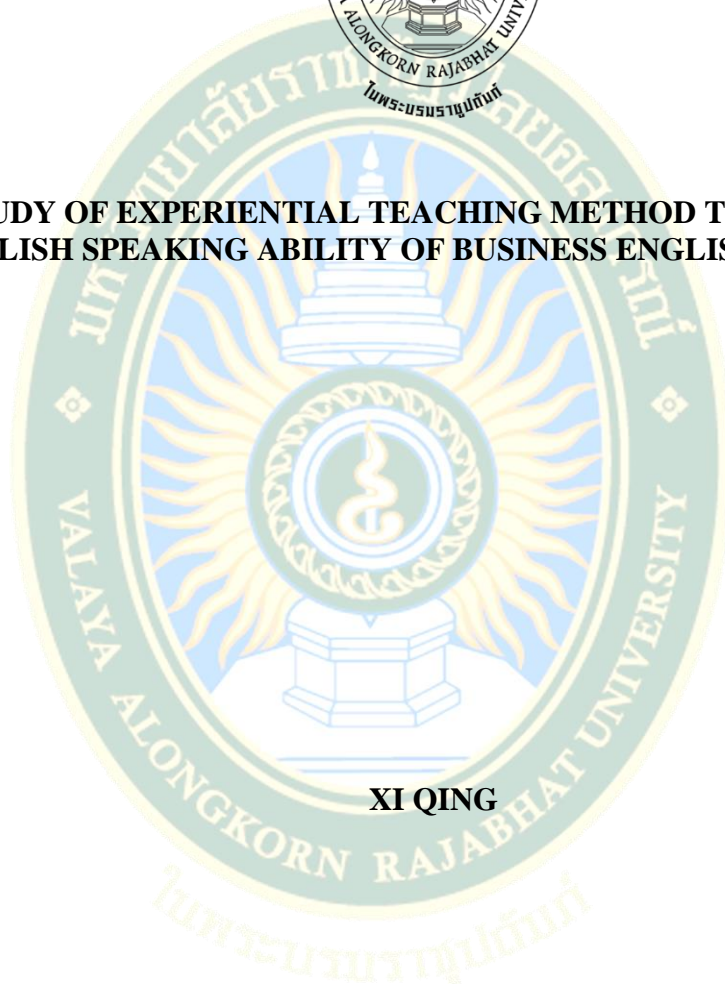**STUDY OF EXPERIENTIAL TEACHING METHOD TO ENHANCE
ENGLISH SPEAKING ABILITY OF BUSINESS ENGLISH STUDENTS**

XI QING

**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS
FOR THE DEGREE OF MASTER OF EDUCATION
IN CURRICULUM AND INSTRUCTION
GRADUATE SCHOOL
VALAYA ALONGKORN RAJABHAT UNIVERSITY
UNDER THE ROYAL PATRONAGE PATHUM THANI
2022**

การศึกษาวิธีสอนแบบเน้นประสบการณ์เพื่อส่งเสริมความสามารถในการพูดภาษาอังกฤษของ
นักศึกษาสาขาภาษาอังกฤษธุรกิจ

Xi Qing

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตร

ปริญญาครุศาสตรมหาบัณฑิต

สาขาวิชาหลักสูตรและการสอน

บัณฑิตวิทยาลัย

มหาวิทยาลัยราชภัฏวไลยอลงกรณ์ ในพระบรมราชูปถัมภ์ จังหวัดปทุมธานี

พ.ศ. 2565

THESIS APPROVAL
GRADUATE SCHOOL
VALAYA ALONGKORN RAJABHAT UNIVERSITY
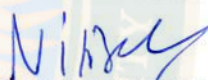## UNDER THE ROYAL PATRONAGE PATHUM THANI

Thesis Title   Study of Experiential Teaching Method to Enhance English
Speaking Ability of Business English Students

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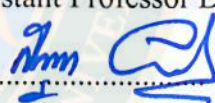
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Xi Qing. (2565). การศึกษาวิธีสอนแบบเน้นประสบการณ์เพื่อส่งเสริมความสามารถในการพูดภาษาอังกฤษของนักศึกษาสาขาภาษาอังกฤษธุรกิจ. ครุศาสตรมหาบัณฑิต (หลักสูตรและการสอน). อาจารย์ที่ปรึกษา : อ. ดร. พิทักษ์ นิลนพคุณ รศ. ดร.กันต์ฤทัย คลังพหล

บทคัดย่อ

การวิจัยครั้งนี้เป็นการวิจัยแบบเชิงทดลอง มีวัตถุประสงค์เพื่อ 1) เปรียบเทียบความสามารถในการพูดภาษาอังกฤษของนักศึกษาสาขาภาษาอังกฤษธุรกิจก่อนและหลังได้รับการสอนแบบเน้นประสบการณ์ 2) เปรียบเทียบความสามารถในการพูดภาษาอังกฤษของนักศึกษาสาขาภาษาอังกฤษธุรกิจกับเกณฑ์ร้อยละ 70 ของคะแนนเต็ม หลังที่ได้รับการสอนแบบเน้นประสบการณ์ และ 3) ประเมินความพึงพอใจของนักศึกษาสาขาภาษาอังกฤษธุรกิจที่ได้รับการสอนแบบเน้นประสบการณ์ กลุ่มตัวอย่าง คือ นักศึกษาสาขาภาษาอังกฤษธุรกิจปีหนึ่งของมหาวิทยาลัย Zhou Kou Normal สาธารณรัฐประชาชนจีน จำนวน 39 คน ในปีการศึกษา 2564 ได้จากการสุ่มตัวอย่างแบบแบ่งกลุ่ม เครื่องมือวิจัย ได้แก่ 1) แผนการสอนโดยใช้วิธีสอนแบบเน้นประสบการณ์ที่มีค่าความเหมาะสมระดับมาก 2) แบบทดสอบความสามารถในการพูดภาษาอังกฤษธุรกิจที่มีค่าความเชื่อมั่น เท่ากับ 0.73 และ 3) แบบสอบถามความพึงพอใจของนักศึกษาเกี่ยวกับวิธีการสอนแบบเน้นประสบการณ์ สถิติที่ใช้ในการวิจัย ได้แก่ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ค่าทีที่กลุ่มตัวอย่างสัมพันธ์กัน และกลุ่มตัวอย่างเดียวเทียบกับเกณฑ์

ผลการวิจัยพบว่า 1) ความสามารถในการพูดภาษาอังกฤษของนักศึกษาสาขาภาษาอังกฤษธุรกิจ หลังได้รับวิธีสอนแบบเน้นประสบการณ์สูงกว่าก่อนเรียนที่ระดับนัยสำคัญทางสถิติ .05 (M = 82.97, SD = 9.52) 2) ความสามารถในการพูดภาษาอังกฤษของนักศึกษาสาขาภาษาอังกฤษธุรกิจหลังจากที่ได้รับการสอนแบบเน้นประสบการณ์ สูงกว่าเกณฑ์ที่กำหนดที่ร้อยละ 70 อย่างมีนัยสำคัญทางสถิติที่ระดับ .05 และ 3) คะแนนเฉลี่ยความพึงพอใจของนักศึกษาสาขาภาษาอังกฤษเชิงธุรกิจหลังเรียน หลังจากที่ได้รับการสอนแบบเน้นประสบการณ์ อยู่ในระดับพึงพอใจมากที่สุด

องค์ความรู้ที่ได้จากการวิจัยนี้ คือ วิธีสอนแบบเน้นประสบการณ์สามารถพัฒนาความสามารถในการพูดภาษาอังกฤษของนักศึกษาภาษาอังกฤษเชิงธุรกิจได้อย่างมีประสิทธิภาพ ในด้านการติดต่อสื่อสาร การเจรจาต่อรองทางธุรกิจระหว่างประเทศ มารยาททางธุรกิจ และการดำเนินงานในบริษัท โดยมีวิธีการสอน 4 ขั้นตอน คือ 1) ชี้แจงงานและกระตุ้นความสนใจในประสบการณ์ 2) สร้างสถานการณ์และดำเนินการตามประสบการณ์ 3) ถามคำถามอย่างกระตือรือร้นและควบคุมกระบวนการประสบการณ์ 4) ให้คำชี้แนะและข้อมูลย้อนกลับแบบสร้างสรรค์ต่อประสบการณ์ที่ได้เรียนรู้ ขั้นตอนการสอนเหล่านี้รวมอยู่ในแผนการสอนและนำไปปฏิบัติในการทดลองวิจัย ซึ่งส่วนที่สำคัญที่สุด คือ ขั้นตอนที่ 4 เป็นขั้นที่ให้ทั้งผู้เรียนและผู้สอนมีโอกาสสะท้อนความคิดและแสดงความคิดต่อผลของประสบการณ์การเรียนรู้ที่ได้จากกิจกรรมการเรียนการสอนในครั้งนี้

คำสำคัญ : วิธีสอนแบบเน้นประสบการณ์, ความสามารถในการพูดภาษาอังกฤษ, ภาษาอังกฤษธุรกิจ

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ABSTRACT

This experimental research aimed to 1) compare English speaking ability of Business English students before and after receiving experiential teaching method, 2) compare English speaking ability of Business English students with the criterion set at 70 % of total score after receiving experiential teaching method, and 3) assess the students' satisfaction in experiential teaching method. The sample was 39 first-year Business English students at Zhou Kou Normal University, Republic of China in academic year 2021, derived from cluster random sampling. The research instruments included 1) five lesson plans based on experiential teaching method with a high level of appropriateness, 2) Business English speaking ability test with the reliability of 0.73, and 3) student satisfaction questionnaire on experiential teaching method. The statistics used for data collection were mean, standard deviation, t-test for dependent samples, and t-test for one sample.

The research findings were as follows. 1) English speaking ability of Business English students after learning through experiential teaching method was significantly higher than before learning at the .05 level (M = 82.97, SD = 9.52). 2) English speaking ability of the students after learning through the experiential teaching method was significantly higher than the 70 % criterion at the .05 level. 3) The mean score of the students' satisfaction after learning through the experiential teaching method was at the highest level.

The body of knowledge gained from this research is that experiential teaching method can efficiently improve English speaking ability of Business English students in terms of communication, international business negotiation, business etiquette, and company administrative work. The teaching method consisted of 4 steps: 1) clarifying the task and arousing the interest in the experience, 2) creating the situation and carrying out the experience, 3) active questioning and controlling the experience process, and 4) providing constructive comment and feedback on the learning experience. These steps of teaching were integrated into the lesson plans and implemented in the research experiment. The most important teaching method is the fourth step of teaching in which teacher and student have an opportunity to give reflection and opinion on the learning experience gained from the learning and teaching activities.

Keyword : Experiential Teaching Method, English Speaking Ability, Business English

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This paper was completed under the guidance of Dr.Phithack Nilnopkoon and Assoc. Prof. Dr.Kanreutai Klangphahol helped me complete the framework of the entire paper, and Dr.Phithack Nilnopkoon helped me complete the final paper. For a period of time, I was behind the schedule. Dr.Phithack Nilnopkoon told me not to worry, calmed my nerves and helped me finish the whole paper. I would not have been able to finish the paper without Dr.Phithack Nilnopkoon's help. Professor's profound professional knowledge, rigorous academic attitude, work style of excellence, tireless teaching noble ethics, simple and approachable personality charm has a profound influence on me.

Xi Qing

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CHAPTER 1
INTRODUCTION

1.1 Introduction

The thought of experiential teaching has a deep historical origin in China. Ancient educators and thinkers put forward the teaching view containing experiential teaching thought with their foresight. In the country in 1999, the fourth work report of the Ministry of Education of China proposed to clarify the role of "experiential teaching method" in education, since the mid 1990s, as in the experiential teaching and research, introducing the concept of the experiential teaching in the teaching application in the field of study is less, mainly in the sports teaching, Simulated situational teaching of spoken foreign language, composition and reading teaching in Chinese teaching , the whole educational circle in China has realized the importance of experiential teaching in our basic education. In 1999, China officially launched the basic education curriculum reform, which aims to change the teaching methods of teachers and the learning methods of students, and to change the single teaching mode centered on receptive learning. In terms of curriculum objectives, all subjects are described according to outcome objectives and experience objectives. Experiential teaching research has been paid more and more attention. (Zhao Zheng and Zhu Wen Qing. 2013)

With the rapid development of social economy, many small and medium-sized export enterprises are facing huge survival pressure in the increasingly competitive environment. In this context, these enterprises increase their own scientific and technological innovation, strengthen brand building, at the same time, through talent competition to increase their core competitiveness. At the same time, the business English personnel with high comprehensive quality and professional ability are favored by import and export enterprises, which poses a challenge to the undergraduate institutions undertaking to cultivate business English talents with high-end skills. In the face of many educational bottlenecks, it is an urgent problem to train practical and skilled business English talents required by enterprises to conform to the direction of foreign trade talent training reform.

There are many problems in Chinese education, An article in China Education News "Exploring the True Meaning of Quality Education" (2018-11-21) said, most undergraduate students lack interest, initiative and planning in learning, and are in a passive accepting position in the process of learning (Zhao Zheng and Zhu Wen Qing. 2013) Therefore, in experiential teaching, cultivating students' initiative and interest in learning is the key, which is conducive to forming lasting learning motivation for students. In addition, in experiential teaching, teachers should cultivate students' learning strategies, that is, cultivate students to acquire methods or skills to improve

learning, and then apply these methods or skills to the actual learning process or language practice, so as to effectively improve learning efficiency. This requires the teacher in the teaching process, according to the students' psychological, physiological characteristics and learning characteristics to develop practical teaching objectives, in the teaching process, actively guide the students to find the problem, the ability to solve the problem. (Gentry, 1990)

1.2 Research questions

1. How is the English speaking ability of business English students before and after receiving Experiential teaching method?

2. How is students' business English speaking ability comparing with the criterion set at 70 percent of full marks?

3. How is the student's satisfaction on Experiential teaching method after receiving Experiential teaching method?

1.3 Research objectives

1. To compare students'business English speaking ability before and after receiving experiential teaching method.

2. To compare students'business English speaking ability   with the criterion set at 70 percent of full marks.

3. To assess the students' satisfaction on experiential teaching method.

1.4 Research hypothesis

1. Students'business English speaking ability after receiving Experiential teaching method is higher than before receiving Experiential teaching method.

2. Students'business English speaking ability after receiving Experiential teaching method is higher than the criterion set at 70 percent of full marks.

1.5 Delimitation of study

Population and sample

The population of this study is first-year business English students of Zhou Kou Normal University in 2020. There are 172 students in total (4 classes)

The sample of this study is 39 first-year business English students of Zhou Kou Normal University, academic year 2021.

Variables

Independent variable is experiential teaching method.

Dependent variable is business English speaking ability

Area of contents: Business English is an undergraduate major of foreign language and literature in general institutions of higher learning.This research uses the experiential teaching mode to improve the English performance and oral English communication ability of first-year college business English students.

The area of contents covers the following topics:

Company

1. Company Profile
2. Company Structure
3. Corporate Culture

The Communication

4. Telephoning
5. Business Meeting
6. Business Contract

Travel and Visit

7. Travel for Business
8. Corporate Hospitality
9. Establishing Business Relationships

Time duration October 15, 2020 - December 15, 2021

1.6 Conceptual framework

Independent variable   Dependent variable

| Experiential teaching method | → | Business English speaking ability. |
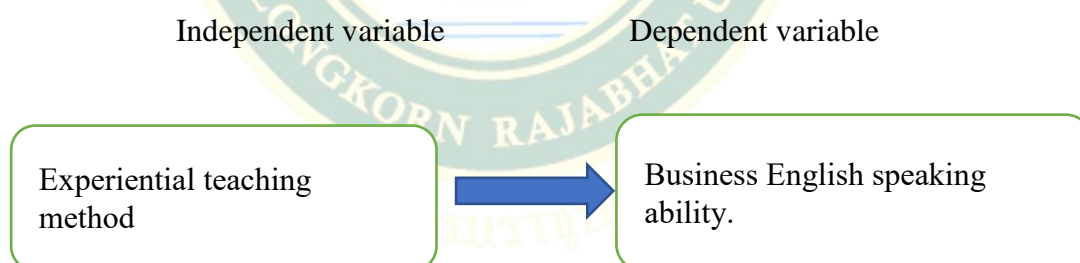
1.7 Operational definition

Experiential teaching method

Experiential teaching method refers to the teaching concept and teaching form that enable students to understand and construct knowledge, develop ability, generate emotion and generate meaning through creating actual or repeated situations and opportunities according to students' cognitive characteristics and rules. Experiential teaching is based on the development of human life, respects life, cares for life, expands life and improves life, and contains high life value and significance. It is concerned not only with how much knowledge and knowledge can be gained through teaching, but also with how the meaning of human life can be manifested and expanded through teaching. Experiential teaching consists of 4 steps of teaching:

1) Clarify the task and arouse the interest in the experience.

2) Create the situation and carry out the experience.

3) Ask questions actively and control the experience process

4) Reasonable comments and feedback of experience results.

Business English speaking ability refers to learning achievement

It cludes knowledge, understanding and oral performance on Business English which can be measured by a test constructed by the researcher.

1.8 Significance of this study

1. This study provides a basis for educational innovation quality. It is the implementation of experiential teaching method.

2. Teachers can apply experiential teaching method to help students learn effectively in class and improve their oral English.

3. This study provides practical guidance for business English teachers in basic education and a guidance framework for business English teachers to improve classroom teaching effects.

Experiential teaching method provide benefits to students in many aspects:

1. Inspire students to actively participate in the class enthusiasm, mobilize students' positive emotional response, let students feel, experience and participate in the class, cultivate students' independent research and analysis ability, rather than mechanically memorize.

2. In experiential teaching, students can really improve their language expression and application ability through practical training of a large number of language activities. The more authentic and richer the experience, the more comprehensive their language development will be. Therefore, real experience activities can stimulate students' initiative and participation in communication, while realistic real scene creation and simulation can stimulate students' interest in language experience.

3. At the same time, the real working language environment in the school-enterprise cooperation environment is crucial for students to acquire the language application ability to express themselves freely. Therefore, on the basis of exploring the experiential teaching method, the author tries to analyze the experiential teaching mode and performance evaluation method under the environment of "the integration of industry and education, and the combination of school and enterprise".

The literature review in this study is related to Experiential teaching method on English speaking ability of business English students of first-year business English student of Zhou Kou Normal University. (Xie Hui, 2008)

CHAPTER 2
REVIEW OF LITERATURE

The second chapter will introduce in detail of business English, Experiential teaching method and its application in business English class, the definition of speaking English ability and its scoring criteria.

This chapter covers the following topics:

2.1 Basic information

    2.1.1 Analysis of Business English

2.2 Experiential teaching method

    2.2.1 Principle, Theory of Experiential teaching method

    2.2.2 Definition of Experiential teaching method

    2.2.3 Teaching process of Experiential teaching method

    2.2.4 Role of teacher and learners in Experiential teaching method \

    2.2.5 Synthesizing of independent variable innovation

    2.2.6 Lesson plan writing

2.3 Dependent variable

    2.3.1 Principle, Theory of speaking English ability

    2.3.2 Definition of speaking English ability

    2.3.3 The importance of speaking English ability

    2.3.4 Components of speaking English ability

    2.3.5 Development/construct the speaking English ability

    2.3.6 Measurement and evaluation of speaking English ability

2.4 Dependent variable

2.5 Related research

2.1 .Basic information

2.1.1 Analysis of Business English

The business activities that people do in China are called business English. The research direction of business English is business activities, which is based on English linguistics. In the late 1970s, China used business English in foreign trade, so there is another name is foreign trade English. Now gradually globalization of economic development, China's foreign economic relations is becoming more and more close, in many ways, such as economy, education, culture, science and technology have cooperation and exchanges, the design aspects of the business English now is also very wide, not only used in foreign trade business English, it also involves various fields, can use English in any external exchanges.

Nowadays, the world's common language is English, with the continuous development of economic globalization, people pay more and more attention to the

use of business English, also want to have a business going for effective economic and trade with other countries, and only rely on English communication is not enough, so business English gradually formed an independent discipline, doing some English native country, a lot of business in institutions of higher learning are opened Business English discipline, many universities have opened indicated the corresponding test, such as living in Britain, the university of Cambridge, Oxford University has launched a business English exam, so also in the United States, Harvard University, Stanford, Berkeley have opened the corresponding business English course, at Princeton university has formed an international trade center for the exam system, it seems that business English plays a very important role in economic communication nowadays. Since China joined the world trade organization, more and more foreign companies come to China open company, China's enterprises with foreign economic exchanges and trade also more and more frequent, the demand for business English professionals also grow, there are more and more enterprises demand for talent requirements, not only needs a single language graduate. We should strive to cultivate interdisciplinary talents, so that they can adapt to the development of social and economic market. Our country has gradually set up business English major in many colleges and universities. (Hong Wei, 2008)

2.2 Experiential teaching method
2.2.1 Principle, Theory of Experiential teaching method

The basic meaning of experiential teaching method is in the process of traditional classroom teaching, in order to achieve a specific teaching objectives, teaching requirements as a starting point, imports, create and design the teaching contents and conforms to the atmosphere, can effectively help students understand the learning content, and use it to better applied to the actual content in the process of communication, promote harmonious all-round development of students' psychological functions. This teaching method is to strengthen the interaction between teachers and students through emotional experience to create interactive forms of interaction, has a positive effect. Experiential teaching method is rooted in experiential learning theory. Experiential learning not only emphasizes that students use their brains to think, but also requires them to see with their eyes, do with their hands, speak with their mouths, experience with their own hands and experience with their hearts. Because cognition and concept are acquired through experience, the result of experience cannot be obtained if there is no interaction between subject and object.

The Constructivism Theory. Constructivism is an important branch of cognitive learning theory. It is the result of the deepening study of the cognitive law of human learning process. It is the further development of behaviorism. The main points of its teaching theory are: 1 learner are not passive acceptance of information and the learning process is the learners according to their need's interests, love the use of the

original cognitive structure (knowledge and experience) on the external information to take the initiative to choose and the process of processing. Knowledge is the unity of each learner through learning. Students who are not passive stimulators of external stimuli are active constructors of cognitive subject and intellectual meaning. The ultimate result of this active and independent construction is the gradual reduction of the control from the teacher, the student's self-control learning ability. »Interaction is an important means of building meaning. Twenty-five percent of the teachers acted as mediators in the teaching process, is the student to achieve the goal of learning "one of the tools", so the role of teachers can't be ignored Teachers not only impart knowledge, but also play the initiative of students to stimulate the potential of learning and intrinsic motivation to help students automatically build knowledge. In short, the constructivist teaching theory is very profound and comprehensive interpretation of the "College English teaching requirements". (Wang Xingsun, 1997)

Student-Center Theory. "Student-centered" is the teaching principle proposed by the communicative language teaching method. It embodies the teaching thought of the student's subject theory, that is, in the teaching, the student is the subject and the teacher is the leading. Nunan argues that "learner-centered curricula rely on the joint efforts of teachers and learners. Learners should be actively involved in determining the content of teaching and how to teach." Taking into account the factors of students in foreign language teaching, social factors and second language the student-centered classroom activity is not to let the students' free activities, students to complete the earning process, but teachers for students to create a learning environment, according to the content of the design of different tasks, to guide students to complete learning tasks.

This experiential teaching model is the practical reflection of constructivist learning theory student center theory and autonomous learning theory. It emphasizes learners, with the help of teachers and learning partners, constructs language meaning autonomously, learns language in the process of using language, and emphasizes learner's ability to cultivate autonomous learning ability. Its classroom activities reflect the learner's dominant position and the real needs of communication. (Xie Hui, 2008)

2.2.2 Definition of Experiential teaching method

Various terms have been used to label the process of learning from experience. John Dewey discussed "learning by doing," while Wolfe and Byrne (1975) used the term "experienced-based learning." The term "trial and error" learning is used to explain inductive learning processes. The AACSB(The Association to Advance Collegiate Schools of Business) Task Force (1986) used the term "applied experiential learning," combining the learning from the "real-world" Situation with the necessary condition of the application of concepts, ideas and theories to the interactive setting. The term "experiential learning" will be used here, but it is intended to cover the same domains as the other terms.

The AACSB Task Force defined applied experiential learning as: A business curriculum-related endeavor which is interactive (other than between teacher and pupil) and is characterized by variability and uncertainty.

Most discussions of the concept by ABSEL participants have referred to the original (to ABSEL) definitional work by Hoover (1974) at the first ABSEL conference. He drew upon the work of Rogers, who defined the essence of experiential learning as: It has a quality of personal involvement-the whole-person in both his feeling and cognitive aspects being in the learning event.

Using this definition as a springboard, Hoover (1974) made the point that experiential learning involves more than just the cognitive learning generally stressed by management education. In addition to the affective domain mentioned by Rogers, Hoover also stressed the learning of behaviors. In a subsequent paper, the following definition of experiential learning was given: Experiential learning exists when a personally responsible participant cognitively, affectively, and behaviorally processes knowledge, skills, and/or attitudes in a learning situation characterized by a high level of active involvement.

Discussion leading to Hoover's definitions used phrases such as "participative," "contact with the environment," "an] attempt to combine the what is Experiential Learning? 11 processes of learning with the content of learning," and emphasis on "the 'how' as well as the 'what' of the instruction or training."

Comparison of the AACSB definition and that by Hoover and Whitehead shows that neither is comprehensive. Before discussing the components involved in either or both definitions, it will be beneficial to discuss the overall experiential learning task structure proposed by Wolfe and Byrne (1975). They state that experientially-based approaches involve four phases: design, conduct, evaluation, and feedback.

Design. This phase involves the upfront efforts by the instructor to set the stage for the experience. Included in this phase are the specification of learning objectives, the production or selection of activities for participants, the identification of factors affecting student learning, and the creation of a scheme for implementation. Thus, this phase is critical for the "applied" part of the AACSB's applied experiential learning; the theoretical base is laid so that the participant can view the experience in the desired context.

Conduct. This phase involves maintaining and controlling the design. The design phase may include the creation of a timetable for the experience, but the conduct phase involves the altering of the original timetable and activities to sustain a favorable learning environment. The important implication of this phase is that the experience is a structured and closely-monitored one.

Evaluation. To be sure, evaluation is conducted by the instructor. But the emphasis here by Wolfe and Byrne is on the provision of opportunities for students to evaluate the experience. Participants should be able to articulate and demonstrate

specific learning gained from the design and conduct of the experience.

Feedback. Wolfe and Byrne point out that feedback should be an almost continuous process from the pre-experience introduction through the final debriefing. Included is the monitoring of the process by the instructor in order to foster positive aspects and eliminate those features that are negative. One possible concern in this phase is whether students should have the opportunity to fail. To the extent that we learn from our errors, the freedom to fail may be encouraged. On the other hand, if the experiential exercise involves a business client (such as in a small business case), failure can affect the business school's reputation negatively.

Learning will be best facilitated when all four phases (design, conduct, evaluation, and feedback) are present and repeated over time. Such a process. (Gentry 1990)

2.2.3 Teaching process of experiential teaching method

International trade is one of the most important business activities. Almost all business activities are conducted around international trade, negotiation and international trade are inseparable. Students need to understand and master the connotation and use of letters of credit; be familiar with certain negotiation methods and terms. The following are the steps of implementation:

1. Introduction of relevant professional knowledge

The core of this unit is the mastery of international trade negotiation skills and vocabulary. Only on the basis of understanding relevant international trade background knowledge, can we better master relevant language skills. In addition, the Reading part of this unit also starts with a business letter about letter of credit, requiring students to understand the connotation of international trade knowledge carried by English, which lays a good foundation for professional language learning. Payment by letter of credit is the most important issue in the international trade process. For second-grade students who have not yet offered business courses, the introduction of background knowledge of international trade plays a key role in understanding and mastering the key points and difficulties of this unit. The main content of background knowledge is commonly used international trade terms and international trade process. The explanation methods adopted are language description, blackboard drawing (as shown in Figure 1 and 2 below), PPT presentation and scenario simulation experience. Think of the class and the teacher as buyers and sellers in an international trade. Under the guidance of teachers, create an experience atmosphere, stimulate students' independent thinking ability, according to the principle of profit maximization from the perspective of their own company (virtual), lead students into a virtual international trade process situation, in a flexible way to understand the various links of an international trade transaction.
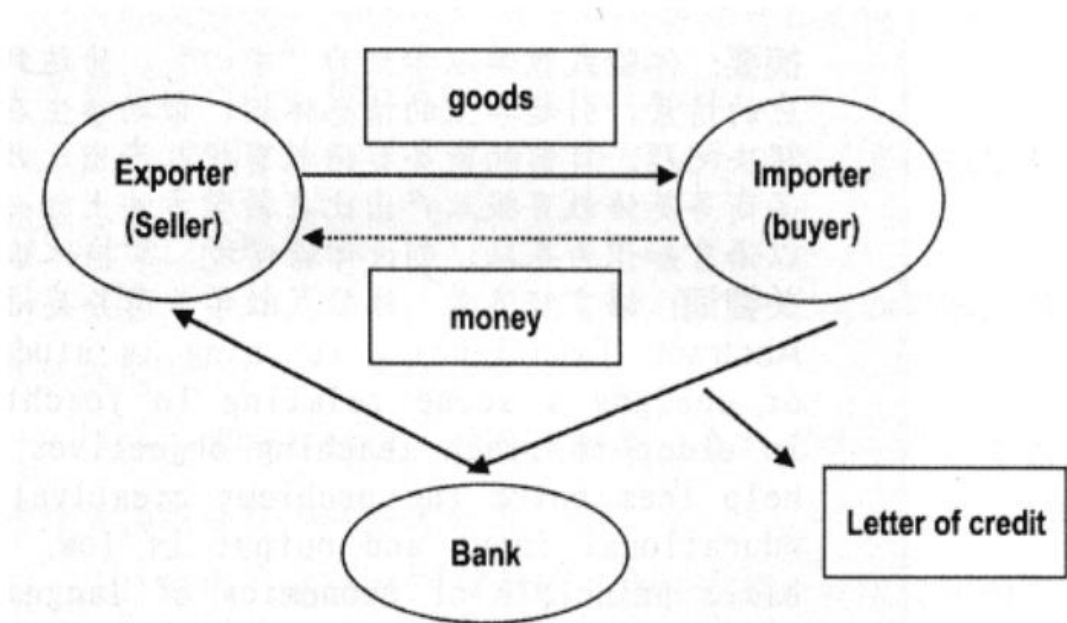
Figure 1 International Trade flow 1 (Andersen, 1993)
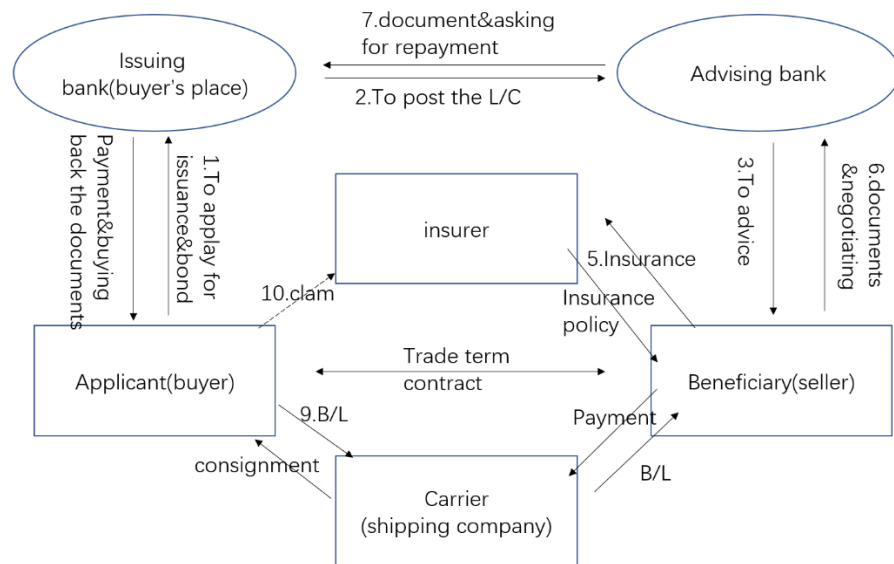
Figure 2 International Trade flow 2 (Andersen, 1993)

2. Review and reserve grammar knowledge

In this unit, the content of the language review section is conditional sentences. In the skills section, the emphasis is on training students' negotiation skills

and terms. The conditional sentence is the most frequently used sentence pattern in international trade negotiations. To explain this key knowledge to students clearly before group activities is an important guarantee for the smooth progress and good results of the experience activities. In terms of operation, this part starts with learning a section of listening material about trade negotiations. In this process, students are encouraged to find out and sort out the basic meaning, composition and usage of conditional sentences by themselves, so as to construct English language knowledge independently. Finally, teachers make key summaries. Then, the teacher introduced to the students the following links in the negotiation process: Starting, Exploring positions, Making offers and Concessions, Checking Understanding, Refusing an offer and can soon bring an early world Offer Playing for time, Closing the deal; On the basis of a simple explanation of the relationship between each link, explain to the students clearly the language often used in each link. Finally, teachers should help students to transform the language knowledge at the cognitive level into their own psychological language, which can be understood

Use the Role Play activity to do this. It is clearly informed that the purpose of role-playing activities is to experience and apply the above knowledge. Therefore, students are required to apply the previous knowledge as much as possible in the process of Role play activities. (Cui Jie, 2009)

3. Implementation of experiential group teaching activities

(1) Clarify the task and arouse the interest in the experience.

(2) Create the situation and carry out the experience.

(3) Ask questions actively and control the experience process.

(4) Reasonable comments and feedback of experience results. (Luo Jing.2011)

4. Reasonable comments and feedback of experience results

Before the start of the experience, I prepared a recording pen and recorded the whole process. During the process of the activity, the performance of each group was observed and recorded as the basis for feedback. It should be noted that the comments should be objective, and the highlights should be affirmed and praised; the common problems of each group are pointed out clearly, and corresponding improvement suggestions are given. Reasonable comments are conducive to encouraging students to give full play to their subjective initiative and improve their learning initiative, participation and creativity (Luo Jing, 2011).

2.2.4 Role of teachers and learners in experiential teaching method Roles of teachers:

1) Clear the task and arouse the interest of the experience Group case study activities. The teacher assigns the task to the students one week before the start, so that the students are fully prepared. Before the formal assignment, the teacher played a video of two multinational companies negotiating in a certain movie and TV show. The teacher led the students to make a brief analysis of this

video. In the process of analysis, the teacher constantly reminded the students to review the basic knowledge of international trade and negotiation terms explained previously, so that the students could experience the fun of combining theory with practice and stimulate their interest. Then, the teacher will arrange the tasks that the students will experience, give the necessary tips on the content of the tasks, and clarify the information in the case. On this basis, teachers should also put forward specific requirements and suggestions for the form of activities.

(2) Create situations and implement experiential activities the teacher carefully observes the students' speeches and corrects their oral mistakes.

(3) Take the initiative to ask questions and control the experience Teachers should intervene and control the activity process to a certain extent. Experiential teaching emphasizes student-centered, but this does not mean that students are completely dependent on the so-called "experience". Students are the main body of the experience process, and teachers should play a positive guiding roleIf teachers can control the process of experience, this situation will be greatly improved. At the beginning of assigning tasks, the teacher made it clear to the students that after the experience activities of each group, the teacher would be responsible for the negotiation content, put forward one or two questions to each group according to the situation, and the teacher would randomly select who would answer the questions.

(4) Reasonable comments and feedback of experience results Teachers' timely comments are an important way for students to understand the relevant situation. Therefore, teachers should experience students' ability to use relevant language, negotiation methods and strategies, and use relevant knowledge to solve problems and carry out communication activities Make appropriate comments on innovation, team work spirit and other relevant aspects, and give timely feedback to students. Before the beginning of the experience, the teacher prepared a recorder and recorded the whole process. In the process of activities, the performance of each group was observed and recorded as the basis for feedback. It should be noted that the comments should be objective, and the highlights should be affirmed and praised; the common problems of each group are pointed out clearly and corresponding improvement suggestions are given. (Luo Jing, 2011)

Roles of students:

1) Clear the task and arouse the interest of the experience the whole class is divided into 6 to 7 groups, with 4 to 6 students in each group. The group is divided into two teams: seller representative and customer representative; the negotiation process is clear and the result is clear; · after the negotiation, submit written assignments in small groups. · Use of auxiliary materials and visual teaching AIDS · each group should keep a record of the negotiation process, especially the key links, to facilitate the formation of written work.

2) Create situations and implement experiential activities Before the formal presentation in group form, virtually every group has already discussed and

practiced after class, that is to say, students have basically carried out the initial learning experience on their own. In class, each group took turns to demonstrate the negotiation process, and each group made exquisite PPT according to the content of the negotiation. In terms of content, the students not only fully demonstrated the main negotiation links, but also consciously practiced the abstract professional theories of international trade, negotiation methods and English language knowledge introduced in the activity before through repeated activities after class and during class.

3) Take the initiative to ask questions and control the experience each member of the group, answer the teacher's questions. Take the initiative to participate in the experience, and become an organic part of the experience.

4) Reasonable comments and feedback of experience results. (Cui Jie, 2009)

2.2.5 Synthesizing of independent variable innovation

Experiential learning, know-how and learning by doing

Following Kayes (2002) at the managerial level, experiential learning theory is focused on how managers are actually able to absorb and transform new experiences into critical knowledge assets, and how such experiences hence enhance their levels of fulfillment, motivation, or performance. Applying this framework to the classroom context becomes fundamental while attempting to provide students with key practice-based knowledge and learning by doing insights.

Katula and Threnhauser (1999) label experiential learning to refer to the learning "process that takes place beyond the traditional classroom and that enhances the personal and intellectual growth of the student. Such education can occur in a wide variety of settings, but it usually takes on a learn-by-doing aspect that engages the student directly in the subject, work or service involved". Kolb and Kolb (2005, p. 193) quote John Dewey's reflection on the need to foster experiential learning in education: "There is a need of forming a theory of experience in order that education may be intelligently conducted upon the basis of experience".

One of the most remarkable models on the field of experiential learning, perhaps the best developed one is Kolb's (1984) experiential learning theory (ELT). Kolb's model relies on the prior related works of 20th century noteworthy academics (i.e., John Dewey, Kurt Lewin, Jean Piaget, William James, Carl Jung, Paulo Freire, Carl Rogers and others), which had previously highlighted the key role of experience in the process of human learning (Armstrong & Mahmud, 2008). Under such framework, experiential learning is described as: "the process whereby knowledge is created through the transformation of experience (Kolb, 1984). Hence, knowledge arises from the combination of the individual's reflecting, grasping and transforming new and prior experiences.

Kolb's theory lucidly points out that to become an effective learner a person ought to respect the following process: thinking, feeling, perceiving and behaving. Firstly, the individuals must perceive information and reflect on how it

might impact on some aspects of their life. This entails integrating this information with its own experiences and knowledge bases. Following Kolb and Kolb (2005) individual learning involves further more than the mere seeing, hearing, moving, or touching. In other words, it is critical to integrate what the learner senses, and thinks with what he or she actually knows and feels. One of the key features of this learning approach is that "learning results from synergistic transactions between the learner and the environment" (Kolb & Kolb, 2005). Thus, learning is a holistic process of adaption to contextual changes, trends, and circumstances that shape individual experience. (Andersen, 1993)

2.2.6 Lesson plan writing

Principles of lesson planning:

(1) The principle of subjectivity. Students are the subjects of education, development and experience. Teachers should change from simple knowledge imparting to the guide and organizer of students' learning activities. Teacher should respect students' main body status and mobilize their inner motivation.

(2) The principle of activity. Through a variety of teacher-guided teaching activities to achieve. Activity is the medium between teaching and learning. In experiential teaching, students should be directly involved in thematic activities, games and other practical activities. Students gain a great deal of knowledge and experience through continuous participation in activities over a long period of time. Teachers should integrate the process, methods, skills and knowledge of activities according to the teaching content, create appropriate situations for students and guide students to actively participate in activities.

(3) The principle of inquiry. Guiding students to explore is an effective form of practical experience theory. "Experiential teaching" emphasizes students' exploration activities and advocates exploratory learning. Let students in the curriculum field or real life scenarios, through teacher guidance, group cooperation, individual research and other organizational forms, to cultivate students' oral English ability. (liwen, 2015)

The lesson plan consists of four parts:

(1) Clear tasks and arouse interest in an experience

The group case study activity in this unit is a trade negotiation activity between an electric guitar seller and a buying customer. The teacher assigns the task to the students one week before the start, so that the students are fully prepared. Before the formal assignment, the author played a negotiation video between two multinational companies in a certain film and television work to students. This section of the bridge link, real wonderful. After the students see the general feeling is not enough. On this basis, the teacher led the students to make a brief analysis of this video. In the process of analysis, the teacher constantly reminded the students to review the basic knowledge of international trade and negotiation terms explained previously, so that the students could experience the fun of combining theory with

practice and stimulate their interest points. Then, the teacher arranged the tasks that the students would experience, gave the necessary tips on the contents of the tasks, and clarified the following information in the case.

A) Case content -- Trade Negotiation;

B) Key points of negotiation -- Product quality, price, payment, guarantee, delivery, discount exclusivity and transport;

C) Task requirement -- Oral form: Trade Negotiation between two teams; Written form: a fax summarizing the points agreed during the negotiation, indicating any terms of the contract requiring discussion or clarification.

On this basis, teachers should also put forward the following specific requirements and suggestions for the form of activities.

A) Form requirements --

The whole class is divided into 6-7 groups, with 4-6 students in each group. The group is divided into two team including seller representative and customer representative; Clear negotiation process and clear results; after the negotiation, submit written assignments in small groups.

B) Reference Suggestions

Appearance of negotiators · Use of auxiliary materials and visual teaching AIDS · Each team should record the negotiation process, especially the key links, in order to facilitate the formation of written assignments. In this way, the specific tasks are clear, and the situation to be experienced by students is basically predetermined, which stimulates students' interest to a large extent. After the task is clear, it is obvious that students generally feel a sense of wanting to try, and the desire to participate is aroused.

(2) Create situations and implement experiential activities

Before the formal presentation in group form, virtually every group has already discussed and practiced after class, that is to say, students have basically carried out the initial learning experience on their own. In class, each group takes turns to demonstrate the negotiation process. Formally, many groups dress formally, with students wearing white shirts and dark suits. Many female students also wear high-heeled shoes that they don't usually wear. Students made business cards and contracts by themselves. Some groups brought real guitars as samples, while others made their own samples out of raw materials such as colored cardboard. Each group made an exquisite PPT with the content of the negotiation. Content, the students will not only the main negotiating session a complete show, what some team designed the telephone communication, reception and accommodation arrangements, totem of link, is the most valuable, in the sectors of the English expression, are widely used in this unit are studied before related to language and language expression. Through such activities, students' independent learning ability can be exercised. Students consciously practiced the abstract international trade professional theories, negotiation methods and English language knowledge introduced in the activities before by repeating the activities after

class and during class. In addition, the students' spirit of teamwork and mutual assistance is also cultivated.

(3) Take the initiative to ask questions and control the experience

In order to ensure that the experience activities can proceed smoothly as expected, teachers should intervene and control the activity process to some extent. Experiential teaching emphasizes student-centered, but this does not mean that students are completely dependent on the so-called "experience". Students are the main body of the experience process, and teachers should play a positive guiding role. Students, as the subject of the experience, are extremely interested in the simulated negotiations, but the whole experience of the activity

Students do not use their mother tongue in the process. Due to the limited language level of students, their language expression is more influenced by the thinking of their mother tongue. In addition, due to the lack of professional business knowledge of students, the elaboration of some problems is not deep enough. There are also some students who only "participate" in the final activity because of the gap between their English level and group members, and it is difficult to know how much "participate" in the preparation stage of the activity. If teachers can control the process of experience, this situation will be greatly improved. At the beginning of assigning tasks, the author made it clear to the students that after the experience activities of each group, the teacher would be responsible for the negotiation content and put forward one or two questions to each group according to the situation, and the teacher would randomly choose who would answer the questions. In this way, each member of the group, realizing that they are likely to be asked questions, will observe carefully, think positively, take the initiative to participate in the experience, and become an organic part of the experience.

(4) Reasonable comments and feedback of experience results

The end of experiential activity itself is not the end of experiential teaching. Students should be able to understand the effect of the whole experience in a timely manner after the completion of the participation. Teachers' timely comments are an important way for students to understand the relevant situation. Therefore, teachers should experience students' ability to use relevant language, negotiation methods and strategies, and use relevant knowledge to solve problems and carry out communication activities.

Make appropriate comments on innovation, team work spirit and other relevant aspects, and give timely feedback to students. Before the beginning of the experience, the author prepared a recorder and recorded the whole process. In the process of activities, the performance of each group was observed and recorded as the basis for feedback. It should be noted that the comments should be objective, and the highlights should be affirmed and praised; the common problems of each group are pointed out clearly and corresponding improvement suggestions are given. Reasonable comments are conducive to motivating students to exert their subjective initiative and

improve their initiative, participation and creativity in learning. ผิดพลาด! ไม่พบแหล่งการอ้างอิง (Andersen, 1993)

2.3 Dependent variable:

Learning achievement of business English students

Students' learning achievement of business English: Theoretical knowledge of business English, Focus on speaking English ability.

Speaking English ability:

Speaking English ability is defined as skills that enable us to communicate effectively in business English. They allow us to convey information orally in a way that the listener can understand.

2.3.1 Principle, Theory of business English speaking ability

It is a common desire for all of us to speak a second language well. To do this we need to know what skills are required to become a good speaker:

FLUENCY. Fluency is about how comfortable and confident you are in speaking English. If you can speak for an extended period of time, that is an indicator of strong fluency. It is also about showing a clear connection between each point that you are trying to make. This skill means that the listener can follow what you are saying and does not get lost.

VOCABULARY. Of course, if you don't have the words to say what you want to say, then you cannot say it. Being a good speaker means constantly growing your vocabulary. The more interesting words you know, the stronger you're speaking skills. The best way to grow your vocabulary is to read in English and make a note of any new words that you encounter in a vocabulary notebook.

GRAMMAR. Grammar does matter and the fewer mistakes you make, the better your speaking skill will be. However, do not worry about making mistakes either! A good speaker does not have to use perfect grammar. Certainly, though, it is a good idea to make sure that you have mastered the major tenses.

PRONUNCIATION. Pronunciation is a complex area, with a lot of sub skills that can be practiced. The basic rule of thumb is that an average speaker can speak and be understood. A skilled speaker can use the sub skills of pronunciation to emphasize and make the communicative effect of their speech more impactful. The sub skills of pronunciation include: word and sentence stress, intonation, rhythm and the use of the individual sounds of a language. A good way to practice your pronunciation is to copy! Simply listen to how someone with good pronunciation speaks, and try to imitate them as closely as possible. (Gatignon, & Anderson.1988)

2.3.2 Definition of speaking English ability

Spoken English, says linguist David Crystal, is "the more natural and widespread mode of transmission, though ironically the one which most people find much less familiar--presumably because it is so much more difficult to 'see' what is happening in

speech than in writing" (The Cambridge Encyclopedia of the English Language, 2003).

2.3.3 The importance of speaking English ability

In this era of globalization, earth-shaking changes have taken place all over the world. These great changes occur when people have a strong desire to achieve something. When people clearly express their thoughts and opinions to others, their wishes will be fulfilled. Therefore, they need to learn communication skills to achieve their ambitions, wishes and goals. In this modern world, communication skills play a vital role, and these skills must be mastered to be successful in their respective fields. Therefore, in order to communicate well in this globalized world, speaking is the most important skill among all four language skills. Since English is widely used around the world, learners need to master English communication skills in order to succeed in their respective fields. Therefore, the classroom is an ideal platform for obtaining good communication skills, especially oral skills. Teachers must understand the problems of ELLs (English learners) and try to implement various teaching strategies in the classroom to develop students' oral skills in English classrooms. This is possible for teachers when teachers change methods and materials and use the latest oral teaching techniques. Therefore, teachers should introduce some group and pairing activities into their regular English classes so that ELLs can greatly improve their oral English skills.

English is widely used around the world and has gained the status of a global language. English is a widely used language in scientific research, education, business, Internet, tourism, media, software, medicine, engineering, information technology, entertainment, banking and other fields. English is the language mainly used for business correspondence and Internet purposes. It is the only main language for writing scientific research articles, as more than 85% of research publications are in English. It is an international language used for trade and commerce. Even in the IT field, most programmers are written in English, and even they communicate in English with colleagues or other software professionals working around the world. In addition, most books related to higher education are published in English. Due to several advantages of English, many people are learning English in order to achieve fruitful results in their respective fields. Basic English Language Skills Because English serves the purpose of international communication, most foreign language learners try to learn it. In this process, they must master all four basic skills of language, namely. Speaking and writing. Listening and reading are passive skills or receiving skills, while speaking and writing are active skills or production skills.ผิดพลาด! ไม่พบแหล่งการอ้างอิง (Xiao Wen & Chen Yijun, 2008)

2.3.4 Components of speaking English ability

1. Pronunciation

Pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words.

From that statement can be concluded that pronunciation is the way for students to produce the utterance words clearly when they are speaking (Kline, 2001). English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to learning and practicing the specifically English way of making a speaker's thoughts easy to follow (Gilbert, 2008).

Moreover, pronunciation includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact (Fraser, 2001). Based on the statement above can be concluded that Pronunciation includes many aspects that include articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact

2. Grammar

Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language (Purpura, 2004). Moreover, the other definition of grammar stated by Greenbaum and Nelson (2002) argue that Grammar refers to the set of rules that allow us to combine words in our language into larger units.

The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language (Harmer, 2001). Thus, from the statements above can be concluded that the function of grammar is to arrange the correct meaning of sentences based on the context; in addition, it is used to avoid misunderstanding in each communicator.

Moreover & Nelson (2001) states that grammar is the study of how words combine to form sentences. Thus, from statement above can be concluded that grammar is a rule that is needed for the students to combine correct sentences in conversation both in written and oral forms. Grammar refers to the fundamental principles and structure of the language, including clear and correct sentence construction and the proper forms of words (Batko, 2004).

3. Vocabulary

Vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and function we may have learnt for comprehensible communicative. It can be said that one key the success in communicative, which is the power of words.

Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies we will be easier to express our ideas, feeling and thoughts both in oral or written form. In spoken language, the vocabulary tends to be familiar and everyday (Turk, 2003:87). It means that in spoken language or speaking, the vocabulary used must be very familiar and it

is used in everyday conversation in order to understand the spoken discourse. Vocabulary is a basic building block of language learning. Students need to know words, their meanings, how they are spelt and how they are pronounced. Thus, when teaching vocabulary, the teachers have to make sure that they explain the meaning as well as the spelling and pronunciation. Vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and written.

Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Written vocabulary consists of those words for which the meaning is known when we write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, written vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary (Hiebert and Kamil, 2005).

Moreover, Vocabulary is a set of lexemes including single words, compound words and idioms (Richards and Schmidt, 2002).

4. Fluency

Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. The teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation.

5. Comprehension

Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher. Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks (Cohen et al., 2005).

Therefore, in speaking can be concluded that the comprehension refers to the speakers' understanding about what are they saying to the listeners in order avoid misunderstanding information; in addition, its function is to make the listeners easily to catch the information. (Marschak, 1965)

2.3.5 Construction of the speaking English ability

Learners can practice and develop oral English skills in many ways. Here are some possible ideas:

1. Under the guidance of the teacher, learners listen to every sentence of the English speech (dialogue and narrative text, accompanied by a transcript). It is helpful for English learners to read each sentence aloud and compare their pronunciation with that of

the narrator. Teachers can ensure that learners clearly understand everything in each sentence in terms of pronunciation, vocabulary and grammar.

2. The teacher helps the learner practice a speech on a topic (as close as possible to the content of the original text dialogue or narrative text: imitating the dialogue (role play) and narrating the text on the topic). Teachers can write keywords and phrases, or main ideas as a plan, or questions that the learner previously listened to in a conversation or text, making it easier for the learner to tell the content of English. The important thing is to compare what they say is the report card. For learners, it is a good idea to record their speech with audio and compare it with the original recording. For learners, the most important thing is to speak English and check the text transcript for any mistakes in speaking. There are English dialogue books and websites, subject dialogues and narrative/information texts for various subject exercises to speak in English.

3. It is useful for teachers and learners to prepare potential questions and answers, provide useful content on daily topics, and practice speeches. In order to express a specific idea in different ways, they can ask several potential questions and answers at a certain point in the speech activity. There are some oral English activity books for teachers to use in the classroom, including imitation dialogue (role play), ready-made questions, the latest relevant content of daily life, narration/storytelling, talking points, discussion questions, games, etc. (Demo, 1989)

2.3.6 Measurement and evaluation of speaking English ability

Assessment of speaking requires assigning numbers to the characteristics of the speech sample in a systematic fashion through the use of a scale. A scale represents the range of values that is associated with particular levels of performance, and scaling rules represent the relationship between the characteristic of interest and the value assigned (Crocker & Algina, 1986). The use of a scale for measurement is more intuitively clear in familiar domains apart from language ability. For example, we can measure weight very accurately. While the use of pounds or kilograms is usually sufficient for measuring the weight of adults, when measuring babies, we move to smaller and more precise units— ounces or grams. The characteristics of the objects measured and our need for accuracy determine the units of measurement selected, and, in turn, scaling rules describe the units of measurement we employ.

Measurement of a speaking performance, however, requires a different kind of scale, such as those used in rating performance in sports competitions. For example, the quality of a figure skater's performance in the Olympics is based on rank; there is no equal-interval unit of measurement comparable to ounces or pounds that allows precise measurement of a figure skating performance. Likewise, assessing speaking is generally considered an endeavor that ranks students into ordinal categories (often referred to as vertical categories) similar to bronze, silver, or gold; short, medium, and tall; third, second, or first— more familiar in instructional contexts involving language as beginning, intermediate, and advanced.

Such a global assessment of performance would result from the use of a holistic scale. To clarify what such a global assessment means, the abilities associated with scale levels are represented by level descriptors which represent a qualitative summary of the raters' observations. In order to facilitate description, benchmark performances are selected to exemplify the levels and their descriptors. Such descriptors are typically associated with, but are not limited to, descriptions of the following components of a speaking performance at different levels of the scale: pronunciation (focusing on segmentals); phonological control (focusing on suprasegmentals); grammar/accuracy (morphology, syntax, and usage); fluency (speed and pausing); vocabulary (range and idiomaticity); coherence; and organization. If the assessment involves evaluation of interaction, the following may also be included: turn-taking strategies, cooperative strategies, and asking for or providing clarification when needed. (European, 1996)

2.4 Dependent variable
2.4.1 Definition of learning achievement

Learning achievement is the level of student success in learning the subject matter in schools that are expressed in the form of scores obtained from the results of tests on a particular subject matter. Learning achievement is the acquisition of knowledge or skills that are developed by subject matter, usually indicated by test scores or numerical value is assigned by teachers. Based on the understanding that it can be concluded that learning achievement is the success rate of students in schools that are expressed in the form of a numerical value.

Learning achievements may be affected by several things, that in general the factors that could affect the achievement of this study are grouped into two: internal factors and external factors.

1. Internal factors are factors present in individuals who are learning such as: a. Physical factors, including. Psychological factors, including. Fatigue factor

2. External factors a. family circumstances. State schools. The state of society (Yu, mingde, 1995)

2.4.2 The importance of learning achievement

Using data to improve student achievement is an important step often implemented by educators. By measuring student achievement, educators can track success as well as failures. These methodologies are used to devise strategies to improve student achievement and are an integral aspect to the education process. For those interested in ways to improve student achievement, tests and other forms of measurement are invaluable. There are many aspects that help learners reach their student achievement goals. Whether the educator wants to increase student achievement or track learning, testing, and other tools must be used. Once educators understand areas that may be lacking, they can begin to increase student achievement

through a variety of methods.

Various strategies to improve student achievement include memory tricks, addressing psychological factors such as emotional issues, panic, or fear that may hinder learning, and boosting confidence to improve self-esteem and motivation. By using data to improve student achievement, educators and parents can track the progress learners have made. It is often by measuring student achievement, that learners increase in their self-esteem and confidence and begin to recognize their objectives can be achieved. By reaching student achievement goals, objectives can be reached and a lifelong love of learning can be enjoyed.

2.4.3 Components of learning achievement

"Evaluation on knowledge 20%.Evaluation on skills 80%.". On this basis, at the end of the course, students are assessed comprehensively. Students who have innovation in study and application should be given special encouragement and special marks to comprehensively evaluate students' abilities. Through this teaching mode, teaching design and assessment methods can better complete the teaching objectives of this course.

Conclusion: The learning achievement covers two aspects of educational evaluation as follows.

1. Knowledge: Evaluation on knowledge about 20 percent.

2. Skill: Evaluation on skills about 80 percent.

2.5 Related research

1. Shen Beifen (2001) conducted a study at Experiential teaching for hotel management specialty. Research objective: To compare students' learning achievement before and after receiving Experiential teaching method.The sample of this study was 62 Students of Ningbo Vocational and Technical College. Research method: Experiential teaching method.Experimental design: One group pretest posttest design Research finding : The application results of the experiential teaching are obvious, and the scores of the students of the hotel management professional courses are improved.

2. Li Hong (2015) conducted a study at experiential approach to English teaching. Research objective: To compare students' English learning achievement before and after receiving Experiential teaching method. The sample of this study was 42 Students of Liaodong University. Research method: Experiential teaching method. Experimental design: Two groups, experimental group control group design Research finding : Experiential teaching method has achieved remarkable teaching effects. Students' satisfaction with English writing teaching has been significantly improved, and students' English writing level has been significantly improved, with high scores in CET-4 and CET-8.

3. Tang Fangli (2013) conducted a study on A Study on college English

Cultural Experience Teaching Model. Research objective: To compare students' English learning achievement before and after receiving Experiential teaching method.The sample of this study was 33 Students of Hunan University of Arts and Sciences. Research method: Experiential teaching method. Experimental design: One group pretest posttest design Research finding : Students' learning enthusiasm has been improved, and their vocabulary and English expression ability have also been improved.

4. Li Gaiqin (2016) conducted a study using Experiential Teaching mode and Chinese Teaching. Research objective: To compare students' Chinese learning achievement before and after receiving Experiential teaching method.The sample of this study was 67 Students from Zhejiang University of Media and Communication. Research method: Experiential teaching method. Experimental design: One group pretest posttest design Research finding : The learning results are good, the students' enthusiasm for learning has improved, and their Chinese test scores have also improved.

5. Lu Tian (2012), conducted a research using "Situational Experiential Teaching Model" in Primary School English Teaching. Research objective: To compare students' English learning achievement before and after receiving Experiential teaching method.The sample of this study was 43 Students from the Department of Education, College of Educational Science and Technology, Datong University. Research method: Experiential teaching method. Experimental design: Two groups, experimental group control group design Research finding: The effect of English teaching in primary schools has been greatly improved and students' academic performance has been improved.

6. Mu Zhengfang (2009), conducted a research on Application of experiential Teaching method in College English Teaching, research objective: To compare students' English learning achievement before and after receiving Experiential teaching method.The sample of this study was 39 students of Economics and Trade Department, Nantong Agricultural Vocational and Technical College. Research method: Experiential teaching method. Experimental design: One group pretest posttest design Research finding: The students' enthusiasm has been improved and the students have learned knowledge deeply. The students' English scores improved.

7. Chi Juan (2009), conducted a research on an Analysis of College English Experiential Teaching, research objective: To compare students' English learning achievement before and after receiving Experiential teaching method. The sample of this study was 59 students of Xingyi Normal University for Nationalities. Research method: Experiential teaching method. Experimental design: One group pretest posttest design Research finding: After using experiential teaching, teaching efficiency is improved and students' test scores are also improved.

CHAPTER 3
RESEARCH METHODOLOGY

This chapter describes the research design and methodology which are used in the conduction of the study. Since this study aims to 1. To compare students' business English speaking ability before and after receiving experiential teaching method. 2. To compare students'business English speaking ability with the criterion set at 70 percent of full marks. 3. To assess the student's satisfaction on Experiential teaching method.

3.1 Population and sample

3.1.1 The population in this study was 172 students from Business English Class 1, Department of English, Zhou Kou Normal University, Henan, China.

3.1.2 The sample of this study was 39 students in Business English Class 1 which was selected by using cluster random sampling method.

3.2 Experimental design

This study used one groups pretest-posttest design shown in the below figure

O1	X	O2
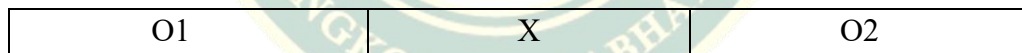
O1 was measurement of the Business English Class 1 before an experiment,
X was experiential teaching method, and
O2 was measurement of the Business English Class 1 after an experiment

3.3 Research instruments

Research instruments were the tools for conducting the research to collect data. The research instruments used in this study includes the following.

Instruments for experiment

1) Instructional innovation was the experiential teaching method.

2) Lesson plans based on experiential teaching method. There were six lessons allocated with twelve hours of teaching English speaking skill.

1) Instruments for collecting data:

1. The English speaking ability test

The English speaking ability test was divided into two parts: Part 1) A business English knowledge test and Part 2). An English speaking skills test

2. A students'satisfaction questionnaire on experiential teaching method.

Construction of the business English knowledge test

Step 1 : Studying the construction of a business English knowledge test and the relevant documents .Consideration was focus on purposes, types, and contents of the test. The construction of the test involving item analysis in order to clarify the item discrimination and item difficulty of the test, as well as the validity and reliability of the test.

Step 2 : Analyzing the curriculum contents and the learning objectives by constructing the analysis table of curriculum regarding the coverage of objectives and content of the curriculum .The test items consisted of four types of cognitive domain : 1) knowledge 2) comprehension 3) application and 4) analysis (Bloom 1956 cited in Morrison, Roos and Kemp, 2001)

Step 3: Writing a business English knowledge test

The test contents consisted of : 1. Grammar (10 questions) 2. Cloze passage (10 questions) 3. Reading Comprehension (5 questions) 4. writing (Write a letter)

Step 4: The draft test was presented to thesis advisors for their advice on the appropriateness, precision, accuracy, ambiguity and wording of the test. After that the draft test was revised according to the thesis advisors' suggestions. The test was offered to the three experts for the content validity check and suggestions such as the type of questions, accuracy of the test and wording. The quality of the test was considered from Index of Item Objective Congruenc (IOC) obtained from the experts's judgement.)

Step 5 : Analyzing the IOC index of the test items .The formula used to calculate the IOC index is:

$$IOC = \frac{\Sigma R}{N}$$

Where   IOC   means   Index of Item Objective Consistency

ΣR means Summation of experts' opinion marks

N   means A number of experts

If the Index of Item Objective Congruence (IOC) of each item of the test is higher than 0.5 that means it can be used in the test. The result of analyzing the IOC index showed that all test items were appropriate and could be used in the test. (IOC index value: 79%)

Step 6: Revising the test according to the experts' comments and suggestions.

Step 7: Measuring the item difficulty (p) and item discriminability (r) including reliability by trying out the test to students who had learned these contents before.

Step 8: Analyzing each item of the test to find out the item difficulty (p) and item discriminability (r) including reliability. Item difficulty (p) should range from

0.20-0.80 and item discriminability (r) should be more than 0.20. The reliability of the test was computed using the formula of Kuder and Richardson formulas 20 and should be more than 0.7 (Kuder & Richardson, 1939)

1) Construction of an English speaking skill test.

Step 1 : Studying the construction of **an English speaking skill test**.the performance test and the relevant documents .Consideration was focus on purposes, types, and contents of the test. The construction of the test involving item analysis in order to clarify the item discrimination and item difficulty of the test, as well as the validity and reliability of the test.

Step 2 : Providing descriptions of the following components of an English speaking **skill** test, which is a performance test at different levels of the scales: pronunciation (focusing on segmentals); phonological control (focusing on suprasegmentals); grammar/accuracy (morphology, syntax, and usage); fluency (speed and pausing); vocabulary (range and idiomaticity); coherence; and organization. (Gatignon, & Anderson, 1988)

Step 3: The draft test was presented to thesis advisors for their advice on the appropriateness, precision, accuracy, ambiguity and wording of the test. After that the draft test was revised according to the thesis advisors' suggestions. The test and the test evaluation form were offered to the three experts for the content validity check and suggestions such as the type of questions, accuracy of the test and wording. The quality of the test was considered from Index of Item Objective Congruence (IOC) obtained from the experts' judgement.)

Step 4: Analyzing the IOC index of the test items. The formula used to calculate the IOC index is:

$$IOC = \frac{\Sigma R}{N}$$

Where   IOC   means   Index of Item Objective Consistency

ΣR   means Summation of experts' opinion marks

N   means A number of experts

If the Index of Item Objective Congruence (IOC) of each item of the test is higher than 0.5 that means it can be used in the test. The result of analyzing the IOC index showed that all test items were appropriate and could be used in the test.

Step 5 : Revising the test according to the experts' comments and suggestions.

2) Construction of a students' satisfaction questionnaire

Example: The purpose of using a questionnaire was to collect data regarding the students' opinion toward the instruction such as the content of curriculum, learning activities, and the instruction materials .The data from the questionnaire could be used to improve the curriculum, lesson plans, and instructional materials.

The following are the steps of constructing the satisfaction questionnaire:

Step 1: Studying documents related to constructing a sastisfaction questionnaire.

Step 2 : Constructing a students'sastisfaction questionnaire .The questionnaire consists of fifteen questions. The questionnaire is divided into 3 parts, the first part students rate the teaching. The second part, students' understanding of the knowledge they have learned. The third part is, students' evaluation of teachers' teaching.

Step 3 : The draft questionnaire was presented to thesis advisors for their advice on the appropriateness, precision, accuracy, ambiguity and wording of the questionnaire.After that the draft questionnaire was revised according to the thesis advisors' suggestions. The draft questionnaire was offered to the three experts for the content validity check and suggestions .The quality of the questionnaire was considered from Index of Item Objective Congruence)IOC (obtained from the achievement test evaluation form.

Step 4 : Analyzing the IOC index of the questionnaire items .The formula used to calculate the IOC index is:

$$IOC = \frac{\Sigma R}{N}$$

Where IOC   means   Index of Item Objective Consistency

ΣR means Summation of experts' opinion marks

N   means A number of experts

If the Index of Item Objective Congruence)IOC (of each item of the questionnaire is higher than 0.5 that means it can be used in the questionnaire. The result of analyzing the IOC index showed that all questionnaire items were appropriate and could be used in the test.

Step 5 : Revising the questionnaire according to the experts' comments and suggestions.

2. Lesson plan

Guide : As an instrumental language, the most important function of English is communication. As a language tool used in business environment to solve practical problems, business English is more prominent and obvious in practicality. Through experiential learning, teachers assist students in simulating real situations to actively think about and independently acquire how to use language, so as to strengthen language practice ability in such teaching methods.

I .Profile	
Name of Lesson:	Business English
Contributor:	Xi Qing
Subject:	Experience a comprehensive course of business English
Grade Level	1
Instructional Settings	Small Group, Whole Class
Standards:	**Experience a comprehensive course of business English** After the study and training of military courses, students should have the knowledge, ability and quality of decryption. First, English knowledge and application ability: master the basic knowledge of English, and have the ability of listening, speaking, reading, writing and translating required for international business activities. Second, business knowledge and practical ability: master international business knowledge, have the ability to build a work team, plan commodity marketing, carry out business meetings, and solve feedback problems. Third, professional quality and ability: good professional ethics, team spirit and public relations, organization, coordination, innovation and risk tolerance in international business activities.
General Description of Lesson:	The core of this unit is the mastery of international trade negotiation skills and vocabulary. Only on the basis of understanding relevant international trade background knowledge, can we better master relevant language skills. In addition, the reading part of this unit also starts with a business letter about letter of credit, requiring students to understand the connotation of international trade knowledge carried by English, which lays a good foundation for professional language learning. Payment by letter of credit is the most important issue in the international trade process. For second-grade students who have not yet offered business courses, the introduction of background knowledge of international trade plays a key role in understanding and mastering the key points and difficulties of this unit. The main content of background knowledge is commonly used international trade terms and international trade process. The explanation methods adopted are language description, blackboard drawing, PPT display and scene simulation experience. Think of the class and the teacher as buyers and sellers in an international trade.

	Under the guidance of teachers, create an experience atmosphere, stimulate students' independent thinking ability, according to the principle of profit maximization from the perspective of their own company (virtual), lead students into a virtual international trade process situation, in a flexible way to understand the various links of an international trade transaction.

II .Objectives:

Business English courses aim to develop students' English communication and communicative skills, and develop students' ability to use English to solve related problems in business activities. The experiential teaching mode can give full play to students' subjective initiative, independently explore solutions to problems, creatively use the knowledge they have learned, and use theory to guide practice. In the process of experience, while in the stage of assignments the teacher did not explicitly ask the students to use the knowledge, we have learned this unit, include English and business knowledge aspects of expression, but each group of students have a lot of method to use this unit involved in the talks and negotiations, some groups have consciousness to use the first few units learned related terms, also can through the experience of the whole process grasp basically solve the problem.

III .Materials and Equipment	
Materials:	A video of a negotiation between two multinational companies in a movie or television production.
Equipment:	computer, projector, Voice recorder.

IV .Procedure:

(1) Clear tasks and arouse interest in experience

The group case study activity in this unit is a trade negotiation activity between an electric guitar seller and a buying customer. The teacher assigns the task to the students one week before the start, so that the students are fully prepared. Before the formal assignment, the author played a negotiation video between two multinational companies in a certain film and television work to students. This section of the bridge link, real wonderful. After the students see the general feeling is not enough. On this basis, the teacher led the students to make a brief analysis of this video. In the process of analysis, the teacher constantly reminded the students to review the basic knowledge of international trade and negotiation terms explained previously, so that the students could experience the fun of combining theory with practice and stimulate their interest points. Then, the teacher arranged the tasks that the students would

experience, gave the necessary tips on the contents of the tasks, and clarified the following information in the case.

A) Case content -- Trade Negotiation;

B) Key points of negotiation -- Product quality, price, payment, guarantee, delivery, discount exclusivity and transport;

C) Task requirement -- Oral form: Trade Negotiation between two teams; · Written form: a fax summarizing the points agreed during the negotiation, indicating any terms of the contract requiring discussion or clarification.

On this basis, teachers should also put forward the following specific requirements and suggestions for the form of activities.

A) Form requirements --

· The whole class is divided into 6 to 7 groups, with 4 to 6 students in each group. The group is divided into two teams: seller representative and customer representative; Clear negotiation process and clear results; After the negotiation, submit written assignments in small groups.

B) Reference Suggestions --Appearance of negotiators ; Use of auxiliary materials and visual teaching AIDS ; Each team should record the negotiation process, especially the key links, in order to

To facilitate the formation of written assignments. In this way, the specific tasks are clear, and the situation to be experienced by students is basically predetermined, which stimulates students' interest to a large extent. After the task is clear, it is obvious that students generally feel a sense of wanting to try, and the desire to participate is aroused.

(2) Create situations and implement experiential activities

Before the formal presentation in group form, virtually every group has already discussed and practiced after class, that is to say, students have basically carried out the initial learning experience on their own. In class, each group takes turns to demonstrate the negotiation process. Formally, many groups dress formally, with students wearing white shirts and dark suits. Many female students also wear high-heeled shoes that they don't usually wear. Students made business cards and contracts by themselves. Some groups brought real guitars as samples, while others made their own samples out of raw materials such as colored cardboard. Each group made an exquisite PPT with the content of the negotiation. Content, the students will not only the main negotiating session a complete show, what some team designed the telephone communication, reception and accommodation arrangements, totem of link, is the most valuable, in the sectors of the English expression, are widely used in this unit are studied before related to language and language expression. Through such activities, students' independent learning ability can be exercised. Students consciously practiced the abstract international trade professional theories, negotiation methods and English language knowledge introduced in the activities

before by repeating the activities after class and during class. In addition, the students' spirit of teamwork and mutual assistance is also cultivated.

(3) Take the initiative to ask questions and control the experience

In order to ensure that the experience activities can proceed smoothly as expected, teachers should intervene and control the activity process to some extent. Experiential teaching emphasizes student-centered, but this does not mean that students are completely dependent on the so-called "experience". Students are the main body of the experience process, and teachers should play a positive guiding role. Students, as the subject of the experience, are extremely interested in the simulated negotiations, but the whole experience of the activity.Students do not use their mother tongue in the process. Due to the limited language level of students, their language expression is more influenced by the thinking of their mother tongue. In addition, due to the lack of professional business knowledge of students, the elaboration of some problems is not deep enough. There are also some students who only "participate" in the final activity because of the gap between their English level and group members, and it is difficult to know how much "participate" in the preparation stage of the activity. If teachers can control the process of experience, this situation will be greatly improved. At the beginning of assigning tasks, the author made it clear to the students that after the experience activities of each group, the teacher would be responsible for the negotiation content and put forward one or two questions to each group according to the situation, and the teacher would randomly choose who would answer the questions. In this way, each member of the group, realizing that they are likely to be asked questions, will observe carefully, think positively, take the initiative to participate in the experience, and become an organic part of the experience.

(4) Reasonable comments and feedback of experience results

The end of experiential activity itself is not the end of experiential teaching. Students should be able to understand the effect of the whole experience in a timely manner after the completion of the participation. Teachers' timely comments are an important way for students to understand the relevant situation. Therefore, teachers should experience students' ability to use relevant language, negotiation methods and strategies, and use relevant knowledge to solve problems and carry out communication activities

Make appropriate comments on innovation, team work spirit and other relevant aspects, and give timely feedback to students. Before the beginning of the experience, the author prepared a recorder and recorded the whole process. In the process of activities, the performance of each group was observed and recorded as the basis for feedback. It should be noted that the comments should be objective, and the highlights should be affirmed and praised; The common problems of each group are pointed out clearly and corresponding improvement suggestions are given.

> Reasonable comments are conducive to motivating students to exert their subjective initiative and improve their initiative, participation and creativity in learning.

V .Assessment:

Assessment Type(s): Projects, Rubrics

Assessment Plan:

The performance of each group was observed and recorded, teacher grades the students' spoken English ability, and English exams.

3.4 Data collection

The procedures of data collection were as follows:

1. The sample was given the pretest by measuring speaking English ability (English knowledge) with constructed instrument.

2. The sample was taught by using experiential teaching method.

3. After finishing the instruction, the sample was received the posttest by using the same instrument which were used in the pretest.

3.5 Data analysis

In this study, data were analyzed by using the statistical program according to the research objectives:

1. Compare students'business English speaking ability before and after receiving Experiential teaching method by using t-test for dependent samples.

2. Compare students' business English speaking ability with the criterion set at 70 percent of full marks by using t-test for one sample.

3. Assess the student's satisfaction on Experiential teaching method by using mean and standard deviation.

CHAPTER 4
RESULTS

This chapter describes the research results according to the research objectives: 1. To compare students' business English speaking ability before and after receiving Experiential teaching method. 2. To compare students' business English speaking ability with the criterion set at 70 percent of full marks. 3. To assess the student's satisfaction on Experiential teaching method.

The research tools were 1) A business English knowledge test 2) An English speaking ability test and 3) A satisfaction questionnaire on Experiential teaching method.

The findings of this research were analyzed descriptive statistics and t-test for dependent samples by using statistical package program to response the research objectives. The findings were described as follows:

Statistical symbols

Statistical symbols	Description
M	Sample mean
S.D.	Sample standard deviation
t	Sample t Test
p	Statistically Significant

Table 1 shows the Result of comparing English speaking ability before and after receiving Experiential Teaching Method by using t-test for dependent samples.

Group	N	Pretest		Posttest		t	p
		MM	S.D.	**MM**	S.D.		
Experimental group	39	75.03	7.85	82.97	9.52	5.404*	0.000

* means statistical significance at 0.05

From the results of paired samples test, we can say that students have business English speaking ability using the Experiential teaching method (post-test) greater than before learning through the Learning management using the Experiential teaching method (pre-test) at .05 statistically significant level (t_{39} =5.404, $p < 0.05$). On

average, Posttest scores were 7.9488 points higher than Pretest scores.

Table 2, shows the Result of comparing business English speaking ability with the determined criterion set at 70 percent of full marks by using t-test for one sample.

Table 2 Shows the Result of comparing business English speaking ability with the determined criterion set at 70 percent of full marks by using t-test for one sample.

Group	N	Full score	Criteria score	**M**	S.D.	t	p
Experimental group	39	100	70%	82.97	9.5	8.507*	.000

* means statistical significance at .05

From the results of one sample test, we can conclude that the mean score of the sample is significantly different than from the average criterion score of the overall student population.

Based on the results, we can make the conclusion that the average score of students' business English speaking ability after using the Experiential teaching method was 82.97 from a full marks of 100 and the standard deviation was 9.52 which was statistically higher than the criterion set at 70 percent of full marks, at the .05 level of statistical significance.

Table 3 shows the result of students' satisfaction on experiential teaching method by using mean and standard deviation.

Variable	N	Full score	M	S.D.	Level of satisfaction
Satisfaction	39	5.00	4.00	3.3	High

As it is shown in table 3, the mean scores of the students' satisfaction of business English of students after learning through the Experiential Teaching Method

was 4.00 from a possible full marks of 5.00 and the standard deviation was 3.3 which was a high standard So we can conclude that the student's satisfaction on Experiential Teaching Method is at a high level.

CHAPTER 5
DISCUSSION

5.1 Research conclusion

This research aims to improve English speaking ability of University Students. The research objectives were to: 1) Compare students' business English speaking ability before and after receiving Experiential teaching method. 2) Compare students' business English speaking ability with the criterion set at 70 percent of full marks. 3) Assess the student's satisfaction on experiential teaching method. The sample was 39 first-year business English students of Zhou Kou Normal University in 2020. The experimental design was one group pre-test and post-test only design .

The research instruments were 1) A business English knowledge test 2) An English speaking skill test and 3) A students' satisfaction questionnaire on Experiential teaching method.

Data collection were: (1) the sample was pretested for English speaking ability before teaching according to the lesson plans. (2) The sample was taught according to the lesson plans using Experiential teaching method in the classroom (3) After teaching according to the lesson plans, the sample was post-tested for English speaking ability which included 1) A business English knowledge test 2) An English speaking skill test and answer a students' satisfaction questionnaire on Experiential teaching method.

Data analysis were: (1) To compare students' English speaking ability before and after learning through Experiential Teaching Method using t-test for dependent samples. The students' the posttest average score was 82.97, the post-test average score increased was 7.9488, higher than pre-test. At .05 statistical significant level (t38 =5.404, p < 0.05). (2) To compare students' English speaking ability after learning through Experiential Teaching Method with the established 70% criterion using a t-test for one sample. Since p < 0.05, we conclude that the mean abilities of the sample is significantly different than from the average abilities of the overall student population. Based on the results, we can state the following: The average score for the students' Oral English performance after using the Experiential teaching method was 82.97 from a possible full marks of 100 and the standard deviation was 9.52 which was statistically higher than the criterion of 70% at the .05 level of statistical significance. (3) To assess the students' satisfaction using Experiential Teaching Method by using the arithmetic mean and standard deviation. The students' arithmetic mean were 4.0. The students' standard deviation was 3.3, the satisfaction of the students on English speaking ability using the Experiential Teaching Method is at a high level.

5.2 Research discussion

The following points based on the research results were discussed.

5.2.1 The research findings were in accordance with research hypotheses. These were because the experiential teaching method was composed of effective teaching steps as follows: (1) clarify the task and arouse the interest in the experience. (The students learned the knowledge of business English, and learned about the task). (2) Create the situation and carry out the experience. (The students practiced oral English through presentation) (3) Ask questions actively and control the experience process (Ask students to combine business English knowledge with speech. Enhance students' memory of business English knowledge). (4) Reasonable comments and feedback of experience results. (Enhance student's interest, perfect student's knowledge structure.)

For teaching activities: 1) the teacher assigns the task to students one week before the start so that the students could get well prepared. The teacher explains the basic knowledge of international trade and negotiation terms to students, so that students can experience the fun of combining theory with practice, and stimulate their interest points. Then, the teacher arranges the tasks that the students will go through, gives necessary hints on the content of the tasks, and clarifies the details of the tasks in the case. (Andersen, 1993)

2. Before the formal presentation in group form, almost every group has discussed and practiced after class, that is to say, students have basically carried out the preliminary learning experience independently. In class, each group takes turns demonstrating the negotiation process. Each group produced a beautiful PowerPoint presentation showing the contents of the negotiations. Through these activities, students can exercise their independent learning ability. Through repeated activities after class and in class, students consciously practiced the abstract international trade professional theories, negotiation methods and English language knowledge introduced in the previous activities. In addition, it also cultivates students' spirit of teamwork and mutual aid. (Anderson, 1998)

3. Teachers need to have some degree of intervention and control over the process of activities. Experiential teaching emphasizes student-centered teaching, but it does not mean that students are completely dependent on so-called "experience". Students are the main body of experience process, and teachers should play an active guiding role. After each group experiences the activity, the teacher will be responsible for negotiating the content and asking one or two questions for each group according to the situation, and the teacher will randomly choose who will answer the question. In this way, each member of the group, aware that they might be asked questions, observes, thinks positively, participates actively, and becomes an integral part of the experience. (Anderson, 1998)

4. Before the experience began, the teacher prepared a tape recorder and recorded the whole process. During the activity, observe and record the performance of each group as the basis for feedback. Reasonable comments are beneficial to mobilize students' subjective initiative, improve students' initiative, participation and creativity in learning. (Anderson, 1998)

In Chinese traditional education, most undergraduate students lack interest, initiative and planning in learning, and are in a passive accepting position in the process of learning. Experiential teaching method cultivating students' initiative and interest in learning, which is conducive to forming lasting learning motivation for students. Experiential learning is an opportunity for learners to apply what they've been taught to solve real-world challenges. Learners test their understanding of underlying principles, processes and procedures and can experiment and adapt their practice to achieve best outcomes. Learners can improve, and know they have improved, in as little as an hour because of the feedback loop created by problem solving, feedback and practicing again. In a traditional classroom setting, learners often do not know if they are on the path to success until they take an exam and get a score.

5.3 Recommendation

Recommendation for implication

1) Experiential teaching methods can be widely applied to other language courses.

2) Employers and industry representatives participate and share work, organize class Tours of their facilities, or talk in class about their corporate and personal careers.

3) Suggested creating an experiential learning center that promotes connections between employers, educators and students. Create a database of employers who host students through work placements, classes, or class Tours. These employers are referred to educators and students who are looking for job opportunities. They can choose to designate a location in the region where they look for opportunities as well as the specific industry, they are interested in.

Recommendation for further research

1) There should be research studies on Experiential teaching method in other English courses in the university.

2) Experiential teaching can be extended to other subjects.

3) Experiential teaching can be applied to kindergarten or elementary school curriculum.

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APPENDICES

APPENDIX A
THE INSTRUMENTS OF RESEARCH

LESSON PLANS

<u>**LESSON PLAN 1**</u>
Subject: Business English
Instructional Topic: Experience a comprehensive course of business English
Class Level: Freshman year
Time for Instructional: 2 hours
Instructor's name: Xi Qing
1. **Objectives**
2. Students can:
    1. Explain how to become an entrepreneur
    2. Explain how to organize a business
    3. Explain How to Get Started the Business
    4. Evaluate the Chance for Success
3. **Content**
    Let the students experience the following content during the class :
    1. Company registration and simulated operation
    2. Process affairs that need to be handled in the actual establishment of an enterprise.
    3. Practical operation management in competitive squadron entrepreneurial enterprises, Apply management knowledge, experience the hardships and happiness of entrepreneurship, and have a more specific understanding of enterprise operation.
4. **Instructional Strategies (teaching methods)**
    (1) Clarify the task and arouse the interest in the experience.
        The group follows these steps:
        1. Establish a simulation company
    First, students will set up a simulation company as a group, register the company name, form a management team and participate in the simulation competition. The group should divide the functions according to the different characteristics of each member, establish organizational vision and mission objectives.
        2. Hold management meetings
    After the trainees have a basic understanding of the macroeconomic environment and industry characteristics of the simulated enterprise, the companies will hold a business meeting, and make the current business decisions and make various business plans according to the company's strategic arrangements.
        3. Develop competitive strategies
    According to their own future market forecast and market research, and in line with the principle of long-term profit maximization, each "company" formulates and adjusts its corporate strategy, which includes: corporate strategy (grand strategic framework), new product development strategy, investment strategy, new market entry strategy and competition strategy.

(2) Create the situation and carry out the experience.

The course will be conducted in a sand table simulation, thirty-nine students were divided into six groups, each group is assigned 5-6 people, endowed with different management roles (General manager, financial department, Human Resources Department, Logistics department), through sand table and related simulated currency, simulated six companies for four fiscal years of enterprise operation confrontation. This simulation will take two periods (lesson plan1, lesson plan2)

(3) Ask questions actively and control the experience process

Teacher asks the students about financing plan, production plan, fixed asset investment plan, procurement plan, market development plan, marketing plan, etc. Students in simulation training, through the simulation environment management, experience often appear all sorts of typical problems in enterprise management, experience in operating results surprise and to operate the pain of failure, at the beginning of the fight, there are teachers to conduct a comprehensive operation method and the theory instruction.

(4) Reasonable comments and feedback of experience results

At the end of the accounting year, teachers professional review, analysis of the success or failure of each group. At the same time, there are related reward and punishment rituals to strengthen the sense of competition. Make students fully aware of the cruel internal and external competition environment, correct management attitude, enhance management awareness.

4. Media and Learning Resources

Computer: computers are used to count orders, plant purchase, sale and lease, production line purchase, transfer, maintenance and sale, product production, financing, loan and discount, etc.

Projector: Display orders, sales and leases, production line purchases, transfers, maintenance and sales, product production, financing, loans and discounts, etc.

Simulated sand table: simulated sand table teaching AIDS mainly include: 6 sand table plates, representing six competing simulation enterprises. The simulation sand table is divided into functional centers according to the functional departments of manufacturing enterprises, including marketing and planning center, production center, logistics center and financial center, and each functional center covers all the key links of enterprise operation. Through the simulation of enterprise management, to cultivate team spirit, improve the overall management ability.

5. Measurement and Evaluation

written test

Evaluation : Analyzing the curriculum contents and the learning objectives by constructing the analysis table of curriculum regarding the coverage of objectives and content of the curriculum. The test items consisted of four types of cognitive domain: 1) knowledge, 2) comprehension, 3) application, and 4) analysis. 1. Grammar（10 questions）2. Closed (10 questions）3. Reading Comprehension （5 questions）4. writing Write a letter

LESSON PLAN 2

Subject: Business English

Instructional Topic: Experience a comprehensive course of business English

Class Level: Freshman year

Time for Instructional: 2 hours

Instructor's name: Xi Qing

1. Objectives

Students can:

1. Explain what is production and operation?

2. Operate production process

3. Operate material management, purchasing and inventory control

4. Operate Control production: scheduling

2. Content

The course will be conducted in a sand table simulation, thirty-nine students were divided into six groups, each group is assigned 5-6 people, endowed with different management roles (General manager, financial department, Human Resources Department, Logistics department), through sand table and related simulated currency, simulated six companies for four fiscal years of enterprise operation confrontation.

1 The financial department

(1) Participate in the formulation of the company's annual business plan and organize the preparation of the company's annual financial budget; (2) Responsible for cashier work and management of receivables and payables; (3) Comprehensive statistics and analysis of the company's debt, cash flow and various business conditions; (4) Study the financing risks and capital structure of the company (5) Calculate and pay employees' salaries;

2 Human Resources Department

1, Human Resources Planning 2, Employee Recruitment 3, Performance Management 4, Compensation Management 5, Employee Relations

3 Logistics department

Production organization, purchasing management, inventory management;

3. Instructional Strategies (teaching methods)

(1) Clarify the task and arouse the interest in the experience.

The financial Department needs to complete the annual financial statements. The Human Resources Department needs to complete the annual personnel recruitment, salary payment, etc. The logistics department handles the purchase, production and distribution of orders.

(2) Create the situation and carry out the experience.

After the students are divided into groups, each group is assigned jobs, students need to understand the work of each position. students will fully experience the operation of the company. Students in each group need to complete the following tasks.

1.   Comprehensive financial budget 2 Annual capital plan 3 Comprehensive inventory of all assets 4 year-end summary of the company's annual operation 5 Work summary report on the work of the whole year

2.   1. Learn and master the salary treatment, employment policies, welfare benefits, departmental employment standards, etc., and make basic preparations and guarantees for recruiting personnel and serving employees; 2, staff recruitment (1) selection (2) employment (3) preparation;

3.   Students are responsible for the procurement management, production management, quality management of the enterprise, and complete new product research and development, material procurement, production operation management, brand building and other tasks.

(3) Ask questions actively and control the experience process

Teachers will ask each group questions, such as the annual business plan; Enterprise production strategy, preparation and implementation of production plans, equipment update plans; Purchase plan; New product development plan, advertising strategy, etc. Ask students to explain the situation of fund raising, fund utilization and cash flow.

(4) Reasonable comments and feedback of experience results

In ERP sand table simulation, students experienced a rising process from theory to practice and then to theory, and transformed their own valuable practical experience into a comprehensive theoretical model. With the help of ERP sand table, students practice their own business management ideas, sharpen their sensitivity to business decisions, and improve their decision-making ability and long-term planning ability.

4. Media and Learning Resources

Computer, Computers are used to calculate and fill in accounting statements, fill in recruitment personnel, and fill in logistics information
projector,

5. Measurement and Evaluation

written test

Evaluation : Analyzing the curriculum contents and the learning objectives by constructing the analysis table of curriculum regarding the coverage of objectives and content of the curriculum. The test items consisted of four types of cognitive domain: 1) knowledge, 2) comprehension, 3) application, and 4) analysis. 1. Grammar（10 questions）2. Closed（10 questions）3. Reading Comprehension（5 questions）4. writing Write a letter

LESSON PLAN 3
Subject: Business English
Instructional Topic: Experience a comprehensive course of business English
Class Level: Freshman year
Time for Instructional: 2 hours
Instructor's name: Xi Qing
1. Objectives
Students can perform the following tasks:
    1 collocation Business Dress
    2 simulation Business Reception
    3 simulation Business Meeting
    4 simulation Business Visit
    5 simulation Business Entertaining
2. Content
    The class is divided into small groups of about 4-10 students. There are two companies in each group, buyer and seller. Company current position (can be adjusted according to need): General manager, financial director, Marketing director, technical director. Then the buyer company receives the seller company employees. Each group will perform for 20-30 minutes. The general steps are as follows :

    1, first confirm the intention of customer visit. When a customer wants to visit your company, the salesman must know from the customer when he will leave, how long he will stay here, the main purpose of the visit and so on. Secondly, foreign trade personnel should also adjust their attitude. Some people are afraid that they will make mistakes or cannot communicate normally when receiving foreign businessmen for the first time.

    2. Schedule your trip. Determine a foreign visiting time, and after visiting purpose, the salesman will begin to arrange a foreign trip, arranged after send an email to confirm that foreign in trip to specify best foreign visit to see the product, and some industrial equipment, warehouse, etc., the actual is going to perform in strict accordance with the schedule after the visit.

    3. Know the information you have. Foreign trade salesman must understand their own company's process, technical parameters and so on, so that you can well lead a foreign businessman to visit, and explain to him.

    4. Get information about guests. This is mainly for foreign trade personnel in the arrangement of accommodation and other issues to be prepared, to understand the guests' age, education, hobbies, positions and his religious beliefs, most people have faith in foreign countries, and certain taboos of different religions is to avoid.

    5. Prepare materials for the visit. Prepare the workshop, prepare the tools, technicians, technical guidance, etc., and prepare a notepad to write down the size, specifications and requirements mentioned by the guests during the visit. This will facilitate further negotiations.

6. Airport pickup and hotel arrangement. If the client's visit time is understood and confirmed, the hotel should be booked in advance and picked up at the airport on time to make the client feel at home.

3. Instructional Strategies (teaching methods)

(1) Clarify the task and arouse the interest in the experience.

In customer reception

1. The salesman is in full spirit and dressed formally and appropriately. He/she should meet the driver and go to the client hotel to receive the client within the agreed time.

2. After arriving at the hotel, call the client 1-2 minutes in advance at the appointed time to inform him/her that he/she has arrived at the gate of the hotel, ask if he/she is ready, meet him/her, greet him/her and shake hands with him/her.

3. There are different seats for each passenger when they get on the bus. In general, the seat behind the co-pilot is the best, followed by the seat behind the driver, followed by the co-pilot. Common sense should be used.

4. After the customer gets on the bus, he can simply tell the customer how long it takes to get from the hotel to the factory, so that the customer can have an understanding of it. Secondly, the need to pay attention to, the salesman can never be quiet, and his eyes closed to sleep. We need to communicate with customers, for example, have you been to China and Guangzhou? Are you still used to it here? What's your impression of Guangzhou? According to the previous understanding of the customer, the customer will ask the customer about the weather in the country, the situation of the city where the customer lives, the representative food of the country, or the unique food, fruit and habits of China, and introduce the development of Guangzhou and the scenery on the road to the customer. In short, this is something that everyone lacks and needs to supplement, but it is really important to close the distance with customers.

5. Arrange dining room. After I talk into a harmonious business will arrange customers eating problem, ask the customer what you like, to ask what they want to go to a restaurant (salesman in eating is important to note that different countries some table manners, so before you must understand the customer's country, hobbies, interests, religion, etc.).

(2) Create the situation and carry out the experience.

Classes are divided into groups of 4-10. There are two companies in each group, buyer and seller. Current position of the company (adjustable according to need): General manager, financial controller, Marketing director, technical director. Then the buyer's company takes over the seller's company employees. Each group performs for 20-30 minutes.

(3) Ask questions actively and control the experience process

How to make a good first impression? How to start and end a conversation gracefully? How would you make an elevator pitch? Who gets introduced to whom first? When and how to write thank-you notes and e-mails? Tech Etiquette – Email,

snail mail, text… which is best? What should you pay attention to while eating? What are the most common mistakes professionals make and how can they be avoided？

(4) Reasonable comments and feedback of experience results

Through this lesson, students will be able to follow correct telephone etiquette and make a good first impression with an optimistic, energetic and cheerful tone. Learn practical tips on how to deal with important issues related to business attire. Being able to follow the key guidelines of proper written communication etiquette.

4. Media and Learning Resources

computer, projector, Voice recorder

5. Measurement and Evaluation

Oral speech (business reception)

Evaluation : descriptions of the following components of a speaking performance at different levels of the scale: pronunciation (focusing on segmentals); phonological control (focusing on suprasegmentals); grammar/accuracy (morphology, syntax, and usage); fluency (speed and pausing); vocabulary (range and idiomaticity); coherence; and organization.

The teacher is a judge and scores the students' oral performance.

self introduction(1 min)

business dialogue(5 min).

written test

Evaluation : Analyzing the curriculum contents and the learning objectives by constructing the analysis table of curriculum regarding the coverage of objectives and content of the curriculum. The test items consisted of four types of cognitive domain: 1) knowledge, 2) comprehension, 3) application, and 4) analysis. 1. Grammar（10 questions）2. Closed（10 questions）3. Reading Comprehension（5 questions）4. writing (Write a letter)

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LESSON PLAN 4
Subject: Business English
Instructional Topic: Experience a comprehensive course of business English
Class Level: Freshman year
Time for Instructional: 2 hours
Instructor's name: Xi Qing
1. Objectives
Students can understand and perform:
    1 understand Principle of Interest Distribution
    2 understand Principle of Trust in Negotiation
    3 simulation Business Negotiation
    4 simulation Collaborative Negotiation
    5 simulation Distributive, Integrative & Complex Negotiation
2. Content
    Stage of business negotiation business negotiation can be divided into four stages :(1) the trial before the opening; (2) Exchange of information related to negotiating objectives; (3) persuasion; (4) Concession and consent.
    Business negotiation strategies
    The preparation stage before the negotiation is also a part of the business negotiation skills, she often plays an unexpected effect. Before negotiation, we should fully investigate and understand the situation of the other party, analyze their strengths and weaknesses, analyze which problems can be discussed, which problems are not negotiable, and also analyze what issues are important to the other party, and this business is important to the other party
    To what extent and so on, and also to analyze our situation. It mainly includes the following aspects:
    (1) Customer survey. Basically be to make clear the credit situation of the other side, namely the credit standing of the client, capital. At the same time must also consider the other side of the negotiator's personal preferences, personality and negotiating style.
    (2) Commodity research. Mainly understand customer requirements, prices, freight, etc.
    (3) Negotiation plan. According to the conditions that the other party may propose and accept, as well as the maximum acceptable trading conditions and the limit of the minimum concession determined by us, and in combination with the specific conditions of customers and the development trend of the international market, we shall formulate several sets of negotiation plans and prepare for price comparison.
    (4) Negotiating members. The main personnel must be skilled in foreign trade and professional technology.

3. Instructional Strategies (teaching methods)

(1) Clarify the task and arouse the interest in the experience.

The steps are described as follows:

1. Value statement: This stage is the initial stage of the negotiation, and both parties should fully communicate their own interests. The key step in this stage is to find out the real needs of the other party. At the same time, negotiators should also be able to state your own interests as appropriate because the more you know what the other person really wants, the better you know how to satisfy them; In the interests of the person know you at the same time, also can meet your requirements We have also seen, however, there are many so-called business negotiation skills In deliberately deceive each other, let the other party don't know what you really need and interests, and even tried to mislead the other party, if you always mislead each other, so may be you are the only loser.

2. Value creation: This stage is the intermediate stage of negotiation. Both parties communicate with each other and usually declare their interests and understand the actual needs of the other party Therefore, in the negotiations both sides need to seek a better solution, for negotiators to find the biggest benefits, this step is to create value Create value, business negotiation is often the most easy to ignore General business negotiation few negotiators from the global perspective to create more adequately and measure the best solution Therefore, it also makes negotiators often feel that the results of the negotiation is not satisfactory, not able to achieve the feeling of winning, or there is always a little regret. Therefore, what kind of method to maximize the interests of both sides of the negotiation, seeking to achieve the best win-win plan is very important.

3. Overcoming obstacles: This stage is often the critical stage of the negotiation. The obstacles of the negotiation generally come from two aspects: one is the conflict of interests between the two parties; The other is that negotiators themselves have obstacles in the decision-making process. The first obstacle is that both parties need to coordinate their interests according to the principle of fairness and rationality. The latter accessible side need to negotiate the initiative to help the other party the business negotiation to make proper decisions quickly step is the negotiators are applicable in any business negotiation principle As long as the negotiations both sides to keep in mind the steps to negotiate, and effectively follow the appropriate method, can make the results of the negotiations to achieve a win-win situation, and it can maximize the interests of both parties.

(2) Create the situation and carry out the experience.

In this lesson, we will use the groups that have been divided in the last lesson （lesson 3）.Two companies conduct business negotiations. Each group has 20-30 minutes of performance time.

(3) Ask questions actively and control the experience process

During the performance, Teacher will ask some questions, as follows：Ask About

the best outcome of the negotiation, not the likely outcome. Rather than focusing on the terms negotiators think the other party will accept, identify what success looks like for negotiators so negotiators don't set the bar too low. Ask students walk-away point. Some trade-offs will simply be unacceptable to negotiators or The participants' organization and those should be crystal clear ahead of time. Ask students interests. Know The participants' priorities and what and how much negotiators can trade off to achieve them. Ask students the issues or terms negotiators can use during the negotiation and think about new factors negotiators can introduce.

(4) Reasonable comments and feedback of experience results

Through this experience, Learn how to use collaborative strategies to create and maximize value for all. Hone effective interpersonal skills for business success. Discover how to develop your own negotiation approach. Build confidence to tackle complex problems. Overcome challenges that obstruct successful negotiation outcomes. Learn how to be more persuasive, influential, and impactful.

4. Media and Learning Resources

Computer, projector, Voice recorder.

5. Measurement and Evaluation

Oral speech (Business negotiation)

Evaluation : descriptions of the following components of a speaking performance at different levels of the scale: pronunciation (focusing on segmentals); phonological control (focusing on suprasegmentals); grammar/accuracy (morphology, syntax, and usage); fluency (speed and pausing); vocabulary (range and idiomaticity); coherence; and organization.

The teacher is a judge and scores the students' oral performance.

self introduction(1 min)

business dialogue(5 min).

written test

Evaluation : Analyzing the curriculum contents and the learning objectives by constructing the analysis table of curriculum regarding the coverage of objectives and content of the curriculum. The test items consisted of four types of cognitive domain: 1) knowledge, 2) comprehension, 3) application, and 4) analysis. 1. Grammar（10 questions）2. Closed（10 questions）3. Reading Comprehension（5 questions）4. writing Write a letter

LESSON PLAN 5
Subject: Business English
Instructional Topic: Experience a comprehensive course of business English
Class Level: Freshman year
Time for Instructional: 2 hours
Instructor's name: Xi Qing

1. **Objectives**

   Students can understand and perform:

   1. Conclusion Basic knowledge of business contract

   2. Understand the application Vocabulary characteristics and translation points of contract English

   3. Conclusion Syntactic characteristics of contract English and translation points

   4. Application Translation of contract content

   5. Explain Translation standards of business contract

2. **Content**

   This section is about the contract English conversation, the speech needs to pay attention to the following contents:

   1. Strive for rigor and clarity

   1). The following documents shall be deemed to be on form and be read and construed as an integral part of this Contract.

   2). This Contract can only be altered, amended or supplemented in accordance with documents signed and sealed by authorized representatives of both parties.;

   2, Use the active voice more, less passive voice:

   1）. Party B is hereby appointed by Party A as its exclusive salesagent in Singapore. fit

   2）. Party A hereby appoints Party B as its exclusive sales agent in Singapore. Don't fit

   3. Use the present tense more often than the future tense, although many clauses deal with matters after the contract is signed:

   1). Licensee may terminate this Contract 90 days after a written notice thereof is sent to Licensor upon the happening of one of the following events:

   2). Licensor becomes insolvent or a liquidator of Licensor is appointed

   3). The patent described in Article 2 is not issued within 30 days from signing this Contract:

   4), Licensor fails to perform its obligations under this Contract.

   4.Use more direct expressions and less indirect expressions:

   1), This Article doesnot/apply to bondholders who have not been paidin Fuil. （With less)

   2),This Ardicieapplies only to bondholders who has been paid infull. (much used)

   5.Try to use one verb and avoid using "verb + noun + preposition".

   1). Party A shall make an appointment of its representative within 30 days after

signing the Contract.

2). Party A will give consideration toParexclusive agency.

3. Instructional Strategies (teaching methods)

(1) Clarify the task and arouse the interest in the experience. Students simulate contract negotiation，Instance as follows：

A: The contract is ready. Will you please check up the particulars and see if everything is in order?

B: Well, everything is all right. There's only one thing I would like to point out that is timely delivery. You know our customers are in urgent need of the goods.

A: If you fail to deliver the goods at the time stipulated in the contract, they may turn elsewhere for substitution. In that case, we just can't stand the loss.

B: You are assured that the shipment will be duly delivered; we must have your L/C at least one month before the time of shipment.

A: Certainly. When I get back, I'll open an L/C for the whole quantity as soon as possible.

B: Good. Another thing , the stipulations in the relevant credit should strictly confirm to the terms stated in the contract in order to avoid subsequent amendment. H that does happen, shipment will possibly be delayed.

A: All right. I'll see to it.

B: Any other question?

A: No, nothing more.

B: Shall we sign the contract now?

A: With pleasure.

B: Now, please countersign it. You may keep one original and two copies for yourself.

A: Thank you.

B: I'm glad our negotiation has come to a successful conclusion. I hope this mark the beginning of long and stable business relations between us.

A: I hope so, too.

(2) Create the situation and carry out the experience.

Students work in pairs,with one buyer and one seller. Negotiate a contract between the two students,Give a two-minute presentation.Students need to make contracts and pay attention to the contents of the contracts when they speak.

(3) Ask questions actively and control the experience process

What type of contract was used? What typical technical terms are used in the contract? What are the four basic principles of business translation? How should the amount of the contract be filled in?

(4) Reasonable comments and feedback of experience results

After the simulation, the students' language proficiency improved and their vocabulary increased. However, students still need to constantly improve their English level, according to the basic principles of English business contract translation, adopt

certain translation strategies to carry out a lot of translation practice. Translation strategies of English business contract, of course, is not immutable, should be flexible and flexible use of various translation techniques, different situations and contexts with different translation strategies according to the basic principles of translation, no matter what, translation of English business contract must be faithful to the original first, and then to correctly grasp the meaning of the contract, pay attention to the translation of the phrase.

4. Media and Learning Resources

Computer, projector, Voice recorder.

5. Measurement and Evaluation

Oral speech (Business contract)

Evaluation : descriptions of the following components of a speaking performance at different levels of the scale: pronunciation (focusing on segmentals); phonological control (focusing on suprasegmentals); grammar/accuracy (morphology, syntax, and usage); fluency (speed and pausing); vocabulary (range and idiomaticity); coherence; and organization.

The teacher is a judge and scores the students' oral performance:

Self introduction (1 min)

Business dialogue (5 min).

Written test

Evaluation : Analyzing the curriculum contents and the learning objectives by constructing the analysis table of curriculum regarding the coverage of objectives and content of the curriculum. The test items consisted of four types of cognitive domain: 1) knowledge, 2) comprehension, 3) application, and 4) analysis. 1. Grammar（10 questions）2. Closed（10 questions）3. Reading Comprehension（5 questions）4. writing (Write a letter)

APPENDIX B
THE BUSNESS ENGLISH SPEAKING ABILITY TEST

This test mainly includes two parts, the first part is a written English test takes up 20 points and the second part is an English speaking ability test, the former part takes up 20 points, while the latter takes up 80 points.

Directions: The test lasts one hour, with a full score of 20 points.

I. Grammar

Fill-in-the-blank questions（5 points）:

1. Strong domestic demand（ ）textiles in Japan boosted cotton consumption to nearly 2.9 million bales.

A. for   B. to   C. from   D. about

2. We should keep our action（ ）line with our word.

A. out of   B. into   C. in   D. at

3. The shirt is available in a wide（ ）of colours.

A. various   B. vary   C. variety   D. varied

4. We specialize（ ）handling clocks and watches of all sorts.

A. in   B. on   C. about   D. Of

5. The company needs more and more employees with the（ ）of its business.

A. expanse   B. expansion   C. expedition   D. expectation

6. Because of the hidden rocks,（ ）is difficult on this river.

A. navigation   B. aviation   C. Pass   D. Transportation

7. In order to fulfill the contract, the owner of the factory demanded all the worker to work to full（ ）

A. strength   B. capacity   C. range   D. schedule

8. In an appointment letter, which of the following is not a must?

A. request for an appointment and state the reason for the appointment

B. the dress recommended

C. time and address

D. request for further contact to confirm the appointment information

9.Which section is unnecessary in the format of an Invitation Card?

A place B date C time D members

10. Payment plays an important role in international trade and the most often adopted mode of payment in foreign trade is（ ）.The buyers usually make the payment（ ）

A. Letter of Credit, one month after the time of shipment.

B. Cash, one month after the time of shipment.

C. Cash, one month before the time of shipment.

D. Letter of Credit, one month before the time of shipment.

II. Cloze

Fill-in-the-blank questions（5 points）:

Chairman's Report

I am pleased to report that, although we had been expecting poor results for this half year because of slow growth in the world economy, the company has performed very

satisfactorily. Operating profits for this first half are in fact very much（ 1 ）with those for the corresponding（ 2 ）last year. Profits reached EI 15 million before tax, compared with f1 16.3 million last year. Much of our success in the last six months can be（ 3 ）to the fact that all our major construction projects remained on schedule. Particularly pleasing was the early（ 4 ）of a major building contract in Canada.

The company has made good progress with the initiatives announced at the Annual General Meeting. The majority of shareholders（ 5 ）the Board's decision to sell the company's lossmaking engineering（ 6 ）. It was the Board's belief that the company would（ 7 ）most benefit by（ 8 ）its resources on the expansion of its construction activities. Negotiations with a potential buyer began in February and are now at a critical（ 9 ）. However, we feel that we are not as yet in a（ 10 ）to comment on what the outcome is likely to be.

In June, we made a successful bid for the Renishaw Construction Company of Hong Kong SAR, in order to give us greater access to markets in South East Asia. We still have sufficient resources to pursue our growth strategy and are at present deliberating several other business opportunities which, like Renishaw Construction, would open new markets to us.

1.A in order   B on track   C in line   D on target
2.A session   B term   C season   D period
3.A attributed   B referred   C assigned   D designated
4.A termination   B ending   C completion   D finalising
5.A confirmed   B maintained   C agreed   D supported
6.A portion   B component   C sector   D division
7.A have   B gain   C find   D earn
8.A focusing   B directing   C pointing   D strengthening
9.A height   B step   C edge   D stage
10.A condition   B point   C position   D capacity

III. Reading Comprehension

 Choose the option that best fits the article（5 points）:

Transportation systems and the routes they use have greatly influenced both how and where people live. Reliable transportation allows a population to expand throughout a country's territory and to live comfortably in remote areas far from factories and farms. The growth and expansion of the United States were directly related to the means of transportation available at the time. The more compact cities of the U.S. eastern seaboard are the result of early human and animal-based transportation systems that allowed only short trips. The more sprawling cities of the western United States are the result of an automobile-based transportation system that permits much longer travel distances.Transportation is vital to a nation's economy. Reducing the costs of transporting natural resources to production sites and moving finished goods to markets is one of the key factors in economic competition. The transportation industry is the largest industry in the world. It includes the manufacture and distribution of vehicles,

the production and distribution of fuel, and the provision of transportation services. In the 1990s, approximately 11 percent of the U.S. gross domestic product and an estimated 10 percent of all jobs in the United States were related to the transportation industry.The same transportation systems that link a nation can also be used in the nation's war efforts. The rapid movement of troops, equipment, and supplies can be a deciding factor in winning a battle or a war. Just as mobilizing a nation's military strength is critical to success, disabling an enemy's transportation system is usually an early strategic objective of any armed conflict.

1. Which of the following isn't the benefit brought by transport?(　)

A. People can live throughout the territory of a nation.

B. People who live in remote regions can lead a comfortable life.

C. People can enjoy better medical care.

D. People who live in remote areas can keep in touch with the outside world.

2. Why are the cities of American eastern seacoast so densely populated? (　)

A. Because the cities are economically prosperous and people like to live there.

B. Because the earlier transportation tools were able to transport large amount of passengers.

C. Because the climate there is enjoyable.

D. Because the earlier transportation tools couldn't travel long.

3. Which of the following is the contribution made by transportation to economy? (　)

A. It makes faster delivery.

B. It makes quicker payment.

C. It reduces the transportation cost.

D. It makes higher quality of the products.

4. The transportation industry doesn't include. (　)

A. vehicle manufacture and distribution

B. fuel production and distribution

C. the provision of transportation services

D. the transmission of knowledge.

5. Which is usually an early strategic objective of any armed conflict according to the passage? (　)

A. Demobilizing the enemy's military strength.

B. Destroying the enemy's transportation system.

C. Cutting the water supply of the enemy.

D. Mobilizing a nation's military strength.

IV. writing

Write a letter for the following situation（5 points）:

Dear Sirs

We have received your letter informing us that we did not settle our payment due on (date). Upon checking the cause of this delay, we have found that our accounting department made an oversight in making remittance to you. The sum of $has today been

sent to you by Telegraphic Transfer and webelieve that it will reach you in a couple of days. We are very sorry to have kept you waiting, but hope you will realize that we had no intention to delay our payment.

Yours faithfully

V. Oral speech test (80 pionts)
Directions: After you choose a topic, you will have 20 minutes for discussion, self-introduction (1 minute) business conversation (5 minutes).
I. Introduce yourself (1 minute， 30 points） .
II.Students choose one of three topics to give a presentation and answer their partner's questions) .5 minutes wih 50 points.(
1.A potential supplier will soon be visiting you at your workplace .You think this supplier and the products or services they offer could be very important for the future of your company .
What you need to find out about the supplier and the products or services before the visit
How could you entertain the supplier's negotiations?
2.Your company has decided to open an export office in order to deal with an increase in orders from abroad .This office will be responsible for the company's exports and will be visited by foreign representative .
What kinds of jobs will be available in the new office?
What training will be needed for these jobs?
3.A new factory in your company is expanding and wants to open a new factory in another area .You have been asked to consider where the best place would be to locate it .
What factors need to be considered in choosing a good location
Which of these factors are the most important to consider?
Scoring criteria：
1.Pronunciation(Scored 2,4,6,8,10) "Pronunciation" covers the following language aspects:1) How easily the examiner understands what is being said;2) Word stress;3) Sentence stress;4) Intonation;5) Evidence of first language accent.
2. Fluency and Coherence(Scored 1-10) The features described in the marking system for this section include:1)Ability to produce long responses;2)How easily the candidate can produce long responses;3)The amount hesitation;4)The speed of speech;5)Use of discourse markers/linking phrases/connectives;6)The amount of self-correction
3. Lexical REsource (Scored 1-10) The language points featured in this section of the marking system include:1)Ablility to use less common words;2)Use of idiomatic language;3)Paraphrasing(explaining words that you don't know);4)Ability to talk about unfamiliar topics;5)Ability to convey precise meaning

4. Grammatical Range and Accuracy(Scored 1-10)

There are two aspects of this score"range" and "accuracy". The score in this section is based on a number of different factors including:1) Sentence formation;2) Use of clauses(subordinate etc);3) Use of complex structures;4) Range of tense use;5) Error density(the number of errors in each sentence);6) The level of errors(whether the errors occur in basic or complex structures)

5. coherence; and organization.（1-10）Content coherence1), content logic2), content diversity3), time consistency4), content is reasonable;5)
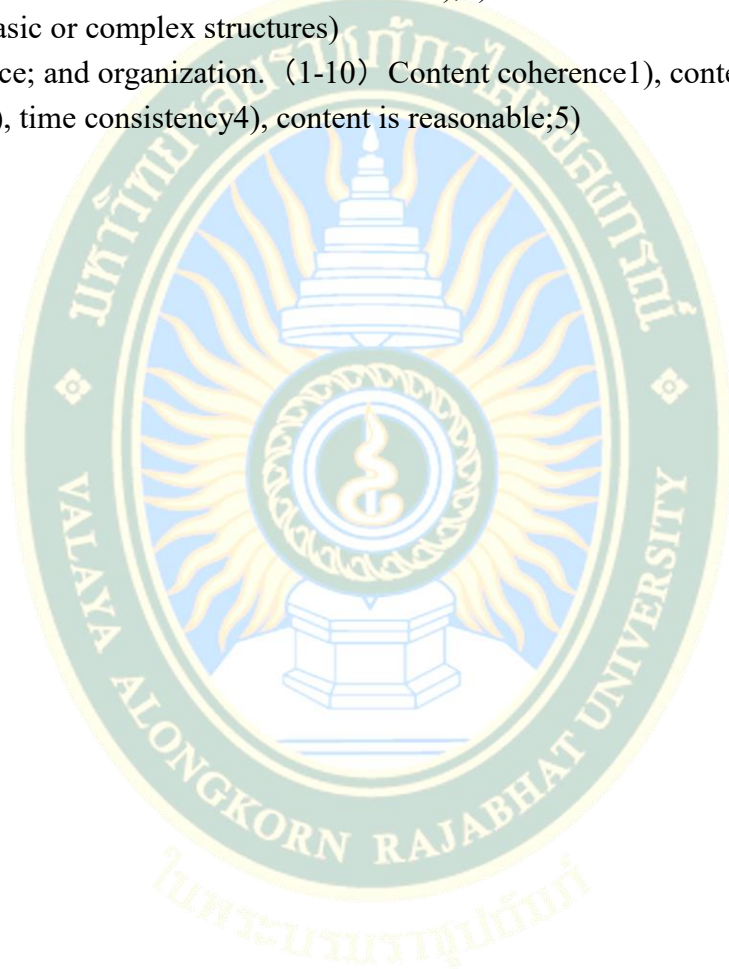
APPENDIX C

STUDENTS' SATISFACTION QUESTIONNAIRE

Directions: Read the statements below and choose one of the satisfaction scales according to   your opinion.

Statements	Satisfaction scales				
	Strongly Agree (1 point)	Agree (2 point)	Undecided (3 point)	Disagree (4 point)	Strongly Disagree (5 point)
1. The teaching content of business English course is moderate					
2. Business English courses are arranged appropriately					
3. The teaching methods of business English teachers are effective					
4. Business English teachers have excellent teaching attitudes					
5. The teaching effect of business English course is obvious					
6. The extracurricular tutoring of English course are useful for you.					
7. Multimedia courseware are often used in college English class teaching					
8. You know how the mid-term and final English scores are composed.					
9. You think that business English class teaching is lively and interesting					
10. Business English classroom teachers focus on listening and speaking training.					
11. You are satisfied with the content of the college English textbooks.					

12. The English textbooks you use are related to your major.				
13. The material of Business English is interesting.				
14. The English textbook you are using is very practical.				
15. The current teaching materials can help you improve your knowledge and ability of business English to some extent through the course learning and training.				
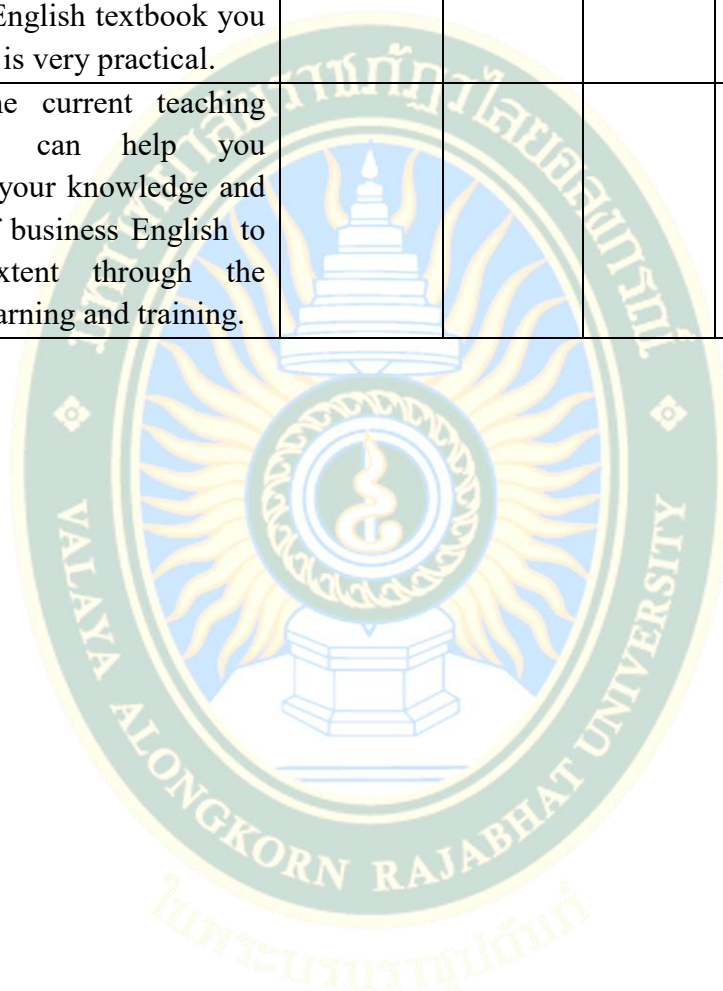
GRAD VRU

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