Blended-Teaching Model in Business English Teaching

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Abstract. With the rapid development of network technology, blended-learning & teaching are new ways to study and teach in new era. This method integrates various resources both online and offline, extending the teaching and learning time and achieving different ways for learners of different learning levels. blended learning & teaching means changes in both teacher's and student's roles. Teacher's part of imparting knowledge is reduced and their supporting service for students' group work is raised up instead. And for students, they are supposed to switch various scenarios in order to avoid the loneliness and confusion caused by long-time online learning. Blended teaching process is mainly divided into three stages: pre-class, in-class, and after-class. During the process, teachers could publish such text-related materials as PPT, video, passages on the website or study APP. And through website of APP, students could reflect their confusions about the text and teachers will respond timely in class or after class. The combination of traditional assessment and online assessment, self-assessment and teacher assessment should help teachers and students more systematically recognize the achievements and shortcomings in the process of learning

1. Literature Review

1.1 Blended-Learning & Blended-Teaching

Blended-learning is a kind of learning method formed by people's deep reflection on traditional classroom teaching and online learning. This learning method integrates various resources and applies them reasonably in order to promote teaching and learning. Combining the traditional advantages of classroom teaching and online learning, this method not only plays the guiding role of teachers but also students' learning subject. To a certain extent, the teaching elements are optimized and selected, and various teaching methods, modes, strategies, media, and techniques are skillfully applied according to the needs of teaching. Blended-learning achieves different ways for learners of different learning levels, allowing learners to choose their own learning content so that students can achieve their own needs and better implement personalized teaching. The definition of blended-teaching is described differently. Foreign scholars believe that it should be defined from teachers, learners, teaching design and teaching managers: for teachers or teaching designers, the assignable equipment, tools, media technology and teaching materials are optimized to achieve teaching objectives; for the learner, it is to match the available media technology, tools, and teaching materials with their existing knowledge structure and learning style, and to make choices to help them achieve their learning goals. For the teaching managers, it is to organize and distribute the valuable equipment according to the actual needs to achieve the teaching goal. Such valuable equipment includes computers, virtual classrooms, non-traditional classrooms, teaching guides, and the like.

1.2 The Status Quo of Business English Teaching

1.2.1 To Improve the Teaching Mode

The Business English aims to cultivate a solid foundation of English for students. And students are supposed to obtain an international perspective and humanistic qualities, a master of linguistics, economics, management, law (international commercial law) and other relevant basic theories and knowledge. Students are to be familiar with the rules and practices of international business, having the business practice ability, cross-cultural communication ability, thinking and innovation ability, independent learning ability. Students can engage in international business work. As a special-

purpose English, business English has been distinguished from ordinary English very early in language research, and has its unique characteristics in terms of purpose, professionalism and communicative competence. At present, business English teaching mainly adopts the traditional English teaching method, that is, "cramming" teaching: in the classroom, most of the time teachers are lecturers, explaining the words, the texts and the exercises etc. Most of the business English vocabulary are commonly known, but they have a new meaning in the business field. The vocabulary and sentence patterns are not complicated. Therefore, the explanation of words and texts makes many students feel that the content is empty and boring, and they cannot feel the uniqueness of business English, lacking enthusiasm for learning. The teaching model needs to be improved and the teaching methods need to be updated. The use of modern teaching equipment, and the full use of the Internet and other modern multimedia means will vividly present the scene of business English and increase the interest of the classroom, thereby enhancing the teaching effect and improving the quality of teaching. If the teaching content is tightly integrated with contemporary economic development, it will not only enhance students' ability in listening, speaking, reading and writing, but also cultivate students' ability to use Business English to solve problems independently.

1.2.2 To Cultivate Students' Comprehensive Ability

One of the main features of business English is that students are supposed to have high-level communication ability, and it attaches great importance to the actual application. With the development of the economy and the increasing internationalization of society, a large number of business English talents are needed in the market. Business English practitioners are engaged in dealing with people, and the importance of communicative competence is self-evident. Good interpersonal communication skills and communication skills can make students easily emerge in the future work, and successfully establish business relationship and increase self-confidence. Developing students' ability to solve problems independently will enable students to adapt to a variety of business environments in the future and can work with and compete with their international counterparts. In order to solve this problem, we need to adopt flexible and diverse teaching methods. The interactive teaching method, which is student-centered and supplemented by teachers, should become the main method in business English teaching. The interaction will be changed from teacher-student to student-student; from the language training for juniors to organic combination of language and professional for the seniors. For student's oral practice, it is a transition from the "single-way expression" to "two-way expression". Through getting familiar with the words, phrases and sentences and simulating all aspects of business activities, students will cultivate their comprehensive ability to the maximum extent. The current curriculum system needs to be supplemented and integrated. For instance, "Business English", which integrates multi-skill trainings, could replace the courses which conduct individual skill trainings like listening, speaking, reading, writing etc. This not only cultivates students' solid language skills, but also trains them to use English in a business environment.

2. Business English Teaching Based on Blended-Teaching

2.1 Teachers and Students in Blended-Teaching

In the process of blended learning and teaching, teachers and students always switch roles in different situations. In the context of blended teaching, it is an important content of teaching design to analyze the roles of teachers and students in the teaching situation in order to prevent teachers and students from falling and languishing in the teaching process. In the process of blended learning, it is necessary not only to analyze the existing status of learners and teachers, but also to analyze their status in the learning process. First of all, for teachers, blended learning means changes in their roles. Teachers' part of knowledge-imparting in traditional classrooms is replaced by online resources. The quantity of supporting service for students' group collaboration, group discussions has increased. Teachers' attention to the classroom in the teaching process needs to be analyzed. Teachers should do some pre-set preparations when learners focus on the network for a long time in the learning process; secondly, the blended learning increases the openness of learning, and the various scenarios become more complicated. In various situations, what role should the teacher play? It is necessary to make adequate

arrangements again. The interaction with the learners also requires teachers to reserve resources and capabilities to ensure a smooth teaching process. Finally, for students, Long-term focus on online learning can also lead to loneliness. Long-term stay in class discussion may lead to confusion in knowledge-building. Therefore, students need to switch in various scenarios in time in order to maintain the focus on learning. The analysis of the participating role in blended learning becomes the necessary means to switch the role of students in the teaching design. In short, when realizing that online learning is no longer effective, teachers must pull students back.

2.2 Business English Teaching Design Based on Blended-Teaching

Table1. Requirements for Business English Students

Professional Knowledge Requirements	Language knowledge
	Business knowledge
	Cross-cultural knowledge
	Knowledge of humanities and social sciences
Competence for Business English Students	English practical ability
	Intercultural communication competence
	Intercultural business communication competence
	Business practice ability
	Critical thinking and innovation ability
	Autonomous learning ability

With a view to the requirements for business English students (see Table 1), traditional teaching method is not sufficient enough to meet the need of BE learning. Modern educational technology and developing network ensure us an extension with unlimited learning resources and materials both outside and inside classroom study. By finding an appropriate balance between traditional learning & teaching method and the world of network, we combine them together achieving better teaching and learning efficiency. Blended teaching is an integrated approach appropriate for business English. This blended teaching process is mainly divided into three stages: pre-class, in-class, and after-class, which are the stage of self-learning before class, the stage of knowledge improvement in class, and the stage of knowledge transfer after class. In the pre-class preparation process, the teacher can post the preview materials on the web or some study APPs, which can be PPT, video related to the topics, a paragraph of text, a knowledge point, a few exercises or a website, etc. Students can present their questions through the platform online or APP. Students can also mark the lines on the page of the PPT, which they are not clear, and click the "do not understand" button to mark feedback. And most of APPs can automatically summarize these the pre-study situations. After the teacher has checked the APP in time, it can help teachers determine the difficult points in text and they can focus on these puzzles of students in class.

In the stage of knowledge improvement in the class, the teacher will explain the difficult points of the knowledge and comb the relevant knowledge points according to the requirements and the student's preview feedback. At same time Teachers can click on the "Do not understand" part of the PPT, and answer students' questions and solve their puzzles in time. The students can send "bullet screen" to give teachers timely feedback on the knowledge they have learned. The teacher can post time-limited exercises, and the APP can immediately summarize students' answers to these questions.

In the post-class knowledge transfer stage, teachers can publish relevant test exercises on the APP or website or test the learning situation of students about related expansion content. other means are also available, such as WeChat Group, BBS Forum etc. they work as an auxiliary learning tool to discuss, so that students can freely express their views, and the group's awareness will stir out more creative sparks. All the teaching process can be illustrated in Fig. 1
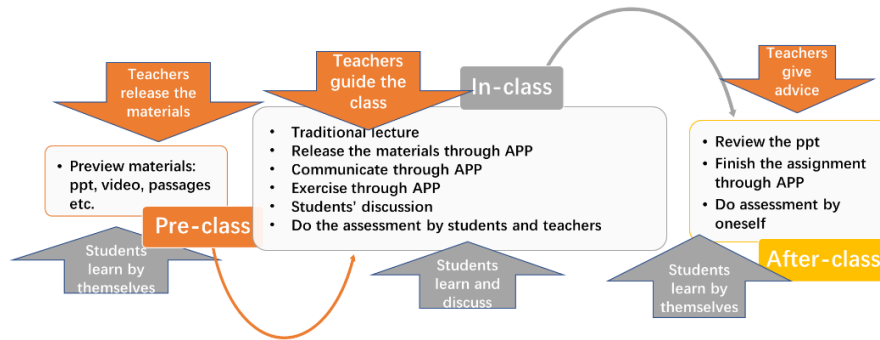
Fig.1. Process of Blended-Teaching

2.3 Blended-Assessment

The combination of formative assessment and summative assessment, traditional assessment and online assessment, self-assessment and teacher assessment should help teachers and students more systematically recognize the achievements and shortcomings in the process of learning, so that they can modify their original study plans and get ready for a new round of learning.

2.3.1 Quantitative and Non-Quantitative Assessment Indicators by Teachers

The teacher's evaluation of students' learning is the main part of the assessment, which plays the main guiding and stimulating role of students' learning. In the network environment, teachers should rely on the network learning platform, set up quantitative and non-quantitative assessment indicators, and make an overall evaluation of students' learning. Now many network platforms could provide a variety of statistics on the student's learning situation, according to the course objective and the course assessment. Here is an example of quantitative assessment indicators. the proportion of each indicator as shown in Table 1. Among them, the test includes the final test and the daily test, taking the average score of all tests. And the discussion refers to the number of comments made by students in the discussion area and the number of likes they received. In addition to quantitative assessment indicators, according to the characteristics of the curriculum, non-quantitative evaluation index is also set. The teacher will also score student's daily learning performance, but the teacher's overall evaluation does not account for the score, which is only a summative assessment including the teacher's description of the students' overall performance and the students' problems etc.

2.3.2 Students' Self-Assessment

In the networked learning environment, students will conduct personalized learning according to their own situations, so self- assessment of the learning process is very necessary. Self-assessment includes students' attitude towards their own learning, cooperation with classmates, learning effects, and interaction with teachers. Self-measurement of various aspects such as interaction between classmates is a reflection on their own learning situation. It can help students understand their own learning situation from different aspects and understand the future direction of their efforts.

2.3.3 Students' Mutual Evaluation

In a networked learning environment, mutual evaluation between students is a good reference for measuring students' learning outcomes because students can communicate and collaborate more. Two ways are introduced here. The first way is to add mutual evaluation among students in the assessment of students' assignments. The teacher establishes a discussion area for students' assignments, and all the students are required to put the daily assignments in the discussion area, and then the students score each other to choose the excellent works. In this way, students will first make further requirements on the quality of their homework. At the same time, students have more opportunities to evaluate others and provide helpful opinions. While evaluating others, they also enhance their own invisibility, learning ability and further understanding and consolidation of knowledge. These accumulated opinions are also a reference for students to self-assess their own learning situation. The second way is that the teacher opens a topic discussion based on the knowledge points in the topic discussion area. The students could post questions, ask questions, answer questions, and select the best posts. These essence posts are the result of mutual evaluation by students. Appropriate score will be added for it. For example, in the "Business English Writing" course, we have established a

thematic discussion forum in which students can post questions related to the topic, as well as publish their own learning experiences, which will be reviewed by the students themselves. The essence of the posts is determined based on the two indicators: the number of praises and the number of responses. These evaluations are the result of mutual evaluation between students and can be used as a reference for student mutual evaluation.

2.3.4 Cloud Electronic Portfolio

With the principle of trying to make students' performance shown in their works, visualize their progress and record their learning process, Cloud electronic portfolio could record the materials of students' learning courses, such as group discussion records, group assignments, English short plays, English resume, English poster, etc. In this way Electronic Portfolio could enhance students' interest in learning.

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