Study on the Demand of Curriculum Design in Business English Profession

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Abstract. With the increasing need for interdisciplinary talents who are proficient in both English and business knowledge. The business English profession have to study on the curriculum design to meet educational goals, is significant in the development of the business English major. Scientific curriculum design should be based on needs analysis. In this paper, Interviews and questionnaires are designed including the learners' personal information, career information, the lacks of relevant knowledge and skills, curricular demands, evaluations of established courses of the business English major, actual work requirements of the business English major graduates, and employers' requirements for skills and competencies. The suggestions are given on the basis of the results of needs analysis.

Keywords: business English, college students, professional construction.

Introduction

With the deepening of the degree of economic globalization, especially since China's accession to the World Trade Organization in 2001, the depth and breadth of opening to the outside world continue to expand, the community can be in the economic and trade fields and international business activities in the skilled use of English compound talents. The demand has increased dramatically. The study shows that since the 1990s, with the development of China's socialist market economy, the society has greatly reduced the demand for pure English language and literature graduates, and replaced it with English and economic and trade, laws and news. The Demand for Compound English Talents. Both proficient in English, and proficient in business knowledge and skills of senior personnel widely favored by the employer. Under the requirements of this new era, the construction of foreign language disciplines and their personnel training must be consistent with the development of the times. As a result, Business English has received much attention and continues to move forward and was approved by the Ministry of Education in March 2007 as an undergraduate program. According to incomplete statistics, as of 2008,
the country has nearly 700 institutions have opened a business English direction or course. Including the Foreign Economic and Trade University, Guangdong University of Foreign Studies, Shanghai Institute of Foreign Trade, Shanghai University of Finance and Economics, Heilongjiang University, Xi'an International Studies University and Yangzhou University, seven institutions approved by the Ministry of Education to set up business English undergraduate. Thus, business English professional is in a vigorous development, reflecting the community of business English professionals to improve the requirements.

Research contents and methods
This paper is the study of the needs of business English curriculum, and puts forward the following four research questions:
(1) business English professional high school students learning needs;
(2) the actual work needs of business English graduates;
(3) the ability of the employer to the business English professional graduates;
(4) Business English professional curriculum can meet the above needs? If not, how to improve?
(1) literature research method: the business English, curriculum and needs analysis of the relevant theory of research, make a comprehensive review, and these theories based on the design of questionnaires and interviews; (2) the study of the questionnaire, Questionnaire and interview method: questionnaire and interview of business English majors, business English majors, business English majors, past graduates and employing units, to understand their demand information; (3) quantitative qualitative analysis: (4) induction method: in the recruitment of advertising samples under the premise of analysis, summed up the job capacity requirements. Finally, according to (3) (4) the results of the study of business English professional curriculum.

Cognition of Business English
After the Second World War, the dominance of the United States in the world economy made English the main language of economic and trade between countries. In academia, Western scholars have studied business English earlier. And after China's reform and opening up, in the context of increased foreign economic and trade activities, business English has gradually been concerned about, colleges and universities corresponding to set up such courses, domestic experts and scholars began to study. In the context of different research in China and the West, for the definition of business English, domestic and foreign experts have different opinions.
Here are some representative points of view:
1. Business English should be used in the context of specialized English. This is because business English has a common purpose in all areas of English common characteristics: needs analysis, outline design, curriculum design, material selection and development. Like other types of specialized English, Business English implies a definition of a specific range of languages, emphasizing specialized communication activities in specific contexts.
2. According to the different professions of learners, specialized English can be divided into three categories: EST, Business Economy English (EBE) and Social Science English (ESS). This classification incorporates Business Use English (EBP) into the category of professional use English (EOP). Business use is also a professional use, so business use of English as an integral part of EOP.

3. Special Purpose English teaching has an important part that can be called business English.

4. Business English is actually a business environment in the application of English, is a specialized use of English.

5. Business English is the specialized use of English that has been studied or applied by professionals who are engaged in or are engaged in the business sector. It has many unique language phenomena, including vocabulary terms, structure, style, etc., need to go through specialized training to master.

6. Business English is a social function variant of English. Business English is an important functional variant of English, it is not a special language, but only English business applications in the application; it is a working language, a form of communicative competence; it Both the professional nature of individual business activities, but also with the public use of ordinary English is closely related.

7. The so-called "business English" in terms of its language is in the field of business economy often used in the field of professional activities to reflect the English vocabulary, sentence, style and other organic sum.

8. Business English is the product of the interaction process of business discourse. Business English is carried by business theory and business practice and other aspects of information, there is no business theory and business practices and other aspects of the information cannot be called English business English.

Courses and courses design

The curriculum is the basic way to achieve the goal of professional training, and the quality of the course will often determine the quality of teaching quality, which has an impact on the quality of personnel training. Curriculum set in the teaching occupies a very important position, it is necessary to reflect the needs of social development, but also for the students' career lay the foundation of the school, is a way to achieve the purpose of education.

In English, the curriculum in Chinese corresponds to the curriculum. The word comes from Latin. Currere, the "the course to be run", explained from its etymology, the curriculum means an educational runway that provides students with a student and is beneficial to the student, which will inspire, trigger and promote development.

The above domestic and foreign scholars on the definition of curriculum classification, we can sum up it into the following five categories:
(1) subjects that the course is defined as teaching subjects;
(2) the content of education that the course will be defined as educational content;
(3) plans to say that the course is defined as a learning plan;
the expected result is that the course is defined as the expected result of the study;
(5) experience activities that the course is defined as learning experience or activities.

In this paper, the study of business English curriculum needs analysis, the definition of the curriculum focused on the subject said.

In addition, it is worth mentioning that the education sector and foreign language teaching a lot of scholars on the "curriculum" the English translation of the word is curriculum or syllabus controversial. Nunan thinks the curriculum is the planning, implementation, evaluation and management of the course, and syllabus is the choice of teaching content in the course, sorting and teaching methods. According to Nunan's point of view, it can be said syllabus is an integral part of the curriculum. White argues that the curriculum is the sum of the teaching content and teaching objectives that the school wants to achieve, and syllabus refers to the specific teaching content that a subject contains. 0Markee from the perspective of the program that the size of the curriculum points: large refers to the curriculum, can be understood as "strategic plan" is the teaching management department to provide guidance for teachers; small is syllabus, can be understood as "tactical plan" , Is the teacher in order to implement the "strategic plan" to make the plan. In short, curriculum is a macro level, and syllabus is a micro level.

Current Situation of Business English Curriculum in Colleges and Universities and Suggestions for Improvement

According to incomplete statistics, as of 2008, the country has nearly 700 institutions have opened a business English courses. Because these schools have different guiding ideology of running a school, teachers have a gap between the power, so its curriculum has a large difference, in general can be divided into three categories:

The first category is English business knowledge and skills courses. This model is based on the English professional courses outside the creation of a series of business English knowledge and skills courses, such as international trade and practice, business negotiations, marketing, economics, management and so on. This type is the main mode of business English curriculum in our country. However, due to the different running conditions and the level of teachers, the types and depth of business knowledge and business skills courses are different. It can be said that the type of training students are learning English business talents.

The second category is English business professional direction (English), the type is generally full English dual professional courses, and English country business practice is more similar. In order to increase the systematic and depth of business courses, this type of course requires a professional course of orientation, such as international finance or business administration. This model on the level of teachers and school conditions require a higher.

The third category is English Chinese business course. This model is in the English professional courses outside the hire of economic and trade teachers to teach business courses in Chinese, so that students can learn more systematic
business knowledge. But this model is the English and business two courses separated, so students receive English teaching time correspondingly shortened, is not conducive to its improvement of English level, and students are also difficult to two kinds of knowledge compound. The above three models can be said to some extent are "English ten business" combination model. From an undergraduate professional point of view, business English professional need to take into account the purpose of higher education. Snowman (1990) is divided into three aspects: (1) cognitive field, focusing on the learner's intellectual development and knowledge learning process; (2) emotional field, is the attitude of learners and The cultivation of values: (3) the field of behavior refers to the ability to carry out various acts in communication activities. These three aspects are closely linked and interact, therefore, business English professional curriculum should take into account the cognitive, emotional and Behavior three aspects. Based on the previous analysis of the needs of the study, the author suggests that in the curriculum, should be from the English language skills, business knowledge and business skills, cross-cultural communication skills and humanities in four dimensions to consider, emphasizing the understanding of cultural diversity on international business practice (Cultural cognition, business cognition and communicative cognition), emotional ability (cross-cultural empathy ability and ability of intercultural communication), and to develop the ability of business English majors to communicate in cross-cultural business under the background of international business. Self-psychological ability) and behavioral skills (speech ability, nonverbal ability and cross-cultural business relations).

Summary
As the most important branch of specialized English, Business English has grown rapidly in the field of ESP. The market for both proficient in English and proficient in business knowledge of the talent needs of a large, therefore, the domestic tertiary institutions have opened a business English courses. Based on the background of this research, the author analyzes the demand analysis of business English curriculum. This paper studies the needs analysis from four aspects: business English majors, business English majors, business English majors, and so on. In particular, the research on the needs of previous graduates and employers is objective. To reflect the social capacity of business English talent requirements. In addition, taking into account the learner's subjective action, the analysis of its learning needs, with a view to the market-oriented basis, taking into account the learner's own interest in learning to mobilize the enthusiasm of students in the In the questionnaire survey, the teacher can make an objective evaluation based on the students' classroom performance and the examination level of the students' knowledge and the expectation of the students.
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References