

Reflection on the Present Situation and the Teaching Innovation of Business English Teaching in Colleges

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Abstract

With the development of market economy, the deepening of reform and opening up and the economic globalization, business English teaching has attracted more and more attention in the universities, showing a hitherto unknown development momentum. However, there are still many problems in Business English Teaching in China, which will affect the improvement of the quality of business English teaching and the healthy development of business English majors. This article, starting from the connotation of business English, points out the problems in Business English teaching, analyzes the reasons, puts forward the business English teaching reform, and finally aims to improve the quality of business English teaching and cultivate high-quality Business English talents.

Key words: Business English; Teaching situation; Teaching reform

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INTRODUCTION

With the rapid development of Internet technology and communication technology, the world economy is open to each other and economic activities are becoming

more and more frequent. With the increase of economic activities, a large number of applied business talents are needed. Business English talents are a kind of applied compound talents. That is, business English talents should have the ability to combine English language and business activities. The development of business English majors is not just a simple combination of “business” and “English”. With the globalization of the economy, the demand for English talents in the society has been diversified. In the past, the single foreign language majors and the basic skills can not meet the needs of the market economy. The current economic development needs are the application of innovative business English talents.

1. BUSINESS ENGLISH

Business English, as a branch of ESP, is a comprehensive interdisciplinary subject based on linguistics and applied linguistics (Zhu, 2010). Business English, is not a pure English language, not purely business, nor is it a simple addition of business and English, but their organic integration, a strong professional, practical and communicative.

Business English consists of three elements: a) business background knowledge; b) the language used in business context; c) business communication skills. The content of the business background determines that the emphasis of learning business English lies not only in English language learning, but also in the use of English to communicate with foreign business activities.

2. BUSINESS ENGLISH TEACHING SITUATION

2.1 Optimize Curriculum

Business English is a new subject in our country. The curriculum includes three modules: language knowledge,

business knowledge and humanistic knowledge. This combination of courses is mainly provided reference to other countries' business English courses, English majors and trade professional courses combined, the prerequisite of the follow-up and lack of full understanding, regardless of context. The contents of professional courses are repeated, and the proportion between theory and practice is not scientific. Some schools focus on business, English, theory, practice (Kong, 2009).

At present, many colleges and universities to set up business English courses, only in the use of traditional professional English curriculum model, adding a number of economic, management, foreign trade courses. From the perspective of the internal structure of business English courses, the majority of colleges and universities more than 80% of the courses for the theoretical courses, the proportion of less than 20% of business skills courses, some schools or even all of the theory. This kind of curriculum has serious deficiencies in the training of business practice ability, which affects the development of students' career. English courses and business courses do not have a good combination; there is a deviation and disconnection. This makes the training of talented people have a certain bias, part of the bias in the language of basic knowledge and skills, part of the bias in the knowledge of business disciplines, there is no combination of the two. The unreasonable curriculum makes the training goal of business English can not be fully realized. The relationship between business English and English and business knowledge is $1+1=1$, is a composite of two courses of business knowledge and English language, is the two kind of knowledge can combine together, but it is not open a few doors business professional course, plus a few English courses, at $1+1=0$ results (Li, 2009).

2.2 Strengthen Teaching Staff

Business English is a comprehensive discipline, involving a wide range, covering business management, marketing, e-commerce, hotel and catering business background knowledge, which requires the business English teachers should have certain experience. At present, most of the business English teachers in China are pure language majors, proficient in English language, lack of business knowledge, the core problem of business English can not be very good grasp. After a simple training, the teaching of business English courses, the lack of practical experience and professional knowledge, both the lack of international vision, but also the lack of business knowledge. In the teaching of professional knowledge, the attitude of avoidance, professional knowledge is not clear, lack of accuracy (Tang, 2010). Do not understand the special meaning of vocabulary in Business English and explain only word for word and sentence for sentence translation, even business will have special meanings of the words as ordinary words. In the aspect of practice

teaching, because of the lack of practical training and practical experience, it is impossible for the teachers to carry out targeted guidance. In the teaching process, the number of teachers who can teach business English courses in English is not enough, which can not meet the requirements of the increasingly fierce competition of economic globalization. This has become an important bottleneck restricting the development of business English in china.

2.3 Improve the Construction of Teaching Materials

Teaching material is an effective tool for teaching practice, good language teaching materials should be able to be used in different ways by different learners, and for teachers' teaching practice to play a certain role in their initiative and creative space (Zhang, 2001). The quality of teaching materials will affect the level of curriculum. The construction of teaching material is the core of curriculum construction, and is the important guarantee of teaching work. Therefore, selection of appropriate business English textbooks is an important link of cultivating excellent talents. The writing of business English textbooks must be based on the needs of learners. Specifically, the teaching materials should pay attention not only to provide students with practical knowledge of the English language, but also pay attention to and closely combined with the business knowledge, so that students can apply their knowledge in the days after the professional positions. Excellent business English teaching materials should have the characteristics of "authenticity" and "timeliness". The teaching materials are in accordance with the needs of real communication and can provide the real communication environment. Therefore, in the selection of teaching materials should be selected with the international standards of practical teaching materials, and professional teachers in the course of the lecture, also need to invest a lot of time and energy to prepare for the needs of students and teaching materials.

2.4 Innovative Classroom Teaching Model

The characteristics of business English courses to classroom teaching should be student-centered, teacher led, pay attention to the cultivation of students' learning ability, research ability, problem solving ability, so that is conducive to the cultivation of teaching methods and mode of the practical ability of the students can choose. Such as multimedia teaching method, case teaching method, situational teaching method, etc.. In the teaching process should adhere to the improvement of teaching methods, pay attention to carry out the task as the center, to carry out various forms of teaching activities, and fully mobilize the enthusiasm of students, stimulate students' interest in the whole process, to maximize students' participation in learning. The basic fabric of a Business English course should be tasks, which caters

to the task-based teaching approach fairly well (Geng, 2014). To make full use of computer network and multimedia learning platform of modern information technology, to improve the teaching effect, we should actively explore and try new teaching mode to cultivate students' autonomous learning ability, practical ability and innovation ability (Chen, 2009).

The advantages of multimedia teaching are as follows: a) the classroom capacity is large. The multimedia courseware, teachers can give students more information, enrich the teaching material, saving time writing teachers in class, greatly improve the efficiency of the classroom. b) creating simulation teaching environment. Multimedia network teaching is a teaching method which integrates image, audio, video and text. This method is to create a learning environment for learners to make the students to actively carry out the activities of thinking and improve the practice of business English. c) active classroom atmosphere. The use of the multimedia courseware, comprehensive text, images, animation, audio and video materials, the traditional teaching model becomes lively and vivid, inspiring, stimulate students' interest in learning, improve learning efficiency.

Case teaching method is helpful to cultivate students' initiative and enable students to participate in class discussion. The real case teaching content from companies, teachers can visually and vividly show students, from teacher centered traditional teaching ways, converted to lead by the teacher, the student as the main body, can greatly stimulate students' learning initiative.

Situational teaching method, to cultivate students' initiative in learning, so that students learn in a real English context, so that language teaching from the monotonous description of the liberation of the text. Through situational teaching, the students feel the happiness of learning from the language and the exchange of expertise and application to stimulate students' interest in learning, arouse their enthusiasm to participate in the change of language learning boring situation, and improve the quality of business English teaching.

In the teaching mode, teachers should adjust teaching methods according to the training objectives. Through different teaching methods to fully mobilize the enthusiasm and initiative of students to enhance the teaching effect. The teacher should adopt the open teaching, make the student become the leading person, play the main role in the classroom, and the teacher's role is to ensure that the teaching activity is carried out smoothly and orderly, play the role of the organizer, the controller. Teachers will be teaching process and teaching content to students, mobilize students to actively participate in the teaching process, cultivate students' divergent thinking and innovation ability.

2.5 Strengthen Practical Teaching

Business English practice teaching is to enable students to apply their knowledge, to better meet the needs of society, so the practice teaching has any theoretical teaching cannot be replaced by. Business English teaching is a kind of ability education, which is an organic combination of English and business knowledge. Compared with the traditional English teaching, it emphasizes the effectiveness of using the target language communication, that is, the accuracy, appropriateness and fluency of communication. Therefore, on the basis of the traditional teaching methods and means, we should strengthen the students' language practice in order to cultivate the ability of combining theory with practice.

In the practice of business English teaching, the training of applied talents should be put in the first place. Therefore, in practice we should put the business skills training in a prominent position. Therefore, in the process of business English talents training, we should train the students' professional application ability. If you do not have the opportunity to practice on the post, you can actively carry out simulation training in the school, through the simulation of practical training to train students' practical ability, organizational communication ability, and practical ability. Strengthen practice teaching. On the hardware side, strive to set up business simulation laboratory, to provide students with practical business operations. At the same time, strengthen cooperation between schools and enterprises to build a training base. Schools can send staff full-time teachers and enterprise cooperation, to guide students, the practice of learning effect.

CONCLUSION

Applied talents in the development of modern society requires higher business skills, so business English teaching should keep pace with the times, constantly deepen the reform, adjust and perfect the curriculum setting, consolidate and improve the construction of teachers, to promote business English teaching materials for the development of the times, strengthen the practice teaching, and according to the social development and constantly explore and improve, cultivate more can understand basic professional knowledge and skills, and good English communication ability of high-quality business English talents, to better serve economic construction.

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