

Current Situation and Improvement Strategies of Business English Course Teaching Mode in Application-oriented Colleges

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ABSTRACT

Application-oriented colleges focus on the cultivation of applied talents with professional ability and practical competence. The traditional English teaching mode has been difficult to meet the systematic needs of contemporary Business English major students, and the purpose of talent training is also difficult to meet. Therefore, in order to adapt to the arrival of the Information Age, and meet the needs of students' all-round development, and improve the overall teaching effect of Business English courses at this stage, the reform of Business English teaching mode is imminent. First, this paper discusses the current situation of Business English course teaching mode in application-oriented colleges, then analyzes the problems existing in Business English course teaching mode, and finally puts forward the improvement suggestions about the strategies of Business English course teaching mode in application-oriented colleges according to the former two parts.

Keywords: Business English course, teaching mode, application-oriented colleges

I. INTRODUCTION

Application-oriented Colleges is the main front to cultivate the international Business English professionals. In the context of the growing demand for Business English talents in international trade, cross-border e-commerce and other fields, colleges and universities should actively promote the reformation and innovation of Business English course teaching mode, make it meet the requirements of cultivating high-quality talents. Therefore, the course teaching of Business English major should start from the two aspects of theoretical teaching and practical teaching, adopt effective teaching mode promote the reformation of the original teaching mode and teaching organizational form, and make sure that Business English major can cultivate talents with solid theoretical foundation and professional skills.

II. CURRENT SITUATION OF BUSINESS ENGLISH COURSE TEACHING MODE IN APPLICATION-ORIENTED COLLEGES

A. Based on theoretical teaching

Business English course teaching in application-oriented colleges has always attached great importance to theoretical teaching and actively innovated the theoretical teaching mode, such as the "O2O" blended teaching mode which is a combination of online and

offline teaching mode. It mainly carries out theoretical teaching activities with the help of online teaching platform, massive open online courses (MOOC), Wechat, live broadcast classroom, blog and other Internet interactive platforms to meet students' independent learning needs. Some colleges set up the "Internet plus" thought and give full advantages of both online and offline teaching. For instance, the colleges will focus on cultivating students' intercultural communication ability against the development of cross-border e-commerce industry. At the same time, the colleges will provide more online intercultural communication learning resources for Business English students to broaden their horizon, make online autonomous learning and offline classroom learning complement each other, and play a positive role in improving the course teaching effect.

B. Based on practical teaching

The colleges gradually increase the proportion of practical teaching and adopt project-based and practical training teaching mode.

1) *Project-based teaching mode:* With the comprehensive promotion of innovation and entrepreneurship education in application-oriented colleges, Business English majors in colleges take project-based teaching mode as an important way to implement this kind of education. Their aim is to

cultivate innovative, applied and compound Business English professionals and constantly improve students' innovative and practical ability through teaching activities driven by project tasks. Take the increasing needs of Business English talents on international trade and cross-border e-commerce into consideration, some colleges advocate the use of diversified teaching methods such as case study, role-playing and simulated business operation to stimulate the enthusiasm of Business English students to automatically participate in teaching activities. At the same time, combined with the results of job research, colleges analyze the main work tasks for Business English major and set up the main curriculum group based on these results, and then design the corresponding work projects, such as international conference and exhibition negotiation project, inquiry letter writing project, business translation project, ect., so as to make each project can closely focus on the cultivation of students' professional core competence.

2) *Practical training teaching mode*: At present, most application-oriented colleges regard the practical training teaching mode as an important way to cultivate applied Business English professionals. In the curriculum system of Business English major, colleges set up special Business English training courses which are generally arranged in one semester, so that students can concentrate on completing the training content and effectively apply the knowledge they've learned in courses to practice. In the meantime, this teaching mode fully considers the features of cultivation professionals in this major, and designs comprehensive practical teaching content for foreign business purposes based on business behavior and professional ability. The practical training teaching contents cover language knowledge, business skills, cross-cultural communication competence and professional knowledge. As a result, this teaching mode initially forms a compound practical training system in application-oriented colleges.

III. PROBLEMS EXISTING IN BUSINESS ENGLISH COURSE TEACHING MODE

A. Based on theoretical teaching

It is an inevitable trend for colleges to adopt the "O2O" blended teaching mode to promote the theoretical teaching reformation of Business English professional curriculum. However, the implementation of this mode has some problems from the perspective of practical application.

Firstly, the online and offline theoretical teaching content is not closely linked, they are independent of

each other and lack of systematic design, so it is difficult to give full play to the advantages of "one plus one is greater than two" ($1+1 > 2$).

Secondly, the depth of theoretical teaching content in the blended teaching mode is insufficient. Most colleges only use online teaching as an auxiliary method, and do not include it into the textbooks of Business English professional curriculum.

Thirdly, the form of online theoretical teaching is too simple, most colleges only put teaching videos and exercise on the online teaching platform, and teachers fail to actively carry out online discussion and other activities to interact with students, which makes the online theoretical teaching lack of innovation and attraction.

B. Based on practical teaching

1) *Project-based teaching mode*: There are some deficiencies in the process of introducing project-based teaching mode to Business English majors in application-oriented colleges, which are embodied in the following aspects:

Firstly, it focuses on the practical operation of business activities while ignores the accumulation of students' language knowledge, which weakens the features of Business English major.

Secondly, students have a low level of cognition of it. Students are used to teachers' "knowledge-feeding" teaching pattern, and their subjective initiative in the design, discussion and implementation of projects is not strong. They do not complete the project tasks from the perspective of employees. As a result, its teaching effect is difficult to achieve the expected results.

Thirdly, the project design is not reasonable enough, which is lack of close connection with practical application environment and professional curriculum knowledge.

2) *Practical training teaching mode*: Although this teaching mode is generally adopted in Business English major practical teaching, its gap with practical needs of applied talents still exists. It is mainly manifested in the following aspects:

Firstly, the proportion of practical course in Business English curriculum is relatively small, and the teaching activities do not concentrate on improving students' business practical ability and cross-cultural business communication ability, which makes some students fail to meet the requirements of barrier-free communication in real business activities.

Secondly, the construction of training base in colleges is insufficient. It is difficult to provide sufficient training opportunities to all Business English

major students which makes them seriously lack of practical working experience accumulation.

Thirdly, colleges limit the practical training in school or cooperative enterprises off campus, which is lack of contact with social practical events, English competitions and foreign exchange projects. Ultimately, it is hard to mobilize the students' enthusiasm to participate the training activities.

IV. SUGGESTIONS ON THE IMPROVEMENT STRATEGIES OF BUSINESS ENGLISH COURSE TEACHING MODE

A. Improvement strategies of theoretical teaching mode

Application-oriented colleges should take the "Internet plus" background and boldly innovate the theoretical teaching mode of Business English professional curriculum and apply the "O2O" blended teaching mode. Then, how to do it?

1) *Digging more online teaching content:* Business English majors should take the cultivation of students' English listening, speaking, reading, writing and translation skills as the main line. The online teaching content should integrate the cross-cultural communication knowledge and closely combine with the offline course teaching. Meanwhile, teachers should assist students master the Internet learning tools, such as electronic dictionaries, corpus, foreign language learning app which will be useful when carrying out the online theoretical learning activities.

2) *Creating a multi-modal teaching environment:* Business English majors should use MOCC, app, we-media and other platforms to carry out multi-modal online teaching activities, upload high-quality teaching resources at home and abroad to their own teaching platform, create a simulated learning atmosphere for students and form a network classroom environment with rich content and diverse forms.

3) *Improving teaching evaluation mode:* Business English majors should establish an assessment system combining electronic portfolio and diagnostic evaluation based on the characteristics of blended teaching mode. At the same time, the electronic portfolio can be used to record students' online attendance, testing results, group discussions and other e-materials as the basis of processing evaluation.

B. Improvement strategies of practical teaching

1) *Improvement strategies of project-based teaching mode:* Business English majors should pay attention to the synchronous improvement of knowledge and skill, ensure that the project-based

teaching mode is closely combined with the teaching content of professional curriculum and the actual employment needs of enterprises. This can be achieved in the following ways:

First of all, to strengthen guidance. Before the implementation of project-based teaching activities, teachers should provide collective guidance to students, which can assist them clearly define the role of workplace employees, master the business workflow, complete the project tasks in a harmonious atmosphere and finally cultivate their team spirit.

Next, to enrich the content of the project. Project-based teaching mode should be task-oriented, and teachers should project tasks according to teaching content of professional curriculum. For instance, teachers can design the teaching project of foreign exchange preparation and settlement, in which students will act as specific parties and use Business English they've learned to complete the operation process. At last, the teaching purpose of improving students' oral and written expression ability is achieved.

Last but not least, to improve the evaluation system. Teachers should adjust the teaching evaluation system of project-based teaching mode, increase the proportion of operation competence evaluation, focus on the evaluation of students' problem-solving ability, professional skills and language application ability in the process of project task completion. In the meantime, they should objectively evaluate students' team cooperation ability so as to make a comprehensive evaluation of Business English students' professional abilities and qualifications.

2) *Improvement strategies of practical training teaching mode:* Business English majors in application-oriented colleges should attach value to the cultivation of high-quality applied professionals, increase the proportion of practical teaching, construct diversified practical teaching modes, and focus on the development of students' comprehensive application ability of Business English.

In the first place, to establish simulation laboratory of business. Colleges should strengthen cooperation with related enterprises, jointly build up simulation laboratory, invest sufficient software and hardware equipment and provide training bases in or outside campus for students, so that they can virtually master the operation process of different business events and accumulate experience in international business work.

In the second place, to carry out various extracurricular training activities. According to the foreign exchange projects implemented by the Ministry of Commerce, colleges can encourage Business English major students to actively participate in the volunteer activities in multifarious expos, such as "ICIF", "CIIE", "CIFIT". Through these volunteer activities, students

can integrate into the practical environment to improve their Business English competence. Colleges can also encourage students to actively participate in the National College English Competition, FLTRP Cup English Writing/Reading/Speaking Contest, National Business English Practice Contest, etc., so that Business English students can enhance their comprehensive Business English ability in the practice of the competition. Meanwhile, colleges can gradually form a practical teaching mode of promoting teaching, studying and training with competition.

In the third place, to set up simulation company for practical training. On the basis of strictly implementing foreign trade policies and relevant laws and regulations, Business English majors can start simulation companies which allow students integrate into real work situation, complete export trade transactions, deal with different business affairs, such as letter of credit operation, claims processing, etc., to improve students' professional skills.

V. CONCLUSION

In a word, application-oriented colleges should speed up the specialty construction of Business English based on the orientation of application-oriented personnel training. Especially in the post-epidemic era, the "O2O" blended teaching mode should be introduced into the theoretical teaching of professional courses. In order to continuously improve the teaching effect of Business English professional curriculum and cultivate them to high-quality talents who meet the needs of society development, Business English majors in application-oriented colleges should improve the project-based and practical training teaching modes during practical teaching.

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