

Needs Analysis in Business English Teaching

Du Lihong

Changjiang Polytechnic, Hubei, 430074, China

Keywords: Business English; Teaching; Needs Analysis

Abstract: As a branch of ESP, Business English has become a compulsory course for international talents in the era of economic globalization. The diversified trend of social demand for foreign language talents has made the single foreign language major and basic skilled talents in the past unable to meet the needs of market economy. Needs analysis in business English teaching is of great practical significance to promote business English teaching in the new form. In this paper, the research results in this field are systematically sorted out and briefly evaluated. It is hoped that it will promote the further development of China's demand analysis theory research and the further improvement of the quality of business English teaching. At present, we should increase the practical research on English teaching for specialized purposes and enrich the characteristics of practical teaching and research. Business English teaching construction should pay attention to needs and business practice, and demand analysis should run through the whole process of teaching construction. The integration of teaching resources, the teaching methods and the reform and innovation of testing models should serve the learning needs and target needs.

1. Introduction

As a branch of ESP, Business English has become a compulsory course for international talents in the era of economic globalization [1]. The diversified trend of social demand for foreign language talents has made the single foreign language major and basic skilled talents in the past unable to meet the needs of market economy [2]. This is also one of the main reasons why foreign language graduates are unemployed after graduation in recent years. In the process of teaching, attention should also be paid to the needs analysis of learners [3]. However, curriculum designers and language teachers in China often neglect this step or fail to carry out effective demand analysis because of the influence of traditional teaching concepts. Under the background of the booming domestic business English and the increasingly prominent academic status, college teachers and educators have developed a strong interest in the theory and practice of business English, and have conducted a lot of research [4]. In business English teaching, both the colleges and universities and major training institutions generally use the original introduction or the original introduction of adapted textbooks [5]. If there is no careful and detailed analysis of needs, it is particularly difficult to effectively carry out business English teaching and achieve the expected teaching goals without the practical teaching of factors [6]. Business English is an important branch of specialized English and has the characteristics of demand analysis.

With the trend of globalization, business English plays an increasingly important role in international business communication. The concept of business English is not limited to international trade, but also includes international finance, international economic law and marketing. English is widely used in the field of international business, however, in the field of effective methods for improving the comprehensive knowledge of business English learners [7]. The analysis of needs in business English teaching has extremely important practical significance for promoting business English teaching under the new form. Business English compound talents who are proficient in English and familiar with international business knowledge and skills will be widely welcomed by social and foreign trade enterprises. Business English teaching is one of the most important methods for cultivating interdisciplinary English talent [8]. There are some problems in the current business English teaching system, such as vague understanding of teaching objectives, imperfect teaching curriculum system and lack of scientific basis for teaching evaluation

standards. In view of the fact that the application of demand analysis theory in business English teaching in China is increasing year by year, and has achieved periodic results. In this paper, the research results in this field are systematically sorted out and briefly evaluated. It is hoped that it will promote the further development of demand analysis theory and the further improvement of business English teaching quality in China.

2. Materials and Methods

Students' English learning levels are uneven. Most colleges and universities offer business English courses in the third year of college. At this time, some students have passed the CET-4 or CET, and are preparing to challenge the higher-level English proficiency test [9]. This part of the students' oral and listening skills can basically accept digested business English and other special-purpose English. The course content should have more scenes for practical exercises. Formally highlight professional vocabulary and its phonetic symbols. There are group discussions, practical exercises or negotiations on the exercises. The currently feasible application method is to develop a syllabus based on the needs analysis. Choose the appropriate authentic material that meets the target situation. The task of teaching and learning is designed according to the students' conditions of different professional categories. Business English must be viewed in the overall context of ESP because they share common characteristics: demand analysis, material selection, curriculum design and outline design. The ultimate goal of demand analysis is to take students' learning as the center, fully mobilize students' learning enthusiasm and enhance their learning motivation from all aspects. Only on the basis of a large number of needs analysis can teaching be flexible, scientific, contemporary and practical.

Constructivist learning theory holds that the increase of knowledge should be connected with the existing knowledge structure of students. Needs analysis is generally regarded as the first step in curriculum design. In ESP teaching, demand analysis is used to help people decide the content and mode of teaching. Good planning is critical to effective demand analysis. Data collection also plays an important role. In quantitative research, tools include questionnaires, structured interviews. Courses based on requirements analysis are not static, so it is necessary to conduct intermittent, continuous needs analysis to be interspersed in every aspect of the curriculum. Some colleges and universities are limited to conditions. For non-English majors, there is a one-size-fits-all approach to setting up business English classes. The professional background of the students and the overall English level of each major are not or have not been taken into account.

English majors are more sensitive to the characteristics of business English language when they are based on English. Their focus is on business expertise and knowledge of business English language. It is necessary to construct a scientific and rational curriculum system and adjust the curriculum structure to meet the learning needs of students at different levels. On the other hand, it is necessary to ensure the credits and hours of each course and the reasonable allocation of teaching time. This paper takes the statistical results of large data as the research object, which are the indicators of Business English teaching competence assessment, and carries out data clustering and information fusion processing to realize teaching competence assessment. Table 1 shows the test results of the evaluation accuracy and other indicators. The analysis shows that the accuracy of teaching ability evaluation by using this method is higher, and the utilization rate of teaching resources is better. The accuracy comparison of the two methods is shown in Figure 1.

Table 1 Requirements Analysis Method Test Data

Evaluation cycle	1	2	3
Accuracy	98.59	97.64	97.56
Utilization rate	96.42	98.12	97.74

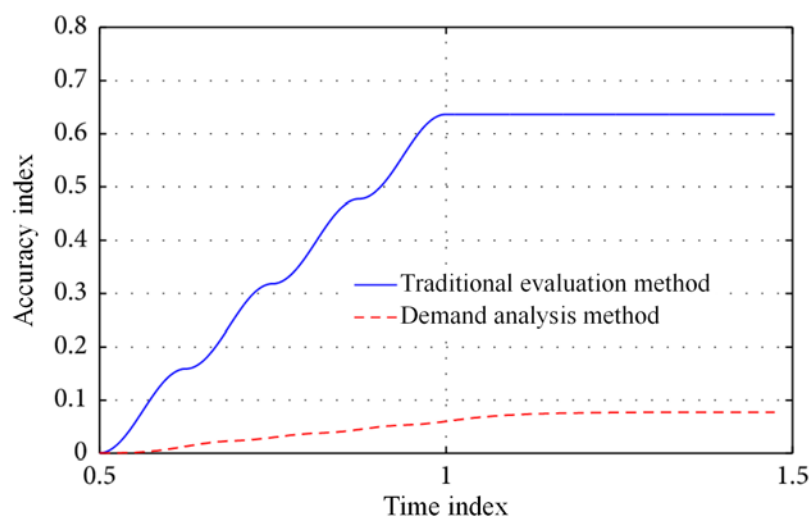


Fig.1. Comparison of accuracy data between two analytical methods

3. Result Analysis and Discussion

For English majors, the aim is to learn business knowledge, and to combine language knowledge organically, so that they can skillfully use English to engage in international business activities. Foreign language talents with interdisciplinary background are becoming more and more competitive in the job market. However, as far as training is concerned, there are great challenges in changing teaching concepts, finding teaching resources for interdisciplinary courses and compiling teaching materials. Most teachers still follow the college English teaching mode and testing mode. That is mainly from vocabulary, reading, translation, writing to test. As a result, students' business practice skills are low. Business English teaching in Colleges and universities generally adopts large classes, with students of different majors attending classes together. However, the fact is that, due to different professional backgrounds, students in various majors and professional classes have a large difference in overall and individual English levels [10]. Textual notes in textbooks used by international trade majors should focus on English language analysis and the meaning of professional vocabulary. Explain in English to develop the ability of students to directly access the original English text. Schools should also have innovative thinking, employment-oriented, and combined job needs. Make full use of rich online teaching content with flexible and advanced teaching methods and means.

In the teaching process, teachers should adopt “situational” teaching, and business English testing should also be reformed. Non-English majors must first face business expertise, followed by English language knowledge. They should first use Chinese textbooks to understand their professional knowledge and then read English textbooks. Thereby gaining knowledge in business English vocabulary, grammar, text and oral expression. For English majors, focus on professional knowledge teaching, taking into account language analysis and translation training. On the basis of students' mastery of basic professional knowledge, case teaching method can help students understand and apply business professional knowledge in depth. Students' motivation should be found from attitude, desire and effort. Qualified business English teachers should first be experts in language teaching. Most language teachers do not have first-hand experience in business, and even experienced teachers lack language proficiency. It is not enough to discuss theories and concepts repeatedly, and its guiding significance to teaching practice is limited. Especially considering the dynamics of business English teaching, school-based, and teaching methods based on different needs. Repeating the theory of paper talk seems to be a kind of academic waste.

The demand analysis method was used to test the performance of big data analysis of business English teaching ability evaluation. Set the associated parameters, sampling frequency, and adaptive initial step size of the distribution of business English teaching resources. The big data reconstruction of the business English teaching ability evaluation constraint parameter is obtained,

and the time domain waveform of the big data distribution is shown in Figure 2.

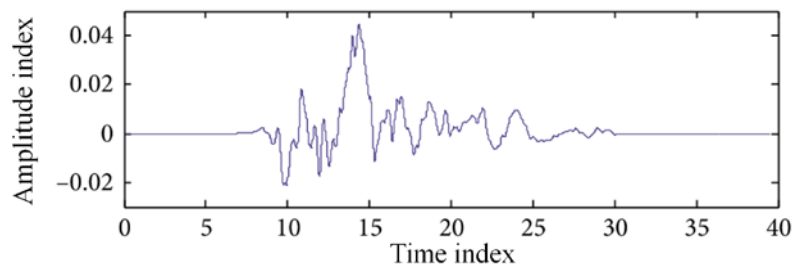


Fig.2. Big data time domain distribution time domain waveform

Consider the English level, the purpose is to maintain the students' interest and practice effects, to avoid destructive encouragement. Teachers need to be flexible. If students have a strong desire to challenge, teachers should ensure that students' task levels are unified. The purpose of demand analysis is to focus on student learning and fully mobilize students' enthusiasm for learning and enhance learning motivation from all aspects. The results of the needs analysis prior to the course are used to set up the course. Analysis of needs in the middle of the course, especially for students' learning needs analysis. The purpose is to fine-tune, that is, to make minor adjustments to the teaching content and teaching methods. Students' responses are different for the preferred learning style. Some students prefer group discussion, some think that classroom teaching is convenient and direct, and some think that personal reading effect will be better. Many universities, especially science and engineering colleges and higher vocational colleges, are still in the exploratory stage of discipline construction. Therefore, at present, we should strengthen the practical study of ESP teaching, enrich the characteristics, enlightenment and direction of the practical study of teaching methods. At the same time, students are required to increase their time and energy to devote to practical tasks. Considering students' professional background needs, the purpose is self-evident.

4. Conclusion

With the advent of globalization, the whole society needs more and more interdisciplinary business English talents. Business English teaching is a very important training method. Therefore, schools should pay more attention to business English teaching, enrich teaching methods and train more high-quality business English teachers. No success can be achieved overnight. It is a huge and arduous project to improve the teaching effect of Business English from the perspective of demand analysis. It needs the enthusiasm and selfless efforts of all teaching parties, as well as the funds and technical support. In order to improve the teaching efficiency, we should pay more attention to the needs of learners and use needs analysis to improve the teaching quality of business English. Based on the collection of domestic business English teaching research papers, this paper reviews the domestic research on this topic in the past ten years from the relevant data collected. The contents, characteristics and enlightenment of these research papers are analyzed. Business English teaching construction should pay attention to needs and business practice, and demand analysis should run through the whole process of teaching construction. The integration of teaching resources, the teaching methods and the reform and innovation of testing models should serve the learning needs and target needs.

Acknowledgement

The Humanities and Social Sciences Research Directive Project of Hubei Education Department in 2018, "Research on Cross-border Innovative and Entrepreneurial Talents Training Model for Business English Major in Higher Vocational Colleges" (18G197).

References

- [1] RM Trinder. Students' and Teachers' Ideals of Effective Business English Teaching.[J]. *Elt*

Journal, 2013, 67(2):220-229.

[2] Chan, Clarice S C. Investigating a research-informed teaching idea: The use of transcripts of authentic workplace talk in the teaching of spoken business English[J]. *English for Specific Purposes*, 2017, 46:72-89.

[3] Zhang, Zuocheng. Business English students learning to write for international business: What do international business practitioners have to say about their texts?[J]. *English for Specific Purposes*, 2013, 32(3):144-156.

[4] Swan M. Thinking about Language Teaching: Selected Articles 1982[J]. *Elt Journal*, 2013, 67(2):250-253.

[5] Evans, S. Designing tasks for the Business English classroom [J]. *ELT Journal*, 2013, 67(3):281-293.

[6] Cho H, Yoon H. A corpus-assisted comparative genre analysis of corporate earnings calls between Korean and native-English speakers [J]. *English for Specific Purposes*, 2013, 32(3):170-185.

[7] Weninger C, Kan H Y. (Critical) Language awareness in business communication [J]. *English for Specific Purposes*, 2013, 32(2):59-71.

[8] Huang Y P. Resistance to English-medium instruction practices: a qualitative case study [J]. *Teaching in Higher Education*, 2018, 23(1):1-15.

[9] Kim, Sangki. Development of discursive practices for the intelligibility of Thai English in interaction: Sequence and categories as contextual resources [J]. *System*, 2018, 72:164-177.

[10] Freeman R E, Dunham L, Fairchild G, et al. Leveraging the Creative Arts in Business Ethics Teaching[J]. *Journal of Business Ethics*, 2015, 131(3):519-526.