

# Research on the Construction of a Digital and Intelligent Business English Practice Teaching Platform

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## Abstract:

Aiming at the current business English practice teaching in colleges and universities, which is generally characterized by a lack of practice opportunities for learners, a poor sense of real experience, and a weak sense of participation, Zhaoqing University has invested more than RMB four million in the construction of the Digital and Intelligent Business English Practice Teaching Platform. Through the initiatives such as the construction of practice training bases, the creation of a smart teaching environment, the improvement of the teaching system, and the innovation of the teaching and management mode, the digitalization and intelligence of the practice teaching and management of business English have been realized, laying a solid foundation for the creation of a provincial-demonstration practice teaching base for this major.

## Keywords:

Business English, Practice Teaching, Platform Construction, Digital and Intelligent

## 1. Introduction

The traditional business English teaching emphasizes theory but not practice, and learners can hardly get practice experience from the boring theoretical knowledge and a few case studies, so “practice what you learnt” becomes empty talk. There are four main reasons for this: First, limited by the site and facilities, practice teaching is forced to be carried out in ordinary laboratories, and there is a big gap between the practice effect and the training requirements. Second, the level of information-based teaching is not high, and it is impossible to break the time and space constraints between “practice” and “teaching”. Thirdly, there is a shortage of “dual-talented” teachers, a weak foundation for practice teaching guidance, and the problem of disconnecting theoretical teaching from practice guidance from time to time. Fourth, it is difficult for students to obtain front-line job practice opportunities due to constraints such as commercial confidentiality, corporate privacy and insufficient jobs. For this reason, many colleges and universities have purchased equipment, teaching platforms and teaching software to improve the business English practice teaching

environment. However, this environment generally exists in problems such as the lack of practice opportunities for learners, poor sense of real experience, insufficient space for imagination and creativity, and a poor sense of participation, resulting in practice teaching into a predicament where “teacher is the subject, while students are detained” [1,2]. How to effectively improve students' practice level and shorten the time for students to integrate into the professional society within the limited teaching time has become an urgent problem for business English teaching.

Having always attached importance to the cultivation of application-oriented talents, Zhaoqing University constantly deepens the reform of practice teaching and education mode. In order to welcome the assessment of the right to confer bachelor's degree on the Business English major in 2019, Zhaoqing University invested more than RMB four million to build a digital and intelligent business English practice teaching platform, and realized the digitization and intelligence of the practice teaching and management of business English through the construction of experimental training bases, the creation of an intelligent teaching and management environment, the improvement of the practice teaching system, the innovation of the practice teaching mode, etc., and successfully obtained the right to confer bachelor's degree on business English in the same year. After several years of development and exploration, the practice teaching platform has become a key program of practice teaching reform for the cultivation of applied talents in Zhaoqing University.

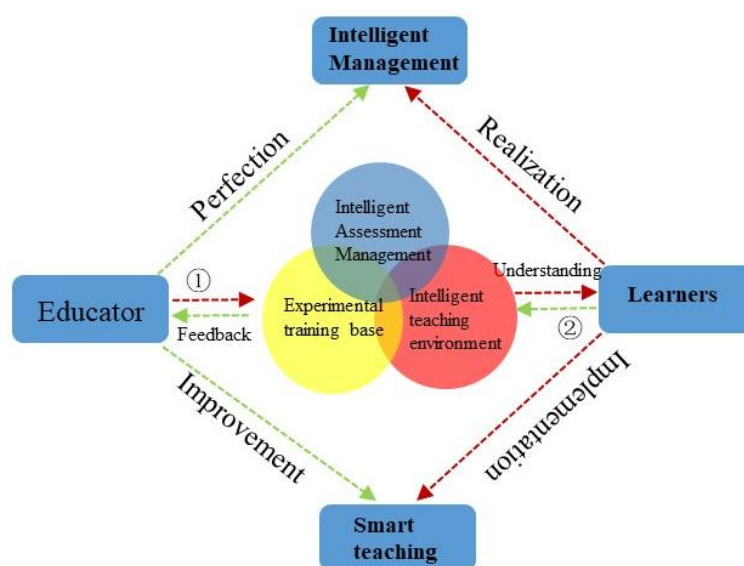
## **2. Overview of the Construction of a Digital And Intelligent Practice Teaching Platform for Business English**

Platform construction is a complicated systematic program, involving hardware and software construction, environment modification, faculty construction, teaching system improvement, etc. Through in-depth research and study of enterprises and brother colleges and universities, Zhaoqing University has formulated the platform construction plan by combining the school-running orientation and the training program of this major, and established the “digital intelligence, normalization, innovation, and development” construction objectives of the platform. “Digital intelligence” refers to the scientific use of big data, Internet of Things, artificial intelligence and other technologies to build a networked, digital, intelligent and personalized teaching management environment. “Normalization” refers to actively promoting the normalization of platform applications, breaking the time and space constraints between “practice” and “teaching”, and promoting the deep integration of smart education and practice teaching. “Innovation” refers to relying on the platform to continuously deepen the practice teaching reform and innovate the talent training model. “Development” refers to clarifying the goals and future development direction of the platform, and finding a sustainable way for the practice teaching of business English.

### ***2.1. Logical model of the platform***

Based on the principle of serving business English practice teaching, the platform focuses on the application of emerging information technologies, such as Internet of Things, cloud computing, big data, mobile Internet, etc., in practice teaching links such as business practice ability, innovation and entrepreneurship ability, comprehensive application ability training, etc., and seeks to make the practice teaching and management simple, efficient, and intelligent [3]. According to the platform construction implementation plan and the “digital intelligence, normalization,

innovation, and development” construction objectives, the platform includes three major parts, namely, experimental training base, intelligent teaching environment and intelligent assessment management system. The educators (full-time teachers/enterprise instructors/experimental technicians) understand the learners’ dynamics through the platform, implement accurate teaching and achieve scientific management, while the learners give feedback to the educators through the platform. Feedback from the educator helps the educator to improve teaching and management, and through continuous optimization of the teaching process, management process and learning effectiveness, the purpose of improving the efficiency of using the platform, enhancing the quality of practice teaching and the level of service management (as shown in Figure 1) can be achieved.



**Figure 1.** Logical Model of Digital and Intelligent Practical Teaching Platform for Business English.

## 2.2. Platform structure

The intelligent practice teaching platform for business English is a new sub-program under the Practice Teaching Center of the Foreign Languages School, which can achieve a new comprehensive application platform for all-weather and all-round business English practice teaching and management inside and outside the school. Internally, it is the main place for teachers and students to practice teaching, an effective way of experimental training, and an operational carrier for teaching reform and management service; externally, it is the crystallization of school-enterprise cooperation, the bridge of communication between the enterprise and the school, and the cradle of industry talent training. The main structure of the platform is shown in Figure 2.

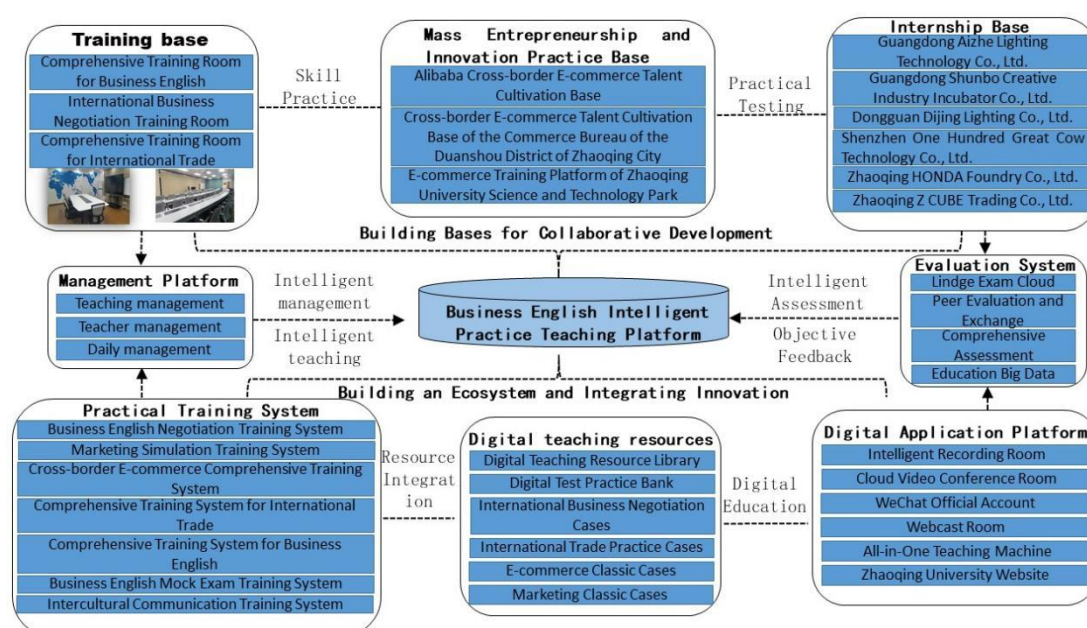
(1) Integrated training bases for “practice training, mass entrepreneurship and innovation and internship”. The Base covers functions such as virtual training, mass entrepreneurship and innovation practice, enterprise internship, and achievement incubation. The training base contains 3 intelligent training rooms, namely “Comprehensive Training Room for Business English”, “Comprehensive Training Room for International Trade” and “International Business Negotiation Training Room”, which can accommodate more than 200 students for various kinds of comprehensive experimental training projects at the same time, realizing the organic

combination of business language learning and business simulation environment, greatly improving the on-campus practice teaching environment and increasing students' practical opportunities. Being aimed at improving the innovative spirit and practical ability of students in this major and taking the goal of cultivating innovative and entrepreneurial talents, the mass entrepreneurship and innovation practice base includes 3 entrepreneurship and entrepreneurship practical platforms such as "Alibaba cross-border e-commerce talent cultivation base", "Zhaoqing Duanzhou District Commerce Bureau cross-border e-commerce talent cultivation base", "Zhaoqing University Science and Technology Park e-commerce training platform", which are used to cultivate students' mass entrepreneurship and entrepreneurship training projects, and carry out "Internet Maker Space", "Challenge Cup", "Maker Guangdong" and other "entrepreneurship and innovation competitions" to enhance students' entrepreneurship and innovation ability. The internship base is the crystallization of school-enterprise cooperation, and the internship bases that have been built so far include a number of enterprises in the Pearl River Delta, such as Guangdong Aizhe Lighting Technology Co., Ltd., Shunbo Creative Industry Incubator Co., Ltd., Shenzhen Baidaniu Technology Co., Ltd., and Zhaoqing HONDA Foundry Co., Ltd. Zhaoqing University will continue to give full play to the role of practice bases in the cultivation of applied talents by constructing a scientific and reasonable resource-sharing mechanism, establishing a mutually beneficial cooperation environment, and building a platform for collaborative education between schools and enterprises.

(2) Sustainable development of a smart teaching ecosystem. Explore the use of emerging information technology, modern educational methods such as new media, artificial intelligence, big data, virtual technology, Mooc, flipped classroom, and blended teaching to break the barriers of traditional teaching and to build a networked, digital, intelligent, and diversified teaching ecological environment. Intelligent practice training system is the core of the teaching environment, which consists of 7 sub-systems such as "marketing simulation system", "cross-border e-commerce comprehensive practical training system" and "comprehensive practical training system for international trade". Relying on virtual stimulation, multi-dimensional speech recognition, artificial intelligence scoring and other technologies, the intelligent practice training system extends the theme modular learning of business activities to the immersive experience training of case scenarios, and conducts training exercises through role-playing, teamwork and other forms to create a student-oriented, highly interactive, high-stimulation, and creative training mode to maximize students' practice skills and comprehensive application ability. Through resource integration, contract purchase, and cooperation with enterprises and sister universities, 6 resource libraries have been developed, including "Digital Teaching Resource Library" and "International Business Negotiation Cases", which enrich practice teaching resources and promote the rational allocation and effective sharing of resources. A digital and intelligent recording studio, a webcast room, a cloud video conference room, and a teaching resource production room have been established, realizing the functions of dynamic holographic recording, remote live broadcast and digital resource production in the practice teaching process. Next, Zhaoqing University will strengthen the construction of simulation training courses and VR courseware, further promote Mooc, flipped classroom and blended teaching, and then break the time and space constraints of teaching and learning, as well as instruction and practice in the traditional practical teaching of business English, promote the in-

depth fusion of information technology and practice teaching, and build a sustainable and intelligent teaching ecological environment.

(3) Intelligent management assessment system. The management system includes three major modules: teaching management, teacher management and daily management, of which teaching management, involving the basic aspects such as teaching plan management, teaching organization management and teaching quality management, is used to manage the information of teachers, industry tutor allocation, teaching plan formulation, practice training program proposal, teaching monitoring and assessment arrangement. Teacher management includes digital management of basic information of teachers and tutors, training experience, working experience, awards, scientific research and teaching and research achievements, etc., formulation and release of rules and regulations such as job duties, assessment rules, implementation measures of teacher training, etc., and functions such as teachers' attendance and workload statistics and reporting. Daily management includes functions such as base opening management, monitoring management, safety management, and usage registration, etc. By changing the traditional management mode of manual information data collection and archiving, it realizes the optimized sharing of platform resources and the intelligent and scientific management of practice teaching operation; the assessment system includes the Lindge Exam Cloud that can realize the functions of intelligent grouping of papers, intelligent marking, intelligent analysis, etc., the comprehensive evaluation system that can realize functions such as intelligent grading, self-assessment, mutual assessment, and teacher's review, and the education big data system that can realize data collection, data analysis, and data application. Students' learning effectiveness is evaluated through online assessments; comprehensive assessment is used to test students' comprehensive ability, and through students' evaluation of teachers, teachers can be helped to improve teaching methods and improve their teaching level, and education big data can be used to teach students according to their aptitude and accurately push [4].



**Figure 2.** Structure of Digital and Intelligent Practice Teaching Platform for Business English.

### 2.3. “Four-stage-three-mode-dual-core” practice teaching system

The practice teaching of business English follows the principle of thick foundation and practice emphasis, and the knowledge module corresponds to the four stages of ability cultivation goal to advance step by step: (1) “Language Skills”, mainly for the freshmen of this major, focus on the teaching of basic knowledge in combination with the practice training, including the courses and programs on listening, speaking, reading, writing, translating, etc., which are used to cultivate students’ ability of language application and cross-cultural communication skills. (2) “Business skills”, mainly for sophomores of this major, focus on professional knowledge teaching and skills training, including courses and programs on marketing, cross-border e-commerce, business negotiation, which are used to cultivate students’ practice business knowledge and business skills. (3) “Mass entrepreneurship and innovation development”, for the juniors of this major, focus on the application of professional skills and innovation and entrepreneurship training, including courses and programs on work display, theme competition, innovation and entrepreneurship competition, etc., which are used to promote the rational use of knowledge and skills to solve practical problems and enhance entrepreneurship and innovation ability [5]. (4) “Vocational application”, mainly for the fourth-year students of this major, focuses on comprehensive practice and enterprise internship, including certificate acquisition, pre-employment training, and internship, etc. It is designed to closely follow the direction of employment, covering the professional knowledge, vocational skills, working ability and related quality requirements that qualified graduates of this major should have [6]. The practice teaching system is hierarchical and interlocked, so teachers can flexibly develop appropriate practice teaching programs according to the different stages of students, and carry out diversified practice teaching activities; students can flexibly choose the content of learning according to their own development needs and actual ability level for intelligent learning and practice training, and they can not only “learn independently” and “practice flexibly”, but also “be present in the scene” and “create and generate”. The practice teaching system effectively highlights the composite and application-oriented professional characteristics of business English, and helps to cultivate students’ independent learning, innovation, entrepreneurship, and vocational ability.

#### ***2.4. Dual teachers with mass entrepreneurship and innovation and dual skills***

Zhaoqing University has signed agreements with many enterprises to send teachers to work in the enterprises in batches, participate in the production and management activities of the enterprises, provide professional theory and technical support for the enterprises, and obtain industrial work experience and vocational skills level certificates through various kinds of trainings organized by the enterprises, while the enterprises correspondingly send professionals to Zhaoqing University to teach the first-line work experience, study at Zhaoqing University to further their studies, enrich their own theoretical knowledge, carry out the training of “dual teachers” in an orderly manner, establish a mass entrepreneurship and innovation teacher training system, send teachers to participate in innovation and entrepreneurship guidance training courses, actively participate in mass entrepreneurship and innovation competition program guidance, use industry-teaching fusion projects to carry out innovation and entrepreneurship practice, increase the strength of ‘mass entrepreneurship and innovation’ mentor training, change the concept of teachers’ wisdom teaching, encourage teachers to carry out wisdom teaching, innovation and practice, encourage teachers to carry out intelligent teaching, innovate the practice teaching mode, guide students to carry out in-depth participation, diversified

interaction, open and co-creative practice activities, and improve teachers' curriculum teaching ability and practice guidance ability [7]. After several years of efforts, a faculty with strong business ability and high teaching and research level has been built at present. The proportion of dual teachers with mass entrepreneurship and innovation and dual skills is as high as 80%, and a number of teachers have been employed as industry consultants, vocational trainers and entrepreneurial consultants. In addition, Zhaoqing University also employs a number of industry experts and foreign teachers to take part in the teaching and guiding work all year round, and the teaching team, with its high theoretical and cultural qualities, as well as strong practice teaching ability, is a fundamental guarantee of the quality of training applied talents in this major.

### **3. Application of Business English Digital and Intelligent Practice Teaching Platform**

Taking the professional talent training program as the basis and the practice teaching system as the guidance, Zhaoqing University constantly innovates the practice teaching methods and explores the teaching management and assessment mode around the platform. The first is to carry out intelligent, multi-level, multi-mode and all-round practice teaching activities to improve the quality of practice teaching, promote the improvement of students' comprehensive quality, and greatly meet the training needs of entrepreneurial and applied talents in the "Internet +" era. The second is to use scientific and standardized management to realize the optimization and sharing of platform resources, to ensure the practice teaching is smoothly developed, and that the platform is applied more and more maturely, and is increasingly favored by teachers and students.

#### ***3.1. Innovative practice teaching methods***

(1) "Online and offline, virtual and real combination" - expand the time and space of practice teaching and promote the application of learning. Conduct online training in network marketing, cross-border e-commerce, etc., break the time and space constraints of traditional practice teaching; carry out blended teaching activities to enhance the depth of student learning, carry out live streaming of industry tutors, lectures, Q&A and other online practice guidance activities, to close the distance between school and enterprise in time and space; use the platform to carry out virtual practice training, so that learners are immersed in it, and they gradually master the skills in repeated observation, practice and exercise to cultivate the ability of independent observation and self-innovation, create a real business activity scene in combination with offline group simulation training, enhance the learning experience, and finally practice what you learnt through the post internship [8].

(2) "Dual-teacher Classroom, Interactive Teaching" -- Learn from the advanced experience of the industry and promote interactive communication between teachers and students. The "dual-teacher classroom" teaching activities are carried out by using the webcast room and cloud video conference room, where the industry tutors can teach remotely, communicate and answer questions, and students can be taught by front-line industry tutors without leaving home. At the same time, a professional teacher in the school is deployed to conduct tutoring, Q&A, and consolidation exercises in the classroom. By presenting real cases of enterprises, students think, analyze, communicate, discuss, reenact the case scenarios, and cultivate their ability to analyze mentally and comprehensively apply. While creating an active classroom

and promoting interaction, the cases increase classroom participation and interest, forming a harmonious teacher-student interaction, student-student interaction, and situational interaction classroom culture [9].

(3) “Integration of Classes and Competitions and Creative Space” - Enrich practice teaching activities and enhance students' entrepreneurial and innovative skills. Encourage students to form groups to participate in the “National College Students' E-commerce Innovation and Creativity Entrepreneurship Competition”, “College Students' Internet Innovation and Entrepreneurship Competition” and other tournaments, screen the excellent team to participate in the tournament through the platform training and selection, promote teaching and learning by competition and learning by competition to achieve the purpose of enhancing the main position of students, stimulate their interest in learning, and guide the generation of their innovative and entrepreneurial thinking; create a “Cross-border E-commerce Maker Space” with Alibaba Cross-border E-commerce Talent Cultivation Base and the Cross-border E-commerce Talent Cultivation Base of the Commerce Bureau of the Duanshou District of Zhaoqing City, so as to enhance the students' comprehensive literacy in cross-border e-commerce industry, and to realize the docking of innovation and entrepreneurship achievements of the universities and cross-border e-commerce industry chain[10].

(4) “Independent Inquiry, Group Collaboration, Team Competition” - Increase students' participation and stimulate their interest in learning.. Create a business activity scenario in practice teaching, so that students can find problems independently, and stimulate learners' strong psychological experience through learning activities such as information collection and processing, thinking and implementation, and develop good habits of being good at thinking and acting, and having the courage to explore and innovate. The practice of group collaboration has changed the competitive relationship between individual students, and formed a multi-level, multi-angle and multi-channel communication and learning mode between teachers and students. Team competition truly restores business activities such as business negotiation and international trade, cultivates a high sense of collective honor and team spirit, and enhances group cohesion and innovation, and members overcome difficulties, learn from each other's strengths, and make progress together in the process of striving for common goals [11].

(5) “Intelligent Recording, Action Feedback” -Watch back the process of practice exercises, and teacher and student discuss and exchange feedback.Use digital and intelligent recording room

Drills such as business negotiation scenario simulation and marketing scenario simulation are recorded live. After the drill, feedback from peers, teachers and learners themselves is given to the practice behavior of the drillers by watching back the discussion to achieve the purpose of multi-directional exchange of information between teachers and students, mutual inspiration between students, complementary thinking, knowledge sharing, continuous updating of self-awareness, epiphany and new knowledge generation.

### ***3.2. Explore teaching management and assessment models***

(1) Digitalization of teaching management. Construct a teaching management information system, establish information files for teachers and students, information files for experimental training venues and facilities, and files for practice teaching

activities, and realize the digital networking of teacher and student management, course venue and facility management, teaching plan system and release, teaching process tracking, teaching quality evaluation, student attendance and assessment, student achievement statistics release, and teacher workload statistics through system integration and data fusion.

(2) Sharing of teaching resources. Further strengthen the construction of the “Digital Teaching Resource Library” and promote the construction and sharing of high-quality teaching resources on the platform. Obtain teaching resources both inside and outside the university through sharing of teaching resources, sharing of high-quality courses, sharing of lectures by industry experts, sharing of excellent drills (videos), sharing of students’ excellent works, and sharing of experiences by industry tutors, etc., so as to realize data interoperability and resource sharing.

(3) Practice learning intelligence. The platform provides digital and intelligent support services and result analysis technology for teaching practice activities, organically combines online and offline practice activities, facilitates personalized projects such as independent and autonomous training, group collaborative training, situational awareness training, and maker learning according to learning needs, stimulates learners’ multi-directional thinking and creative thinking, and makes practice learning intelligent, interesting, and diversified.

(4) Intelligent checking of learning progress. Practice learning includes compulsory and optional modes, and learners can elect other programs after completing compulsory programs which are arranged to be entered into the platform database before the beginning of the academic year. The practice learning program data is automatically generated in combination with practice teaching management, student information, training places and other related data, and the check is completed through the learning progress and assessment. Elective programs are completed through smart access card punching, real-name account login counting, online hours, etc., and finally the system automatically generates credit hours, grades, evaluations, and other information [12].

(5) Paperless assessment and scientific evaluation. The practice theory examination is completed by Lindge Exam Cloud, the practice assessment is mainly completed by intelligent practice training system and intelligent recording system, the assessment is mainly completed by intelligent scoring, self-assessment and mutual assessment of system, and teacher assessment, and all the above operations are completed through the platform, realizing paperless examination and assessment. Through the education big data system, the teaching management data is collected and analyzed, and the teaching quality analysis report, comprehensive quality evaluation report and other archives are generated to make the evaluation more scientific.

#### **4. Construction Effect**

The platform helps the development of industry-university-research cooperation education. In the past five years, Zhaoqing University has sent 6 teachers to work in enterprises, and sent more than 450 interns and graduates to enterprises. This group of teachers and students have made certain contributions to the development of enterprises, and students are organized to participate in the project of Innovation and Entrepreneurship Incubation Base of Science and Technology Park of Zhaoqing University, realizing the on-campus practice training of cross-border e-commerce business. Cooperating with Alibaba Education Technology Co., Ltd., it has realized

the primary certification of cross-border e-commerce talents in Zhaoqing University; students have enthusiastically participated in all kinds of certificate examinations. For example, all 60 students of 2015 Business English Major passed the Intermediate Examination for Cambridge Business English Certificate (BEC) and obtained B, C and B1 level certificates.

The comprehensive practice teaching platform of business English provides a place for teachers and students to demonstrate their scientific research and skills. With high enthusiasm for scientific research, teachers and students have achieved gratifying results of various competitions. In the past five years, the teaching team of business English has won 7 provincial- and ministerial-level projects, 8 departmental level projects, 6 university-level projects, 1 university-level fine course, 4 monographs and textbooks, dozens of academic papers and teaching research papers, and 12 teaching awards. Students of Business English have won 1 national-, 8 provincial- and 8 university-level innovation and entrepreneurship training programs for college students, published 2 papers, 3 second prizes and 2 third prizes in the National Colleges and Universities Business English Comprehensive Ability Competition, and dozens of other awards, such as the College Students' Internet Innovation and Entrepreneurship Competition.

## 5. Conclusions

After several years of development and exploration, the Digital and Intelligent business English practice teaching platform has begun to show results, and has now formed an integrated cultivation model of comprehensive practice training bases, intelligent teaching environment, practice teaching system, innovative teaching mode, scientific assessment mode, etc. The platform realizes the digitalization and intelligence of business English practice teaching and management, solves the problems of lack of practice opportunities for learners, poor sense of real experience, and weak sense of participation in business English practice teaching, and provides a reference for institutions that intend to build the same type of practice teaching platform. In the future, Zhaoqing University will continue to use cloud computing, Internet of Things, big data, artificial intelligence and other advanced technologies to deepen the platform, strengthen the construction of MOOC teaching, blended teaching, virtual simulation and other practice courses, promote the deep integration of educational technology and practice teaching, and lay a solid foundation for building a provincial demonstration practice teaching base for this specialty.

## Conflicts of Interest

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

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