

Corpus Analysis of Writing Status from Business English Majors from 2015 to 2017

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Abstract: With the further development of economic globalization, business communication has become an important bridge between countries. Business English writing, as an important way of business communication, plays an extremely important role in communication practice. This paper starts with the test scores of the business English writing class, adopts the self-built corpus, analyzes the word frequency and accuracy of the students' business writing, and further explores the writing disadvantages of the business English students, in order to get feedback on business English teaching.

Key words: business writing corpus, analysis English teaching

I. Literature Review

Communication refers to the social behaviors that people transmit and understand information and emotions with the help of sign system (language, text, image and symbol), body gestures and material environment in social communication. In 1959, American anthropologist Edward t. Hall first proposed the concept of “cross-cultural communication” in his work *The Silent Language*, and then proposed The relationship between cross-cultural communication and business. In his opinion, intercultural communication can solve the communication and management problems caused by cultural differences in international business activities (Edward, 1959, p. 23). With the further studies made by foreign scholars such as Hofstede (1980), Triandis (1989), Nishiyama (2000) and Varner (2000), cross-cultural business communication gradually formed a complete system and played a certain role in practice. Zhuang (2003) believes that cross-cultural business communication, as the name implies, is a new discipline formed by integrating the three variables of culture, communication and business. Thus it can be seen that business communication plays an extremely important role in the internal and external activities of business organizations.

In the process of business writing teaching, teachers and researchers pay more attention to the comparative analysis of the effects of students' writing and correspondence writing in the actual work environment, so as to improve students' writing skills. Similar studies, such as French scholar philippe's (2017) comparative study of the exclusivity and inclusiveness of business English as a lingua franca in the working environment. Finally, he made the conclusion on the essence of Positioning in English writing, indicating that the interpersonal ability of English as a business language should be acquired through clear Positioning or field study. Therefore, the

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acquisition of business communication ability, especially writing ability, depends on practical writing, especially he pointed out the directiveness and importance of practitioner's evaluation of writing achievement to the improvement of students' writing ability. In addition, Portuguese scholar Jimenez adopted the ethnographic research method to conduct a comparative study on the writing situation of students and practitioners in four industries, including telecommunications, management consulting, marketing and banking. This article indicates that there are differences in grammar, pragmatics and accuracy between students from Business English writing class and practitioners in terms of communication effect. Foreign language correspondence writers should adopt a variety of cross-cultural communication strategies. Meanwhile, the instructor from Business English courses should master series of technology-intensive teaching tasks which will help students better meet today's workplace communication needs.

In contrast, domestic scholars pay more attention to the importance of curriculum in business communication. Guo (2013) once discussed the cultivation of business communication ability of business English major students. Chen, Ge et al. (2016) reviewed the development process of college English writing teaching the requirements of business communication theory for writing. It can be seen that business English writing ability needs to be divided into planning, writing and completion for analysis during a dynamic process. Li Wei (2011) also pointed out the necessity of comprehensively improving students' cross-cultural business communication ability based on English major teaching practice.

This paper mainly adopts the method of corpus analysis to investigate the score of business English major in our school in the past three years (2015-2017) in business writing course, and analyze the difference in business writing score, word frequency distribution and writing score, so as to get the teaching feedback on business English writing.

2. Theoretical Framework

"Business English corpus", as a specialized corpus for specific purposes English study, is of great significance to the study of business English writing teaching because of its professionalism, which is not found in large corpus. The use of corpus analysis to study a language can have a significant impact on the theory and practice of language teaching. In addition, it can discover more linguistic phenomena and find out more pragmatic uses, which can push the language teaching research to a new stage.

In recent years, with the rapid development of business English, the corpus has been developed in the long term. Corpus mainly presents the following three main characteristics in its development. The first is that corpus collects and archives various language materials such as vocabulary, sentences and paragraphs that exist and have been used in reality. Second, corpus is the carrier of language materials and information, carrying the research and analysis of various languages. Thirdly, the most important point is that all corpus must be edited and processed before updating to the corpus. Only in this way can these materials be turned into useful materials and the corpus can be continuously expanded.

In this paper, I start from the examination results of business English writing course, and adopt the way of self-built small corpus of materials; collect the achievements in writing for three consecutive years in 2015-2017, and the effective papers are 200 in total. By analyzing the word frequency (including articles, nouns, adjectives, adverbs, verbs, prepositions, conjunctions, etc.) of business English, financial English, accounting English and other majors in the business writing test, this paper further explores the writing disadvantages of business English

majors in order to obtain feedback on business English teaching.

3. Data Collection & Analysis

3.1 Data Collection

Since the author has built a small corpus, this article focuses on the frequency and accuracy of the business English letter writing. Due to the differences in curriculum setting, this paper mainly collects the business English, accounting English and financial English majors from C University as the data source of the final exam papers of business English writing for three consecutive years from 2015 to 2017.

3.2 Data Analysis — Frequency& Accuracy Analysis

3.2.1 Frequency Analysis

Table 1 Frequency Analysis of Business Writing from 2015-2017

Year	Article	Noun	Verb	Adv	Adj	Pron	Conj
2015	4.63%	32.72%	25.07%	9.67%	11.29%	9.26%	7.36%
2016	6.23%	27.13%	27.8%	10.02%	12.7%	7.6%	8.53%
2017	5.1%	29.14%	25.12%	8.19%	15.19%	10.16%	7.1%

In the three years from 2015 to 2017, the themes of business correspondence writing are respectively congratulations on entering a higher school, Suggestions on library improvement, recruitment of temporary employees, etc. As can be seen from the word frequency analysis table, business writing basically conforms to business English writing. Nouns and noun phrases, verbs and verb phrases accounted for the largest proportion in three consecutive years; Secondly, adverbs and adjectives account for a large proportion, which conforms to the principle of simplicity in business writing. In particular, adjectives and adjective phrases accounted for the largest proportion of temporary employee recruitment writing in 2017, which was more closely related to the theme. Prepositions and conjunctions are secondary to adjectives and adverb phrases, but they are consistent with the principle of coherence. Finally, the article proportion is the proportion of business English writing, which is the smallest of these parts of speech. It conforms to the writing style of business English writing, rather than other types of applied writing.

3.2.2 Accuracy Analysis

Table 2 Accuracy Analysis of Business Writing from 2015-2017

Score	2015	2016	2017	Total
>90	25	1	17	43
80-89	33	60	32	125
70-79	4	5	14	23
60-69	1	0	5	6
<60(Fail)	3	0	0	3
Total	66	66	68	200

According to the distribution of achievements, in terms of the distribution of students in each score segment, the number of high-segmented people was the highest in 2015, but it was also the only year in which the scores failed in writing. At the same time, compared with the largest proportion of the segment in 2016, the scores in

2015 and 2017 accounted for an average. As far as the stability of performance is concerned, the business English scores tend to be stable in the past three years, and the proportion of high segmentation is fluctuating, but the middle segment is still the largest group. It shows that most students have basic skills in business English writing, but in terms of professional vocabulary, language style, coherence, etc., not many students can obtain higher-level business English writing skills. For failing and low-segment students, further practice is required to improve writing skills.

4. Conclusion

The status of business English writing is the focus of this paper. Through the self-built corpus method, the paper analyzes the frequency distribution and grade distribution of the business English writing class from 2015-2017. Most students have mastered the business English writing skills, but still less the presence of failing or poor performance of some students not only need to attract the attention of students, teachers also need to pay more attention, improve teaching methods to enhance the quality of teaching, in order to more students master the writing skills of business English, getting better teaching results.

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