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Research on the Education System of Business English Courses Based on the Case of GDUFS

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Abstract

In order to develop a more scientific education system of Business English courses, this paper studies the case of Guangdong University of Foreign Studies (GDUFS, one of Chinese top-three foreign language universities) by questionnaires. The result shows that: 1) Most of the students hope that the school could add more business courses in the curriculum setting, as it can help them to find better jobs or it will be more consistent with their interests and expectations when they decide to choose this major. 2) Students hope that they have more opportunities to practice their English listening, speaking and business practice skills. 3) There are many difficulties when students are learning business English, so the school should add some related courses to help students to deal with these problems. Based on the empirical analysis and the findings of this research, some suggestions are proposed for the improvement of the education system.

Keywords: business English courses, Guangdong University of Foreign Studies, education system, empirical study

1. Introduction

Business English is a system of communicative activities in which the Business activity participants influenced by social elements obey the usage of trade and procedure, use English vocabulary and grammar resources selectively, and apply pragmatic strategy and communicate orally or in writing. Now it has developed as a complete education system, including international trade, finance, marketing, management, e-commerce, cross-cultural communication and so on. In respect of training objectives, as a main English skill course in senior classes of English major or economy and trade related major, Business English is aiming to broaden students' knowledge structure and strengthen their Business English skills through teaching them Business English language knowledge and business related knowledge. The teaching aims are not just letting students know some knowledge about Business letter and profession. What is much more important is to teach students how to use English to communicate flexibly and efficiently in business and how to deal with the real problems happening in international business.

The Business English program in GDUFS offers the main business management courses required by Ministry of Education, including Advanced Mathematics, Business Statistics, Survey of Contemporary Business, Principles of Management, Accounting, Microeconomics, Macroeconomics, and International Business Law and so on, and uses international original English textbooks to implement totally English teaching. At the meantime, it sets the main courses of English major, to include Comprehensive English, Advanced English, Societies and Cultures of English-speaking Countries, Cross-culture Business Communication and so on. Students must complete these courses within four years.

In 2006, Chinese Ministry of Education began to demonstrate the rationality of setting Business English undergraduate program; in 2007, University of International Business and Economics began to run the first Business English undergraduate program in China, which strongly promote the research on Business English. According to incomplete statistics, up to 2014, there are around 700 colleges and universities set up Business English course. Actually, since 2002, the number of Business English papers, research programs and publications show an incremental growth momentum year by year, and the range of Business English extend constantly while the high-level achievements are still few; research hotspots includes Business English major, Business English teaching, Business English of Vocational Education, Business English negotiations, Business

English translation, Business English letter, Business English talents, Business English writing and so on; economics and pedagogy pay closer attention to Business English than linguistics does.

In the related published articles, most of the researches focus on Business English major; a small part of the researched focus on business discipline construction, discussing the importance and necessity of constructing the Business English discipline theory system. This kind of phenomenon shows that the academic researches on Business English still stay at teaching and application, while spending too few resources on disciplinary studies. Furthermore, in textbook respects, plentiful of types of Business English textbooks are published in recent years, but the academic researches on textbook material design and compile are relatively poor and thus general, the compilations of Business English lack solid theoretical foundation. The discussions of the theories, concept, content and practice of the teaching materials need to be strengthened.

As a competitive major of GDUFS, Business English needs to have a scientific curriculum setting, which is not only very important to the future of students studying in School of English for International Business (SEIB) of GDUFS, but also very necessary to the sustainable development of GDUFS itself. This thesis uses SEIB's students' opinions and advices of current curriculum setting in SEIB as the research direction and researches on how to improve current curriculum setting in GDUFS and even other colleges and universities in China.

As the economic globalization deepens, as a newly-born course of the modern society, Business English still does not have a perfect curriculum setting. After reviewing some items of related literature (see Chapter 2), it is not hard to set up the objective of my research: to research and analysis the real views and expectation about current curriculum setting of current students studying in SEIB of GDUFS and to find out some optimizing improvement suggestions.

General research questions are:

What do students studying in SEIB of GDUFS think of current Business English curriculum setting?

Specific research questions:

1) What are the expectations of students major in Business English in GDUFS?

2) What is the most important skill of Business English to the students?

3) What are the difficulties the students face in studying Business English?

4) How satisfied are students with the current curriculum design of Business English in GDUFS?

5) What are students' suggestions for the improvement of Business English curriculum design?

2. Literature Review

2.1 Overview of the Theories

Many aspects of Business English are similar to ESP, such as demand analysis, syllabus, the choice and redaction of teaching materials and so on. From the process of its theories development, Business English develops based on scientific English or develop as a branch of ESP from the second half of the 20th century. Most of the Business English course opened in Chinese colleges and universities are EGBP (English for General Business Purpose), which is suitable for the students lacking of work experience. Although it is also relative to business, its curriculum is much more similar to general English, which pays most of its attention to students' language competence in business environment instead of their professional. Domestic research of Business English is also mainly focus on EGBP. Just because of the relationship between Business English and ESP, correlation research should start from ESP. Began from early 1960s, Business English has pass through five stages of development and now is in its sixth stage.

2.1.1 The First Stage—Register Analysis

The register theory is one of the most important theories of Systemic Functional Linguistics. It roots from the British contextualism. In 1930s, Polish British anthropologist Malinowski (1923) put forward two significant concepts—context of situation and context of culture. Firth developed the concept of context and stated that semantics exists in concept. The early 1960s is a significant period for the research of ESP, as the researches at that time established the foundation for the theories of ESP and explored the subject area of ESP. Although the concept Register was first put forward by Reid in 1956, when he was studying Bilingualism, Halliday was the most famous representative figure of register theory.

In 1964, when Halliday (1964) and his partners were studying the framework of language planning, they also made a further research of Bilingualism. They stated that language changes according to its different functions in

different circumstances. In other words, people should use different kind of languages in different situations. Thus, they defined register as "variation according to use".

In 1980s, Halliday had a further understanding of register that the differences among different registers are not just vocabularies and grammars, but also their meanings. The meaning is the most fundamental difference and the meaning determine the linguistic form.

In 1985, Halliday (1985) constructed a famous register theoretical framework. The three most crucial contents of his register theory are:

1) Language field. It is mainly about the social behaviors happening, including the nature of social behaviors, what kind of activities the participators participate in and what kind of function the languages have in the activities.

2) Language mode. It is mainly about the character structure, including the nature, the identities and the relationship of the participators.

3) Language tenor. It is mainly about the function of language, which means that what kind of function of the language the participators want to have in the social behaviors.

At this stage, linguists focus on the differences of vocabularies and syntax of English literatures between one area and other areas, such as mechanical manufacturing, bioengineering, commercial trade and so on. The purpose of register analysis was to find out the features of vocabularies and syntax of the English literatures in these areas and used these features to set teaching syllabus and compiled textbooks.

2.1.2 The Second Stage—Discourse or Rhetoric Analysis

At the second developmental stage of ESP, people not just focused on the vocabularies and syntax, but paid much more attention to the analysis of discourse and rhetoric. Although linguists had researched on the language people used in their daily lives, like Prague School and London School, actually discourse analysis developed since 1960s.

In 1952, in *Discourse Analysis*, structuralist Harris (1952) stated some rules which can explain the relationships between sentences and sentences. His statements also involved the problems between languages and cultures, languages and social situation and so on. He thought that there were two methods to analyze the discourses. One is to describe the discourses beyond the limitation of the sentences themselves; another is to study on the relationship between the cultures and languages.

In 1994, Widdowson (1994) pointed out that if people acknowledged that they needed to teach learners English as a tool for communication, they could no longer just consider the sentence structures of languages, but they needed to focus on the features of discourses and consider how to teach the discourses well.

In 1997, West (1997) analyzed the interpersonal meaning of ESP discourses. He claimed just having high language performance in sentences was not enough for learners to communicate efficiently. Learners should also have the ability that using the sentences appropriately, correctly and fluently in any company. At this stage, what the linguists focused on was that in order to express one's thinking efficiently, how he/she could make perfect coherence among sentences and sentences, sentences and paragraphs, paragraphs and paragraphs.

2.1.3 The Third Stage—Demand or Target Situation Analysis

At this stage, linguists thought that the demand or target situation analysis was the most crucial part of ESP. People' demand was the basic reason of the development of ESP, and thus people should compile the teaching materials and set the syllabus according to the contents, communicative methods, communicative mediums and other features of the social behaviors. And the most crucial part of them was to combine the language analysis with the learning targets of the learners tightly.

In 1978, Munby (1978) put forward the demand analysis model when he expounded ESP curriculum design. He stated that people should first analyze how many kinds of communicative needs and specific communicative targets the learners have and then they can make sure that what the learners should learn and set the syllabus. This kind of model takes the crucial variables influencing the communicative needs into account and presents the dynamic relations among them in parameters. It provides fundamental basis for scientific syllabuses.

However, in 1980, the Present-Situation Analysis put forward by Richterich and Chancerel (1980) has a different opinion with Munby. They stated that people should research in society on the students' existing language proficiency and their demands and expectation for the next learning period, including their existing foreign

language levels, expertise levels, learning resources, attitude to foreign language teaching and learning, socio-cultural factor and so on, before the learners take the ESP courses.

2.1.4 The Fourth Stage—Skill Analysis

Among all of the linguistic performances, there always have some similar thinking and interpretive processes. Therefore, people ought to can find regularity of the language representation in discourses through some skills. For example, people can guess word meaning based on context or word-building, or people can analyze the structure and genre of the article based on its layout. Furthermore, at this stage, people not just emphasize the reading and writing abilities like it at the first stage, but also emphasize the listening and speaking abilities.

In 1987, Hutchinson and Waters (1978) summarized the stage of skill analysis in their book. They claimed that the abilities of understanding, memorizing and using new knowledge are very important for the students who are about to receive professional guidance. It means that students do not need to have professional knowledge before they take the professional courses, but they need to have a large vocabulary which can be used in technical or non-technical environment. This kind of general term plays an important role in their understanding and memorizing of technical term.

2.1.5 The Fifth Stage—Learner-Centered

People at this stage emphasize that when teaching ESP, participators need to have sufficient understanding of the process in language learning. Participators need to combine the curriculum, syllabus, teaching materials, inside and outside class teaching organization, supervision and assessment of the teaching process together, so as to build a perfect learning environment and bring into full play teachers' and students' initiatives.

In 1987, Hutchinson and Waters presented their understanding of Learner-centered. They stated that Learner-centered is "An approach with the avowed aim of maximizing the potential of the learning situation". In 1996, Chinese scholar Cheng and Zhang (1996) also clarified their points of Learner-centered from the ESP courses design perspective. They thought that there were three major elements of Learner-centered—the demand of learning, the demand of society and the demand of language teaching itself.

2.1.6 The Sixth Stage—A New Interdisciplinary Course

At present the ESP development in China is different with it in other countries. As a branch of ESP, business English has become a new interdisciplinary course. Cultivating interdisciplinary talents is a kind of performance of the tendency of cultivating innovative and high-quality talents and is also a solution to the problems and challenges of science and technology in new century. The basic opinion of a group of Chinese scholars (including Chen, Zhu and so on) is that Business English is a new interdisciplinary course based on Linguistics and Applied Linguistics and absorbing other courses' theories and research methods. With the development of ESP and Business English, the researches on Business English are using the theories and research methods of Linguistics, Culturology, Management, Economics and other courses to study language and culture phenomena in international business activities and describe and explain the features and culture elements of the language people use.

2.2 Summary of and Comments on the Related Literature

With the development of times, just focusing on the analysis on the vocabularies, syntax or discourses is not enough to meet the need of ESP and Business English. Instead, People should pay more attention on the needs of the society and the learners themselves. Then learners ought to have the skills to use the regularity of language to solve communicative problems in technical or non-technical environment. What's more, participators should try their best to provide a perfect learning environment to learners and bring into full play teachers' and students' initiatives. Business English has become a new interdisciplinary course today. It is vibrant and will cultivate lots of innovative and high-quality talents for the society. Based on above theories, we can know that the needs and opinions of the learners themselves are very important, which means that if educational institutions want to cultivate more high-quality talents, they need to know more about the real feedbacks of the students. Therefore, this thesis mainly researches on the opinions of students studying Business English in GDUFS, and a questionnaire based on the A New Interdisciplinary Courses theory and aiming at students' opinions about the system of International Business English courses in GDUFS is sent to them.

3. Research Methodology

The illustrate method in this thesis is a network questionnaire survey. The sampled population is all of the undergraduate students in SEIB of GDUFS, especially the students who are at their freshman year or at their senior year. The reasons why the paper chooses this mode of research according to students' grades are: 1) Firstly,

when students graduate from their high school and then think about how to pick their colleges or universities and majors, they must have been have some understanding of what they pick, like Business English major in GDUFS, and some expectations of their major, which are very important, as they will influence all the feeling the students have when they accept the four years' education, thus the opinions of the freshmen are very important; secondly, when students have finish their four years' undergraduate studies, they have been have full understands of what they have learnt and have known whether the education they have received have met their expectation and needs, thus the opinions of this kind of students are very useful; thirdly, when students are at their second or third year in the colleges or universities, they have not had a full understanding of the courses but have taken part of courses, knowing some advantage and disadvantage and still having some expectations, thus the students of these two grades are still belong to the sampled population but not so important. 2) The curriculum setting in Chinese colleges or universities is different with those in other countries, which means that students studying the same major in the same colleges or universities usually take most of the same course. Also, in many times, the teachers of the same course are usually the same one. Thus, when so many elements are the same, the students' opinions will have fewer differences and I do not need to research on all of the students of the same grade but I still can get a reliable survey result. 3) The differences among majors like International Trade, International Management and International Finance is few, which make it not so effective to research according to majors in SEIB.

Furthermore, there are only 13 questions in the questionnaire, which including just one gap filling question, as students are usually impatient to fill in questionnaires which are too long or have too many gap filling questions. As for the order of the questions, the paper puts the questions about their majors and grades first, and puts their expectations later and ask about their feeling and opinions at last. This kind of questionnaire design can guide them from shallower to deeper to fill in the questionnaire. And the answers of those who finish the last question, the only gap filling question, are the most effective answers, because it means that these students are more serious-minded, thinking about the curriculum setting more and filling in the previous questions carefully.

Also, when completing the first design of the questionnaire, the author sent it to five of the classmates and asked them to give some suggestions of improvement. Therefore, the final questionnaires sent to the sampled participants are the revised second design.

4. Empirical Analysis

A questionnaire was sent to students studying in SEIB of GDUFS through sojump.com, one of the biggest free online platforms for users to do research. The questionnaire is set to ask about the students' opinions and advices of current curriculum setting of Business English.

4.1 Collection of Effective Questionnaire

68 students fill in the questionnaire. As this questionnaire is just sent to the students in SEIB in GDUFS, who exactly are the sampled population, and all of the questionnaires collected are effective.

4.2 Demographics Analysis of the Questionnaire

There are six majors in SEIB of GDUFS. Question 1 (Figure 1) is about the students major. Although researching according to students major is not so effective, a general equal distribution among majors is still very necessary, as it can make the survey result more convincing. It can be found that the questionnaire distribution is generally equal except International Business and International Business (Innovation Experiment).

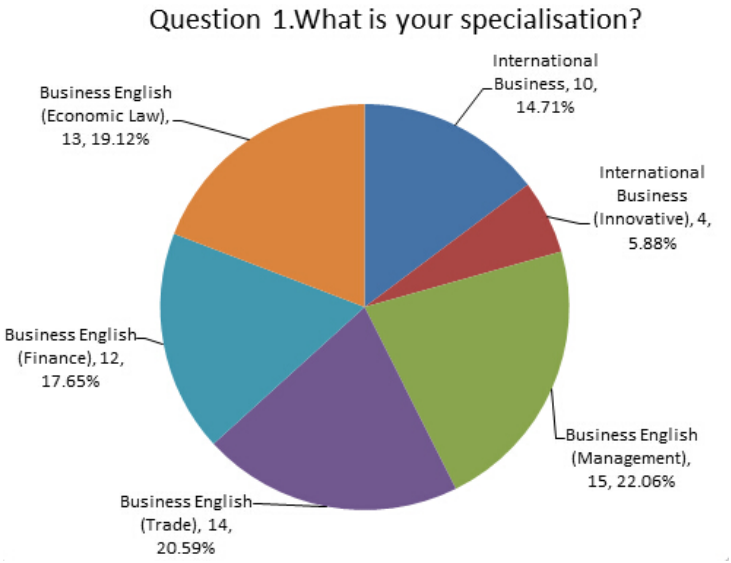


Figure 1. Specialization of students

Question 2 (Figure 2) is about the students' grades. Based on what is mentioned in Chapter 3, the questionnaire is focus on the freshmen and seniors, and thus most of the questionnaires were sent to students studying in these two grades, including 39.71% to the freshmen and 33.82% to the seniors, while just 19.12% to sophomore and 7.35% to the juniors.

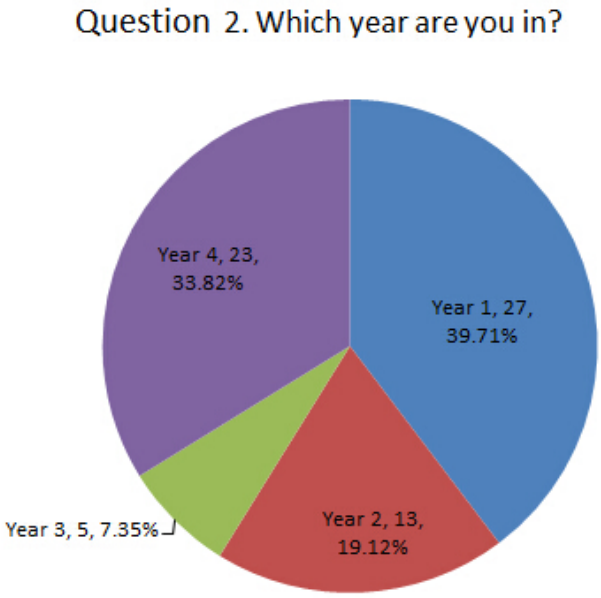


Figure 2. Grades of students

4.3 Result Analysis of the Questionnaire

4.3.1 Expectation

Although whether the majors the students choose are really suitable to them is so important that it influences their learning enthusiasm in the whole four years and even their job choosing after they graduate, not all of the students knew which major they really want when they made choices. Thus, not all of the students studying Business English in SEIB have an expectation of the Business English course setting before they entered GDUFS. Actually, nearly 34% of the respondents did not know what they want and chose this major directly, as

we can see from question 3 (Figure 3, Figure 4). Furthermore, the reason why the biggest part, 47.06% of the respondents chooses Business English is because they think that the education of this major conforms to both China's reality and the trend of the times and conforms to the requirements of society, which can help them to find a better job after they graduate. Therefore, the expectation of this part of students is hoping that what they learn in universities is more related to social needs and detailed jobs, instead of academic research or cultural accomplishment. Lastly, the reason why 14.71% of the respondents choose Business English is because they like Business English, while 2.94% of them choose it is because they want to further their studies abroad and studying Business English in GDUFS is very helpful for them.

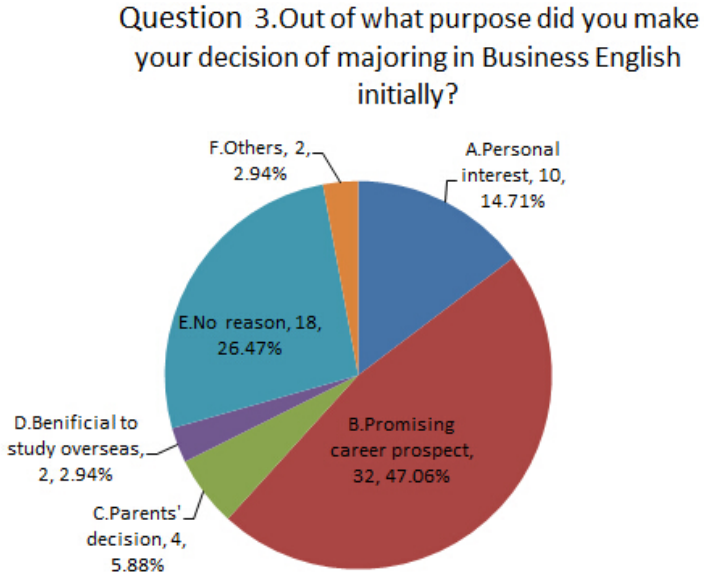


Figure 3. Purposes of students

A. I chose it out of my personal interest in the major.
B. I believed that it met the need for interdisciplinary talents in current society, thus having a promising career prospect.
C. The decision was made by my parents.
D. The major is conducive for me to pursue my further study overseas.
E. I didn't even know.
F. Others
1. I am a student by recommendation and hence only allowed to major in languages.
2. I chose the major based on my score in National College Entrance Examination.

Figure 4. Details of question 3

However, no matter whether the students have their expectation before they enter universities or not, they will have further understanding about their majors and will have more practical targets after they begin to take their courses. According to the result of the question 6 (Figure 5), 36.76% of the responders most want to have proficient business practical skills; 33.82% of them most want to have solid basic Business English skills, including speaking, listening, writing, reading and translating. This result is corresponding to the result of question 3, which shows that nearly half of the responders' aims are to find a good job by studying Business English, which conforms to the trend of the times. So they want to get the practical language and business skills. In addition, 14.73% of them want to have solid professional business theory knowledge, like Economics, Management, Accounting, and International Finance. This result shows that more than half of the responders hope to learn more knowledge about business than English language. So according to their expectation, the number of business courses should more than or at least equal to the number of English language courses.

What's more, the rest of the responders want to have excellent abilities on cross-culture communication and great insight on other countries' culture, which means that the general curriculum setting of Business English of the Chinese Ministry of Education, both of the proportion of intercultural communication competence courses and humanistic quality courses should be 5%~10%, is still meet students' need.

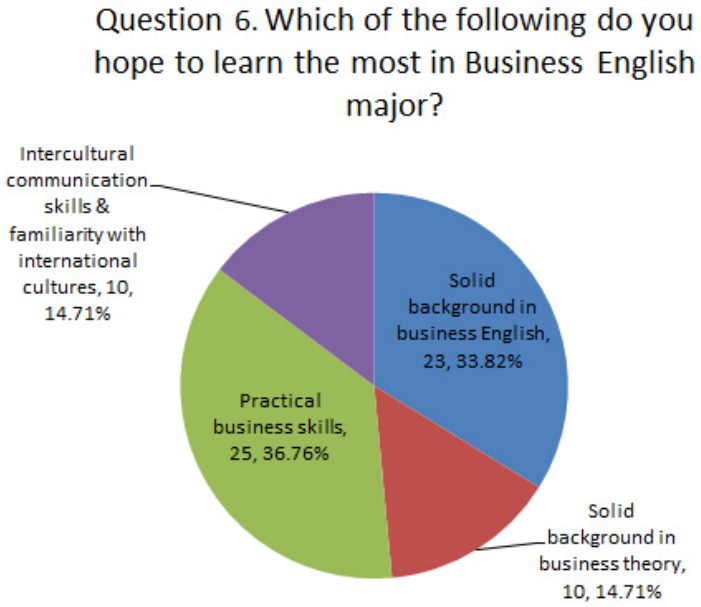


Figure 5. Most expected skills of students

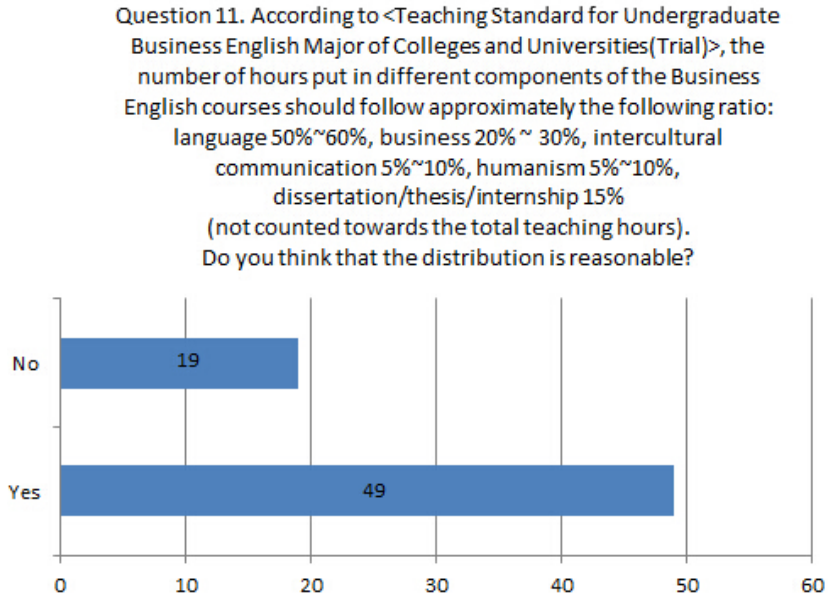


Figure 6. Reasonability of teaching standard

4.3.2 Importance of the Skills

English language skill courses take a large proportion of Business English course setting in GDUFS. In these courses that training students' English language skills, English reading and writing courses also take the biggest proportion. However, according to the result of the questionnaire, 75% of the responders think that listening and speaking is the most important skill that students ought to master, like the skills of daily conversation, conference speaking and introduction of products. What's more, the second most important skill to the

responders is translating skill, like can translate or interpret fluently in business, which takes the proportion of 16.18%. Only one responder thinks that English reading skills are the most important part in Business English language skills learning and 7.35% of the responders think that writing skills like all kinds of business letters and reports' writing skills are the most important part. Therefore, the current curriculum setting in GDUFS does not meet the ideality of the responders.

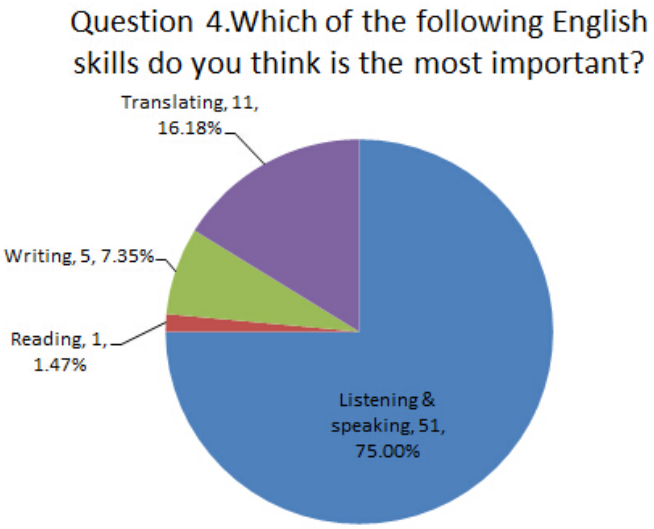


Figure 7. Most important skill of students

Business English also have many curriculum modules except Business English language skills module. But according to question 5 (Figure 8), we can see that there are still 39.71% of the responders state that Business English language skills is the most important module, which means that these students most want to learn English skills that can be used in business context, instead of academic English language skills. In addition, both of the ratio of English language skills module and cross-culture communication skills module is 22.06 percent, while the ratio of Business theories knowledge module is just 10.29%, which means that responders have little interest in Business theories knowledge. The answers of the question are also corresponding to students' expectation in Chapter 4.3.1. They want to get more skill letting them to be excellent in international business context.

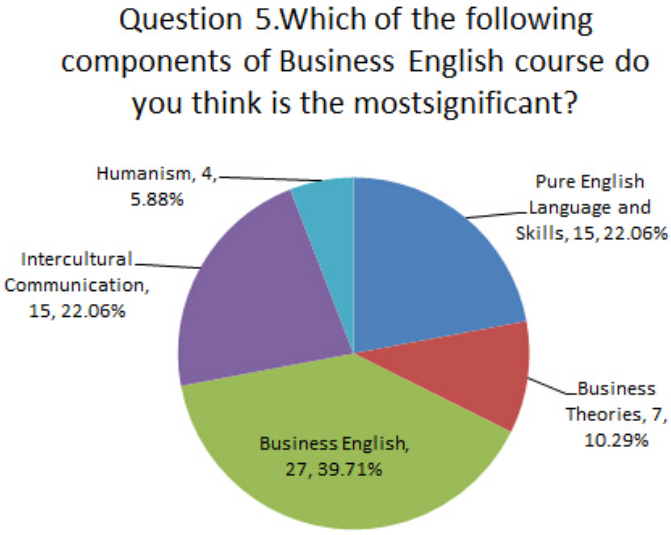


Figure 8. The most significant components

4.3.3 Deficiency and Difficulties in Business English Learning

Deficiencies that students have in their learning periods usually are corresponding to their expectation. When they realize that their abilities do not meet their needs, they will think that they have shortcomings and deficiencies. According to the answers of question 7 (Figure 9), 50% of all of the responders and 69.57% of the seniors' responders think that business practical skills are the most important skill they lack. This result shows that after four years learning, when senior students are going to graduate, they think that business practice skills are still the shortcoming of them. Besides, although Business English language skill courses take the largest proportion of the courses setting, there are still 39.71% of the responders consider that they are still lack of it. What's more, 7.35% of the responders think that what they lack most is business basic theories knowledge, and 2.94% of them think that they still need to know much more about other countries' business culture so as to not to offend their colleagues or clients.

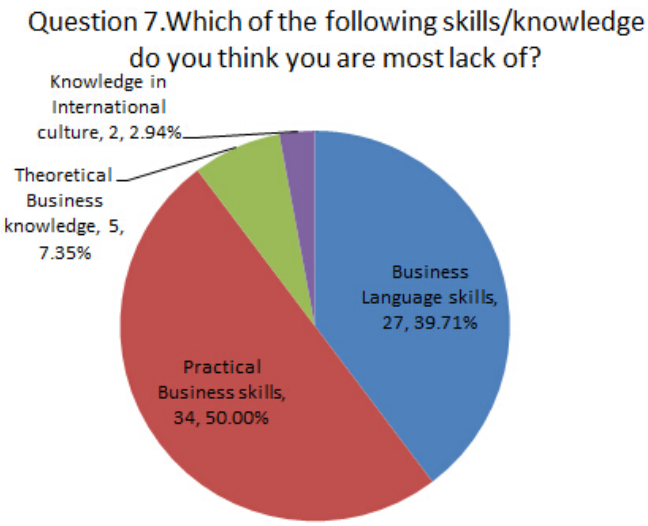


Figure 9. Skills that students are lack of

In addition, students have many difficulties during the period of learning Business English. Based on the survey (Figure 10), how to understand and remember vocabulary and how to comprehend the multiple levels of meanings of the sentence, paragraph and the whole article are still big problems to them. 75% of the responders have these difficulties. Finding a good method that can help students to understand and remember English words efficiently is urgent. Furthermore, the impact of language organization and culture differences let most of Chinese English learners understand the deeper meaning of the English articles hardly, no just students in GDUFS. Moreover, 58.82% of the responders cannot find out suitable studying methods for them and 25% of the responders are not interested in the content of their courses. Also, as there are usually big differences between the teaching methods of teacher lecturers and that of High school teachers, students who are used to cramming method will feel it is hard to adapt to the teacher lectures' teaching methods, like critical thinking, case analysis, group discussion and presentation and so on. According to the survey, 16.18% of the responders have this kind of difficulty. As for the rest of the students, 10.29% of the responders, they also have other difficulties. For example, their activities in club take too much time, they do not have methods to put what they have learnt into practice and they do not know how to combine the translating skills with the true needs in business.

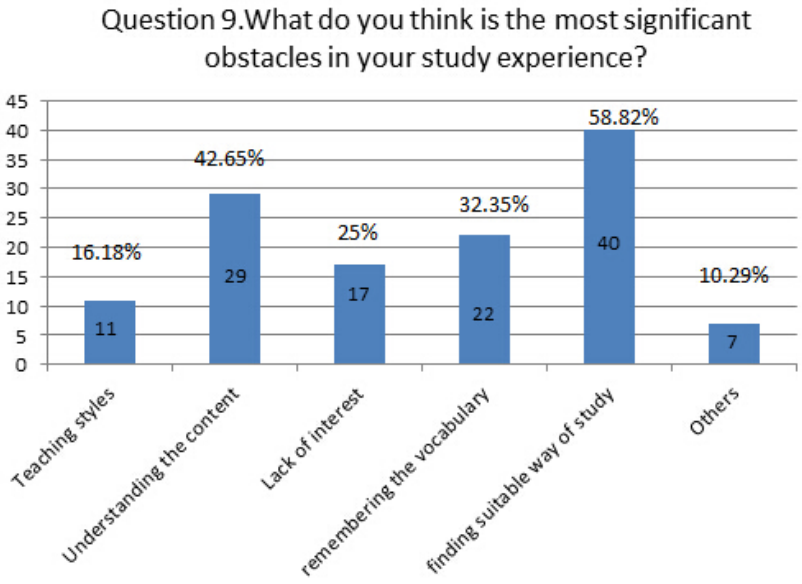


Figure 10. The most significant obstacles

4.3.4 Degree of Satisfaction

According to the order of Chinese Ministry of Education, English language learning courses should take the proportion of 50%~60% of Business English curriculum setting; business knowledge courses take the proportion of 20%~30%; cross-culture communicating courses and humanistic quality courses take the proportion of 5%~10% respectively and the final year project and professional practices totally take the proportion of 15%. In regard to this order, 72.06% of the responders think that it is reasonable, while still 27.94% of them think that it is illogical.

Moreover, according to the result of the questionnaire, just 16.18% of the responders are satisfied with the current course setting of Business English in GDUFS. The degree of satisfaction of 66.18% of them is ordinary and 17.65% of them are discontented. Based on the learner-centered theory, this curriculum setting is unreasonable.

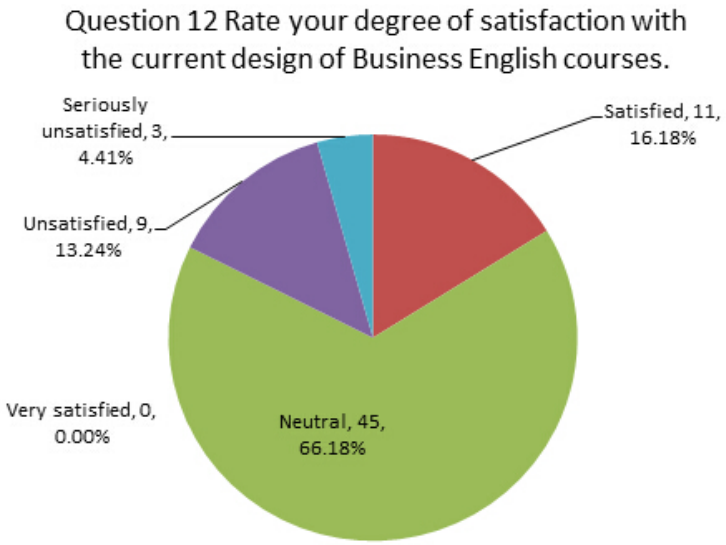


Figure 11. Satisfactions of students

4.3.5 Suggestions of the Responders

25% of all the responders fill in the last question, an optional gap filling question (Refer to Appendix 1 for detailed responses). Among these responders, 29.41% of them mainly think that they take the courses related to business too late and there are too few business theory or practice courses. They suggest that it should add some business theories courses in the courses setting from the freshman years, rather than almost all of the courses are just English language learning. 23.53% of them consider there are too few differences among majors and majors. They suggest that there should be more differences among business related courses among difference major. For example, students that major in International Management should take more courses about management while students that major in International Finance should take more courses about finance, rather than their English language courses, which take the biggest proportion of the course setting, are the same, and most business courses of these two majors are also the same. Take the compulsory courses of the graduates of 2015 as an example, there are just two course related to finance—International Finance and Monetary Banking. And there also 23.53% of them think that the sequence of the course or quantitative distribution is unreasonable, as they will do not have time to do their internship or will be too tired in one semester and too leisure in next semester. Thus they think that if there are not too many courses in a semester, school should put them all together in two day or three days, rather than just having two or three course every day, so as to leaving more free time for students to arrange their works.

5. Conclusions and Inspirations

5.1 Findings

Based on the results analysis in chapter 4, whether current Business English curriculum setting has met the students' and social needs can be concluded.

5.1.1 The Expectations of Students

When students decide which majors they choose, they will have many expectations about them, no matter they can help them to find good jobs or they are actually the ones that accord with their interests. Also, no matter what their aims are, most of the students that choose this major at last want to work in international business environments. The Business English major in GDUFS also aim to cultivate talents that can work in international business environment like the big four (PWC, DTT, KPMG and EY), banks and foreign trade companies. In order to work in these places, although experienced English language skills are very important, business theories and practice skills are also necessary. Too few business courses make the students just know little business knowledge, rather than knowing some kinds of theories in-depth. As a result of this, although it seems that they have learnt some business knowledge at schools, actually they just have high English language skills and just "have heard of some business knowledge", which makes them cannot be more excellent not only than the students who major in translation, but also than those who major in business. Therefore, the students will finally find that what they learn do not meet their expectations.

5.1.2 Skills Management

The curriculum setting of Business English in GDUFS focuses on students reading and writing skills. Just like a teacher in GDUFS said, "If you know how to write well, have high writing skills and can write an excellent essay, your speaking, listening and reading skills will also be well." But as for students, they think that listening and speaking are two of the most important skills that they should master. Furthermore, when they enter society, many of them will choose the jobs that need to communicate directly to English speakers and the companies that recruit staff major in Business English also need them have excellent English listening and speaking skills. To the contrary, their reading and writing skills are not so important, because most of companies are recruiting salesperson, as some of the graduates of 2015 in SEIB said.

5.1.3 Difficulties That the Students Face with

Most of the students think that they are still lack of the English language skills and business practical skills. There are too few business practice courses in the curriculum setting and although there are several business practical contests in GDUFS or around the country, few students have interests to take part in them. What's more, cannot find out a suitable learning method for oneself is a common problem to the students not only to those studying in GDUFS, but also to the students around China and even to students around the world; not only to university students, but also to pupils and middle schools students. As a key university of China, setting some courses that can help students to find suitable learning methods for themselves and helping them to develop in an all-around way is very necessary.

5.1.4 Degree of Satisfaction and Suggestions of the Responders

The degree of satisfaction of Business English curriculum setting is very low. If students are not satisfies with the course setting, they may be passive in the classes. And the compulsory courses in the first years are all English language knowledge course, which makes students unsatisfied and they want to take business course earlier, while school thinks that freshmen need to improve their English language abilities first and then they can study business knowledge easier. Moreover, students think there are too few differences among majors and the temporal arrangement of the courses is unreasonable. School should make some adjustments according to students' opinions and suggestions.

5.2 Inspirations

Firstly, as Cai (2003) mentioned in 2003, if students have pasted Basic English learning in middle school and still spend lots of time learning general English in universities, they are just wasting time and resources and cannot make them excellent enough to meet the need of society. He (1999) also said, "Basically speaking, foreign language is just a kind of skill and carrier, which means that only when it is combined with the carried, it can become a major." Therefore, the best solution is adding more business compulsory courses, which not just about the basic theories of economic or finance but teach deeper knowledge. For example, as for the economics classes, the curriculum setting not only just provides just one course, the Principle of Economics, but also provides deeper courses like Applied Economics, the Game Theory and so on. If the school does not have so much space to offer these compulsory courses to the students, it also can change them into optional courses or even cooperate with other universities which can allow other universities' students to study their universities. What's more, as Chen (2002) said, a common tendency of General English and Business English is that both of them teach English in English. GDUFS is no exception. But as Dudley-Evans and St John (1998) said in 1998, language teaching teachers can cooperate with profession teaching teacher, which means that if business courses can be taught in Chinese, students can accept business knowledge easier.

Secondly, although the best curriculum setting must include English language knowledge and skills, business practical skills and business theories knowledge, which is said by Zhang (2004), before the final curriculum setting of a certain major is decided, school must find out a scientific setting, which means that school can send it to the teachers of that major, asking their opinions and then modify it. This solution can avoid the condition that students ought to have taken a prerequisite course and then they can understand the courses of the semester better. This kind of mistake is not unusual in Business English course setting in GDUFS. Take the students major in Business English (International Finance) and graduate of 2015 as an example, they ought to take the optional course accounting first, and then they can learn the course international finance better. But actually they have not, which make it hard for teacher to teach and students to learn. Also, it can show the curriculum setting to the students and ask students to vote on it. This method not only considers the opinions of parties and can let students learn and work happier and more scientific, but also avoids a problem that the basic courses are opened before the harder and professional courses (said by Zhu (2005)).

Furthermore, as for the proportion of the English courses, the major course of Business English in the third and fourth year, Advanced English should not just focus on reading and writing. Or the teachers of Advanced English can offer more opportunities for students to practices their listening and speaking skills. Furthermore, as a university of foreign studies which have so many foreign students, GDUFS should not waste of resources. The best way of learning a foreign language is to communicate with native speakers. Thus, SEIB can set some courses which cooperate with Institute for International Education. This solution can provide a rational way for students major in Business English to meet and communicate with native speakers, especially for those who are lazy to go to the English Corner or who are too introverted to find their own foreign partners.

As for students' degree of satisfaction, actually, school sends the questionnaires which research on students' opinions and degree of satisfaction every year. But most of the opinions collected seem not to be considered. Thus, school should open the results of the survey to students and the opinions and solutions of the man at the wheel every year. If it just does survey and never take the results into action, it is hard to improve the degree of satisfaction of students.

Lastly, learning from the elective way of National University of Singapore, students can arrange their own schedule. Their colleges only demand them to earn enough credits in several modules and take several compulsory courses, but not make a rule that they should finish which course in which semester. Also, there are several optional time of one course for students to select. For example, the college provides several modules and many courses in each of the module, of which students need to take two or three of them. Then students can arrange their schedule that they take which courses in which semesters, on which day of a week. This kind of

method can deal with the problem that students do not have time to do activities or do their internships or do not agree with the time arrangement of the courses. For example, school just demand that students major in Business English need to earn 50 credits of English language courses and 20 credits of business knowledge courses, and then provides 30 kinds of English languages courses and 15 kinds of business courses for students to choose. Moreover, school can even demand some compulsory courses to students. As a result of this method, students can crowd their courses in three days or even two days in a certain semester, and then they will have time to arrange their works or to find other methods to train their shortcomings like speaking, listening, writing or business practicing skills, if they are not satisfied with the conditions offered by the university. Also, the students who want to take more business courses that can distinguish them from those major in other major can just take the courses they like, as there are 15 business courses offered to them.

As Qin Xiubai and Wu Guhua (1999) said in 1999, cultivating inter-disciplinary talents is kind of systems engineering, which is a long term strategic goal and cannot be achieved just by adding one or two courses. Therefore, a scientific curriculum setting still need to incorporate the ideas of all sides.

5.3 In Conclusion

Based on research and analysis of the questionnaire sent to the students major in Business English of GDUFS, it can make a conclusion that: 1) Most of the students think that the school can add more business courses in the curriculum setting of the Business English course system, as it can help them to find better jobs or it will be more consistent with their interests, which are their expectations when they decide to choose this major. 2) Students think that they can more opportunities to practice their English listening, speaking and business practice skills. 3) There are many difficulties when students are learning business English, so the school can add some related courses to help students to deal with these problems.

Therefore, this paper suggests that the school should add more business compulsory courses, send the curriculum setting to teachers of the certain major and then modify it before the final one is decided, provide more opportunities for students to practices their listening and speaking skills, research on students' degree of satisfaction every year and even give students more freedom to arrange their own schedule. The results of the research can help the Business English system develop better.

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