

College Business English Curriculum Construction Based on Information-Based Classroom Teaching

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Abstract: Business English, as an emerging major, is multidisciplinary. The connotation of professional knowledge and skills in educational objectives determines the necessity of integrating modern information technology and curriculum construction. This paper is based on the professional orientation and development of business English courses. This paper opens up new perspectives on the design of business English courses in colleges and universities (CAU) in China in terms of the proposed practical strategies combined with information-based classroom teaching methods. The research results of this paper show that the integration of information-based classroom teaching methods can be a significant step to enlighten the systematic development of business English curriculum system for CAU to adapt to the international society.

1. Introduction

After human society enters the information age, modern information technology is widely used in all industries [1]. Students are allowed to use wireless network technology, such as portable computers, tablets, smart phones and other mobile electronic devices anytime and anywhere to access to learning resources [2-3]. Big data is now a field of worthy of research. DOS Santos sought to discuss the concept of big data and its philosophical field with the support of philosophical and constructivist literature and how we view "learning with big data" as a promising new method of learning science [4]. Compared with traditional English teaching, English teaching in the information technology environment is more lively and targeted [5]. English teaching supported by information technology makes the classroom more lively and targeted [6]. This model accelerates the transition from the teacher-centered classroom to an English teaching model that aims to foster student's skills at all levels.

Information-based teaching is guided by modern advanced teaching theories, relies on modern information technology, and applies modern teaching methods to teaching activities [7]. Information-based teaching emphasizes the subjective initiative of students, that is "people-oriented, student-oriented" as modern teaching concept, and focuses on more active communication between teachers and students, so as to realize the transformation of students from passive acceptance learning to independent and cooperative learning [8-9]. At present, information-based teaching is widely popular in colleges and universities (CAU) [10]. It even

realizes teaching in a virtual classroom without leaving home [11]. In the process of information-based classroom teaching, teachers use advanced computer, multimedia and other information technologies, mobile terminals, and Internet resources for teaching activities, and finally complete teaching tasks [12-13].

There is a sharp increase in the demand for interdisciplinary talents who can directly engage in business trade in English, and at the same time, a new challenge is presented to the cultivation mode of business English talents [14]. Based on the information society on the business English teaching mode reform the objective requirement of manpower, clearly the new situation needs technical ability, wide range of knowledge of high-end business English talent, combined with the constructivist learning theory and the theory of modern information science and technology is how to design the construction of business English course has carried on the preliminary discussion, in order to cultivate both solid English language foundation of basic skills, and interdisciplinary talents proficient in business communication [15].

2. Method

2.1 Professional Orientation of Business English Courses

Business English is a vague concept in semantics. According to some scholars, business English, as an important social functional variant, is a magnifier of the differences between general English and special-purpose English, because it is a common element of research on English for special purposes.

In the context of the evolving international business and the expanding activities, the use of business English has become more common. Business English aims to develop students' abilities of English listening and international business communication. In order to tackle the challenges posed by the new era of business English curriculum design, CAU has put the reform of the curriculum system high on the agenda, and shifted the focus from the practice of discipline and professional design curriculum to skill cultivation.

2.2 Utilization of Information Resources in Business English Teaching

Despite the abundance of information, the efficiency of teaching is not ideal. Specifically, "seeing" and "listening" eat up time and energy leading to the neglect of the oral training, and the audio-visual speaking class is crammed with too many audio and video files, and the teaching method is single.

2.3 Research Methods

To explore a way to reform business English teaching supported by information technology, with the Internet as the learning tool and the goal of innovative education.

The research methods adopted in this paper include observation method, questionnaire survey method and comparative research method to process and process the collected information.

3. Experiment

3.1 Sources of Experimental Data

This paper investigates the application of information-based teaching methods in the main hardware environment and application status of business English courses in CAU, so as to provide

guidance for exploring the theoretical framework design and practical steps of information-based teaching mode of business English courses in CAU.

In this paper, taking a university of foreign languages of the eastern coastal province of business English professional 42 students as the research object, the selection of business English language skills courses, combined with the requirement of the knowledge and skills to students in practical work, with the support of information terminal platform for English language skills and business skills of comprehensive experiment.

3.2 Experimental Contents and Data Processing

In order to make the limited survey more representative, the questionnaire survey adopts the method of stratified sampling and breaks the traditional training sequence of English language listening, speaking, reading and writing skills according to the demand for knowledge and skills in the actual work, to conduct a comprehensive survey of English language skills and business skills. The distribution of the questionnaire was carried out in a specially delivered manner, with a total of 200 questions output from 42 questionnaires, and 158 effectively recovered questions, with an effective rate of 79%, which met the preset requirements. The data input and analysis chart output of the questionnaire were performed by Excel statistical analysis software.

4. Discussion

4.1 Experimental Results

(1) The utilization status of information-based classroom hardware facilities

The hardware facilities of informationized classroom are the material conditions to promote the development of informationized classroom teaching mode in CAU. There are four types of information-based classroom hardware facilities in CAU: standard, multi-functional, professional and Web. The specific application of these hardware facilities is shown in table 1.

Table 1: Specific application of hardware facilities

	Total number of course section/month	Basic course/month		Compulsory course/month	
		Number of sessions	Number of informationized classes	Number of sessions	Number of informationized classes
Standard type	36	17	12	19	12
Multifunctional type	21	14	6	7	4
Professional type	18	13	7	5	2
Web type	24	16	11	8	4

It can be found from table 1 that the utilization rate of information-based classroom facilities is about 22% in the compulsory courses offered by universities. And the ministry of education in the higher school undergraduate teaching work on strengthening several opinions on improving the quality of teaching, points out that in the institutions of higher learning run by the compulsory course, ordinary higher vocational colleges use of multimedia teaching class hour ratio should be above 15%, the ordinary undergraduate course colleges use of multimedia teaching class hour ratio should be above 30%. As a key university, the proportion of multimedia teaching is still lower than the minimum required by the state. Further investigation case university informatization hardware facilities, the reasons of lower utilization rate in class (see Figure 1), found that the

informationization level of courseware can not meet the requirements (33%), equipment use encountered technical issues accounted for 21%, the lack of material accounted for 16%, because the school not so no production accounted for 18%, other 12%, visible technology master problem is one of the largest factors limit usage.

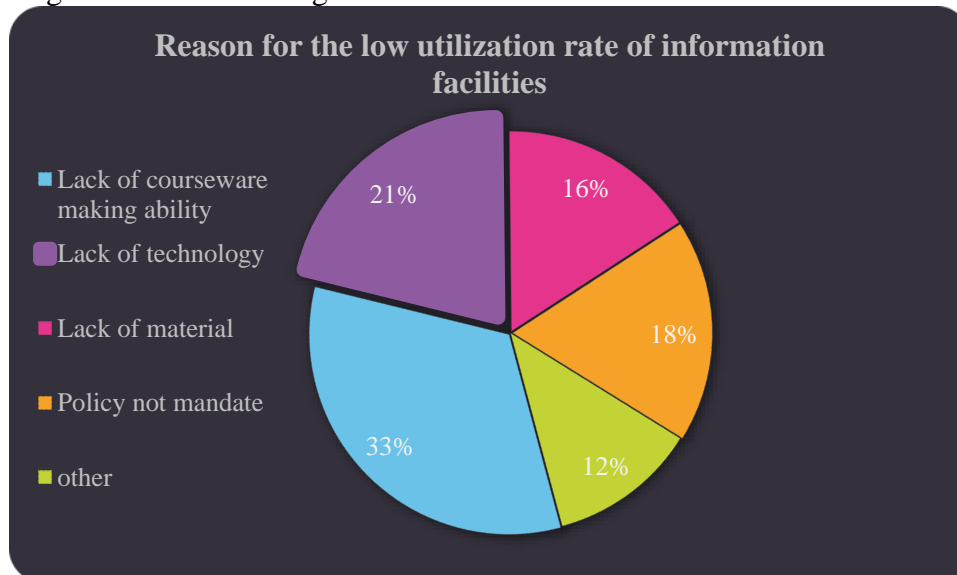


Figure 1: Reasons for the low utilization rate of information facilities

Therefore, we suggest that schools continue to build hardware facilities for informationized classroom. At the same time, it was found in the investigation that the interface types of the informatization facilities in the university were different, and even the internal configuration of the same type of classroom was different, which brought difficulties for the teachers to use the equipment. Therefore, it is suggested that hardware facilities should adopt uniform standards to facilitate the use of teachers. In addition, as the application of information-based classroom teaching mode is still in the immature stage, it is suggested that schools should equip 2-3 information-based classrooms on the basis of meeting the normal needs of classroom teaching, so as to facilitate those teachers who are in urgent need of using information-based facilities for classroom teaching and have not applied in advance to use them.

(2) Students' expectation of information technology application

A questionnaire survey was carried out in this paper from two aspects: teaching satisfaction and expectation of information technology application. The survey results are shown in figure 2 below.

As can be seen from figure 2, 71.43% of the students surveyed expect more information teaching methods to be used, and 52.38% believe that information teaching is conducive to improving their business English ability. This implies that it is feasible and effective to explore the information-based teaching reform of business English classes in CAU.

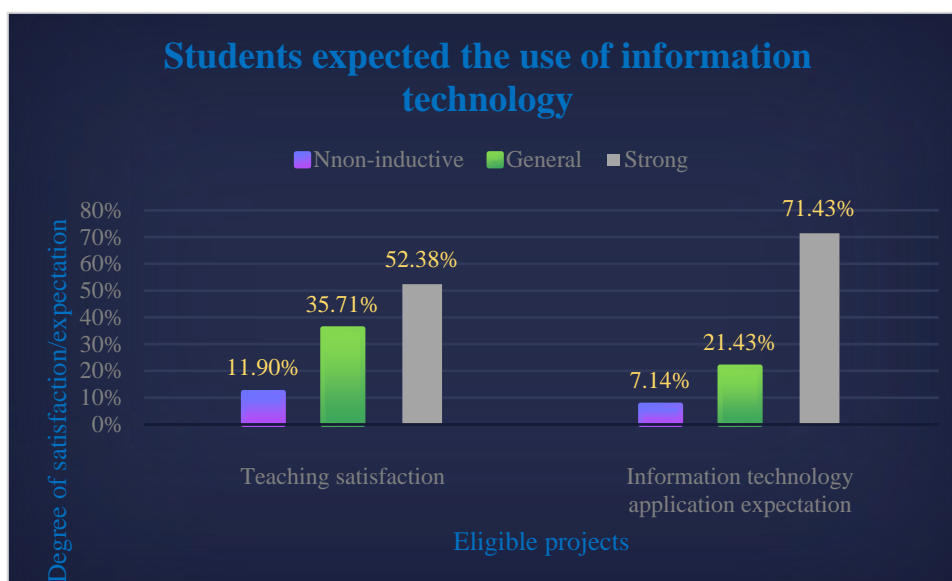


Figure 2: Students' expectation of information technology application

4.2 Strategies for Integrating Information into Business English Courses in CAU

(1) Effective integration of business English teaching elements and information technology

The classroom teaching of business English mainly includes the two core elements of listening and speaking, carries out targeted oral training and visual picture and plot content, and introduces the American customs and cultural characteristics in the practice, which is conducive to improving students' listening and speaking ability and expanding the scope of students' knowledge.

(2) Using information technology to achieve an integrated teaching environment

The information-based teaching of business English not only changes the teacher-centered and text-book first carrier that is difficult to give up in traditional teaching methods, but also makes students passively accept knowledge. On the contrary, it is a kind of student-centered, information technology as a carrier, in promoting students' learning initiative to play a role. It uses information technology to realize the benign integration of language and business, but also promote the improvement of students' comprehensive business skills.

(3) The formation of a business English teaching information level evaluation system

The information level of business English teaching should achieve three goals: quality evaluation, knowledge structure evaluation and ability-oriented evaluation. In the process of evaluation, the organic combination of qualitative evaluation and quantitative evaluation is conducive to the formation of a comprehensive and objective evaluation system, and more conducive to the evaluation of students' overall development. For example, teachers can check students' homework before class and check and comment on the answers in time. In class, students use study CARDS to sign in, vote, survey, answer questions, discuss and so on. According to the syllabus design and the need of practical teaching, the choice is related to the film and television information and other related video teaching material, and using information technology to evaluate the students' comprehensive ability, and through the evaluation and self interest in learning, harvest efficiency evaluation to provide feedback, to better the evaluation system for business English teaching evaluation in CAU.

5. Conclusion

The process of students' exposure to information means is the process of training their practical innovation ability, and this innovation consciousness will gradually expand to other application fields. The trend of business English curriculum construction will inevitably change from the teaching-style classroom to the information-based classroom, and it is necessary to carry out co-construction teaching from multiple dimensions of teachers, students and curriculum construction strategies, so as to achieve project guidance and language business integration.

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