

Applying Geographical Indication Products in Business English Teaching

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Abstract: *The knowledge of geographical indication products is an indispensable part for Chinese enterprises and products to go abroad. Thus, this paper analyses the feasibility of an innovative way to integrate geographical indication products with classroom teaching for Business English majors, which may increase students' competitiveness as well as boost local economy, suiting especially application-oriented colleges. Meanwhile, relevant knowledge of geographical indication products can be spread domestically and internationally through students to strengthen China's influence in the world.*

Keywords: Geographical indication products, Business English, Classroom teaching.

1. Introduction of Geographical Indication Products

Geographical indication products refer to products originating from a certain geographical area or a certain region or place in that geographical area, and the specific quality, reputation or other characteristics of the products are essentially dependent on the natural and human factors of the place of geographical origin, such as the internationally recognized Japanese sushi, Korean kimchi, French red wine and Chinese Shaoxing wine, and so on.

In the early 1990s, China explored for the first time a protection system for geographical indication products. Subsequently, the State Bureau of Quality and Technical Supervision (AQTS) officially promulgated *The Provisions on the Protection of Geographical Indication Products* on June 7, 2005, which came into effect on July 15 of the same year. Based on this, *The Measures for the Protection of Foreign Geographical Indication Products*, issued in 2016 and revised in 2019, have further enriched and improved the protection system for domestic and foreign geographical indication products. Thus, in China, a geographical indication product should be approved by the national examination to be named with a geographic area, which will then be named in the way of "origin + product".

With development of economy in China, brand effect plays a more important role in business, especially in international trade. Entrepreneurs arouse the awareness to register trademarks and build good images and reputations for companies. And for regional economy, geographical indication products that renowned for specific quality and characteristics originated from these certain areas start to attract interests from both business people and academic researchers. This paper will then try to demonstrate the significance and methods to integrate geographical indication products with classroom teaching for Business English major students to enrich talent market as well as promote local economy.

2. Significance of the Integration

Many researchers have studied geographical indication products from a variety of perspectives. Besides study on

planting or marketing these agricultural products, researchers of foreign language mainly focus on the proper translation of different geographical indication products. However, it's still a long way to go to name all the geographical indication products properly in different foreign languages as well as educate our people with correct translation.

Business English major students should learn not only language points but also business knowledge to make themselves more practical, interdisciplinary and competitive in the talent market. Thus, knowledge of local geographical indication products will be a good choice for them. With enough background information and correct translation of local geographical indication products from the early stage of study, they may be able to explore and spread the translation of geographical indication products by themselves, which may reduce the work of linguistic researchers to educate people again and again with the correct translation. Moreover, the innovative way of cultivation may also stimulate students' creativity to start their own business in international trade based on the knowledge of geographical indication products so as to boost local economy and spread traditional Chinese culture to the whole world.

Thus, if application-oriented colleges could adopt this innovative method of cultivation for Business English majors, their main target to cater to the practical requirement of different social sectors so as to serve local economy and talent market could also be easily realized since their students will become more competitive and interdisciplinary to promote local economic development. Then these application-oriented colleges could be distinguished from other universities.

To summarize, the significance of applying geographical indication products in Business English teaching lies in the following aspects: 1) To help with exploration and spread of information of geographical indication products, including correct translation and the profound cultural connotations; 2) To stimulate innovation for students to start own business to boost local economy; 3) To encourage cultural exchange while doing business with the whole world; 4) To differentiate application-oriented colleges and realize their targets.

3. Methods of the Integration

Four years will be spent at school for Business English majors so that in this paper the process of applying geographical indication products in classroom teaching is divided into four stages based on the four-year study. At each stage, there will be different focus and students could accumulate knowledge of geographical indication products from different aspects and finally exercise it after graduation.

At the end of the study at school, students are supposed to have a clear understanding of geographical indication products in four aspects: 1. Basic knowledge of local geographical indication products, including translation of names and their specific quality, reputation or characteristics, to introduce them in detail; 2. The background information and cultural connotations so as to tell good stories about them for cultural exchange; 3. The ways to trade these geographical indication products domestically and internationally to promote local economy; 4. The translation techniques for the names and stories of geographical indication products thus being able to share correct names and cultural connotations while dealing with other geographical indication products. The four stages may be designed as follows.

3.1 At the Stage of Freshman

After graduated from high school, students need to adapt to new environment. For them, this stage is not easy to output. Thus, local geographical indication products could be integrated with Comprehensive English course and Extensive English Reading course as input content, which may in turn accelerate their familiarity of local circumstances. For example, with the introduction of Liuyang Steamed Dishes, one of local geographical indication product in Hunan Province, students that are new to Hunan may get to know the place through food as well as acquire some knowledge about how to describe this food.

Comprehensive English course prepares students with language competence such as accumulation of expressions and various sentence structures to introduce specific quality and characteristics as well as reputation of these local geographical indication products. The ability of critical thinking can also be developed through this course for students to analyze these products and maybe some innovative elements may be created by them to add into these products and rejuvenate them. Meanwhile, Extensive Reading course can provide students a range of reading materials to get familiar with background information of geographical indication products to learn their connotations and cultural factors as well as enlarge their vocabulary and broaden the horizons.

3.2 At the Stage of Sophomore

With accumulation of knowledge learnt in the first year, students can start to output and express themselves through writing and speaking. They are encouraged to introduce these local geographical indication products from different perspectives in writing and speaking classes to understand these products better. For example, Fish cake is a famous dish and local geographical indication product in Jingzhou and students can introduce many aspects of this product such as its appearance and taste, origin and cultural factors as well as

local customs related to it in both written and oral forms.

Besides local products, geographical indication products from students' hometowns could also be included in both Comprehensive English and Extensive English Reading courses as further information for self-learning. Students could collect some more information of products from others' geographical areas as well as the hometowns of their classmates and learn it by themselves in the same way that they were guided to learn in the first year, which is to develop their self-learning ability and digital literacy.

Then in writing and speaking classes, students can exchange information of some more geographical indication products and even introduce their hometowns in the perspective of these specific products. With the help with translation class, methods to name different geographical indication products in foreign languages can be explored and students will know the suitable technique to translate these names as well as the specific characteristics of these products. Thus, the knowledge of these products could be spread quickly in China through students and then in the world.

3.3 At the Stage of Junior

For Business English major students, courses in the third year are different from the previous two years because the focus are not language points any more but business knowledge. There will be new courses like International Trade and Intercultural Business Communication so that the knowledge of geographical indication products could be exercised by students in these courses.

In the course of International Trade, many business cases will bring to students for analysis so that geographical indication products may be integrated into case study materials of this course. For instance, students can figure out the best way to transport geographical indication products, Beichuan Tea and Anji Green Tea as examples, for sales to foreign countries and the method to calculate the prices of tea leaves to make quotations. After contracts are signed, students should also get to know the precautions that need to be taken in advance and the kind of insurance with proper coverage as tea leaves are susceptible to moisture during transportation. Different products can be stimulated in different scenarios to trade domestically or internationally and these geographical indication products offer a wide range of options for students to analyze.

Geographical indication products can also be integrated into the classroom teaching of Intercultural Business Communication as geographical indication products may be sold and bought in different contexts and cross-cultural issues need to be paid attention to. Students will learn characteristics of various cultures in this course so that different scenarios to introduce geographical indication products can be stimulated for role-playing in a variety of cultural contexts. This is to enhance the understanding of geographical indication products and to share them to the whole world in the future.

3.4 At the Stage of Senior

Seniors in colleges such as Yangtze University College of

Arts and Sciences, an application-oriented college in Hubei Province, will spend the last year on internships and this is time for them to exercise all they have learnt in the previous years into practice. Thus, geographical indication products could be integrated into internship and prepare students for their own business in future. With knowledge of geographical indication products accumulated in three years, students may be competent in geographical indication products related positions such as marketing or sales personnel.

Students to be cultivated in the method above will have abundant knowledge of geographical indication products like proper translation of names, description of specific quality and characteristics as well as reputation to market these products even in different cultural contexts to deal with people from various backgrounds so as to have robust performance in companies. Moreover, profound connotations and cultural factors of these geographical indication products will enable students to tell good Chinese cultural stories to others, especially foreigners, to sell products domestically and overseas as well as show the vastness and long history in China.

It will then be easier for students to start their own business with both knowledge and abilities to boost local economy. Besides geographical indication products approved by the national examination, students can also dig out more products with local specialties to tell cultural stories and sell good products.

4. Conclusion

To be short, geographical indication products represent various areas or regions or places in China, carrying excellent cultural stories. Applying geographical indication products in Business English teaching provides an innovative way to cultivate students with language competence, practical knowledge as well as Chinese cultures, which increases competitiveness of students and promotes local economy that suits especially application-oriented colleges.

References

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