

# Study on the University Business English Training Affecting the Economic Development of the Sichuan Region

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**Abstract:** With the progress and development, the teaching staff of higher education in Sichuan has grown continuously, and English education in colleges and universities has achieved rapid innovation and development. Many colleges and universities attached great importance to the reform of business English education and teaching and constantly innovated business English teaching models. The economic and social development of colleges and universities would be a significant trend in college education teaching and a result of the rapid economic development. These research objectives of internal personal factors and external environment factors impacting the English learning intention and future Sichuan economic growth were set through the five-hypothesis analysis in this study. The influencing factors of study motivation, learner personality, personal development, teaching strategies, and learning environment were developed to test students' learning intention.

**Keywords:** Business English Training; Economic Development; Sichuan Region

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## 1. Introduction

With economic globalization, many different industries and enterprises in China have undergone tremendous changes and transformations, mainly the regional economic development of Sichuan. At present, attaching importance to cooperation with various multinational companies and promoting the sustainable and large-scale development of the regional economy has become the first choice for China to improve the overall growth level of the national economy. Due to the vast local market, many foreign companies and joint ventures have grown steadily in the Chinese economic market (Zhang; & Lis. 2020)<sup>[1]</sup>. Business English has become one of the essential tools for this development and cooperation, and the relationship is even closer. College business English training is the place to develop more business English talents to meet the needs of the business field.

## 2. Theoretical Basis

### 2.1 Studies on study motivation in language learning intention

The type of motivation answers why a person wants to learn a language. The motivation here refers to the goal of learning a language. Many different reasons for learning a language can be listed, such as: being able to talk to members of the language community, getting a job, improving education, traveling, pleasing parents, satisfying a language (Woodrow. 2016)<sup>[2]</sup>.

### 2.2 Studies on learner personality in language learning intention

A learner's thinking is critical to learning, and their academic performance is determinable. Educational achievement is a top concern for learners, teachers, parents, school administrators, and the wider community. Researchers have attempted to unravel the complexities of academic achievement, and psychologists have proposed many reasons for the difference in achievement.

### 2.3 Studies on personal development in language learning intention

In terms of personal development, confidence-building and skill development through learning a new language could improve many new skills, including sharpening decision-making skills and communication. With the learning of a language and its culture, confidence levels rise. The ultimate test of confidence is to add new skills to existing skills, leading to overall self-development.

## 3. Understanding the Influencing Factors of the University Business English Training in Economic Development

### 3.1 Personal growth model

The personal growth model explains the cycle of personal development that helps to define the learning intention (Fu: et al. 2020)<sup>[3]</sup>. The model lists out five steps associated with personal growth, and this model includes belief, plan, action, result, and review for evaluating the intention of learning.

### 3.2 Influencing factors of English learning performance

Oxford (2003)<sup>[4]</sup> argued that the use of learning strategies is different, and it has the potential to affect individual learners' proficiency, confidence, and anxiety reduction. Therefore, investigate learners' strategy use in the context of different characteristics, such as parents' socioeconomic status, and what effect this variable might have in influencing language learning strategy choice.

### 3.3 Student in English learning attitude

Regarding learners' attitudes towards the target language, Gardner (1985)<sup>[5]</sup> showed that second language learners who have a positive attitude towards the second language user and their culture are more successful than those who have a less positive attitude.

The relationship between philosophy and motivation is so close that it is impossible to look at the two separately because motivation includes opinion, but attitude affects it.

## **4. The Conceptual Framework for the Research Study**

First According to the research objective of this study, both internal and external factors share in developing English learning and help regulate students' learning processes by enhancing awareness for achieving results. It is also important because it strives to give students a clear understanding of the most important variable that affects their learning of a foreign language from a learner's perspective for business English study. Internal variables mean cognitive and affective factors such as motivation, intelligence, anxiety, risk-taking ability, etc. Numerous studies have confirmed that motivation is closely related to proficiency, showing that successful learners are motivated, and success increases motivation.

Second Motivation is considered an essential variable in determining academic performance and achievement. Motivation is thought to be the engine that generates learning, which then propels students forward, helping them overcome their difficulties when learning a foreign language. (Lee; & Dressman. (2018)<sup>[6]</sup> believed that motivation is an emotional factor that plays a central role in learning a second or foreign language. Motivation views as an unstable but constantly changing dynamic process. Extroversion and introversion are personality types that fall under the temporary internal variables. Studies on extroverts are more likely to master a second language than introverts.

## **5. The Countermeasures for the Influencing Factors of the University Business English Training in Economic Development**

### **5.1 Business English training**

Business English training is the part of English for a learning purpose. It can be considered a specialization in English language learning and teaching or a variant of International English in business practice.

### **5.2 Economic development**

Economic development is how a country or region realizes real welfare growth based on the average population. It is an increase and expansion of wealth and economic organisms and a qualitative change and innovation in the economic and social structure. Improve the quality of social life and input-output efficiency. In short, economic development is a process of creation or change in a country's economic construction and social structure based on economic growth.

### **5.3 Study motivation**

Study motivation is the desire to study a goal in setting and attaining objectives based on the driving forces behind human behavior.

### **5.4 Learning environment**

The learning environment includes learning resources and technologies; teaching means, learning models, and linkages to the social and global environment.

## **6. Conclusion**

The results show that system study motivation, learning personality, personal development, and teaching strategies significantly impact university students' Business learning intention. Local universities should pay attention to close cooperation with local governments and improve various systems. Regarding promoting economic development, regional economic growth is characterized by instability, and the speed of enterprise development is also improving. The government should intensify its efforts to grasp the development trend of business English majors, provide policy guarantees, and effectively improve the ability to cultivate talents. In the actual development process, government departments should conduct in-depth research on professional development, in-depth discussions on regional development issues, and formulate corresponding problem-solving measures to ensure that business English professionals can keep close contact with enterprises and achieve healthy and stable development. Promote regional economic development and determine the direction of talent training. In promoting regional economic growth, the Business English major provides several services.

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