Research on the Reform of Blended Teaching of Business English Courses in Universities in the Ear of Informatization

Xiao Tao[1], Xiaohong Huang[2]

Fuzhou Technology and Business University, Fuzhou, 350715, Fuzhou, Fujian, China

Abstract: In recent years, the international trade situation has been changing. With the request of high-quality of teaching in university and the construction of The Belt and Road initiative, business English teaching must keep pace with the times. The classroom under the background of Internet+ will be more innovative. Teachers should accelerate the deep integration of information technology with education, promote the digital reform of hybrid teaching of business English courses in universities, for the purpose of delivering more excellent business talents to society.

Keywords: Blended teaching; Business English; Informatization era

Foreword: Today, in the context of the new era of socialism with Chinese characteristics, higher education plays a pivotal role in the major mission of cultivating college students in the new era, and should cultivate builders and successors for socialism. How to cultivate talents who meet current and future international business needs is an important issue facing business English teaching. As the concept of "Internet+ education" enters people's vision, the focus of teaching reform of business English majors is on the research of flipped classroom and blended teaching based on online learning platforms such as MOOC, Small Scale Customized Online Course (SPOC) and Xuetang Online. At present, this kind of research stays at the stage of simple combination of online and offline English teaching mode, and lacks systematization. Therefore, under the background of Internet+, it is an ongoing research topic to effectively combine modern education information technology and explore the innovative teaching mode of applied undergraduate business English majors in depth.

1. Reconstruction of key points of business English in teaching process

The major of Business English is facing the grassroots, close to the industry, serving the society, and cultivating high-quality applied talents with high morality and practicality, and with a total of 189 students at present. The major aims to cultivate applied talents with solid basic English skills, international perspective, knowledge of basic international trade theory, business practice ability, cross-cultural communication ability, thinking and innovation ability, and independent learning ability. It aims to enrich students' international business vocabulary and knowledge, expand their horizons, absorb background knowledge of language and culture, and improve cultural literacy.

Meanwhile, it also sets out to improve business reading skills, logical reasoning, linguistic communication, critical thinking, and business problem-solving skills. In addition, a sense of social responsibility, high moral character, dedication and cooperation, family sentiment and international perspective are improved accordingly.

1.1 Putting into practice the concept of "student-centered" teaching

The teaching concept of applied undergraduate business English majors emphasizes student-centeredness. Under the background of Internet+, teachers should realize the shortcomings of the traditional teaching philosophy, change their thinking, follow the advanced teaching philosophy, actively learn education information technology and repeatedly practice it in teaching to accumulate experience. Teachers should be the planner and designer of the whole process of classroom teaching, guide students to learn independently, so that students can gradually build and enrich their own knowledge structure, form their own knowledge and opinions, and finally make teaching truly teacher-centered to student-centered.

1.2 Using the Internet platform to enrich teaching methods

The Internet platform should be made full use of to enrich teaching methods and realize the perfect combination of teaching and learning. Based on the large-scale online courses such as MOOC and XueTang Online, the flipped classroom and the online/offline hybrid teaching mode not only play the leading role of teachers, but also highlight the independent learning ability of students. In addition, using intelligent software such as Blue Ink Cloud Class and Rain Classroom to reconstruct teaching before, during and after class in an instant and interactive way can fully mobilize students' learning enthusiasm and get feedback on teaching results in time, so that teaching is not limited to the classroom, but makes Learning everywhere.

1.3 Building a perfect teaching assessment system

In addition to the practical aspects in the curriculum, the teaching assessment of the core courses and professional direction courses should also implement the concept of cultivating complex and application-oriented talents with practical operation ability, so it is especially important to build a perfect course assessment system. First of all, the proportion of process assessment should be increased to about 50%, and the content and weight of process assessment should be set and informed to students before teaching starts, which is conducive to the smooth implementation of the assessment and the improvement of students' enthusiasm for classroom performance. For example, the teaching mode based on the Rain Classroom intelligent software records detailed data on students' performance in terms of pre-study, attendance, classroom interaction and question answering, and post-class review test, which provides a basis for process assessment. Secondly, for courses with strong practical application, the final assessment should abandon the form of a paper and use scenario performance and simulation to strengthen students 'practical ability.

2. Implementation Path of blended teaching of business English courses

Business English is a highly practical subject. In the business English classroom, the teacher is no longer the main character, but the designer and participant of classroom teaching, and the training of students' practical skills is the focus of teaching. Teachers should take practical practice as the core of teaching requirements, and design and constantly adjust the teaching objectives, principles, modes, plans, contents, methods, organization, environment, links and evaluation of business English courses. The practicality of practice is reflected in several aspects, such as experimental teaching, practical training and practical teaching. Firstly, through simulated experimental teaching and situational teaching, students can integrate the theoretical knowledge of business English learned and consolidate the foundation; then arrange corresponding practical training teaching activities and projects to enhance students' perceptual understanding, familiarize them with various aspects of business activities and apply their professional knowledge of business English to solve problems; universities should actively strive to cooperate with relevant business departments, foreign trade companies and other commercial affairs institutions to establish practical training bases and arrange students to do internship and research in related enterprises and industries, so as to enhance their problem-solving ability in the real business environment and really combine theoretical knowledge and practical ability effectively.

2.1 Building interdisciplinary knowledge structures and systems

The knowledge modules in business English teaching can be divided into the following categories: language, business, humanities and social sciences, interdisciplinary and cross-cultural knowledge. Among them, the language knowledge module is subdivided into phonetics, vocabulary, discourse, grammar and pragmatic knowledge, etc.; the business knowledge module has many contents, such as economics, international finance, international trade, international marketing, international business law, as well as financial management, human resource management, management knowledge, etc.; the humanities and social science knowledge module includes regional and country knowledge such as The humanities and social sciences knowledge module includes regional and country-specific knowledge such as diplomacy, international relations, international politics, world history knowledge, etc.

2.2 Relying on online teaching platform to enhance students' self-learning ability

Relying on the online teaching platform, we expand teaching interaction through real-time data sharing, monitor students' overall learning trends, focus on individual differences, and steadily improve students' self-learning and cognitive abilities. Also, we combine the teaching interaction module of Business English with intelligent terminals. The multimedia teaching method is more suitable for listening and speaking training, the case teaching method is more suitable for business culture and professional vocabulary, the communicative teaching method is more suitable for business communication and business negotiation, and the task teaching method is more suitable for reading and writing training, especially business letter reading and writing. In all teaching practices, student-

centered, data platform-based classroom teaching is advocated, where teachers and students are both senders and receivers of information, as well as disseminators of information. Teachers can obtain first-hand teaching data in the form of flipped classroom, micro-lesson, and catechism, which is not only beneficial for students to pre-study before class and review after class, and get familiar with the key points and difficulties in each teaching session, but also helpful for teachers to grasp the teaching materials and students as a whole, so that they can target and teach according to their needs, and enhance the fun and educational aspects of classroom teaching.

2.3 Flexible selecting authentic business corpus

We should select real business corpus flexibly, fun-oriented, novel and with a certain gradient, focusing on the explicit and implicit embodiment of business culture in business activities, combining the content modules of business English with the latest business information. The group carefully sorted out the knowledge system of the textbook, combined with the key points and difficulties, and regularly selected audio and video contents of the latest business information from the BBC, VOA, CNN, China Daily and other portals, and uploaded them to the online learning platform after editing, so that students could learn, communicate, rate, ask for help and upload their works online. In addition, the experimental class will be divided into several groups, which can be modeled after companies or clubs to regularly publish group works every week, covering human resources, performance assessment, product release, advertising, business consultation, business negotiation, logistics and distribution, after-sales service complaints and rights protection, etc.

Conclusion:

Blended teaching mode is a way to combine the advantages of traditional learning methods and digital or networked learning (e-Learning), which should not only play the leading role of teachers to guide, inspire and monitor the teaching process, but also fully reflect the initiative, enthusiasm and creativity of students as the main body of the learning process. The purpose is to provide teaching tasks for students and to play the function of teacher guidance, which fully integrates the functions of independent learning of students and teaching guidance of teachers. In blended learning, the focus is on the students as the subject of the learning task. In the creative construction of blended teaching through flipped classroom, the design is reversed before and after the lecture, that is, the relevant knowledge points are designed in a front way for students to finish learning before the class, so that the traditional after-class homework is now transformed into class discussion. In this way, students can better internalize their knowledge.

References:

[1] Lin Danwei. A Study on the Design of Business English Informatization Classroom Teaching under ESP Orientation [J]. Journal of Hubei Open Vocational College, 2022(08): 191-192+195.

[2] Qian Ruihan. The Use of Information Technology in the Internet+ College English Classroom [J]. Science and Technology Innovation Herald: 2019(05): 186-187.

[3] Wang Qingjie. Research on the Integration and Sharing of University English Teaching Resources in an Information-based Environment. Journal of Jilin College of Education: 2016(01):117-120.

[4] Zhang Yichun. Exciting Information-based Teaching Design[M]. Higher Education Press:2018.

About the author:

1: Xiao Tao , female (February 1980 -), Nationality: Han Nationality, Native place: Xi 'an, Shaanxi Province, education: Postgraduate, degree: Master Title: Lecturer, Research interests: English Linguistics and Applied Linguistics, English Translation, Business English.

2: Xiaohong, Huang female (March 1990 -), Nationality: Han Nationality: Putian, Fujian Province, education: Postgraduate, degree: Master, title: Lecturer. Research direction: English Translation, Business English.