

Performance Evaluation Method of Business English Teaching Based on Language Economics

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Abstract: Both the change of current teaching methods and modes of business English and the combination of language teaching and business ability are the key to the reform of business English teaching. However, the current BE (Business English) education in China is in a state of disconnection between English and business knowledge. The curriculum does not correspond to the professional needs, and even cannot meet the corresponding requirements. Without the knowledge and professional skills that business English majors should possess, they cannot meet the requirements of employers for talents engaged in international business. This article mainly evaluates the current situation of business English teaching, the development process of language economics and the improvement measures of business English education, in the hope that Chinese business English colleges can adopt scientific teaching methods to improve the enthusiasm and professional level of students.

1. Introduction

BE is the language used in all kinds of economic, public and social activities around trade and investment under the environment of economic globalization [1]. However, there are still many problems in the cultivation of business English talents in Universities, such as the disconnection between business and English, the deviation between curriculum and professional needs, teachers' emphasis on language rather than business in the teaching process, and students' weak practical operation ability [2]. In the traditional education methods, the main goal of most college English education is to cultivate talents with basic skills, but with the development of society, this type of education has been difficult to adapt to the development needs of the new era. Therefore, changing the existing business English teaching methods and models and seeking the combination of language teaching and business ability are the key to the reform of business English teaching [3]. Therefore, it is the focus of business English teaching reform to innovate business English teaching mode and to strengthen the cultivation of practical ability of business English professionals. We should strengthen the research on business English education from the perspective of language economics, hoping that China can better improve the personnel training mechanism, and then cultivate more English compound talents [4].

Compound English talents can use English in business, trade, management, finance, diplomacy and other work in the international environment [5]. However, China's current business English education is still out of touch with business knowledge. The curriculum does not correspond to the professional needs, or even can not meet the corresponding requirements [6]. Language teaching is put in the first place in the process of teaching, which leads to students' failure to properly handle business affairs in business practice [7]. Without the knowledge and professional skills that business English majors should possess, they can not meet the requirements of employers for international business talents. At present, business English ability has become one of the indispensable core competitiveness of the country.

2. The Basic Theories of Linguistic Economics and the Development Trend of BE

2.1. The economic value of language as human capital

Practical teaching is an important means to cultivate students' practical skills for business English majors [8]. The main forms include: experimental teaching, professional practice, business plan design, academic activities, social practice, etc. The purpose of investment is to obtain economic benefits, and the value of labor force will produce the difference of economic benefits [9]. "Capital can bring future satisfaction or income. The skills and production knowledge mastered by the labor force are the form of capital, which is called human capital." In the development of the world, there are great differences among human populations, mainly due to differences in language [10]. Economics of language is a subject of comprehensive education, linguistics and economics, which was first proposed by American economists. "Economics of Language", "Linguistic Economics" and "Economics and Language" are all linguistic economics in a narrow sense compared with "Language and Economics". Among them, "Economics of Language" and "Linguistic Economics" have a common intersection, and both are included in "Economics and Language". The disciplinary structure of language economics is shown in Figure 1.

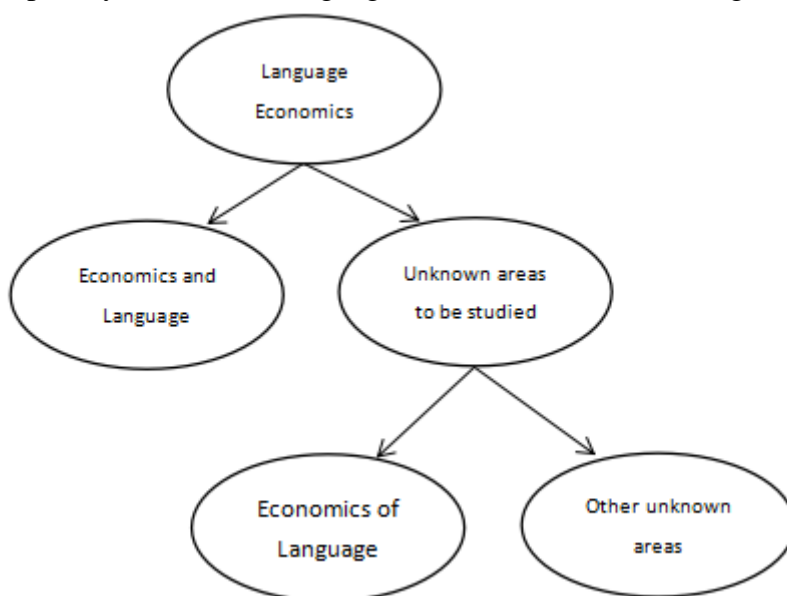


Figure 1 Disciplinary structure of language economics

The essence of the discipline is to study the economic value of language, mainly from the four dimensions of value, utility, cost and effectiveness. Secondly, international business activities and business exchanges are gradually increasing. Finally, as an important part of international trade, business English has been widely supported by the education community. As long as any language can meet the needs of different levels of the labor market, it will achieve different economic benefits and have certain market value. The economic value of language exists objectively.

2.2. The Economic Value and Economic Benefits of BE

Languages are available at any time because the learners' business English investment costs are relatively stable, and they are all relatively stable. The value of business English depends on the employer's professional demand for business English in the market. BE, as a language tool used in business environment to solve practical problems, is more practical and obvious.

International trade is one of the most important business activities. Almost all other business activities are around international trade activities, and negotiation activities are inseparable from international trade. In view of this phenomenon, Chinese business English colleges should actively formulate corresponding measures, in order to improve students' adaptability. BE is a common language used in economic and social activities based on international trade in the era of economic

globalization and the continuous development of major economies. With the rapid development of China's economy and the increasing prosperity of international trade in recent years, more and more educators pay attention to business English, especially the practical teaching of business English. In addition, in China's business English teaching, there are few empirical studies on business English, and business English teaching is completed only by describing experiences.

3. Improvement Measures for BE Education

3.1. Improving teaching content

From the perspective of language economics, strengthening the reform of curriculum can improve the quality of business English education and the language value of business English. The application-oriented and compound characteristics of business English determine the importance and innovation of business English practical teaching. Through various forms of personalized training of professional knowledge and skills, and with the help of computer-aided business English practice simulation, we can consolidate professional knowledge and enhance comprehensive business English skills, providing reference for further post practice or laying a solid foundation for entering professional posts. In business English education, universities should strengthen the cultivation of students' professional ability and improve the quality of practical teaching. Practical teaching is an important way to cultivate students' practical ability of business English majors. From this point of view, the economic value of business English depends entirely on the relevant value gained by using the knowledge and skills of business English in international foreign trade. From an economic point of view, the stronger the practical ability of the job seeker, the more valuable it is to the employer and the higher the cost-the wages paid by the company. Therefore, it is of certain research value to use the economics of language to guide the practical teaching of business English.

3.2. Improving teaching methods

For business English majors, it is not enough to rely on the simulated training in class. In the traditional classroom teaching, teachers' lecture occupies almost all the classroom time. When students are taught knowledge, they are completely passive, and they don't have to think actively, and only grasp knowledge by understanding and memory. After guiding students to master theoretical knowledge, teachers can use group discussion to improve students' quality and interest. Students are organized in groups to improve practical skills and enthusiasm in practice. According to language economics, business English learning is an economic investment, and economic influence becomes the main factor for learners to decide to learn business English. The following uses the cost-benefit theory to make a brief analysis of the cost-benefit situation of business English learning. Figure 2 shows the cost-benefit analysis of business English learning.

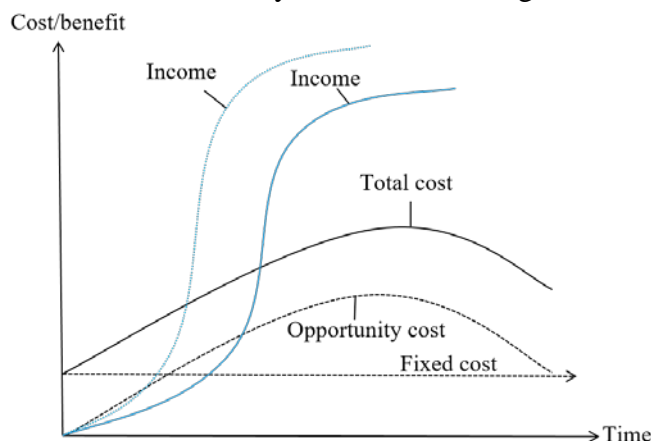


Figure 2 BE learning cost-benefit analysis

In the fierce employment competition, business English teaching must focus on the cultivation of students' practical ability, and reform the talent training mode and practical teaching mode, give full

play to the professional characteristics and advantages of enterprise-school-enterprise cooperation, and strive to improve the professional quality of students. For business teachers, college English education and teachers' ability training in general English are lack of pertinence. Therefore, business English teachers must actively explore and find professional training modes and methods. Only by keeping pace with the times can students' operational skills and professional qualities be improved continuously, and the cultivation of core professional abilities necessary for students to engage in international business work be strengthened. Only in this way can we effectively improve the training quality of BE professionals and better serve the economic and social development.

4. Conclusions

At present, there are many problems in the practical teaching of business English in our country, such as the lack of compound-type and double-type teachers, the lag of practical teaching system and the mere formality. With the development and deepening of international trade, business English plays an more important role in international economic cooperation and exchange, and its economic value and economic benefits are more and more remarkable. In the teaching of business English, there are some problems such as single teaching form, boring teaching content and difficult to adapt to social economic development. BE, as a language, has the nature of economics. The in-depth exploration of the economic value and benefits of BE based on linguistic economics has promoted the development of business English education research. In short, we can adhere to the current trade policy and develop products (BE majors) with comparative advantages. Only by gradually transforming the comparative advantage of products into competitive advantage can we gradually realize the goal of integration from inter-industry trade to within the industry trade. At the same time, we should pay attention to the market demand, carry out curriculum formulating and reform based on the market demand, adapt to the current market development, and consider the economic benefits of personnel training, so as to ensure the long-term development of BE in our universities and continuously deliver talents to the society.

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