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What Brings a Good Textbook: The Research on Business English Textbook Compiling?

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ABSTRACT: *With the establishment of business English major in the universities in China, more and more kinds of the business English teaching materials have flooded into the market. However, the authors find that the business English teaching materials in the market can"t totally meet the demand of business English education. Based on the theory of Constructivism, the authors firstly do the research on the present market of business English textbooks, and then design questionnaire to investigate users" opinion about textbook. The statistics indicates that the existing business English textbooks can"t effectively attract the university students for self-studying, and more group work and activities are desirable. Finally, the authors try to offer some suggestions for improvement of business English textbook to enhance effectiveness of business English teaching and learning.*

***Key words**: Business English, Textbook compiling, Constructivism.*

1. Introduction

1.1. Study Background and Significance

With economic globalization, the world can witness more and more frequent international business activities and transactions. With the establishment of business English major in the universities in China since 2012, various kinds of textbooks related to business English have flooded into the market. In the recent years, there are lots of different views of the developing Business programme of college English. As the general improvement of English proficiency among college students, it is a common view of the professionals and scholars that „we need to make strategic adjustment of our foreign language education, among which the key point is to fulfill all the general teaching tasks in the period of middle school, so as to focus on the study of professional English when the students enter the colleges. Hence, lots of experts and scholars choose to focus on specialized English, as one of their branches, the development of business English teaching is just unfolding. In 2007, in the first time the Ministry of Education approved the establishment of business English major in the Bachelor degree. Hence, a large number of universities, including University of International Business and Economics, Shanghai University of Finance and Economics and Guangdong University of Foreign Studies, began to recruit business English major undergraduate students since 2007, making great efforts to cultivate practical talents to contribute to the development of social economy. As the core curriculum of business English major, business English integrated course requires good textbooks, so how to compile good business English textbooks to meet the requirements of the learners should be worth pondering over for all the colleagues engaging in business English teaching and textbook compiling.

The investigation tells us the business English textbooks at present can be approximately divided into the following types: ①textbooks for BEC tests, such as the series of *New edition of Cambridge*

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Business English; ② serial or textbooks for students in university, such as integrated course *International Business English*, or textbooks about particular language drill such as business reading, listening, negotiation, cross-cultural communication and so on; ③ textbooks for higher vocational college students, such as *Experience Business English* and *Practical Business English*. Now there are still many deficiencies in the textbook compiling, including the general problem of over-theorization, especially for the textbooks for practice. Many textbooks are just the statement of theories, which are elusive and hard for students to absorb. It is an obstacle for business English talents cultivation for this impedes business English students from becoming theory and practice compound talents. The textbooks are lack of a cohesive layout, they can be too simple or too hard, making students feel difficult to figure out the key points of knowledge. Therefore, on the basis of Constructivism, this paper will study how to construct new business English textbook to help cultivate business talents that can satisfy the social demands of openness, sharing and innovation.

1.2. Literature Review

1.2.1. Constructivism

Constructivism is a theory about knowledge and learning with stressing the activeness of the learners, and defining the process as a job of generating meaning and constructing understanding based on the original knowledge and experience of the learners. The Constructivism Theory has a deep ideological origin and the background of Psychology and Pedagogy, so it is of great significance for teaching innovation and reform.

Constructivism Theory has six different forms. The first is Individual Constructivism, or Early Constructivism, it focuses on the self-construction of knowledge; the second is Radical Constructivism, it emphasizes society and in some degree, it is the construction of theory, practice and institution; the third is Social Constructivism, its key point is the sociality of subject"s cognition of object; the forth is Social Constructivism of Knowledge, including "causality", "neutrality", "symmetry" and "self-reflexive"; the fifth is Critical Constructivism, which attaches attention on the constructive features of knowledge as a social community, and proposes a methodology of multi- culture methodology and the methods of discourse analysis; the sixth is Contextual Constructivism, which stresses the effects of time, strict, history and social custom on learning.

The guiding significance of Constructivism mainly lays on the "six focuses". It clarifies that student is the centre of teaching, and it also highlights the importance of situation in meaning construction, the key influence of collaborative learning and the creation of learning situation. It stressed that various information and resources should be used to support learning and the complication of meaning construction is the ultimate aim of learning. Constructivism regards the students as the principal part in learning, and the teachers as the guiders rather than knowledge feeders. It must be a long process to make Constructivism a completed system to guide the teaching reform although now it has been applied in the system of multimedia teaching.

At the same time, many scholars have conducted thorough researches on Constructivism and its application: American scholar Bettina (2003) thinks that Constructivism is a theory about how to study, he supports the view that students are the main participants of studying activities and they should construct their cognition and knowledge through social practice; Abbas, Leong, and Ismail (2013) addresses that teachers should take advantage of advanced multimedia technology to help the construction of instructional framework and the creation of teaching environment; Wolfgang (2015) states the concept, basic theory and learning method of social Constructivism in Social Constructivism; Kenneth (2007) aims to make a deeper research on Neuhouser's findings which is based on Hegel's fundamental; Otto (1993) thinks that obeying the individual Constructivism Theory will make teaching more effective; Colliver (2002) discusses that Constructivism can be divided into two totally different educational methods, one is knowledge view, the other is learning and teaching theory; Paul (2006) states the epistemology and related pedagogy of social Constructivism, and makes a further overview of practical solutions and theoretical thoughts;

Domestic scholars also have achieved thorough researches on Constructivism: Wei (2007) thinks Constructivism is subjective in some degree, but if understood scientifically and objectively, it can have great value to the practice and reform of teaching, like changing the traditional roles of teachers and students, creating suitable teaching situation and strengthening cooperative learning; Yinghao (2006) studies the main views of Constructivism and points out its advantages and disadvantages like ignoring the social-objectivity, he also refers that native culture should be considered in the localized Constructivism; Guofeng. and Yahu (2003) hold the idea that Constructivism considers about students' own knowledge structures, subjective

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experience, social and cultural background and their initiative, but we also need to take indirect experience, the absoluteness of truth and the necessity of external skills training into consideration; Lijia and Qunli (2016) make a further study of the rationality of Constructivism and put forward that we should combine teaching with learning to encourage self-study when facing different situations and then gradually achieving scientific meaning construction; Xiansui (2002) compares the originating, developing and teaching views of Constructivism with traditional education and get a conclusion that we should combine constructiveness with teaching to crate 'imbalance' in case the assimilation of learners; Guofeng (2003) finds that there are still deficiencies in the organic combination of Constructivism and domestic teaching, so he addresses the idea of developing several teaching theories together to motivate teaching innovation; Lin and Qiyun (2002) explain the new learning and teaching theory in considering the situation of domestic English teaching reform and propose taking constructive teaching reform under the guidance of Constructivism; Hui. and Hai (2007) adopt the method of statistics to research on the present situation of the combination of Constructivism and domestic English teaching, they figure out that there is a disproportion in the application of Constructivism and a lack of critical and inheriting spirit; Weiwei (2013) point out some problems in the combination of Constructivism and domestic teaching situation, thus she puts forward the new educational thoughts of "combining leading and principal part" to support the teaching reform; Hairong (2003) analyzes the differences between the teaching concept of Constructivism and traditional education, and then conclude that it is of great importance for college English teaching to create vivid and lively situation to realize situational teaching and raise the students' enthusiasm; after carrying out a series of questionnaires, interviews and observations, Jing (2014) puts forward the idea of setting a standard for the application of Constructivism; Yinliang (2013) points out the problems of formalization and ossification in the localization of Constructivism and emphasizes on the combination of the theory and domestic educational situation; Hong (2016) thinks that the rapid development of Internet provides a good chance to cultivate the students' ability of cross-cultural communication, and multimedia college English education based on Constructivism will become the developing trend.

The authors find that more and more Chinese scholars have begun to apply Constructivism to teaching and many regard Constructivism Theory as the one with a positive influence on promoting teaching reform. However, there are still some scholars pointing out the practice and researches that we still can't combine Constructivism Theory with domestic teaching situation organically. Therefore, we should pay more attention to actual situations while applying Constructivism Theory.

1.2.2. Research Status of College Business English Textbooks

Foreign scholars such as Diana and Zagan-Zelter (2010) emphasize the practical training under actual business environment rather than just following the textbooks; on the basis of Constructivism, Nyaradzo and Thiel-Burgess (2012) think that teachers should guide the students to apply the knowledge into practice; Kok-Aun, Ho, Chew, and Riley (2003) Kok-aun Toh"s idea is that the teachers should provide the students with the skills of solving problems and chances of thinking independently rather than instilling all the contents of textbooks (Sydney-Lynne, 1996) propose that business education should be combined with business environment and students' characteristics, and students should be invited to take part in the designing of courses and task-based learning to invite their reflection and feedback; Svea and Branka (2010) think that the main task of business English teaching is to raise the enthusiasm of students and tell them how to organize the language to make sure they can express in whole sentences rather than just remember some single words, at the same time they should be allowed to chose their learning subjects by themselves.

Meanwhile, Chinese scholars (Xuemin & Linchuan, 2007) analyze domestic business English teaching and express the necessity of teacher-student interaction and adding situational and practical content into textbooks; Xuwei (2009) makes a comment on the book *New Concept English* from the angle of Constructivism and states that English textbooks should stress the cultivation of ability, situational construction and culture edification, etc. Xiaoxiang (2004) explains the relationship between the three schools of Constructivism and points out that college English textbooks should provide students with more chances to practice and think independently and direct their inquiry learning; Bao (2005) emphasizes the connection between individual construction and social construction and research the great influence of Constructivism on the teaching materials designing; Xiuhua (2009) thinks that the reading materials of college English should take readers' recognition of different writing styles into consideration and provide the teachers with effective

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teaching methods to improve the students' comprehensive abilities; Yehua (2008) thinks that we should look on Constructivism with a dialectical attitude and take advantage of its saving graces that fits for domestic English teaching according to her own business English teaching experiences; Yanhua (2014) points out that business English textbooks should regard students as the centre of learning to help students construct a completed knowledge structure; Lanling and Yan (2006) think that business English teaching can be regarded as a market behavior and discuss the problem of adopting new teaching mode to achieve the organic combination of needs and supplies, so they draw a conclusion that teachers should introduce business activities into the class and take advantage of new technologies such as computers and the Internet; Wenxuan (2013) studies the compiling of domestic and foreign business English textbooks and conclude that business writing materials should combine the knowledge of writing with the recognition of business context; Qingyi (2014) thinks that business English teaching should gradually transfer from "teacher-led" to "student-led" and innovate the teaching mode with the help of various information resources; Shu (2011) works on the domestic business English writing textbooks on the basis of the standard of Constructivism and points out that the textbooks at present are lack of practical and cooperative exercises and assisted materials, she thinks that business English textbooks should have the features of multi-dimensionality, authenticity, richness and interoperability; Xinzhu (2012) finds that students and teachers of two universities are not satisfied with the business English textbooks at present and puts forward the idea that both the quality of textbooks and the demand of users should be taken into consideration during the evaluation; Xianzhu and Haiyan (2013) figure out the importance of ability for self-study and personalized learning after their comparison between teaching mode under the guidance of Constructivism and traditional one; Xiuzhi (2013) thinks that Constructivism pay attention to the subjectivity of students with taking the learning view of Constructivism that it can help students improve their translationability and comprehensive language proficiency; Yan (2006) points out that business English teaching should be connected with multimedia and practical tasks to help teachers act as guiders and encouragethe students' initiative; Fang (2009) thinks that college English writing courses under the guidance of Constructivism can help the students master the learning strategy better and motivate their passionso as to develop critical thinking and improve comprehensive quality; Hui (2007) thinks that in the process of grammar teaching, as the guiders, teachers should encourage the students to participate in the construction of grammar knowledge and supervise them to do summary; Zhang (2012) proposes that situational teaching can deepen and accelerate students' understanding of knowledge, the teaching content should be based on textbooks but not limited to them so as to strengthen students' ability for study; Yue (2009) addresses that learners can renew their construction of knowledge by communicating with others; Wenxia (2011) states that the Constructivism Theory emphasizes that students should learn how to construct the knowledge and new information, but this can't be accomplished by the teacher's teaching in class; Yang (2009) addresses that the teachers should obey the principle of "student-centered learning" when chosing textbooks to assist the students to construct knowledge structure by communicating with other students in class; Gang (2014) thinks that teachers of business English major should create a learning environment consisting of situation, cooperation, communication and resources to lead the students into the environment of self-study by taking advantage of paper materials and medical images in class; Referring to the teaching concept "knowledge and skills are constructed by learners themselves", "teacher-student interaction" and the importance of innovation, Yingkun (2004) puts forward the idea of changing traditional teaching ideas and promoting students to study by themselves actively; Bing (2011) discusses that the content of business English textbooks should focus on helping students obtain knowledge from practice and creating situations for their meaning construction, and various multimedia teaching materials such as audios and software should be attached; Yinqi and Yingji (2007) conclude students" initiative, creativity and ability for self-study are restricted by the domestic teaching system at present, so they propose that teachers should support students' construction of knowledge and take advantage of the new media and abundant learning resources to create environment of self-study.

Nowadays, the development of business English major is on the way, so the issue of how to compile the business English textbooks to make the teaching more effective becomes more and more crucial. According to the literature research, the authors find that the mode of the courses of business English major at present is just a simple mode like the formula "courses related to economy, management and law + English = business English". The arrangement of courses leave too much time for theoretical teaching, but the business knowledge in the textbooks is not deep enough to satisfy the students" needs. These lead to the conflict that

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the courses at present can't combine business knowledge with English knowledge organically. According to all these conditions, this paper will focus on how to organically combine the business knowledge, English knowledge with the theory and practice. At the same time, the authors find there are few researches on business English textbooks under the guidance of Constructivism, and the empirical studies are even less. Therefore, this paper will study on the compiling and application of business English textbooks from the aspects of the demand and supply of business English textbooks.

2. Data Collection and Analysis

Based on Constructivism Theory, the authors collect data on the Internet and make questionnaire survey to study whether the business English textbooks can motivate students' self-study and provide enough chances of cooperative learning and situated learning to help students with the construction of knowledge. We hope to figure out the problems of business English textbooks, know about the demand and expectation of students for business English textbooks, and try to propose a series of innovative business English textbooks compiling strategy that can satisfy the needs of both the market and students.

2.1. Analysis of the Publishing Situation of College Business English Textbooks

As an important part of teaching, the textbook guarantees the systematicness of knowledge collection and the effectiveness of knowledge transmission. It is the basic way of combining theory and practice, and it is also the centre of various teaching activities. What's more, its guiding function is conductive to teaching activities and the overall arrangements of practical activities. The importance of the teaching material is self-evident, so the authors first analyze the publishing situation of business English textbooks.

According to the content of business English learning, the authors divide the textbooks into the following categories: Listening, oral English, reading, writing, cross-culture and business negotiating. Then the authors collect the sales volume of business English textbooks from 2000 to 2015 in the most popular book websites like Joyo and Dangdang and record the information and comments of top ten so as to make a detailed research on the market of business English textbooks to know about their publishing situation. The following are the results and analysis:

Table-1. Sales volume of business English textbooks in website of Dangdang and Joyo.

Website of Dangdang	**The Number of Books**	**The Proportion/%**
Business English	19941	
Listening	577	2.89
Oral English	1756	8.81
Reading	1600	8.02
Writing	1308	6.56
Cross-culture	48	0.24
Case Analysis	28	0.14
Translating	701	3.52
Negotiating	347	1.74
The Other	14277	71.6
Website of Joyo	**The Number of Books**	**The Proportion%**
Business English	16242	
Listening	140	0.86
Oral English	570	3.51
Reading	331	2.04
Writing	508	3.13
Cross-culture	40	0.25
Case Analysis	7	0.04
Translating	210	1.29
Negotiating	140	0.86
The Other	14506	89.31

The data indicates that textbooks about oral English share a relatively largest proportion among the similar textbooks, the following in turn are reading, writing and listening. However, the number of textbooks

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about case analysis is limited. Under each category, the textbooks can be further divided into books for business application and for tests. For example, among the books for business application, the oral and listening English emphasize work place, business, management while reading focuses on e-mail ,corporation operating and marketing. By contrast, the books for tests include special exercises similar with exam subjects, such as completion of the blanks and reading comprehension.

Moreover, business English textbooks have gradually paid attention to oral English to make up for the deficiencies of only emphasizing reading, writing and grammar before. However, some textbooks are still lack of organization, making it hard to identify the key points and decrease the learning efficiency. This has a bad effect on the construction of knowledge and is totally against the view of self-studying and strengthening personal understanding of the knowledge. According to Constructivism, textbooks are supposed to pay more attention to the combination of theory and practice, especially, the contents of business English textbooks should have a closer combination with situational teaching. For example, we should add situational dialogue practice and cooperative situational learning tasks into the textbooks to help students understand the theories and strengthen their ability of application.

In order to know more about the market of textbook, the authors also gathered and compared many domestic and foreign business English textbooks in order to work out the deficiencies of domestic ones, especially from the aspect of compiling thoughts and contents. We found several textbooks related to cross-culture on Dangdang and Amazon, including domestic textbooks such as *Intercultural Business*, *Intercultural Business English*, *Intercultural Business Communication* and foreign textbooks such as *Cultural Agility: Building a Pipeline of Successful Global Professionals* 、 *Cross-Cultural Business Behavior: A Guide for Global Management* 、 *Identities in and Across Cultures*. The authors analyzed their contents and compiling thoughts by gathering their catalogs and part of their contents. The following part will compare the similarities and differences between domestic and foreign business English textbooks with taking textbooks of cross-culture as example, an important part in international business English.

As for cross-culture, foreign textbooks will generally introduce the concept, concrete forms, influencing factors, realization forms, culture method and other main contents etc, to make concrete explanations in different situations and cultures. The flexibility and practicality of this kind of textbook well follow the idea of situational teaching theory of Constructivism. There are also some textbooks with extending study on some key points in cross-culture according to cultural differences. For example, some study the behaviors and habits of people in different countries. These textbooks are of great professionalism and pertinence and are very suitable for cultivating professional talents. The textbooks of cross-culture on the domestic market vary a lot from one theme to another with following characteristics. The books focus on the effects of cultural differences with fixed mode, in general, they have several parts, including culture, communication, grammar and exercises. This kind of book analyzes the theoretical framework of intercultural business communication in details, and clearly lists the business etiquette, business negotiation skills and cross-cultural management strategies. What"s more,, the books that emphasize business communication will list various ways of communication and many details in the process of communication to

analyze the theory of intercultural communication.

The authors find that both the domestic and foreign textbooks have made researches on the diversity of culture in varying degree, and both have listed many details and strategies of intercultural business. However, there are more differences than similarities. Domestic textbooks are fond of increasing grammar exercises to achieve the goals of learning, and they pay more attention to the effects of cross-culture on communication. However, the foreign textbooks have few grammar exercises, they mainly inspire readers to think how to deal with cross-culture by stating actual problems and attaching more attention on self-study.

2.2. Questionnaire Design and Data Analysis

To collect the college students‟ ideas about business English textbooks, the authors conduct a questionnaire survey. In this survey, nearly 80% of the respondents are students from Shenzhen Tourism College of Jinan University, of which nearly 63% of their major is business English, the other are students from the major of tourism management, hotel management and golf management involving specialized English study. The other 20% respondents are students from business English major of Shandong University of Finance and Economics, English and Russian major of Shandong University and other majors and universities. Their business English courses include business English, business English interpretation,

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business negotiation, of which the textbooks include *New Edition of Cambridge Business English*, *Business English Interpreting*, etc. This questionnaire was released from June 5 to June 12, 2016, and finally 84 valid questionnaires were retrieved.

According to the key point of Constructivism, the authors designed 21 questions to research on the degree of students" satisfaction with existing business English textbooks, the frequency of using textbooks, the language of textbooks, the proportion among knowledge and their expectations so as to know about college students" feelings of textbooks application and their demands.

Referring to the theory that student is the centre of learning, we designed several questions from the angle of textbook users to investigate their using frequency, learning efficiency and their views on the function and the rationality of present business English textbooks to deeply know about users" needs. Meanwhile, based on the theory of self-study, cooperative study and teacher-student interaction study, we designed questions to investigate the teaching focuses, the deficiencies in present classes and student's expectations. In addition, as Constructivism stressed close connection between situation and teaching, we also asked the problem of proportion between business knowledge and English knowledge as well as the combination of teaching and practice. Based on the multimedia teaching theory, we tried to find the students' favorite form of multimedia teaching. At last, the open-ended questions are asked to know about students' suggestions and expectations.

The results show more than two thirds of the respondents support the use of original English textbooks, meanwhile many students think the proportion between business knowledge and English knowledge should be 4:6 or 5:5. It thus appears that we should not just list business knowledge and English knowledge separately in the textbooks, instead, students should learn business knowledge with English as a language tool to make their language using habits more suitable for business knowledge learning.

The data indicate that more than one third of the respondents don't like to go over textbooks after class, and the rest readers using them just to finish homework or prepare for tests. What's more, 88.1% of them answer directly that the textbooks at present are not attractive enough. According to Constructivism, the core of business English teaching is to regard students as the centre of learning and motivate them to learn by themselves. Obviously, the existing textbooks are still far from meeting these requirements. So here is the question, why the textbooks are not attractive enough for students?

The authors also research on the using efficiency of college business English textbooks. The students answered that the textbooks with high using efficiency usually selected articles from many inspiring areas such as lively and interesting fragments of fictions and scientific research, with which there are also the introduction to the author and some extra knowledge attached. This kinds of textbooks have abundant exercises to help students to study by themselves after class. Among which, the group discussion questions are preferred which fits the thoughts of cooperative learning in Constructivism. It is also shown that 85.14% of the respondents think "original and native reading contents" attract them most, the followings in turn are "interesting illustration", "exercises attached" and "rational layout design" .Therefore, when we are compiling textbooks, we should pay much attention to the rationality and novelty of the contents by selecting materials referring to different topics to follow the trend of the times. What"s more, more than 55% of the students directly point out the problem of unreasonable knowledge structure. The feedback indicates the students regard professional knowledge, listening and oral English practice as the most important part. Hence more professional knowledge and practical exercises should be added to meet students' needs.

When analyzing from the aspect of self-study and situational practice, 52% of the respondents hope the textbooks can help them with self-study, and there are separately about 20% of them hope that group cooperation or teacher-student interactive learning can be added into class, 40% students think outdoor practice and business investigation are better for learning, and 88% of them think situational teaching can help them form a deeper understanding of knowledge. Constructivism Theory points out that situational teaching can motivate students to learn knowledge in a constructive way, similarly, the data show that students are long for textbooks that can guide their situational learning and promote teacher-student interaction to help with their self-study. Therefore, as the guider of teaching activities, the textbooks should take the responsibility of helping students with self-study and promoting group cooperative and teacher-student interaction. When talking about the deficiencies in present textbooks and classes, more than two thirds of the respondents complain that the connection between textbooks, classes and practice is not close enough. There are separately 50% of the respondents point out that classes were short of teacher-student interaction and situational teaching. Although 60% of them agree that the textbooks can help expand knowledge and study

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for exams, only 45% of them admit that textbooks can strengthen their ability to apply theories into practice. All these reflect that most of the students can achieve the expansion of knowledge with the help of textbooks, but too many theories make the knowledge application an obvious dilemma.

The authors also notice that the CD attached with book is generally ignored by students, because the content of the CD is just the transcript of listening texts. However, according to theory and practical experiences, the application of multimedia teaching can help improve teaching efficiency. Meanwhile, the data indicates that 86% of the students are willing to study with the help of videos, and 65% of them are fond of learning by audio materials and English literature. The CD is a good medium to connect multimedia and textbooks, so if we can take advantage of this special teaching medium to add some situational videos, audios and a large number of extra teaching materials, the textbooks must be much more attractive than ever before.

3. Suggestions for Compiling Business English Textbook

The results of the researches on market and students convey the following information. Most of the students agree that there should be more professional business English knowledge in the textbooks to adapt to the study of this major; many students put forward suggestions according with Constructivism Theory that textbooks should pay more attention to self-study, teacher-student interaction and practice; some students hope that the textbooks can be vivid and interactive to raise the interests of readers; a small number of students think that the textbooks need more listening and oral English exercises.

It is shown in the results that the present curriculum of business English major is mainly a form of "business curriculum + English curriculum" with other curriculum especially the exams such as the courses of Cambridge Business English. The authors find that business English textbooks at present are not attractive enough to motivate college students' self-study. By contrast, they have many problems. For example, their materials are out of date, the contents fail to guide students" cooperative and situational learning. Their connection with multimedia equipment is not close enough to take full use of the CD attached with books. Therefore, according to Constructivism and the results of researches, the authors try a series of innovative business English textbooks compiling suggestions and use the guidance figure (see Figure 1) to show the overall idea of the compiling of innovative business English textbook.

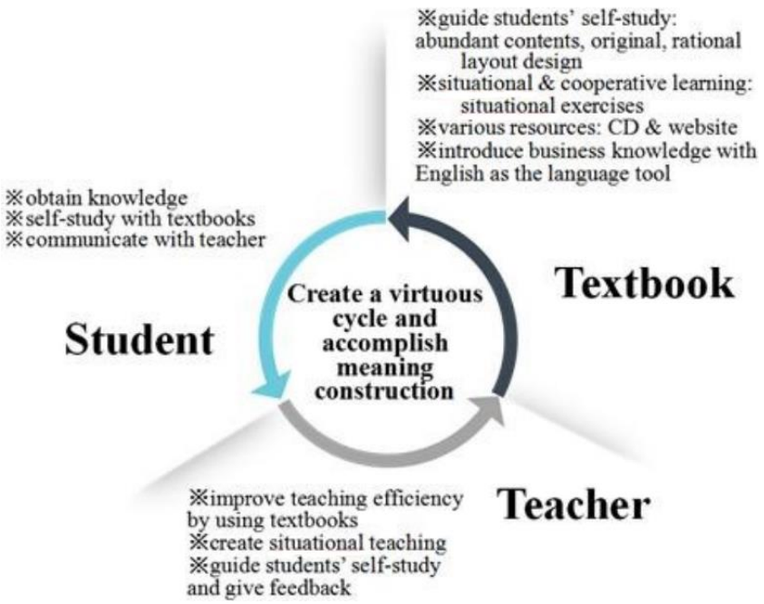


Figure-1. Guidance figure for compiling business English textbook.

In the process of teaching, student is the centre, teacher is the guider who teaches knowledge and improves students' ability to apply knowledge into practice, and textbook plays the role of promoting teacher-student interaction and students' self-study. The designing of the figure is based on the teaching idea that student is the centre of learning and other theories of situational teaching, cooperative learning and

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multimedia teaching. For instance, if designed properly, situational teaching and cooperative learning can work together to impove students" performance. If the writer of the textbook add group discussion exercises with given situation to encourage the students to make business conversations in English, students can accomplish the practice of oral English and the application of business knowledge at the same time. The content of the textbooks can originate from various kinds of resources, and we find that the reading materials after class have a big room for improvement. To attract students to study independently, the materials chosen should be original and up to date, thus actual business cases in English are good choices. In addition, multimedia teaching can also enrich the content of paper textbooks. For example, we can play videos of business conversation and business situations for students to introduce them more native expressions. If so, not only the students, but also the teachers will be motivated. Original materials can help teacher run a vivid class to improve teaching efficiency. The situational exercises after class can also provide the teacher with an approach to guide the students to think actively and apply what they have learned to practice by themselves. Then the students reflect the problems they have met in practice and in turn communicate with teachers actively. So this process will help teachers know better about the students" learning condition and respond in time. As a result, the students will have a clear recognition of why they have to learn, what they have learned, how they apply the knowledge into practice and how they interact with other knowledge. All these will help create a virtuous cycle and benefit the students from accomplishing the meaning construction.

To explain concretely, the authors think that the most important thing for designing business English textbook is to make an organic combination of business knowledge and English knowledge. According to the research, students hope that the textbook can be written in English and the proportion between business knowledge and English knowledge can be 5:5. Therefore, we should choose business materials in English as extra reading materials and add some exercises for professional English knowledge to help students learn business knowledge with English as a language tool.

In the authors" opinion, the content of business English textbooks should include listening, oral English, grammar, reading and writing, among which listening and oral English should be paid more attention to. The materials of listening texts can adopt business conversation, and the questions of oral English can originated from practical problems we may face in actual business communication, so the textbook can provide the students with more chances of situational cooperative practice. At the same time, original reading materials are preferred, following the trend of the times with many topics in different fields. On the one hand, this will attract students to actively follow teachers" rhythm of class and study independently after class. On the other hand, this can help both students and teachers keep up with the times and think more. It is shown in the result that the writer of business English textbooks should add more situational and practical elements into the content. For example, some exercises of professional English knowledge after each chapter are far from enough, the writer should increase some exercises like case study which requires group discussion and study to strengthen students' understanding of actual business cases and improve their ability of teamwork. Through the process of applying knowledge into practice, this method can raise the students' interests in self-study, motivate them to think actively and communicate more with teachers, and further motivate both the teachers and students to participate in the situational practice to form a good atmosphere of teacher-student interaction. It can also help teachers guide the students to learn basic theories in class, encourage them actively to apply knowledge into practice after class and communicate with teachers to clear their doubts, so the teachers can give them feedback and strengthen their understanding. Thus finally the teachers and students will create a virtuous cycle together, which not only motivates the students to think actively, but also raises the teachers" interests in teaching reform.

In addition, the rationality of layout design also should be taken into consideration to offer students better visual experience and enough space to take notes and record their thoughts. We suggest that writers attach some extended reading materials in each chapter to broaden students" horizons, raise their interests, and help them have a better understanding of the knowledge. According to the surveys, most of the textbooks have attached CD, but it can't be paid much attention, because the content of the CD is just the transcript of listening texts, which is too simple and dull. Actually, we notice that CD is a good medium to connect multimedia teaching and paper textbooks, for it can act as the supplement of paper textbooks to make up for their limitations. For example, we can add videos and audios about actual business cases into CD to help the students have a deeper impression on the knowledge in paper books. The website of the publishing house is also a good medium to help update the content of printing textbooks. For example, we can keep updating

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videos or audios and reading materials about business cases on the website, which effectively solves paper books" problems of fixed content and slow update speed.

4. Conclusion

After the research on the Business English textbook in the market and investigation on students" feedback about textbook, the authors propose some ideas on how to compile an attractive textbook. It is expected that the compiling methods mentioned can enrich the content of textbooks, make them more attractive and diversify their functions . This provides more chances for the students to practice listening and oral English in the process of cooperative learning, which is much more effective than just doing the exercises. It also provides a good way to promote teacher- student interaction. Therefore all these increase the guidance meaning of the textbooks, make it effectively balance the teaching and practice activities by analyzing from the angle of the demand of the users, Teachers carry out situational teaching with the use of business cases to deepen students' understanding, raise their motivations for applying knowledge into practice after class, and encourage them to think independently and actively in practice to solve the problems. All these will finally create a virtuous cycle between teachers, students and textbooks. Therefore we can get into a conclusion that this kind of business English textbook to some extent can solve the existing problems in the market, and motivate teachers and students to communicate and interact more actively with each other.

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