

# Research on the Teaching Reform of Business English in Accordance with the Demand of Talent Market

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**Abstract.** With the social and economic development, business English is widely used in circulation, trade, business and other fields. Although the employment rate of higher vocational business English majors graduates is relatively high, employment positions and professions are not counterparts with the majors, and their salary does not meet graduates' expectations. The basic reason is that the employability of the talents cultivated in this profession cannot meet the standards of employing units. This article analyzes the employment status of business English graduates and the causes for some problems, presents how business English majors can improve their employability from the perspectives of setting up courses, the cooperation between schools and enterprises, strengthening the management of the practice teaching system, the combination of curriculum and vocational qualification teaching, and the innovation of business English talents cultivation model, etc.

## Introduction

After China's accession to the WTO, economic globalization is developing very fast, the requirements for the business talents include not only understanding international trade, marketing, fluent in English, but also more complex knowledge and ability. That is to say, although the demand for business English professionals from various fields in society is increasing, the demand for talent quality is also improving. However, there are still problems such as high transfer rates of employees, low salaries, and significant regional differences in employment. Therefore, it is necessary to analyze the employment situation of business English graduates and to study their existing problems.

## Employment Status of Business English Graduates

### Low Professional Counterpart Rates

According to the latest survey, about 20%-30% of business English graduates are engaged in English-related teaching and management work, and other graduates are mostly engaged in reception, sales, cashiers, customer service, or secretarial work. In addition, with the development of cross-board e-commerce, the demand for e-commerce professionals is increasing. Although some colleges set up cross-board e-commerce courses, there is a large deviation from the requirements of the company for talents, resulting in a low professional counterpart rate, and the positions taken by graduates are generally at the grassroots level.

### Employment Mainly Based on Private Companies

Business English graduates can choose to work in international business companies, foreign-funded enterprises, overseas Chinese companies, import and export trade, customs, press and publication, tourism companies, and education organization, etc. Most of the graduates are engaged in translation, international business, teaching, etc., but are mainly concentrated in private enterprises. The percentage of graduate who worked in foreign-funded enterprises and state-owned enterprises are relatively low. The statistics of our university confirmed this phenomenon. The positions in the foreign enterprises are the first choice of most college graduates, but the ability of talents to be absorbed by foreign-funded enterprises is not sufficient.

### Job-hopping Phenomenon in Business English Graduates Is More Frequent

The problem of job transfer of college graduates of Business English majors within one year after

graduation is serious. Even some graduates change three jobs within the first year. According to the study of some graduate employment reports, the more job-hopping graduates have, the lower their salary is likely to be. The reason for this phenomenon is probably due to the fact that some students do not have high self-recognition skills and do not pay attention to career planning during school, which leads to unclear direction of their jobs. In the meantime, most graduates expect too much of themselves, but they may not meet the requirements of employers. So when others have a negative attitude towards their work attitude or ability to work, some graduates have a strong rebellious mentality or even resign their positions.

### **Causes of Some Problems of Employment Situation of Business English Graduates**

Because of the more and more competition of college graduates in the talent market, the school teaching model needs to keep pace with the times. Different disciplines are interrelated and influencing each other. Business English has actually become a typical example of this kind of major. In the course of intensive reading, we focus on text, sentence, phrase, and vocabulary. The structure of the article, the usage of tenses, rhetoric, and words are all carefully studied. In the course of extensive reading, students are required to finish a lot of reading in different areas. The purpose of this course is to expand the reading and coverage of professional students' English articles and materials, and to promote learning interest. It is an important way to cultivate a sense of language. British and American literature reading is a course between intensive reading and extensive reading. Literary masterpieces such as *Wuthering Heights* and *Pride and Prejudice* will appear in this course. In English Writing, students will be trained in English formal and informal writing skills. They mainly focus on the writing of general business fields, especially the writing of business contracts. Business negotiation skills tend to fall into this class if they do not have a separate course. Besides, An overview of the UK and the United States is aimed at cultivating the basic knowledge of professional students who speak English as their mother tongue, including the knowledge of culture, humanities, geography, climate, history, etc. International Trade Practice which focuses on practice, is one of the practical courses, including foreign trade document writing, foreign trade business contract knowledge, etc.

Although students learned a lot of courses in colleges or universities, they hadn't much practice knowledge in the workplace. In the meantime, some graduates' English level also hadn't met the requirement of the workplace. So there is some unbalance phenomenon between the supply and Demand in the talent market. This problem is especially obvious in the aspect of lack of professional skills training.

### **Teaching Reform of Business English Courses**

#### **Setting up Business English Courses According to the Requirement of Employment**

The set of professional business English courses is the core of promoting students' professional ability. It is one of the basic functions of the education service in higher vocational colleges to set up professional courses oriented to the professional ability of employment and ensure that the personnel training objectives in colleges and universities directly point to employment. Business English is a practical subject that combines English and business knowledge. It is both a skill teaching and a language teaching. During the course setting stage, we should set up courses according to the steps of international trade process, such as: quotation, contract, inspection, customs declaration, freight forwarding, write-off and refund, so that students fully understand the business process. In addition, the business English curriculum needs to be market-oriented and combined with the specific requirements of enterprises, including business English trade letters, import and export business, and other professional courses to enhance students' comprehensive skills. From the point of view of teaching content, the curriculum can be set into three parts: the basic courses, the professional courses, and the comprehensive application ability courses.

#### **Strengthen Cooperation between Schools and Enterprises**

We should try to strengthen school-enterprise cooperation, sign cooperation agreements with

companies, and establish relatively perfect training bases inside and outside schools. Colleges can set up a language lab or training center, and try to simulate different types of business processes, so as to increase the student's personal experience, and make them familiar with the various aspects of the business process, from the business card, verification, insurance, charter, shipment, write-off, tax refund, bills of exchange, to other import and export business processes. At the same time, colleges also need to invite well-known entrepreneurs to come to give professional skills lectures, so that the students' professional skills training will be more socialized, and students will develop professional skills in a simulated social environment. Colleges can also organize students to participate in off-campus activities, enter the company to participate top-level training activities, work in enterprises to cultivate business professionals, and effectively integrate teaching theory and teaching practice, so that students can better grasp a variety of technical essentials to meet the professional requirements in the talent market.

### **Strengthen the Management of Practice Teaching System**

It is necessary for higher vocational colleges to increase the syllabus of practical courses and prepare practical training instructions. The practical instruction book should clearly indicate the specific project content, objectives, requirements, precautions, assessment criteria, and operation procedures of the training to ensure that the students can achieve practical teaching goals. At the same time, the school also needs to increase the management of practice teaching, including funds management, equipment management, technology management, fixed asset management, etc., to improve the efficiency of equipment use, and increase investment efficiency. Higher vocational schools need to improve the conditions for on-campus training, increase the number of training venues for business conference centers, simulation labs, etc., in order to meet the practical teaching requirements and provide guarantees for the cultivation of students' professional skills. Simulation labs can simulate different types of business process scenarios and allow students to use case studies to practice and familiarize themselves with all aspects of the business process. In addition, the business English simulation training room can also use multimedia technology to establish systems such as "e-commerce simulation practice", "foreign trade document education system" and "foreign trade internship platform" to help students obtain a full simulation exercise. Students need to perform comprehensive training in the context of a complete transaction to reproduce the various aspects of the transaction, such as: preparation from the early stage of the transaction, transaction negotiation, contract fulfillment, factory ordering, quality inspection, packaging and transportation, customs inspection, and shipment Receipts, and even claims arbitration. For off-campus training, we can learn from the German dual-system teaching model and take the road of cooperation between schools and enterprises. Schools can invite companies to jointly cultivate professional business English professionals, sign detailed personnel training contracts, jointly formulate management systems, perform their duties, and achieve a variety of work-and-study combinations.

### **Combination of Curriculum Teaching and Vocational Qualification Teaching**

In professional colleges, "Dual certification" education model is very practical in our country. It is suggested that the combination of high academic certificate education and practical skills training should be implemented, and students should be required to obtain academic certificates and professional qualification certificates. The training of professional qualification certificates is an important measure for the development of professional business English majors. In the professional teaching classroom, attention should be paid to strengthening students' skills training, introducing vocational qualification certification content into practice teaching, and encouraging students to participate in various vocational qualification certification examinations, such as the National Business English Level Certificate and International Business Documentary Qualification Certificate. Certificates for customs agents, merchandisers, and oral interpreters are also available to assist students in acquiring academic certificates and obtaining corresponding professional qualification certificates to improve professional competence and overall quality of business English majors. The cultivation of "professional competence" for business English majors in vocational colleges is an important link and method for the development of professional business knowledge and the ability to

improve communication skills. It is also an effective way to achieve professional training goals and improve the employment quality of higher vocational students.

### **Innovation of Business English Talent Cultivation Model**

Nowadays, the requirements for the competence of business English talents include business knowledge, culture background knowledge, professional ethics, and international service ability. Therefore, colleges must closely follow the development needs of the society in terms of business English personnel training model, adjust the curriculum setting system in a timely manner, update the content of teaching materials, and emphasize the practice of authentic knowledge. Firstly, we should pay more emphasis on teaching materials and international standards, make timely adjustments based on the market demand for business English talents, try to use "order-style" personnel training model. Schools and enterprises can jointly develop personnel training goals, sign employment contracts, and cooperate with each other in terms of school conditions, technology, and faculty etc. Secondly, the curriculum setting should focus on the combination of theory and practice, adopts the title training model, and conducts enterprise name training courses. After entering the school gate, students can become enterprise reserve employees and achieve rapid employment after graduation. With the development of international trade and the deepening of China's opening to the outside world, China's foreign trade and business scope has been continuously expanded and exchanged more frequently, and oral communication is the most important form of communication. Therefore, schools should strengthen students' English listening and speaking skills, training and strengthen their comprehensive language skills. Business English teaching should emphasize the application of language and the development of communicative competence. To create a teacher-student interactive simulation situation, teachers and students are in the language communication teaching environment, allowing students to use language in the process of teaching and learning to complete or solve tasks and problems in various real-world tasks. During this process, students' language skills, communication skills, and professional abilities are cultivated. Thirdly, increase the practice and internship opportunities of senior students, and cultivate students' professional skills in a targeted manner to broaden the link between employers and graduates, so that students have more opportunities to understand the market's demand for talents; Finally, the principle of Sin-foreign cooperative education can be adopted. Colleges and universities can cooperate with more outstanding vocational colleges abroad, introduce superior education resources, use foreign materials to set up curriculum systems, language materials and certificates, and provide daily management and teachers for schools. The most obvious feature of business English is the close integration of language skills and business background knowledge. This objectively requires that both the learning of language knowledge and the training of language skills should be emphasized in teaching, and the importance of imparting business knowledge be emphasized. In business English teaching, these three elements should be closely linked, complementary, and integral. The goal of the Business English major is to highlight professionalism, comprehensive and practical knowledge, and ability to solve practical problems. Therefore, business English majors should use case teaching and practical teaching as a means to establish a curriculum system that combines language skills, business knowledge, and cross-cultural competence.

### **Conclusion**

Employment-oriented business English courses are designed to better cultivate students' professional capabilities and promote students' employment. To improve the employment status of business English graduates, it is necessary for schools, society, enterprises, and students themselves to work together. In particular, students must work hard to consolidate business English professional knowledge, improve their professional skills, and enrich their social practice experience. Vocational colleges need to adjust personnel training goals, supported by employment practices, and focus on cultivating the language application abilities of business English students. The use of on-campus training and off-campus practice will improve students' social and teamwork skills, and communication skills, etc.

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