

Construction and Practice of the “Internet +Business English” Smart Teaching Model in China’s Coastal Colleges

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Abstract:

Under the guidance of blended teaching theory, and based on the information multiple characteristics of “Internet+”, this paper explores the deep integration of business English and “Internet+” with a smart teaching model. It conducts a survey in the coastal universities and colleges by designing a survey questionnaire on the status quo of traditional business English teaching. A case study of the new teaching model is also applied. By focusing on innovations in teaching media, teaching process, students’ cross-cultural awareness development, and teachers’ professionalism, construction of this teaching model is necessary and feasible as well. The “Internet+” teaching has continuous challenges in the implementation process and needs continuous improvement to allow learners to form an awareness of “Internet+” and actively use the “Internet+” learning platform for learning.

Keywords:

Coastal Education, “Internet+”, Smart Teaching, Business English

1. Introduction

The profound influence of modern information technology like the Internet on all aspects of education is gradually being manifested. For coastal colleges and universities, “Internet + smart teaching model” is right in line with the theme of their goals, which is conducive to innovating education and teaching models, promoting the transformation of education methods, supporting the construction of a new “Internet + education” ecology, developing fairer and more quality education, and accelerating the modernization of education. “Internet + education” is not simply a combination of the two, but a kind of change and innovation. It uses information technology and Internet platforms to deeply integrate the Internet and education, so that Internet thinking can truly penetrate all levels of the teaching process such as teaching design, teaching content, and teaching evaluation, resulting in new teaching forms and models. Under this circumstance, the reform of the teaching mode of business English courses in coastal colleges and universities of China urgently needs to strengthen the

integration with information technology to jointly build and share high-quality and effective educational resources.

2. The Status Quo of the Training of Business English Talents and Traditional Teaching Models

Due to strong practicability and interdisciplinary nature of the business English major, the traditional teaching model in ordinary universities has been unable to meet the requirements of the society for business English talents. Most of the traditional business English teaching design models are based on the teaching design process model. Although this model is different in the elements of the instructional design process, the design level and the scope of application, it has the four basic elements of “learners, goals, strategies and evaluation” and share the common features of “analysis, design, development, evaluation and revision”, pursuing standards and operable procedures. [1] However, with the infinite amount of information brought by the “Internet +” era, our cognitive way of receiving and analyzing data is not what it used to be. The single traditional teaching can no longer meet the needs of business English talents, and cannot meet the rapidly increasing social demand. The drawbacks have become increasingly prominent.

2.1. Traditional Curriculum Setting

The business English courses offered by applied undergraduate colleges are different from those offered by higher vocational colleges. They mostly follow the course setting model of their English majors, and still focus on basic English knowledge, supplemented by business knowledge. Or, in the first and second grades, no business knowledge is taught, with the goal of cultivating students’ basic listening, speaking, reading, writing and translating ability, and basically following the traditional English teaching model, which is obviously out of touch with the times. In addition, the core courses of business English are mainly set around traditional international trade activities, such as “Foreign Trade Correspondence”, “International Marketing”, and “Business Negotiations”. However, with the vigorous development of information technology, the economic form is no longer limited to a certain mode.

2.2. Single Teaching Methods

In today’s rapid development of information technology, multimedia technology and Internet applications are very common. However, in business English teaching, the teaching methods of many universities are still very single, and most of them still use the teaching mode of English majors. The teaching mode is mainly based on the teacher’s teaching, supplemented by the students’ passive learning. The entire teaching process is relatively single, and students are less able to really touch and practice the knowledge they have learned. Emphasizing teaching and neglecting learning can not really cultivate students’ practical ability or create an environment for business communication.

2.3. Inadequate Teaching Practice

At present, many local undergraduate colleges are already actively cooperating with local enterprises to strengthen the further development of school-enterprise cooperation. However, most of the teaching practice methods for business English majors are achieved through replacing the post and doing internships. In this practice mode, since teacher participation in this process is greatly reduced, it is impossible to

truly understand the connection between teaching and practice, and it is impossible to achieve the purpose of learning promoting teaching.

3. Construction of the Smart Teaching Model of “Internet+Business English”

In the “Internet +” era, the openness and sharing of knowledge has brought tremendous changes to the language service industry, and has put forward new requirements for traditional teaching. It has also brought opportunities for the reform of the “Internet + Business English” teaching model. But the deep integration of the two is not a piece of cake overnight.

3.1. Focusing on the Smart Part

Firstly, a smart teaching platform should be built. That means we may use mobile Internet tools and technologies such as MOOC, micro-class, WeChat, QQ, and mobile APPs to build a smart teaching platform. Secondly, the training mode of “language ability + business knowledge” should be constructed. Fully considering the application-oriented school-running characteristics of coastal areas and the urgent needs of local economic development for international trade talents, we may focus on international trade, international business law, and cross-cultural business communication in the content selection of business knowledge. The third step is to adopt the teaching evaluation mechanism of “business practice + social service”. That is, to adopt multiple evaluation methods based on process evaluation, focusing on the evaluation of students’ language ability, business professional knowledge and cross-cultural quality.

3.2. Renewing the Teaching Part

In business English teaching, teachers should make full reforms and improvements in teaching concepts, teaching content and teaching methods to maximize the allocation and optimization of teaching resources, and truly realize the effective combination of Internet and business English teaching.

To change the teaching notion is the first thing. Teaching is not only the transfer of knowledge, but also the transformation process of learners’ internalization of knowledge. Therefore, in business English teaching, teachers should update their teaching concepts, deeply understand the essence of business English as a special purpose English, emphasize the cognitive subject of learners, and practice the “student-centered” teaching concept. In the teaching process, teachers, according to the characteristics of learners and using the features of the “Internet +”, design teaching links that meet the learning requirements of learners and can improve their practical ability, so that students can actively participate in various practical activities, and cooperate with each other.

Teaching content should be constantly updated. Business English itself is different from general language teaching, so teachers should conform to the requirements of the “Internet +” era in teaching, and add more real language materials as the course content. In fact, how to integrate and optimize a large number of curriculum resources and make reasonable allocation has become the focus of teaching preparation. Teachers should improve the efficiency of curriculum resources and ultimately improve the quality of curriculum through rational allocation and effective use of resources based on their own needs, strengths and weaknesses, combined with local

social needs and changes in the coastal areas. In the context of “Internet +”, the resources shared by relevant network platforms are also continuous. Therefore, the resources provided by teachers (such as real business texts) are not necessarily limited to a certain form. They can use multi-modal forms such as videos, pictures, text, or a combination of two or three. This teaching model emphasizes multiple inputs, and the development of business activities is also changing with each passing day.

A breakthrough in teaching methods is urgently needed. On one hand, the “Internet + Business English” smart teaching model is based on a personalized teaching method, and on the other, it emphasizes the spirit of collaboration, that is, while respecting the different learning characteristics and learning habits of individuals, it can also be based on the learners’ cognitive abilities to cooperate with each other in learning, so that students can have targeted fragmented knowledge points, which enable them to actively interact, learn from each other, internalize knowledge, and acquire the most needed business communication skills.

3.3. Highlighting the Cross-cultural Element

Compared with other subjects, the cultivation of intercultural communicative competence is particularly prominent in business English teaching. Because, really good business English talents should not only have good professional knowledge and operational skills. Their cultural connotation and professionalism are the potential advantages that enable them to have stable follow-up development capabilities in the industry and in their positions. The applied-style colleges in coastal areas have unique advantages in this respect compared to other inland counterparts. Coastal colleges and universities should grasp the “Internet+” environment and good opportunities, and strengthen the cultivation and penetration of cross-cultural competence in the process of talent training for business English majors.

4. Conclusions

The development strategy of coastal industries requires the training of high-quality applied business English talents, and the training of the latter requires high-quality educational models. It is necessary to develop strategies around the coastal industrial belt, clarify the positioning of business English teaching, establish a matching smart teaching model, deepen the reform of business English teaching, set up course content rationally, establish a school-enterprise cooperation teaching practice model, implement teaching practices, and adopt teaching methods that integrate teaching and learning, so as to improve teaching quality, and cultivate high-quality applied business English talents that meet industry standards.

Conflicts of Interest

The author declare that there is no conflict of interest regarding the publication of this article.

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