Exploration and Research on Business English Teaching in Applied Undergraduate Colleges Against the Background of Informationization

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Abstract—At present, there are obvious defects in the teaching mode of Business English for English majors. The rapid development of the Internet makes traditional business English teaching face opportunities and challenges. In the context of informatization, the elements of informatization in Business English teaching promote the integration of knowledge and make classroom teaching more vivid and effective. The integration of mixed Business English teaching methods can well solve the above problems and help cultivate high-quality Business English talents.

Keywords—*information; application; Business English; teaching method*

I. INTRODUCTION

Socialism with Chinese characteristics has entered a new era, and information technology is developing at a rapid pace. The application of information-based elements in education, especially English teaching, can change the traditional teaching mode with high recognition of personalized forms, which will improve the learning efficiency of English teaching and repeatedly communicate teaching resources, and highlight its advantages in the field of education. The business English class of applied undergraduate colleges is exploring the integration of informatization elements and education and teaching, opening up a new situation of educational innovation and development, and solving the contradiction of education in the new era. The rapid development of the Internet has brought traditional English teaching opportunities and challenges. It transforms the traditional teacher-centered teaching mode into a student-centered business English teaching mode to cultivate the comprehensive English listening, speaking, reading and writing ability of college students in application-oriented universities.

II. THE IMPORTANCE OF BUSINESS ENGLISH

Business English is relatively mature in European and American countries. At present, business English has been studied as an independent subject in Europe and America. The dissemination of business English has also achieved important results. However, the development of business in China is relatively lagging behind. China's business English

began to develop vigorously at the end of the last century, and some progress has been made in the process of exploration. With the rapid development of China's global economy and the increasing frequency of international business exchanges, China's business English level and teaching methods and research are receiving more and more attention. Research shows that China has opened business English majors in more than 800 universities, which has cultivated a large number of talents for China's international trade. At present, the Internet has become a significant medium in information dissemination, and has gradually entered people's lives and learning, and has brought good help to the development of various fields of society, and has also changed people's work patterns and lifestyles. Among them, in the process of business English teaching, the application of multimedia technology is more and more extensive, which can bring good help to the improvement of business English for college students. Business English teachers in applied undergraduate colleges also need to pay attention to the exploration and research of business English teaching against the background of informatization, and continuously improve the quality of business English teaching.

III. THE CURRENT SITUATION OF BUSINESS ENGLISH CURRICULUM CONSTRUCTION AGAINST THE BACKGROUND OF INFORMATIZATION

English teachers need to strengthen their awareness of using information technology. Most English teachers have English language education background and major in language literature, linguistics or translation. They don't have business professional knowledge. English teaching mainly uses grammar explanation, language point analysis, teachers and students' occasional questions and answers, after-class translation homework and other methods. However, students in vocational colleges have already been familiar with these methods after six years of secondary school English learning. Thus, the effect of college English class is not good, and the talents trained thus have limited ability of oral and written expression and lack of professional ability of business. Therefore, the current model of English teaching has attracted the attention of the industry, and the inefficiency of

English classroom learning will also lead to the lack of interest in English learning.

Business English is a branch of English. As the application of English in the field of trade, business English has its own characteristics different from daily English. First of all, business English not only has its own language characteristics as English, but also has the characteristics of conforming to trade theory and business negotiation. Therefore, the teaching of business English should pay special attention to students' understanding and mastery of business vocabulary. Second, business English is not only a language tool for business negotiation, but also a manifestation of business etiquette. Negotiators may be offensive to the other party if they do not understand the business culture of the negotiating party during the business negotiation process.

Business English learning and teaching lacks the language environment needed. Business English is applied English, and its basic teaching goal is to develop students' ability to use business English in the trade process. However, most of the current business English teaching lacks a good language environment. Students can only learn English in the classroom. They do not have the opportunity to use business English in social practice. Therefore, all the learning is empty talking.

IV. EXPLORATION OF THE TEACHING PATH OF BUSINESS ENGLISH MAJOR AGAINST THE BACKGROUND OF INFORMATIZATION

A. Mixed Learning Mode in the Context of Informatization

In the traditional business English listening and speaking teaching, the teacher's main teaching tool is the textbook. The teacher only teaches the content of the textbook according to the textbook, and the student learns the content of business English according to the arrangement of the teaching materials and the arrangement of the teacher. In addition, in traditional teaching, the main tool for teachers to develop students' English listening and speaking ability is English recording. Students practice their listening and speaking using the recordings played by the teacher. However, whether it is a textbook or a recording, the learning method is relatively simple and the amount of knowledge that can be accommodated is relatively small. Therefore, students will inevitably feel bored and lose interest in learning. In modern network information technology teaching, business English teaching can make full use of various learning tools, as mentioned above, namely, intelligent classroom. By using intelligent classroom, business English can use applications, video, real business meetings, etc., to let students understand how real business conversations and interactions work.

Effective listening and speaking of business English should rely on information technology. Constructing an effective classroom environment for listening and speaking enables students to express their opinions boldly and confidently speak their own ideas in order to make students feel the charm of business English. At the same time,

teachers should follow the rules of teaching and pay attention to the individual development of students. In teaching, teachers should guide students to enhance their awareness of using business English. The information technology promotes the integration of knowledge, making classroom teaching more vivid and effective, which not only achieves information maximization, but also promotes students' oral English. The effective communication between teachers and students has promoted each other's progress, completing the process of teaching and learning, creating a win-win situation and harmonious atmosphere, and realizing the shift from "I am forced to learn" to "I am willing to learn".

B. Building an Information-based Business English Teaching Model

Business English classroom teaching strives to integrate digital teaching resources and optimize text resources, etc. Professional course teaching adopts the teaching method of information as the main element. The teaching process emphasizes students as the center, highlights the cultivation of students' English + business skills, emphasizes teaching elements such as "task", "collaboration" and "construction", and build students' English + business skills through learners' writing and key word search information processing of self-discipline in foreign trade industry. It's needed to explore the T (task), P (prepare), G (group), and P (practice) (TPGP) modes for applied undergraduate students. English curriculum unit theme teaching is established to spread unit theme knowledge.

C. Building Online Teaching Resources for Business English Courses

1) Developing a segmentation map of learning tasks: It's needed to list the business links, summarize the learning tasks, and draw up the learning task segmentation chart based on the business process of the foreign trade business and combined with the research report.

2) Recording micro-lesson teaching video: According to the segmentation diagram of learning tasks, modern information technology is used to record video of micro-lesson teaching of learning tasks. Video can include the basics of introduction, explanation of key and difficult points, writing, assessment and assignment. Micro class teaching video can use classroom video, field shooting, image matting, screen recording, two-dimensional animation, creative animation and interactive simulation technology for recording.

3) Designing online learning resources: According to learning tasks, modern information technology is used to provide learning resources in the form of PPT courseware. Learning resources may include foreign trade business background, vocabulary, sentences and writing skills.

4) Designing online work questions: Modern information technology is employed to design online problem sets for each learning task.

5) Designing online test questions: It's needed to design online test questions using modern information technology

in accordance with business course topics. The test questions can be composed of objective questions, and can be designed around the theme of the case or situational English activities.

6) Designing online expansion resources: Modern information technology is employed to design online expansion resources according to business links and learning tasks. It can be presented as text, video, audio and links.

7) Uploading the designed network teaching resources to the network teaching platform

D. Process Evaluation of English Teaching Should Be Carried Out and Integrated into Every Teaching Link

To ensure that students can use online learning resources to improve the effectiveness of pre-class self-learning, teachers should monitor the results of students' self-learning in real time. Teachers continue to participate in "rain classroom or blue ink cloud class" on the network platform to improve the information monitoring means of blended learning, which not only promotes students' learning reflection and self-management, but also facilitates teachers to flexibly adjust teaching activities and means. In English teaching, problems, projects and activities should be set up, and different teaching strategies should be used to train listening, speaking, reading and writing skills throughout the whole classroom teaching. In the implementation of process evaluation, students should be encouraged to actively participate in various listening, speaking, reading and writing classroom activities by means of awards and competitions.

Through mobile APP and network platform, teachers can check students' learning effect in a way that is no longer confined to the monotonous mode of traditional paper homework and test. Teachers can choose to ask students to upload audio, video, document and other forms of homework. In addition, teachers can monitor the number of times students log on the platform, duration and the learning situation in real time, so as to realize the evaluation method that combines process evaluation and summative evaluation, online evaluation and offline evaluation organically. Such way is more objective, fair and comprehensive, which is conducive to mobilizing students' enthusiasm in learning industrial English and promoting their continuous and effective learning.

V. CONCLUSION

In summary, against the background of "international Internet commerce" and in the development of global economic informatization, China's integration into the international market is accelerating, the number and role of multinational companies are increasing, and the scale of cross-border e-commerce is expanding. These phenomena have given rise to a business environment in China and a growing demand for English language talent. However, in most business English classes, teacher pays more attention to reading and writing and less to listening and speaking, which lacks commercial environment. In addition, the phenomenon of college English teaching being stuck in the classroom and

lacking of social practice platform is also very common. The above phenomenon seriously restricts the cultivation of business English talents. Therefore, in the context of informatization, the integration of mixed business English teaching methods can well solve the above problems and help cultivate high-quality business English talents.

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