

Integrating Interdisciplinary Competence Development into Business English Curriculum: Strategies and Best Practices

Yanmei Deng^{1,2,*}, Adiza Alhassan Musah¹, Ooi Boon Keat¹

¹ Graduate School of Management, Postgraduate Center, Management and Science University, University Drive, Off Persiaran Olahraga, 40100 Shah Alam, Malaysia

² Hubei Polytechnic University, China

* Corresponding author: Yanmei Deng

Abstract: This study focuses on analyzing effective strategies for integrating interdisciplinary skills into business English courses, including selecting interdisciplinary topics, conducting project-based learning, organizing interdisciplinary discussions and debates, utilizing modern technological tools, collaborating with enterprises, inviting industry experts to give lectures, and providing additional learning support. Subsequently, based on best practices, the importance of integrating interdisciplinary competence development into business English courses is fully revealed, which enhances the overall quality of education and students' comprehensive competitiveness, laying a solid foundation for students' future development.

Keywords: Interdisciplinary Ability; Business English Course; Integration Strategy; Best Practices.

1. Introduction

In the modern educational environment, the cultivation of interdisciplinary abilities has received attention from various parties. Combining with Business English courses, it is of great significance to activate students' innovative thinking, tap into their inner potential, improve their comprehensive abilities, and ensure that they are well prepared to shine in their future career development. This article will delve into effective strategies and best practices for cultivating interdisciplinary abilities in Business English courses, hoping to provide more useful theoretical support and practical guidance for other educators.

2. Effective Strategies for Integrating Interdisciplinary Skills into Business English Courses

2.1. Selecting Interdisciplinary Themes

Choosing interdisciplinary topics in Business English courses is a core strategy for integrating knowledge from different disciplines into the course content. By integrating business with other disciplines such as economics, management, international relations, data analysis, etc., curriculum design can better reflect the complexity and diversity of reality. For example, a course module that combines marketing and data analysis can be designed. This module not only teaches students how to use data analysis tools, but also helps them understand key concepts of marketing, thereby enabling data-driven market decision-making. In the specific implementation process, teachers can design case studies or practical problems, requiring students to apply knowledge from different disciplines in the process of solving problems. For example, teachers can arrange for students to analyze the market trends of a certain product, understand consumer behavior through data analysis, and develop corresponding market strategies. This interdisciplinary course module can help students deepen

their understanding of other related subjects while mastering English, thereby enhancing their comprehensive and practical application abilities.

2.2. Carry-out of Project-Based Learning

Project based learning is a project-based teaching method that allows students to apply their knowledge in practical situations by designing projects that involve interdisciplinary content. This method not only enhances students' practical skills, but also promotes teamwork and problem-solving abilities. For example, students can collaborate in groups to develop a business plan, requiring them to integrate knowledge from multiple aspects such as market research, financial planning, and international business strategy. During this process, students are required to write reports, give presentations, and communicate and collaborate with other team members in Business English. The key to project-based learning lies in the design and implementation of projects. Teachers need to design challenging projects that require students to integrate knowledge and skills from multiple disciplines. Through practical operation, students can transform theoretical knowledge into practical abilities and enhance their interdisciplinary application skills in solving practical problems. This method can also stimulate students' innovative thinking, cultivate their teamwork and leadership skills, and fully prepare them for future careers.

2.3. Organizing Interdisciplinary Discussions and Debates

Interdisciplinary discussion and debate is an effective way to encourage students to analyze problems from different perspectives. This strategy can enhance students' critical thinking and communication skills by organizing discussions or debates involving multiple disciplines. For example, debating an international economic policy requires students to consider multiple factors such as economics, culture, and law. In this discussion, students need to express themselves in business English, demonstrating their understanding and

application of knowledge from different disciplines. In specific implementation, teachers can design a discussion topic, such as the impact of globalization on the local economy, and require students to analyze it from multiple perspectives including economy, society, and culture. During the debate process, students not only need to present their arguments in English, but also need to combine knowledge from different disciplines to put forward strong arguments and counterarguments. Through this approach, students can enhance their comprehensive analytical and communication skills, while deepening their understanding of interdisciplinary issues.

2.4. Utilizing Multimedia and Information Technology Tools

The application of modern technological tools can greatly enhance classroom interactivity and students' technical application abilities. For example, using online collaboration platforms, virtual meeting software, and data analysis tools for teaching can enhance students' practical operational abilities and technical literacy. By simulating international negotiation scenarios through virtual business conferences, students can practice business English in a real interactive environment and master modern business communication skills. In specific implementation, teachers can introduce various technological tools, such as online data analysis platforms, virtual reality technology, and online collaboration software. These tools not only simulate real business environments, but also provide rich learning resources and interactive opportunities. For example, teachers can arrange for students to conduct market research using data analysis tools and simulate international business negotiations using virtual conference software. Through this approach, students can improve their technical application skills in practice, while enhancing their language proficiency and interdisciplinary comprehensive abilities.

2.5. Internship and Enterprise Cooperation

Internship and corporate collaboration are important practical ways to integrate interdisciplinary skills into business English courses. By collaborating with businesses, students can participate in practical interdisciplinary projects and apply their learned knowledge in real-life work environments. For example, teachers can collaborate with multinational corporations to design a project for market analysis and business strategy development, allowing students to operate in a practical environment. In specific implementation, teachers can arrange for students to participate in actual projects of enterprises, such as market research, competitive analysis, and business planning. During the project, students need to communicate and report in business English, and combine knowledge from different disciplines to solve practical problems. Through this practice, students can not only gain valuable work experience, but also establish a professional network, laying a solid foundation for their future career development.

2.6. Inviting Industry Experts to Give Lectures

Inviting industry experts from different fields to give lectures or seminars is an effective interdisciplinary skill development strategy. Industry experts can share their interdisciplinary experiences and insights in practical work, helping students understand the application of different disciplines in practical work. For example, teachers can invite

experts in fields such as international trade, marketing, and data analysis to give lectures and share their practical experience and career development suggestions. In specific implementation, teachers can organize special lectures or seminars and invite experts to give in-depth explanations on a certain topic. Students can learn about industry trends and practical application cases by listening to lectures from experts, and interact and communicate with them. This approach not only broadens students' horizons, but also helps them combine theoretical knowledge with practical work experience.

2.7. Providing Additional Learning Support

Providing additional learning support is necessary to help students succeed in interdisciplinary courses. Students may encounter difficulties in language, knowledge, or skills in interdisciplinary courses, and therefore require additional learning resources and tutoring. For example, providing additional English writing and research methodology support can help students improve their academic writing and research skills. Specific learning support measures include supplementary courses, individual tutoring, and online resources. For example, teachers can offer additional writing courses to help students improve their academic writing skills. We can provide one-on-one tutoring to guide students on specific issues they encounter in interdisciplinary courses. Online learning resources can also be provided, such as academic writing guides, data analysis tutorials, etc., to help students learn independently and improve their abilities.

3. The Best Practice of Integrating Interdisciplinary Ability Development into Business English Curriculum

3.1. International Trade Simulation

International trade simulation is the best practice that combines international trade knowledge with business English teaching. By simulating real international trade scenarios, students can apply business English in practice and gain a deeper understanding of the complexity of international trade. In specific implementation, teachers need to first design a detailed simulation scenario, including market research, contract negotiation, logistics management, and risk assessment. Students are required to write market analysis reports, conduct contract negotiations, and solve potential problems in international trade using business English. Through this approach, students can improve their language proficiency and learn how to flexibly apply professional knowledge in practical trade scenarios. In addition, teachers can simulate real international trade fairs, allowing students to showcase their products, promote and negotiate. This simulation can help students understand how to promote in the international market and fully experience communication challenges in different cultural backgrounds. By interacting with "virtual" customers and partners, students can practice the practical application of business English and master the basic processes and skills of international trade in solving practical problems. This international trade simulation helps to enhance students' business English proficiency and deepen their understanding of international trade rules, market trends, and cultural differences. After the simulation activity, students will better prepare for international business

challenges in their future careers.

3.2. Multinational Corporation Project Cooperation

Collaboration with multinational corporations is the best practice for integrating interdisciplinary skills into business English courses. By collaborating with actual enterprises, students can participate in more real business projects and apply their learned business English and interdisciplinary knowledge to practical work. This type of collaboration typically involves market analysis, business strategy development, and project management, requiring students to apply interdisciplinary knowledge to solve practical problems. In specific implementation, teachers need to establish stable cooperative relationships with multinational companies and design a project involving multiple aspects. For example, you can collaborate with a multinational corporation to conduct market analysis, where students are responsible for collecting data, analyzing market trends, and proposing market entry strategies. Students are required to write reports in Business English and present them to business representatives. In this process, students must use business English for communication, combining knowledge from disciplines such as marketing, financial analysis, and international business strategy. This project collaboration provides valuable practical experience and helps students establish a career network. By interacting with enterprises, students also have the opportunity to learn about industry trends, obtain first-hand market information, and transform theoretical knowledge into practical skills. This kind of collaboration can also enhance students' teamwork awareness and project management skills, laying a foundation for their future career development. For example, teachers should collaborate with multinational corporations on a market entry strategy development project. Students need to conduct in-depth research on the target market, analyze competitors, develop entry plans, and write detailed strategic reports in business English. This type of project can help students exercise their ability to use business English in practice, enabling them to better master practical skills in formulating business strategies.

3.3. Multidisciplinary Seminar

Multidisciplinary seminars are the best practice for enhancing students' comprehensive abilities through organizing interdisciplinary seminars. Through such activities, students can engage in discussions involving knowledge from different disciplines such as economics, management, law, and culture, thereby enhancing their interdisciplinary

application abilities and comprehensive qualities. For example, discussing topics such as the impact of globalization on local economies, legal challenges for multinational corporations, or international market trends. Students can be grouped to study different topics such as economic impact, legal risks, and cultural adaptation, and present their findings at the seminar. In this process, students need to communicate effectively in business English, integrate knowledge from different disciplines, and form comprehensive perspectives. In addition, teachers can organize a seminar on the impact of international trade policies and invite experts from fields such as economics, law, and management to participate in the discussion. Students are required to report in Business English during the seminar, in order to enhance their language proficiency and deepen their understanding and application of knowledge from different disciplines.

4. Conclusion

In summary, integrating interdisciplinary skills training programs into business English courses has become an inevitable trend in educational development, which has had a positive and far-reaching impact on the improvement of students' quality levels and the development of their comprehensive abilities. Education workers must actively explore diverse paths, adhere to innovative educational methods, meet the different needs of students with higher teaching service levels, enhance students' confidence in development, enable students to apply what they have learned, smoothly integrate into society, and realize their self-worth.

References

- [1] Qi Ying. Exploration of the International Interdisciplinary Talent Training Model for Business English Majors from the Perspective of New Humanities [J]. *Heilongjiang Education (Theory and Practice)*, 2024, (07): 51-53.
- [2] Li Juan. Research on Interdisciplinary Ability Cultivation of Business English Majors under the Background of New Liberal Arts [J]. *University*, 2023, (23): 69-72.
- [3] Zhang Jingyi. Cultivation of the Ability and Quality of Business English Composite Talents [J]. *Xueyuan*, 2024, 17 (12): 45-47.
- [4] Tang Pei Symposium on the Construction of Business English Subject under the Background of New Liberal Arts [J]. *Business English Teaching and Research*, 2022, (00): 114-117.
- [5] Chen Xin. Exploration of Talent Cultivation Model for Business English Majors in Higher Vocational Education under the Background of New Business [J]. *Knowledge Library*, 2024, 40 (03): 117-119.