

Application and Analysis of Case Teaching Method based on Cloud Platform in Business English Teaching

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Abstract. In recent years, case teaching method has gradually become one of the main teaching methods for business English majors. In order to make better use of this teaching method and improve the teaching quality in intensive reading of business English, the author, based on cloud platform, makes a thorough discussion on the basic characteristics, main links and organizational strategies of case teaching. The study found that with the continuous deep research on the case teaching method, this method, which is still mainly active in the teaching of economic management, will gradually be promoted in various subjects. The application of case teaching method in business English teaching will play a certain inspiration and promotion role for the reform of English teaching methods.

Keywords: Cloud platform, case teaching method, business English teaching.

1. Introduction

With the development and maturity of cloud computing, all walks of life have begun to enjoy the new convenience brought by cloud computing [1]. Although there are inextricable links between language families, language families, and language branches, there are large differences between languages belonging to different language families, language families, and language branches. In higher vocational education with Chinese as the main culture, English teaching deeply affects students' English learning [2]. In China, case teaching was introduced in the 1980s. In recent years, case teaching method has gradually become one of the main teaching methods of business English. The corresponding teaching design mainly focuses on one or two aspects of "autonomous learning strategy, collaborative learning strategy" and "learning environment" [3]. General Business English mainly involves general and basic knowledge shared by all kinds of business activities, such as inquiry, pricing, customs declaration, bill of lading, agreement, contract, advertisement, marketing strategy, negotiation procedure, etc [4]. It also involves some industry-specific terms, but in general, they are less shallow. Case teaching method is a new teaching method with enlightenment, practicality and ability to develop students' intelligence and improve their comprehensive quality [5]. In addition, case-based teaching emphasizes teaching language through content rather than through traditional grammar or vocabulary learning. The content of the case is related to business. Emphasizing the teaching of business knowledge and cultural background is more relevant and realistic for business English learners, and therefore more attractive.

Case teaching can be said to be the pronoun of MBA teaching in Harvard Business School as early as 90 years ago, Harvard Business School began to use case teaching method to train students' ability to analyze business situations and solve problems. First of all, case-based teaching advocates learner-centered teaching [6]. This kind of teaching mode emphasizes that students are the main body of the learning process, and pays attention to giving full play to students' initiative in the learning process from winning positively [7]. This method can inspire students' wisdom. It does not lie in the conclusion, but in whether the students seriously think about the problems involved in the case. Case teaching is more popular in Western management research and teaching, typically in some advanced professional courses such as Harvard Business School Law School [8]. In the case teaching, the students are guided by the actual situation, combined with the knowledge learned to make analysis and judgment, and inspire students to find practical answers to the problems that need to be solved in the case. This teaching method, which uses the case as the core of teacher-student interaction, has been widely used [9]. Because the teaching process is a bilateral activity in which students are the

main body and teachers and students interact, only the two parties can actively participate, and the case mathematics can achieve the expected results [10]. In summary, the case teaching method is in line with the characteristics of language teaching, and organically links business content, communication skills and English language learning. It is therefore especially suitable for business English classes.

2. The Concept, Theoretical Origin and Basic Characteristics of Case Teaching

The case teaching method is also called the case teaching method or the case teaching method. It is a method of organizing students to study, research and exercise according to the needs of the teaching objectives and content under the guidance of the teacher. Teaching methods mainly use student-oriented group discussions, role-playing, live simulation or debate. The case teaching method focuses on giving full play to students' learning autonomy. The focus of traditional teaching is on mastering theoretical knowledge, while the focus of practical teaching is to let students know how to act. Case teaching method formally combines the two, paying more attention to the cultivation of students' ability. Before class, students master, organize and analyze a large amount of information related to cases from various ways through self-regulated learning. In the classroom, students are the core, leading the classroom discussion. They work with other team members to share information, exchange ideas, analyze problems and solve problems. It can create a good and relaxed teaching practice scenario, show the real typical problems to students, and let them put themselves in a position to think, analyze and discuss problems. It is of great benefit to stimulate students' interest in learning, cultivate their creative ability and the ability to analyze and solve problems. Case teaching originated from the conversation between Socrates, an ancient Greek philosopher, and his disciples. These advantages make it an integral part of the business school curriculum. In addition, teachers should be good at creating an atmosphere and environment for free discussion, and try to make students the main role of discussion. It is worth mentioning that teachers should not express their views directly in the discussion so as to avoid students' dependence. This teaching method makes communication authentic and classroom socialized in business English teaching, puts students in a real business environment, stimulates their learning and communicative motivation, enables students to acquire knowledge, grasp skills and develop their own potential through communication analysis and problem solving in a real environment, and reflects and evaluates their learning in the process.

Business English training seems simple, complex and requires skills. The author evaluates the scores of five students when they use Business English. Teachers and assistants counted each student's weekly self-evaluation scores and the scores given by teachers, and calculated the average scores of each student's evaluation and teacher's evaluation (as shown in Tables 1 and 2).

Table 1. Randomly selected five students scored at different times

Student number	Second weeks		Ninth weeks		Fifteenth weeks	
	Student rating	Teacher rating	Student rating	Teacher rating	Student rating	Teacher rating
A	84	83	86	84	88	91
B	82	74	85	86	91	89
C	91	81	91	92	93	91
D	87	90	79	84	87	86
E	85	75	86	91	90	94

Table 2. Average score of students' works at different times

Object	Second week average score	Ninth week average	Average score of fifteenth week
Student	86.24	91.52	92.47
Teacher	81.39	87.63	85.16

Case teaching method means that on the basis of students' mastery of basic knowledge and basic skill operation theory, teachers use typical cases to guide students to use the knowledge they have learned to think and analyze specific problems according to the requirements of teaching purposes and contents. Finally, the teaching method to solve practical problems is achieved. However, there are many factors to consider in the implementation of case teaching. If we do not have a deep understanding and grasp of it, ignore the specific conditions of teaching, do not consider the internal and external environment of teaching, and blindly use this teaching method, we will not only fail to achieve the desired results, but will even fall into the blindness of teaching. It sets real or near-real tasks in the context of cases containing real business situations and problems, and engages learners in open communication activities through meaning-focused activities. Competence is the starting point and foothold of case teaching. Through case teaching, students' learning ability, innovative ability, and practical ability to use practical knowledge to deal with practical problems are cultivated. Only by correctly understanding the nature and characteristics of case teaching, grasping the main links of case teaching, doing well the organization of case teaching, and dealing with relevant issues in the case teaching process can we effectively enable case teaching to effectively serve business English teaching. Thereby improving the quality of business English talent training.

3. The Application of Case Teaching Method in Business English Teaching

Business English can be divided into general and special categories. Specifically, in the classroom, students first preview the case, then discuss, question and answer, role-play, writing or reading activities; the main task of teachers is to host and assist, and create a suitable learning environment in each unit, to build effective cooperation between teachers and students and students. In order to achieve this goal, case teaching method is one of the effective teaching methods. Therefore, the effect of case teaching depends to a great extent on whether teachers can choose appropriate cases. At this time, the teacher's role is like a moderator. The main task of the teacher is to organize and guide students' discussion, to grasp the direction of discussion, and to avoid deviating from the direction and topic of discussion. Teachers can follow the principles of the above case teaching, according to their requirements for teaching, in the business English translation, business negotiation, English document production, comprehensive skills operation and other courses in the teaching, connect with the actual, research and select appropriate cases to enhance the teaching effect. Case analysis and debate must use English as the classroom language. Teachers should encourage students to cherish rare opportunities to speak and boldly express their opinions on the problem. To develop your own oral expression skills, ability to think and adapt, and the ability to use knowledge flexibly. Case teaching method introduces the real business world into the classroom, so that students can participate in meaningful and practical learning. It can develop learners' ability to organize information, analyze problems and solve problems, improve learners' language communicative competence, and help learners learn to communicate and cooperate.

Through role-playing case teaching method, cultivate learners' professional thinking, correctly understand the role of professional positions, strengthen professional awareness, and enhance professional quality and comprehensive quality. The specific steps of the role-playing case teaching method in the teaching process are shown in Figure 1.

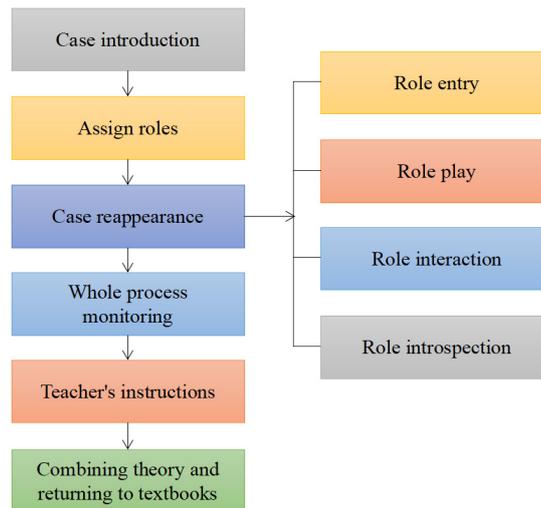


Fig. 1 Role-playing is the application step of case teaching method

In view of the close connection and strong practicability between business English and international business practice, business English teaching should focus on training students' practical application ability. Starting from the theoretical requirements of the teaching objectives and contents of business English, this paper collects, compiles, designs and designs cases suitable for the teaching contents, and guarantees their authenticity or veracity. Case studies should provide students with multiple ways and spaces to analyze and answer questions, instead of restricting learners' thinking with the so-called standardized only answer. Cases should fully reflect the complexity, fuzziness and variability of real business situations and problems. Selected cases require teachers to have a thorough understanding of the textbooks, to understand the internal relationship between the chapters before and after knowledge, to clarify the teaching objectives, and to select typical cases closely related to the teaching content and purpose. This will not only arouse the interest of learners, but also prevent them from being at a loss. The language of the case should be appropriate for the language learner. The length and difficulty should be consistent with the learner's language level, and include some vocabulary and grammar that the learner needs to master based on the overall design of the course. Teachers should encourage learners to integrate into the learning team, read a large amount of materials before class, actively participate in the discussion of the students around the case in the classroom, carefully listen to other people's views and actively express their opinions. Contribute to the learning of other learners, and learn to learn more from other learners.

4. Summary

This paper takes business English course teaching as an example to study the promotion effect of electronic platform system based on cloud platform on English learning. Of course, to effectively apply the case teaching method to the business English class, it is not enough to rely on the above factors. In the case teaching process, the teacher can't let the students deviate from the topic, discuss it freely and aimlessly, and cannot strictly design and control the discussion process, but should guide and inspire in a timely and appropriate manner. This kind of applied teaching is not only a simple combination of English and business, but also a language learning in specific business situations. The application of the case teaching method is determined by the characteristics of the business English course and its teaching objectives, and the feasibility, effectiveness and operability of the case teaching method are obvious. Case teaching method is advanced, but it is not omnipotent. In teaching, we should adopt various teaching methods to cooperate with each other according to the specific situation, so as to achieve the best teaching effect. Of course, business English case teaching is an attempted foreign language teaching mode. In order to make it a systematic, mature and indispensable teaching method in business English teaching, we need to constantly practice, summarize and

improve it. So that students can enrich their business knowledge through case teaching, cultivate their ability to analyze and solve problems, and improve their language skills and communication skills.

Acknowledgements

The study was supported by Jiangxi educational reform subject “Study on the Curriculum of Business English major in Applied Undergraduate Colleges under the Background of New National Standard” (Grant No. JXJG-17-23-12).

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