

Research on the Reform of Business English Correspondence Teaching from the Perspective of Flipped Class

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Fund Project: Pingdingshan College Applied Curriculum Project (project number 2019-YYXKC19).

Abstract : Business English correspondence teaching focuses on training students' English communicative ability and helping students to communicate smoothly in the workplace. The "full class" model under the traditional exam-oriented education system cannot meet the actual needs of students. Under the new curriculum reform, English teachers should respect the status of students as the main body of teaching and give full play to the advantages of the flipped classroom model in teaching. This article focuses on the issues related to the reform of business English correspondence teaching from the perspective of flipped classrooms.

Keywords : Flipped Classroom; Business English Correspondence; Teaching Reform; Research

Business English is highly practical, practical, and communicative, covering many fields of knowledge such as import and export, international trade, and international finance. It is also one of the core courses of business English majors, aiming to realize the deep integration of business knowledge and English knowledge and cultivate students are proficient in English expression in different business environments. Next, I will talk about some thoughts on the reform of business English correspondence teaching from the perspective of flipped classroom.

1. The importance of flipped classroom application in business English correspondence teaching

Business English correspondence teaching involves a wide range, application and practicability, and practical teaching is very important. Firstly, the English classroom under the traditional test-oriented education system is boring and boring, and students passively accept knowledge, which can easily produce resistance and learning-weariness. Secondly, due to the very limited classroom teaching time, students are difficult to digest and practice in the limited time. Teachers have a heavy task of correcting homework and test papers after class. They cannot feedback the completion of homework to students in time, and students rarely pay attention to teacher feedback. In this way, teachers are still the main body of teaching, and students passively accept knowledge and complete homework, which limits the exertion of subjective initiative and creative thinking, which seriously affects teaching effectiveness. Based on this, it is very important to speed up the teaching of business English correspondence. Teachers should step down from the authority of the altar, return the classroom to the students, and ensure sufficient time for students to think, discuss, practice, and participate in guiding students throughout the process. The application of the flipped classroom mode can meet the teaching needs, allowing students to use fragmented time for online learning, independent learning, thinking and understanding the requirements of different topics in terms of words, sentences, structure, and expression, and allowing students to use flipped classrooms learn more sample essays and simulate training, which will help improve the quality and level of business English correspondence teaching.

2. Specific countermeasures for the reform of business English correspondence teaching from the perspective of flipped classroom

2.1 Strengthen teaching design

In the course of business English correspondence teaching, teachers should do well in pre-class preparation and teaching design, collect online teaching resources, make teaching micro-videos according to the teaching content, and assign preparatory tasks to allow students to complete their own learning. Making micro-videos is directly related to the effectiveness of flipped classroom teaching. As an English teacher, you should first clarify teaching objectives, integrate teaching content, collect teaching materials through the Internet, documents and other means, and scientifically design different teaching time. Secondly, to improve the level of information and master video production skills, micro-videos should be short and concise, with interesting, exploratory and enlightening features. Keeping it at 10~15 minutes is the best. Then share with students through network tools such as campus network, WeChat, QQ, and open up teacher-student interaction links such as online Q&A and online communication to create a relaxed and pleasant teaching atmosphere for students. As a teacher, you must participate in the whole process, supervise students' autonomy, and collect some excellent open courses and excellent course resources to share with students, so as to lay a solid foundation for improving teaching quality. For example, when explaining the knowledge points of the chapter "Establishing Business Relationship Letters", teachers can record two micro videos for students' reference. The first video is designed to introduce new lessons and introduce foreign trade backgrounds. question-oriented teaching methods can be used. Three questions run through the entire video, namely, what is the business relationship? Why establish a business relationship? How to establish business relationship? This is conducive to guide students to actively think, analyze and solve problems, and successfully build a writing outline. The second video aims to lead students to write an outline based on the establishment of a business relationship letter, and through the penetration of the real business letter content, introduce students to business terms and classic English sentence patterns that need to be used in writing, and do a summary and reflection to help students clarify ideas, correctly master the knowledge points of the chapters. In addition, teachers can also collect and purchase some business English and foreign trade letter writing courses on the Internet, design exercises, and let students learn independently after class, thereby laying a solid foundation and premise for subsequent classroom teaching.

2.2 Innovative classroom teaching mode

The teaching of business English correspondence under the perspective of flipped classroom requires English teachers to step down from the altar of authority, fully respect the status of students as the main body of teaching, return class time to students, guide each student to participate in it, and change the traditional passive learning. Take the initiative to learn, and change to learn from me. Specifically, we can start from the following points: First, actively carry out game teaching activities. Students in the higher education stage still have a special liking for games. In the classroom teaching after the preparatory period, teachers can use group cooperative competitions, relay games and other games to test students' vocabulary and key sentence patterns in the preparatory stage. Situation: You can also use the online teaching platform to develop the "question and answer" game, allowing students to use their mobile phones to easily answer questions. This not only enhances the fun of classroom teaching, but also mobilizes students' interest and enthusiasm in English learning and concentrates classroom attention. Second, carry out group cooperative teaching and increase teacher-student interaction. In the offline classroom teaching process, teachers should focus on breaking through the important and difficult knowledge of chapters, organize group cooperative teaching according to the key and difficult knowledge encountered by students in the preparatory stage, divide the students into several groups, each group of students explore problems together, and the teacher should participate in the whole process, and promptly guide and correct the students' problems. After the discussion, each group of students will share the results of the exchange and raise the difficult problems encountered. Other students and teachers can give them inspiration and finally solve the most difficult problems. As a business English teacher, we must fully respect the status of students as the main body of teaching and supervise students' classroom performance and participation in teaching activities. Third, create a real task situation to allow students to complete teaching tasks in the situation. After breaking through key and difficult knowledge and solving students' doubts, teachers should set up specific problems and create real situations for students to train. For example, when explaining the knowledge points of "establishing business relationship letters", training activities can be carried out, with the first group of students acting as exporters of skin care products, and the second group of students acting as the first group of potential customers developed on NetEase's carefully selected international station, and through meetings, all students in the class are involved, with the first group as the center, with the theme of "innovative letter writing,

establishing a good business relationship with the second group”, and guiding all students to actively participate and express their opinions freely, so that students can speak freely. Find writing ideas in this, fully motivate students’ classroom learning initiative, form their own writing ideas, accumulate writing materials, and innovate letter writing. Fourth, innovative teaching evaluation system. In order to effectively improve the objectivity and effectiveness of the evaluation, business English correspondence teaching under the perspective of flipped classroom should adopt the evaluation method of teacher comment and student mutual evaluation. Teachers must carefully read each student’s work, and timely feedback to the students. Provide constructive guidance and suggestions to eliminate students’ difficult problems and improve students’ interest and confidence in business English correspondence and telegram learning. Also pay attention to student mutual evaluation, let group members evaluate each other, jointly select the best work in the group, and display it in front of the whole class. Fifth, timely summarize classroom teaching. As an English teacher, you should scientifically comment on students’ letter writing, lead students to summarize and summarize, help students better digest chapter knowledge, and continuously improve the effectiveness of flipped classroom teaching.

2.3 Focus on consolidation and extension after class

After the perfect pre-class preview and classroom teaching training, students have developed a strong interest in business English correspondence teaching and established correct cognition. In order to effectively improve the effectiveness of classroom teaching, teachers should pay attention to selecting the best works in the classroom. It is transferred to the campus network teaching platform for students’ reference and learning, and exchange forums are opened up for students to share their self-learning situation in real time, shops for excellent works, and provide students with more teaching resources to expand and extend classroom teaching. More attention should be paid to guiding students to reflect and summarize what they have learned in class in a timely manner to continuously improve the effectiveness of teaching.

3. Conclusion

With the application of modern teaching technology, the traditional business English correspondence teaching model can no longer meet the needs of business English talent training. Under the new situation, business English in colleges and universities should attach great importance to the teaching of business English correspondence, innovatively use the flipped classroom teaching model, strengthen the pre-class teaching design, innovate the classroom teaching model, and focus on the expansion after class, so as to stimulate students’ strong interest in business English correspondence learning. Confidence will ultimately improve the quality and level of teaching.

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