

Constructing a Business English Talent Cultivation Model from the Perspective of Language Economics—A Case Study of an Applied Undergraduate University in Fujian Province

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Keywords: language economics, applied University, business English talent cultivation mode

Abstract: This study investigates the current situation of business English talent cultivation and the market demand for talents in an applied undergraduate university in Fujian. Based on the perspective of language economics and market orientation, it discusses the construction of a reasonable and effective business English talent cultivation mode from the aspects of faculty team building, curriculum optimization, change of teaching mode and school-enterprise cooperation. It aims to improve the cultivation standard and cultivate high-quality applied business English talents for the employment market, and promote the development of Fujian regional economy.

1. Introduction

With the continuous deepening of China's reform and opening-up and the advancement of the national "The Belt and Road Initiative" the demand for applied business English talents has been increasing due to the growing exchanges and cooperation between China and other countries. Consequently, universities have established business English majors. However, the job market demands higher standards for business English talent cultivation, posing significant challenges to current higher education institutions. The teaching of business English has been a topic of controversy, mainly due to its time-consuming nature and less effective outcomes. In an effort to solve this problem, researchers have explored the application of economic theories to study business English teaching in China. The theory of language economics has been increasingly recognized for bringing new perspectives and approaches to reform business English education, allowing for better adaptation to employment market challenges and improving the efficiency and quality of business English teaching.

2. Overview of Domestic and Foreign Research

Language economics is an interdisciplinary field between linguistics and economics.^[1] Early researchers, such as Jacob Marschak, were among the first to use the term "economics of language," emphasizing the close relationship between language optimization and economics. Language is considered an indispensable tool in human economic activities, possessing economic characteristics such as value, utility, cost, and benefit^[2]. Scholars like Grin (1996) have further developed language economics, focusing on the relationship between language and economic variables using economic theories and methods. Language economics investigates the impact of language on economic variables, the influence of economic variables on the dynamic development of languages, and the interrelationship between language and economic variables.

In 1999, Xu Qishu introduced the concept of language economics to China, and the number of researchers gradually increased. However, through the literature search, it was found that the research was mainly theoretical exploration and literature research, and was still in the stage of reviewing and criticizing foreign research. There are few empirical studies, no data support, and it is somewhat vague^[4]. Wang Lifei (2018) believes that education should be centered on economic construction and market demand, and should effectively use educational resources to improve the competitiveness of human resources in the market economy^[5].

Based on the perspective of language economics, business English teachers in universities have conducted in-depth research on how to make talent training more scientific and effective. This study takes the perspective of language economics, and collects data through questionnaires and individual interviews. The combination of qualitative and quantitative analysis ensures the rationality and effectiveness of the training mode construction.

3. Research Methodology

This research methodology mainly includes the following four aspects

3.1. Research Objective

This study aims to investigate the gap between the types of business English talents demanded by the job market and the graduates cultivated by universities in Fujian. Based on the perspective of language economics, the study attempts to construct an application-oriented business English talent cultivation model.

3.2. Research Participants

The study involves medium and small foreign-funded enterprises, foreign-related business units, business English major students, and teachers in an applied undergraduate university in Fujian.

3.3. Research Methods

The research adopts a combination of survey, comparative analysis, and case study methods. Data is collected through surveys, interviews, and literature review. Qualitative and quantitative analysis will be employed to ensure the rationality and effectiveness of the proposed talent cultivation model.

3.4. Research Steps

The research has span two years and consist of the following steps: Firstly, collecting relevant

materials through literature review and interviews to identify the existing problems in the business English talent cultivation model at Fujian's universities. Secondly, analyzing market supply and demand, cost-effectiveness, and the economic value of language to design effective questionnaires and interviews for data collection. Thirdly, implementing the new talent cultivation model in a pilot class of business English majors and verifying its effectiveness based on the obtained data. Lastly, improving the application-oriented business English talent cultivation model.

4. Discussion and Analysis of Survey Results

The questionnaire survey reveals a significant imbalance between the supply of business English talents and the market demand. Graduates are struggling to find satisfactory positions, while many enterprises are unable to recruit the required business English talents.

Table 1: The Satisfaction Survey of Employers Regarding the Proficiency Levels Expected of Business English Graduates from Universities

No.	Expected Proficiency Level	Average Expected Value	Average Actual Value	Gap
1	Dedication, a thirst for knowledge, integrity, and teamwork spirit	4.74	4.57	-0.17
3	Good output skills in speaking, writing, and translation	4.16	3.49	-0.67
4	Certain self-planning, monitoring, and decision-making abilities	4.65	3.6	-1.05
5	Good communication skills, including cross-cultural communication	4.05	2.38	-1.67
6	Certain organizational, management, adaptability, and innovation abilities	4.19	2.35	-1.84
7	Good basic business skills, such as office secretarial work and information research skills	4.17	2.14	-2.03
8	Relevant knowledge within the scope of work in the company and relevant work or practical experience	4.29	2.06	-2.23

The survey data in table 1 indicates that there is little difference between graduates and employers' expectations in terms of teamwork and language abilities. However, there is a considerable gap in practical skills and work experience, which hinders the fulfillment of employers' needs. The practical skills, adaptability, and innovation abilities of graduates are not aligned with the expectations of employers, especially in handling challenging tasks such as business negotiations. The main reasons behind this disparity lie in the misalignment of educational goals, curriculum design, teaching methods, and evaluation systems with the requirements of the job market. The sentence must end with a period.

5. Constructing the Business English Talent Cultivation Model from the Perspective of Language Economics

From the perspective of language economics, the reform of business English talent cultivation in universities should adhere to the principles of the market economy, accurately understand market demand, and recognize the economic value and efficiency of language education, enabling the optimal allocation of educational resources to enhance talent cultivation. After investigating the current status of business English talent cultivation and market demands in Fujian's universities, this

study proposes a talent cultivation model based on language economics, which focuses on four aspects as followed.

5.1. Strengthening the Construction of Teaching Staff to Enhance Teaching Quality

The quality and quantity of business English teachers have not kept pace with the increasing popularity of business English majors in recent years. Weak teaching staff has become a bottleneck in the talent cultivation process.

The survey shows that the existing Business English teachers are mainly from English majors and do not have the ability to teach Business English. Although many teachers actively participate in further education and training, they generally lack professional knowledge and practical experience in business. So in order to improve the quality of talent cultivation, it is necessary to strengthen the training of business skills for teachers. At present, the teaching quality of Business English teachers is uneven, and it is difficult to meet the requirements of Business English talent training. There is an urgent need for a strong teaching team that can handle multiple tasks such as English teaching, business professional knowledge teaching, business practice teaching, and innovative talent cultivation. Universities should not only continue to recruit Business English teachers, but also conduct regular training for existing teachers, so that they not only have English language skills, but also have rich business knowledge, practical skills, so as to ensure that the teaching work closely matches the market demand. Therefore, the construction of teaching staff is very crucial, which is the cornerstone of Business English professional development and the key to enhance competitiveness.

5.2. Optimizing Curriculum Design to Facilitate Systematic Reform

The current curriculum design for business English majors in universities is detached from market demands, calling for optimization and improvement. Business English curriculum should be demand-driven, considering students' needs, economic benefits, and the specific circumstances of the university. Lower-level students should establish a solid language foundation, while higher-level students need to integrate business and economic knowledge. Practical courses should be emphasized to foster students' practical application abilities in real business scenarios. Modern business practices, such as the latest business models and technologies, should also be introduced to align business English education with actual job requirements. Universities should utilize cost-benefit analysis based on economic principles to design and adjust the business English curriculum effectively. Selective approaches should be employed to make the curriculum more rational, efficient, and optimize the use of educational resources.

5.3. Update the Teaching Model and Focus on Improving Skills

When hiring, companies not only have high requirements for the business theoretical knowledge and English knowledge of business English graduates, but also pay more attention to their business communication and professional practice ability. The stronger the graduates' practical ability is, the higher the value they are to the company, and the more reasonable the company's cost is. Therefore, the innovation and reform of the teaching model is imperative. Teachers should consciously take on the responsibility of teaching innovation, and constantly improve their teaching level and subject quality, promote the cultivation of business English talents, and cultivate high-quality talents for enterprises to promote the sustainable development of the economy.

5.4. Deepen the Cooperative Education between Universities and Enterprises, and Coordinate the Pertinence and Adaptability

Universities and enterprises play an important role in the cultivation of students. Universities cooperate with enterprises to carry out practical projects, let students use and communicate language in real business environment, and cultivate students' business awareness and practical ability. Universities should continue to expand cooperation with enterprises, listen to the real needs of enterprises, and adjust the talent training plan more accurately. However, some universities have not grasped the degree of cooperation between schools and enterprises, deviated from the original intention of students' cultivation, and only cultivated talents according to the standard of a few employers. Although this enhances the pertinence, it lowers the general adaptability, which is not advisable. The cultivation of business English talents must have a strong market adaptability, and broaden the knowledge horizon, so as to better cope with the changing needs of the market.

In general, universities should pay attention to the dynamic changes in the regional market demand, and take into account the economic benefits of talent cultivation. On the basis of in-depth investigation and analysis of the current talent demand, further improve and constantly optimize the talent training model, and actively explore new and composite business talent training models that meet the needs of local economic development. Therefore, it is significant to analyze the talent training model of business English in applied undergraduate universities from the perspective of language economics.

6. Conclusions

Language economics has provided new perspectives and theoretical guidance for the reform of business English talent training mode in universities^[3]. Language economics theory can help to improve the efficiency and effectiveness of talent cultivation. The construction of a business English talent training model based on language economics will lay a solid foundation for applied universities to cultivate high-quality composite business English talents with global vision, strong practical ability, and in line with market demand, meet the requirements of the times, and contribute to the sustainable development of Fujian economy and globalization. .

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