



Research on the Training Path of Business Etiquette for English Majors

Yuxiu Yu

School of Foreign Languages, University of Sanya, Sanya 572000, Hainan, China

DOI: 10.32629/memf.v4i5.1490

Abstract: This paper focuses on the cultivation path of business etiquette for English major students. With the deepening of global economic integration, business communication is becoming increasingly frequent, and business etiquette skills have become crucial for English majors. This study aims to explore how to effectively cultivate the business etiquette skills of English major students. Through literature review and empirical research methods, this article first analyzes the importance and influencing factors of business etiquette, then proposes a systematic training path, and verifies the feasibility and effectiveness of this training path through empirical research. The research results indicate that English major students need to pay attention to knowledge learning, practical opportunities, and personal quality cultivation in improving their business etiquette skills. This study has certain guiding significance for improving the business etiquette skills of English majors.

Keywords: English majors, business etiquette, training path

1. Introduction

With the deepening of global economic integration, business exchanges have become increasingly frequent. In this context, the business etiquette skills of English majors are particularly important. This paper aims to study the training path of business etiquette for English major students, in order to provide effective guidance and suggestions by analyzing the importance and influencing factors of business etiquette to constructing a systematic training path and verifying its feasibility and effectiveness through empirical research. The research findings have important guiding significance for improving the business etiquette skills of English major students. The significance of this study is to provide practical training paths for English major students and promote their successful development in the business environment.

2. The importance and influencing factors of business etiquette

2.1 Definition and significance of business etiquette

Business etiquette refers to a set of behavioral norms and social norms that are followed in business settings. It involves the norms and requirements of people's behavior, attire, social etiquette, and other aspects in business communication and activities. The role of business etiquette is not only to convey a good image, but also an important tool for building trust, promoting cooperation, and improving efficiency. Business etiquette helps establish good business relationships[1]. By following etiquette norms, people can demonstrate a respectful, caring, and friendly attitude, thereby enhancing mutual trust and willingness to cooperate with others. Business etiquette helps to enhance personal image and professional quality. A person who understands business etiquette can demonstrate a confident, professional, and reliable image, thereby gaining more opportunities and recognition in business communication. Business etiquette can also increase the efficiency and smooth progress of business activities. Following etiquette norms can reduce misunderstandings and conflicts, improve communication effectiveness, and make business activities more efficient and smooth. Business etiquette plays an important role in business communication, as it not only conveys a good image and values, but also promotes business cooperation and success. Therefore, for English majors, cultivating good business etiquette skills is crucial.

2.2 Analysis of factors influencing business etiquette ability

The factors influencing business etiquette ability mainly include cultural differences, Social skills and personal image management. Cultural differences are one of the important factors affecting business etiquette skills. Different countries and regions have different cultural backgrounds and values, which can lead to misunderstandings and conflicts in business communication[2]. Therefore, understanding and respecting the cultural habits and etiquette norms of the other party, adapting to business communication methods in different cultural backgrounds, is the key to cultivating good business etiquette skills. Social skills also have an important impact on business etiquette ability. Including good communication skills, expression skills, interpersonal skills, etc. In business situations, proper use of Social skills can effectively establish contact with others, show your ability and image, and better achieve business goals. Personal image management is also

an important factor affecting business etiquette skills. Personal image includes aspects such as appearance, demeanor, and behavior[3]. A good personal image can leave a deep impression on others, enhance one's own trust and credibility, and have a positive impact on business communication.

3. Construction of a business etiquette training path for English majors

3.1 Learning of knowledge

The construction of business etiquette training paths for English major students can start with knowledge learning. Students should receive education on the basics of business etiquette. This includes understanding the business etiquette norms, rules of conduct in different countries and regions, as well as relevant concepts and principles of business etiquette. Students can acquire this knowledge by participating in relevant courses, seminars, or self-study. Students should also cultivate cross-cultural communication skills. In the globalized business environment, effective communication with people from different cultural backgrounds is crucial. Students can learn how to adapt to and respect the habits and values of different cultures, how to express their views and opinions, and how to avoid Cultural conflict and misunderstanding. In addition to theoretical knowledge, practice is also the key to improving business etiquette skills. Students can exercise their business etiquette skills through business simulation exercises. This can be a simulation of business meetings, business negotiations or business banquets and other scenarios, and you can practice your behavior and Social skills through role playing. Students can also gain practical opportunities through on-site inspections and internships. Visiting enterprises, participating in business activities, or interning to truly apply business etiquette in a business environment, in order to enhance one's practical operational skills and experience[4].

3.2 Opportunities for practice

In order to improve the business etiquette skills of English major students, practical opportunities are crucial[5]. Here are some methods that can provide practical opportunities: students can participate in business simulation exercises. By simulating business meetings, negotiations, or banquets, students can play different roles and practice the practical application of business etiquette. This can help them become familiar with the code of conduct in different situations, and improve their Social skills and coping ability. Students can seek opportunities for field trips and internships. Visiting enterprises, participating in business activities, or internships can all allow students to experience the business environment firsthand, understand the actual business etiquette requirements and behavioral norms. This practical experience can help students better understand and apply business etiquette knowledge, while cultivating their communication skills and interpersonal skills. Students can also participate in business clubs or organizations. These organizations usually organize various business activities and exchanges, providing students with practical opportunities. By participating in these activities, students can communicate with business professionals, learn the practical application of business etiquette, and establish connections with the business community. In order to improve the business etiquette skills of English major students, they should actively seek practical opportunities. Business simulation exercises, field visits and internships, and participating in business organizations are all effective ways to provide practical opportunities, which can help students transform their knowledge of business etiquette into practical abilities.

3.3 Cultivation of personal qualities

Cultivating personal qualities is crucial for improving the business etiquette skills of English major students. Here are some methods that can help students cultivate their personal qualities: students should pay attention to self-image management. They should pay attention to their manners, attire, and behavior. By maintaining a neat and appropriate appearance, demonstrating confidence and professional attitude, one can leave a good impression on others. Students should cultivate good social etiquette and communication skills. This includes learning how to communicate effectively with others, listening and expressing one's own opinions, respecting others' opinions, etc. Good social etiquette and communication skills can establish good interpersonal relationships and demonstrate professional competence in business situations. Students should also pay attention to the cultivation of personal cultivation. They should pay attention to the cultivation of moral ethics, maintain integrity, punctuality, and a sense of responsibility. At the same time, students should also pay attention to self-improvement, continuously learn and accumulate knowledge, and improve their comprehensive quality and professional abilities. Students can participate in some training courses or activities to improve their personal qualities. For example, attending speeches or leadership training courses can help students improve their confidence and leadership skills, and better cope with challenges in business settings. By focusing on self-image management, cultivating social etiquette and communication skills, emphasizing personal cultivation, and participating in relevant training courses, English major

students can effectively cultivate their personal qualities, thereby improving their business etiquette skills. The cultivation of these personal qualities will make them more successful and competitive in the business environment.

4. Epilogue

This paper proposes a systematic training plan based on the study of business etiquette training paths for English major students. These programs include knowledge learning, practical opportunities, and the cultivation of personal qualities. The research results indicate that these pathways have important guiding significance for improving students' business etiquette abilities. However, there are also certain limitations in this research, such as limited sample range. Future research can further expand the sample size and delve into other factors in cultivating business etiquette. In short, through continuous learning and practice, English majors can enhance their business etiquette skills and achieve better development in the business field.

Acknowledgments

Project name: The second batch of curriculum assessment reform pilot project of University of Sanya: International Business Etiquette (Project No.: SYJGKH2023124).

References

- [1] Juan Liu. Analysis and Research on Cross border E-commerce Business English Talent Training in the "Internet plus" Environment [J]. *Internet Weekly*. 2022; 772 (22): 61-63.
- [2] Xiaomei Liu. Practice and Reflection on the Construction of "Curriculum Ideology and Politics" Based on the BOPPPS Teaching Model - Taking the International Business Etiquette Course as an Example [J]. *Journal of Jiamusi Vocational College*. 2022; 38 (10): 130-133.
- [3] Jiajia Zheng. The Integration of Soft Power and Hard Skills in Business Etiquette [J]. *Journal of Hubei Open Vocational College*. 2021; 34 (18): 105-106.
- [4] Pei Li. Analysis on the Cultivation of Innovation and Entrepreneurship Ability of Vocational Business English Students [J]. *Overseas English*. 2021; 450 (14): 265-266.
- [5] Hugo Qiu. Research on the Importance of Business Communication in Business English Learning [J]. *Overseas English*. 2020; 430 (18): 163-164.