

Language Economics Analysis in Business English Teaching



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Abstract: Business English is one of the most crucial components of the university curriculum, especially in the context of the current economic globalization, the value and practical benefits of business English teaching have been extended and expanded, and the society and education field have gradually realized the positive role of business English teaching. This is because efficient and in-depth teaching not only expands students' English knowledge base and broadens their international perspective, but also enriches their international business skills, thus creating a complex talent that can meet the needs of international business development and the trend of the times. The integration of language economics can lay a good linguistic foundation for business English teaching and strengthen students' absorption and digestion of subject theories and approaches, while the key theoretical basis for the advantage of language economics in business English education has great application value while meeting students' development needs and teaching needs. This paper presents an analysis of the economics of language in business English teaching.

Keywords: business English; language economics; analysis and research; teaching measures

As business English has matured in the university education system in recent years, its advantages and value in real-life applications and social development have become increasingly evident. Considering that business English is highly comprehensive, designed with more theoretical basics and spans a wide range, it is also necessary to have sufficient theoretical support and to ensure the comprehensiveness and systematization of teaching measures and modes when starting practical teaching. Therefore, in order to meet the needs of business English teaching, language economics is analyzed in depth and integrated into business English teaching to provide theoretical support, so as to build a perfect business English teaching system and make appropriate adjustments and optimizations in the subsequent teaching, so as to fully lay solid conditions foundation for the cultivation of excellent talents and talents in demand by society.

1. Overview of language economics analysis

Language economics has a long history of

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development, but in recent years it has gradually become an emerging discipline with a certain degree of frontiers, covering a wide range of disciplines, and is closely related to linguistics, economics and education. Language, as the main medium of communication between people, has gradually shown certain economic attributes as society progresses, especially in the context of economic globalization, language economics has received attention from many fields, and for its substance, this is mainly explained and outlined in depth from the following aspects.

1.1 Language as human capital

The theory that language is human capital is at the heart of language economics, and it confirms in many ways that a person's mastery of either his or her native language or a foreign language is an indispensable capital for him or herself and for the collective. For oneself, the mastery of a language can further strengthen one's knowledge and skills, thus expanding the benefits of its practical application and maximizing its use, and in addition, when communicating with each other, one can learn new skills and knowledge that can contribute to the growth of one's own skills and try to use them in a comprehensive way to maximize this gain.

For the collective, the higher the level of collective integrated language skills, the higher the level of gains generated (Qu, 2021).

1.2 Language learning applications can have economic value

An in-depth analysis from a practical and market perspective shows that the more skills or qualities a person can acquire in the workforce, the more real capital he or she will have. It is precisely this principle that language skills, as a necessary skill in people's daily life, will also affect the capital value of the labor force, because the process of learning English is a kind of capital investment process, which will generate a high economic value in the process, and the high economic value will be related to the proficiency of language application and social demand at the same time. Therefore, based on the above factors, the teaching of business English in colleges and universities also involves the knowledge and theories of language economics and linguistics, and it is necessary to analyze the teaching of business English from the perspective of these two knowledge and theories in depth (Wang, 2019).

2. Implications of linguistic economics for business English

2.1 Objective understanding of the economic value of business English

The economic value of language is real, and from an objective point of view, it is mainly shown in the following aspects. First, we use language to perform various tasks in our daily life, thus reaping economic benefits; second, we use language to participate in certain professions or organize certain activities, thus gaining economic benefits; finally, in a specific market or in certain aspects of social needs that need to be formulated. Finally, in a particular market or in certain areas of society, there is a need to develop a language to meet, which can also reap certain economic benefits. Analyzed from the perspective of business English, the role and position played by our economy in the international economic system is becoming more and more important, which also drives the demand for composite talents or the degree of demand for trade talents in China will also increase, so this is a very good opportunity to open a business English teaching course (Yi, 2021). In modern industries, the ability to use one or more

foreign languages for business communication is gradually recognized by more and more people, and it is also regarded as a highly valuable capital, and the time, effort, and economy invested in learning business English can be proportional to expectations after completion, which makes people more rational to learn and invest in business English. It is also this background that transforms people's thoughts and gives business English a new value system. With the continuous expansion of the market, the current direction of college English for cultivating talents is also gradually developing in the direction of multi-purpose, application-oriented and composite.

2.2 Scientific understanding of the economic benefits of business English

The so-called economic benefits of business English are mainly determined by the difference between the benefits and costs of learning business English. For an individual, the use of English can eventually create more economic income for him or her in the future, so the cost of learning English at this time is the cost of the ultimate opportunity. From the point of view of society as a whole, the economic benefits of business English are mainly reflected in the economic costs that graduates save when using English for foreign transactions, or in the business benefits that are created by using English to communicate (Li, 2021). It is also this economic value of the language that has led to a series of corresponding economic payments to better meet the real needs of users. At the same time, it is also this economic benefit that keeps showing, which makes business English teaching in China flourish in recent years, gradually opening up several English teaching courses, educational institutions have corresponding education system, etc (Yuan, 2022).

2.3 Reasonable allocation of educational resources

Analyzed from the perspective of economics, when we carry out social activities or life, we will increase our own interests as much as possible in the desire and action, that is to say, the maximum benefit we pursue is actually a more rational process of weighing the pros and cons (Manchowi, 2022). Teachers and students, as the main resources for educational development, must integrate their resources with the actual situation in order to seek maximum benefits in the case of certain differentiated differences or equivalent conditions of key resources such

as financial and material resources. In short, the essence of maximizing benefits is the final result of mutual selection of benefits between various educational resources, and the maximum benefit of schools is to cultivate excellent teachers. The maximum benefit of the school is to cultivate excellent teachers and students to serve the society; the maximum benefit of the teachers is to fully demonstrate their values and teaching talents; and the maximum benefit of the students is the comprehensive improvement and enhancement of their comprehensive literacy and professional abilities. In this way, we can maximize the use of educational resources, make rational choices and comply with the new development trend of the market.

3. Analysis of measures of language economics in business English teaching

3.1 Optimizing classroom resources and highlighting students' main position

The decisive factor in the optimization of classroom resources lies in the integration of teaching methods, that is, the teaching techniques used in carrying out actual teaching. The teaching mode with students as the main teaching center is now proposed to better meet the criteria of classroom resource optimization and highlight the main position of students in classroom teaching, which can better guide students to give full play to their subjective motivation and further strengthen the allocation and optimization of teaching resources (Lin, 2020). First of all, we should divide the business English teaching mode from the traditional English teaching, avoid the misunderstanding of simple language teaching, and adopt some practical and operational methods, such as classroom practical training, applying abstract teaching resources and English knowledge to the scenes of simulated practical training, further guiding students to focus their attention and devote themselves to business real-life exercises, putting themselves in business negotiations and solving various problems and disputes that may arise during business negotiations. This will strengthen students' flexibility and creativity in applying their knowledge and cultivate their ability to observe, analyze and solve problems. This kind of classroom practical training will meet the needs of students in the current era, clear the teaching misunderstandings, and highlight the teaching

concept of focusing on the teaching process.

3.2 System reform, reform the talent assessment system

Change the previous examination system and the way of judging, improve the importance of practical talents cultivation, to effectively achieve the realistic conversion from result-based assessment to process-based assessment, change the traditional assessment and evaluation mechanism that pays excessive attention to scores, and improve the cultivation of students' practical ability and operational ability, such as conducting some business speaking exercises, foreign trade document production, business negotiation exercises, etc. At the same time, students should also be encouraged to bravely take professional qualification examinations with a clear work direction, such as "International Business Documents Examination" and "Cambridge Business English Examination", in order to further strengthen the penetration of practical teaching concepts, and also to establish a combination of degree graduation assessment and professional qualification assessment system, which can better guarantee students' comprehensive quality improvement and thus further strengthen their core competitiveness, and also can fully adapt to the current market model of society's high requirements and standards for talents (Feng, 2021).

3.3 Government funding and policy support to play a regulatory function

From the economic point of view, once the activities involving positive external effects will have the problem of lack of social supply and demand, then the government's scientific intervention can realize the effective allocation of social resources. Therefore, this indirectly indicates that when teaching business English, only by ensuring the effectiveness of composite talents cultivation can we obtain high-quality external positive effects. Therefore, the relevant government departments should combine the local actual situation in terms of policies and funds to support business English teaching, and make certain inclination for the current stage of teaching facilities, so as to achieve the maximum benefit of business English teaching (Liu, 2022). With regard to the analysis of traditional education policies, most of the university subjects still keep business English teaching at the level of public foreign language courses in higher education institutions, which also leads to the lack

of strong policy support from the state for business English assessment system, specialized course settings, teacher allocation and other aspects. Therefore, the government should give full play to its function, expand the investment in funds, resources and human resources, and give certain policy support, so as to guarantee the high quality and high efficiency of business English teaching.

4. Conclusion

To sum up, in conducting business English teaching, the optimal analysis of business English teaching resources allocation should be fully based on the principles of language economics, so as to further expand the actual teaching benefits. It is also necessary to explore and analyze the business English teaching mode from multiple perspectives, such as the use of the cost and benefit analysis framework of language economics and the degree of research on language economics, to ensure the perfection and relevance of teaching measures in a deeper way, and to ensure that the actual teaching process can be more in line with the current social and contemporary progress and development needs, so as to achieve its own sustainable development. At the same time, they should teach from the perspective of market demand, understand the market supply and demand, try bravely and explore constantly, make full use of teaching resources, contribute to the formation of human capital, and improve students' overall quality and competitiveness in the market.

Conflict of Interest

The authors declare that they have no conflicts of interest to this work.

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