均是 2017 年的最新研究成果，尽力做到不断创新、与时代同步发展。二是强调一个“探”字。本书各部分的标题和研究内容均努力强调是一种有益的探索。这种探索的写作方法未必得当，作品的呈现方式未必规范，研究问题的深度未必到位，但是作为将要挑起未来中国商务英语学科发展“大梁”的青年教师和研究生学者所产出的阶段性成果已是相当难能可贵。三是力求一个“合”字。本书编写中所进行的章节归类是基于目前商务英语学科点的研究方向来进行的，力求达到四大部分分类的合理性和科学性。

本书的编写与出版得到了广东外语外贸大学发展规划处高水平大学建设项目资金的大力支持，同时也得到广东省研究生创新教育项目的大力支持。在这里一并表示诚挚的谢意。

本书各个章节的内容均由朱文忠老师审定。但由于本书的编写时间比较仓促，还可能存在这样或那样的不足之处，敬请各位读者批评指正。

朱文忠

广东外语外贸大学

2017 年 12 月

Preface

Business English studies are of great practical significance in this new age. Under “One Belt One Road” initiative proposed by President Xi Jinping in 2013 which is accelerating the economic, social and cultural globalization of our country, the interdisciplinary talents of international business management featuring “language plus profession” cultivated by business English major could better meet national needs to serve “One Belt One Road” construction. Meanwhile, since the approval of business English as an undergraduate major outside the catalogue by the Ministry of Education in 2007, business English discipline construction and development has been gaining momentum in our colleges and universities. Accordingly, there has been an increasingly urgent need for professional faculties and explorations of and studies on the problems concerning business English.

Against the backdrop of social development in this new era, the 2017 Guangdong Business English Summer Forum for Graduate Students was held based on the Graduate Innovation Project initiated by the Department of Education of Guangdong Province. With the discipline advantage and the joint efforts of the team of experts in business English studies of Guangdong University of Foreign Studies (GDUFS), we carried out a series of academic seminars and workshops, selected from the over 40 papers submitted by the young teachers and graduate students present from across the country, and compiled this symposium, a book for business English studies which keeps pace with the times.

This symposium is divided into four parts. The first part deals with the business English discipline construction, including *A Study on the Sustainable Development of Business English Course Design in Agricultural Universities – implication from the rationality analysis of Business English course design in South China Agricultural University*, *A*



Study on the Status Quo of Business English Teaching Staff and Its Construction, A Study on the Innovation of Business English Talents Cultivation in Foreign Studies Universities Based on SWOT Analysis under the Background of "One Belt One Road" Initiative – taking the major of business English in Xi'an International Studies University as an example, and Enlightenment on Cultivation of Foreign Language Talents from "China Model ASEAN Meeting". The second is an exploration of business English language, which consists of *Intersubjectivity Construction of Metadiscourse in Corporate Social Responsibility Reports: From the Philosophical Perspective of Communicative Action Theory, The Study of the Pragmatic Strategies in Corporate Image Reconstruction under Crisis, Interview Program Discourse Analysis Based on Transitivity and Dynamic Multimodality, Critical Discourse Analysis of Modal Verbs in 2017 BRICS Talk: A perspective of Functional Systemic Grammar, Cognitive Analysis of Commercial Advertising – from the perspective of Conceptual Blending Theory (CBT) and Application of Politeness Principle in TED Talk on Business*. The third part focuses on business English teaching, which includes *A Study on the Reform of Business English Correspondence Course Based on the Teaching Method of PBL, The Integration of Intercultural Business Communication Training and Business English Teaching, Class Presentation and Critical Thinking Development in Business English Reading, The Teaching of and Course Materials for Listening & Speaking for Business English Major – A Case Study of Guangdong University of Foreign Studies, Integrating Reading with Writing to Enhance Business English Majors' Critical Thinking Ability and An Investigation of the Effects of Chinese College Business English Majors' Strategic Employment of Expressions on Their Oral English Communication*. The fourth part contains three papers concerning cross – cultural business communication and business English translation, namely *Corpus – based Business Translation Studies, Pragmatic Characteristics of BELF Business Meetings Interactions and Cross – cultural Management Strategies of McDonald's in France – Based on a Multimodal Discourse Analysis of Three Print Advertisements*.

Inheriting the style of 2016 *Research on Business English*, this book excels in the following three aspects. First, it pursues constant innovation and strives to keep pace with the times, in that all the papers collected are the latest research achievements in 2017. Second, the titles and contents of all parts put an emphasis on a promising “ex-



ploration” . For an exploratory writing, the method may not be appropriate, the research questions may not be profound enough, and even the way of presenting may lack standardization. However, it's quite inspiring that the young teachers and graduate students, as the pillar of the future development of business English discipline in China, have already got such good results so far. Third, an integration is achieved among the four parts of the book because they are organized according to the current research orientations of business English, which guarantees the rationality and scientificity of the classification.

The publication of this book is funded by the High – level University Construction Project of the Department of Development and Planning, GDUFS, and the Graduate Innovation Project of Guangdong Province. We would like to express our sincere gratitude for their strong support here.

All the chapters were reviewed by Professor Zhu Wenzhong. However, due to the limited time, there might be some mistakes or shortcomings. Your corrections and comments are highly appreciated.

Zhu Wenzhong

Guangdong University of Foreign Studies

December, 2017

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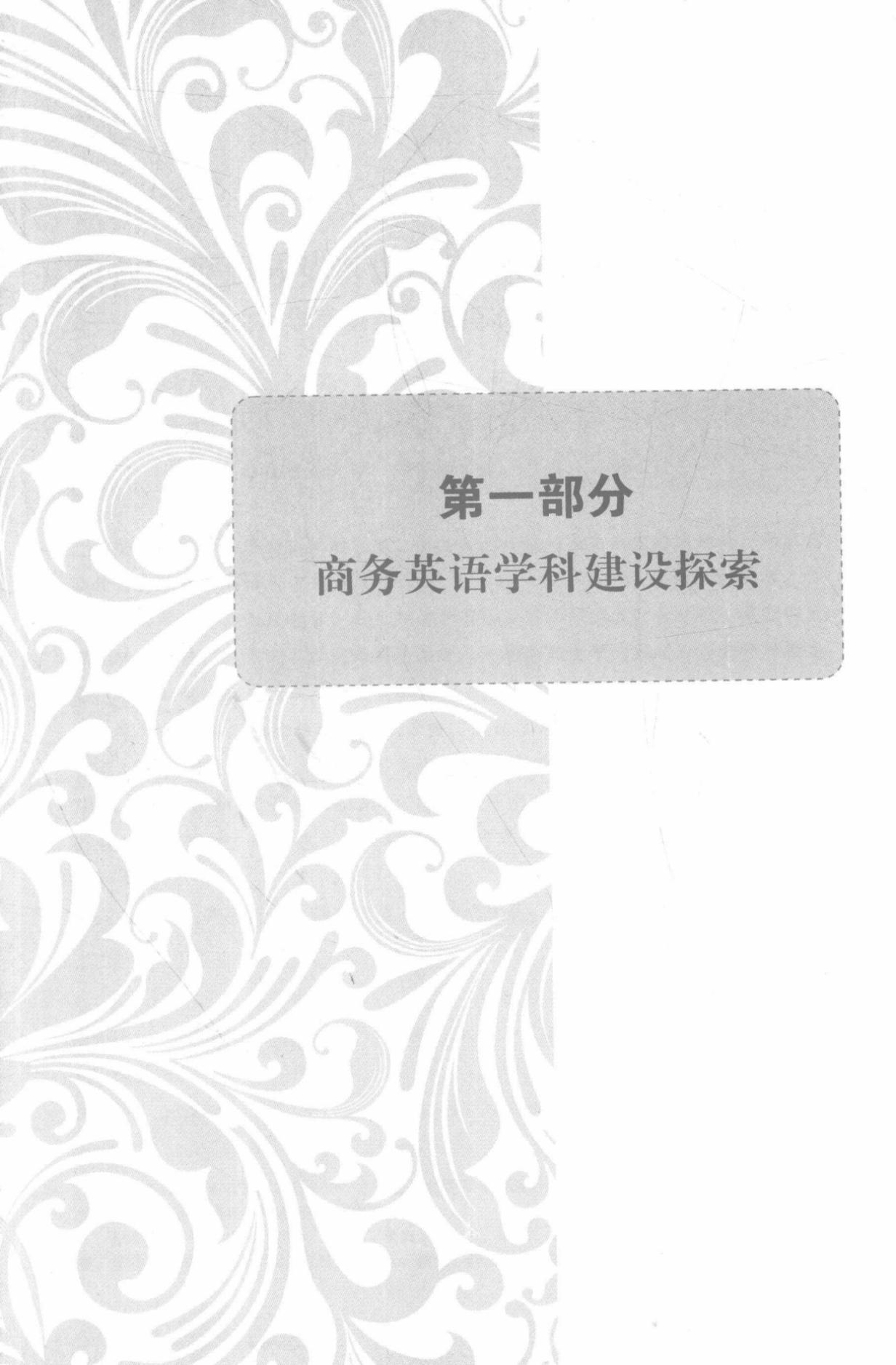
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第一部分
商务英语学科建设探索

农业院校商务英语课程设置的可持续发展研究

——华南农业大学商务英语课程设置的合理性分析和启示

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摘要: 随着经济全球化的发展, 熟练掌握英语的商务人才非常短缺, 而农产品外贸企业商务英语人才更是无法适应“一带一路”倡议新形势下的需求。作为人才培养的重要组成部分, 农业院校的商务英语课程设置是否合理, 是否能发挥其特色优势, 关系到农业院校商务英语人才培养的竞争力以及专业的可持续发展, 也势必影响到我国农产品在全球化商务竞争中的地位。根据需求分析模型, 本文采用定量与定性相结合的研究方法, 通过派发线上线下问卷和电话访谈的方式, 调查了华南农业大学65名商务英语专业的学生以及102家企业(包括70家一般企业和32家涉农企业), 以检验华南农业大学商务英语课程设置的一般性和特殊性, 希望能为具有校本特色的商务英语课程设置提供有意义的参考和指导。

关键词: 商务英语; 课程设置; 可持续发展; 需求分析; 农业院校

基金项目: 广东省哲学社会科学“十三五”规划2016年度外语专项课题“基于课堂、微课和翻转课堂的混合式商务英语教学模式研究”(GD16WXY10)。

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A Study on the Sustainable Development of Business English Course

Design in Agricultural Universities

—Implication from the Rationality Analysis of Business

English Course Design in South China Agricultural University

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Abstract: With the development of economic globalization, business talents with proficient English skills are in short supply, especially those in agricultural trade who are unable to adapt to the strategic needs of One Belt One Road Initiative. As an important part of the talents cultivation, whether the Business English course design in agricultural colleges and universities is reasonable with its special features is related to the competitiveness of the Business English talents training and the sustainable development of the specialty, which will naturally affect the position of our country's agricultural products in the globalized business competition. Based on the needs analysis models, this paper adopts both quantitative and qualitative methods to investigate 65 Business English students in South China Agricultural University and 102 companies including 70 non-agricultural companies and 32 agriculture-related companies by conducting telephone interviews and sending online and offline questionnaires, aiming to examine the generality and particularity of the course design in South China Agricultural University, hoping to provide reference and meaningful guidance for the school-based course design.

Key words: business English; course design; sustainable development; needs analysis; agricultural colleges and universities

一、引言

随着经济全球化的发展,熟练掌握英语的商务人才非常短缺,而农产品外贸



企业商务英语人才更是无法适应“一带一路”倡议新形势下的需求。作为人才培养的重要组成部分,农业院校的商务英语课程设置是否合理,是否能发挥其特色优势,关系到农业院校商务英语人才培养的竞争力以及专业的可持续发展,也势必影响到我国农产品在全球化商务竞争中的地位。但是,在中国知网的数据库中,以“商务英语”和“课程设置”为关键词进行搜索,1999~2017年发表的期刊论文847篇,其中并未找到研究具有农业院校特色的商务英语课程设置的论文。因此,本文的主要目的是通过问卷和电话访谈调查学生的个人需求与社会需求,运用对比分析的方法来评估华南农业大学商务英语课程设置的合理性,并据此提出“一带一路”倡议新形势下农业院校商务英语课程设置的改进意见和设想。

二、研究的理据

特殊用途英语(ESP)的课程设置应该是教育性和职业性的统一(Robinson, 1980; Strevens, 1977)。在商务英语课程设置内容上的体现就是语言和商务的知识及技能的结合;在培养目标上既要满足学习者的需求,也要反映社会或就业市场的需求。因此,需求分析(Needs Analysis)是课程设置不可或缺的需求信息收集和诊断的过程。按West(1994)的定义,需求分析是指在目标情境中学习者对外语的需要程度以及学习者如何在培训期间掌握目标语并达到最佳效果。它至少有四方面的作用:①为制定外语教育政策和设置外语课程提供依据;②为外语课程的内容、设计和实施提供依据;③为外语教学目的和教学方法的确定提供依据;④为现有外语课程的检查和评估提供参考(束定芳, 2004: 19)。本文将综合Hutchinson和Waters(2002)以及束定芳(2004)提出的以学习者为中心的需求分析模型作为研究的理据。前者将需求分为两类:目标需求和学习需求。目标需求分析侧重于语言的使用,即语言在特定情境下的运用;学习需求分析侧重于语言学习。后者拓展了Hutchinson和Waters的理论,将需求分为社会需求和个人需求。社会需求主要指政府和社会组织机构或用人单位对学习者的需求,它决定了学习者为社会必须具备的知识、能力和素质;个人需求主要涉及学生目前的实际水平及其希望达到的水平之间的差距。分析学习者的缺陷或缺乏知识,考虑学习者当前的需要和目标情境的需要,是学习者从甲地(当前情况)通往乙地(目标情境)的道路(Songhori, 2008)。