

The Mechanism and Practical Research on Empowering Business English Talent Training through Excellent Traditional Chinese Culture Education

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Abstract

Based on the three core elements of “language,” “culture,” and “business,” this study constructs the internal mechanism of “cultural internalization value orientation behavior shaping” by which excellent traditional Chinese culture education empowers the cultivation of business English talents. It explores the connections between Confucian concepts such as “integrity” and “the doctrine of the mean,” Daoist ideas like “governing by doing nothing,” and military strategies such as “knowing oneself and the enemy,” and business English teaching. A modular curriculum system is developed, and the POA (Production-Oriented Approach) teaching method is adopted to achieve integration of learning and application. Through a diversified evaluation system and empirical tests, this study aims to enhance students’ cultural consciousness and intercultural competence, facilitating the training of interdisciplinary talents with both an international perspective and cultural confidence. This will provide cultural soft power support for the international competitiveness of Chinese enterprises.

Keywords Excellent Traditional Culture; Business English; Talent Cultivation; Mechanism and Practice

1 Research Background

President Xi Jinping has repeatedly emphasized that the outstanding traditional Chinese culture, which has a long history and is broad and profound, represents the crystallization of Chinese civilization’s wisdom. The core concepts it contains—such as “the world for all,” “the people as the foundation,” “reform and renewal,” “keeping up with the times,” “self-improvement and virtue,” “good faith and harmony,” “benevolence to neighbors,” “down-to-earth and pragmatic approaches,” “benefiting and enriching the people,” and “the unity of man and nature”—all fully reflect essential worldviews, values, ethics, philosophies, and political concepts formed by the Chinese people over a long period of productive and social activity. As we advance the great rejuvenation of the Chinese nation with Chinese modernization, it becomes imperative to thoroughly study and implement Xi Jinping’s cultural thought, consciously inherit and promote the essence of traditional Chinese culture, and actively contribute to renewing our cultural heritage and fostering creativity and innovation in the development of China’s outstanding traditional culture.

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The Business English major aims to cultivate cross-disciplinary foreign language talents who possess patriotism, global vision, humanistic literacy, solid language skills, and distinguished abilities in cross-cultural communication and critical innovation. As globalization accelerates and the digital economy flourishes, talent in the field of Business English has become a pillar of international business communication. The quality of such talent directly impacts the effectiveness of national opening-up strategies and the global competitiveness of regional economies. Although traditional Chinese culture is rich in cultural significance and value orientation, current Business English curricula tend to focus more on Western business values, cultures, and theories. For example, intercultural theory teaching usually emphasizes Hofstede's cultural dimensions, and international business negotiation stresses the PIOC framework (People, Interest, Option, Criteria), often neglecting the empowering role of traditional Chinese values. Consequently, research on the application of traditional Chinese culture in business contexts appears fragmented. Business English graduates shoulder the crucial mission of inheriting and promoting China's traditional culture. Thus, how to seamlessly integrate traditional Chinese cultural elements into the Business English curriculum—through theoretical exposition and practical case studies to address real business challenges and contribute cultural wisdom and strategic support—becomes a pivotal question for this research, with the goal of cultivating versatile talent with both international vision and cultural awareness.

This study systematically analyzes the core values of excellent traditional Chinese culture, selects relevant Business English courses, integrates innovative teaching models, and constructs a theoretical framework for empowering talent cultivation in Business English through the lens of traditional culture. The study thereby reveals the underlying mechanism of “cultural internalization, value guidance, and behavior shaping” and offers practical pathways for college curriculum reform in Business English. At the same time, it aims to enhance the cultural soft power of Chinese enterprises in international business and foster versatile business professionals with both a global outlook and confidence in Chinese culture.

2 Current Research at Home and Abroad

Zhuang Xinyue (2025) proposed that university English teaching can leverage textbook analysis, cultural comparison, and social hotspot topics to effectively embed ideological and political elements of excellent traditional Chinese culture, thus enhancing its educational function. Fu Xiaoxiao (2025) explored the necessity and challenges of integrating excellent traditional Chinese culture into vocational college English teaching. She examined development strategies in areas such as textbook reform, teaching evaluation, and teacher quality improvement—while also leveraging professional characteristics, modern technology, and campus culture—to more effectively infuse traditional Chinese culture throughout the teaching process. Liu Fengying and Cao Hongwei (2025) pointed out the issues of imbalance between Western and Chinese culture in college English textbooks and the lack of Chinese cultural elements in teaching. They suggested balancing the proportions of Eastern and Western cultural content, innovating English teaching strategies, integrating traditional Chinese values throughout the educational process, and incorporating region-specific cultural elements. Zhou Yanyan (2023) analyzed the current state of integrating excellent Chinese culture into Business English teaching via assessment and surveys, proposing four practice-based approaches: curriculum design, textbook selection, classroom teaching, and practical training. Gao Jing, Dong Yanping, and Sun Hongwei (2023) examined the practice of integrating excellent traditional culture into Business English speaking courses within the Production-Oriented Approach (POA) framework, featuring a hybrid model of “video-driven production + micro-lecture input + on-site and post-class production tasks.”

Most of the above research builds practical strategy frameworks from the perspectives of language tools, the link between language and culture, Chinese cultural communication, cultural comparison, and case applications. However, relatively few studies investigate the internal mechanisms by which the education

of traditional Chinese culture empowers the comprehensive development of Business English talent, and there is a lack of systematic empirical research on the process by which these cultural elements are integrated with professional studies in the Business English major.

3 Internal Mechanism of Traditional Culture Empowering Talent Cultivation in Business English

Centering on the three core themes of “language,” “culture,” and “business” in the Business English curriculum, this study constructs an internal mechanism framework for how traditional culture empowers Business English professionalism—namely, “cultural internalization, value guidance, and behavior shaping.” The research involves the systematic design of course systems, teaching methods, and evaluation standards, as well as empirical validation through formative and summative assessments, extracurricular activities, and industry-university cooperative internships. (See Figure 1.)

3.1 Building a Mechanism for Internalization from Cognition to Identity

A cognitive-to-identity internalization mechanism is constructed by identifying points of convergence between key elements of traditional Chinese culture and the three core aspects of Business English: language, culture, and business. For example, Confucianism emphasizes core values such as “benevolence,” “moderation,” and “integrity,” which advocate for mutual respect and understanding in international business dealings, and lay the foundation for establishing stable long-term partnerships. Confucian thought also promotes the doctrine of the mean, which nurtures character in business professionals to avoid extremes and seek balance in interests. The principle of “gentlemen love wealth, but acquire it by ethical means” guides business students to balance profit with morality. Daoism advocates “governing by non-interference” and adaptability, which applies to strategic adjustments in cross-cultural business negotiations, and the idea of “following the natural course” urges respect for objective laws and market sustainability. Sun Tzu’s military thought—“know yourself and your opponent, and you will win every battle”—can be applied to business settings where understanding the other party’s needs and strategizing accordingly are crucial. It also advocates for indirect approaches to solving problems and reducing direct confrontation. Legalism’s emphasis on “clear rewards and punishments” resonates with modern enterprise management concepts such as performance evaluation and contract spirit. These traditional concepts and wisdom provide theoretical and strategic support for addressing real business problems, carrying important significance for Business English talent cultivation.

3.2 Developing Modular Teaching to Guide Values

Using six example courses—“Business English Listening and Speaking,” “Business English Interpreting,” “Business English Translation,” “International Trade Practice,” “International Business Negotiation,” and “Introduction to Intercultural Communication”—which together foster students’ language, business, and cross-cultural competencies, this study develops modular teaching content (see Table 1 below). For these courses, teachers are expected to deeply integrate traditional cultural elements with business English scenarios, emphasize “harmony in diversity,” respect cultural differences, and avoid cultural hegemony. They also highlight the importance of cooperation and mutual benefit, and steer students away from zero-sum thinking. By weaving traditional values into classroom teaching, project activities or competitions, and off-campus practicums, such values are gradually internalized into personal codes of behavior. In teaching, the Production-Oriented Approach (POA) is employed, advocating integration of learning and application, melding of knowledge and virtue, and using students’ output to measure goal attainment—

thus, through scenario-based Business English applications, a process of driving, producing, and evaluating learning outcomes is realized.

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3.3 Constructing an Evaluation Mechanism Conducive to Student Behavior Shaping

A diversified assessment system encompassing language proficiency, business competence, and cultural literacy should be established to shape students' behaviors. The structure adopts a three-dimensional indicator model: formative assessment (project participation), summative assessment (practical reports), and social impact evaluation (feedback from internships and employers). Additionally, a graduate tracking mechanism is to be set up to analyze how the talent cultivation model—empowered by excellent traditional culture—impacts employment quality.

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4 Teaching Practice and Instructional Model Strategies

How to adapt traditional cultural elements for teaching in the context of international business, and how to achieve behavior shaping through cultural internalization and value guidance, remain core challenges in classroom practice. Taking the International Business Negotiation course as an example, and based on POA (Production-Oriented Approach) theory—which advocates an integration of learning and practical application, treating output activities as the driving force (output-driven) and input activities as facilitators (input-enabled)—this model aims to resolve the dilemma of separation between learning and application.

This instructional model encompasses three key dimensions:

4.1 Cultural Internalization

Through close reading of classical texts and case analyses, students are guided to understand the applied value of traditional culture in international business negotiations. Teachers are required to carefully prepare three types of learning materials. First, classical texts—such as the Confucian “Faith is near to justice” from *The Analects* (advocating that one's commitments should be rooted in morality and basic ethical standards) and Sun Tzu's “Know yourself and your enemy” strategy (which stresses understanding both the adversary and oneself)—are used to distill the essence of traditional culture. Second are international business case studies highlighting cultural adaptation strategies employed by Chinese companies in negotiations. Third is comparative cultural material, such as the application of Hofstede's cultural dimensions in explaining differences between Eastern and Western negotiation styles. During class, teachers systematically explain how traditional cultural values and negotiation strategies complement and inform each other. The PIOC principle (People Problem, Interest, Option, Criteria) in international business negotiation means separating people from the problem, focusing on interests rather than positions, seeking alternative solutions, and establishing standards and criteria. Excellent traditional Chinese values empower international business negotiations, aligning well with the four PIOC principles by providing both strategic direction and practical guidance. For example, there is an internal connection between the Confucian doctrine of the mean and strategies for balancing interests, between Legalism's “clear rewards and punishments” and the modern contractual spirit, and in the practical application of the military tactic of “indirect approach” in negotiations. Such comparative analysis helps students build a comprehensive framework for cultural cognition.

4.2 Value Guidance

Through scenario simulations and strategic analysis, students' identification with traditional cultural values is enhanced. Teachers select representative international business negotiation cases—such as China-US trade talks or China-Africa infrastructure projects—and use them to prompt reflection on the profound impact of cultural factors on negotiation processes and outcomes. In the case of Huawei's 5G negotiations with the UK government, students can explore how the Confucian concept of “harmony in diversity” is applied to resolve value and commercial practice differences. In analyses of Sino-German automotive technology transfer negotiations, the Daoist wisdom of “soft overcoming hard” is examined in addressing technical barriers. Role-play simulations are crucial: for technical licensing negotiations, emphasis is placed on the Confucian principle of “integrity”; for joint venture negotiations, the practice value of “harmony in diversity” is highlighted; for trade dispute mediation, Daoist “softness overcomes hardness” is the focus. During role-play, teachers closely observe and record students' use of cultural strategies. A diversified assessment system is employed: formative assessment accounts for 40% (class participation, simulation performance, group peer review), and summative assessment makes up 60% (reflection reports and business training reports).

4.3 Behavior Shaping

By writing reflective reports and participating in industry practice, students transform cultural wisdom into negotiation skills and habits. Integrating traditional Chinese cultural education into International Business Negotiation courses places emphasis—particularly after class—on skill transformation and behavioral goal shaping. The school should work closely with enterprise internship bases to provide opportunities for students to observe or participate in real negotiations, with special attention to cultural adaptation strategies in “Belt and Road” projects and localization processes of multinationals. Students are required to record cultural factors and corresponding coping strategies observed during negotiations, and eventually complete a training or internship report—such as “Analysis of the Impact of Traditional Culture on Negotiation Strategies.” Such reports must include identification of cultural conflicts, evaluation of the effects of traditional wisdom, and tracing personal negotiation styles to cultural roots. A holistic evaluation is carried out, combining instructor ratings and graduate follow-up feedback, to objectively reflect students' comprehensive development and thereby verify teaching model effectiveness.

This instructional model features several innovations: (1) Empowerment through culture—translating traditional cultural concepts into actionable negotiation strategies (for example, quantifying the doctrine of the mean into a formula for balancing interests); (2) Combining simulation and practice—transforming knowledge into practical ability via dual-track training (“simulated negotiation + enterprise practice”); (3) Assessment innovation—incorporating enterprise mentor evaluation and graduate tracking mechanisms to ensure quality. This model is applicable to other courses such as Business English Listening and Speaking, Interpreting, Translation, International Trade Practice, and Introduction to Intercultural Communication (e.g., culture adaptation training, cultural risk management). Such a model enhances not only students' professional competence but also their confidence in their native culture, enabling them to show both professionalism and cultural charm on the international stage, thus truly becoming versatile professionals with global vision and cultural confidence.

5 Conclusion

Through a systematic exploration of the underlying mechanisms and practical pathways by which education in excellent traditional Chinese culture empowers the cultivation of Business English talent, this study constructs a “cultural internalization—value guidance—behavior shaping” training mechanism based on a

three-dimensional “language-culture-business” framework. The findings reveal that traditional wisdom—such as Confucian “integrity” and “the doctrine of the mean,” Daoist “non-action,” and military strategy like “knowing oneself and the opponent”—is highly compatible with contemporary Business English education, offering a unique cultural perspective and strategic guidance for international business practice. By innovatively applying the POA teaching method, developing a modular curriculum system, and establishing diverse evaluation mechanisms, this study has effectively enhanced students’ cultural awareness and intercultural competence. The theoretical and practical achievements herein offer a valuable model for Business English talent training in the new era, and hold significant value for the modern transmission and international dissemination of excellent traditional Chinese culture. The organic integration of traditional culture enriches the content of Business English teaching and nurtures students’ confidence in both local and global cultures. Future research may further explore the application of digital technology in traditional culture education, improve industry-university collaborative training mechanisms, and promote innovative development of Chinese culture in the international business sphere.

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