

Research on the Case Teaching Method and Business English Teaching

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Keywords: Case Teaching Method; Business English Teaching

Abstract: As an open and interactive new teaching model, the case applied in case teaching should be a story written in order to achieve a clearer teaching purpose and with a certain factual basis. The case should be able to be used after the student uses it. It will make certain gains and help students improve their ability to analyze and solve problems. This article will discuss the case role and related issues in business English teaching, hoping to benefit the development of business English case teaching.

1. Introduction

With the leap-forward development of electronic information technology and network technology and its applications, the world is constantly changing with each passing day, profoundly affecting people's lifestyles and working methods. Economic globalization and diversification are an unstoppable trend spread to every corner. The global and timeliness of business activities and capital flows have had a profound impact on the industry, and have placed higher demands on practitioners. In this environment, in the teaching of business English, finding more effective and feasible teaching methods has become our focus.

2. The Status Quo of Business English Major Teaching

Generally speaking, business English is the English language used in business activities. It not only involves the use of the language itself, but also covers the common sense of professional business activities. The statute runs through the beginning and end of commercial activities. Many experts believe that business English should be classified as specialized English, which is prominent in the business environment. Business English major, with the intersection of English major and business major, but not simply added. The business English major should have a stronger practicality than English language and literature, and it has all the professionalism and diversity of the business major. Use the English language as a carrier to master business ethics such as international business rules and its special professional terms, written language structure and style. Business English majors include business English translation, business English correspondence, business English writing, international business negotiation, etc., which are the necessary professional skills in business activities. This requires that the instructor must have the ability to use the English language proficiently and gain professional business knowledge in practice. The contradiction in the reality teaching is mainly reflected in the fact that most teachers have good English proficiency, but lack professional business skills and practice. Most of the teachers with mature business activities can't reach the English proficiency required for English teaching.

Student level and interest in learning are not the same. Due to the different places of birth, the level of students entering the school is not the same, and the interest in business English learning varies. In addition, there are many business English terminology, and a large amount of professional business knowledge makes students less familiar with business English than public English. In addition, the professional articles appearing in the textbooks (such as: business contracts, foreign trade agreements, business rules, etc.) have special styles, strong logic, long and difficult sentences, and lack of interest, further weakening the enthusiasm of students.

The teaching method is relatively simple and the effect is limited. The most common teaching is to rely on teachers to tell, students passively accept, but this method often can not lead students to

think independently, the knowledge gained is not deep, easy to forget. Although the discussion link makes the students express their opinions, it is easy to cause the deviation of the topic, and it is difficult to deeply discuss the nature of the problem. In practice, it is also easy to have a discussion where several students are dominant and most students rarely speak. Therefore, finding effective teaching methods is bound to become the key to the development of business English teaching.

First, the difference between the case teaching method and the previous traditional teaching method (1) The teaching method has changed. The traditional teaching method is based on the teacher's classroom explanation, and the students passively accept the knowledge. This kind of cramming teaching method makes it difficult for students to take the initiative to participate. The case teaching method is that the teacher puts forward relevant cases in the classroom, so that students can actively participate rather than simply instilling textbook knowledge into them, fully mobilizing their subjective initiative, and students become passively accepting knowledge as active thinking. (2) The roles of teachers and students have changed. In the traditional teaching method, the teacher explains the knowledge in the textbook to the students in the original book, and allows them to accept and master the content taught by the teacher. Therefore, the teacher's main task is to enable them to understand and master the content they teach. In the case teaching method, the teacher not only needs to master the knowledge in the textbook in advance, but also needs to prepare practical cases, and need to thoroughly understand the case before the classroom teaching to find out the controversy. In traditional teaching methods, students are only passive recipients of knowledge. They rarely think independently and have the opportunity to express their opinions in the classroom. Case study students can actively participate. They need to think independently and understand the case, draw their own opinions, and also need to grasp the knowledge in the textbook during the discussion and debate, and further improve their oral English ability. In the discussion of the case, the students can Make your own judgments and improve your judgment and thinking skills.

3. The Application of Case Teaching to Business English Measures

Case teaching methods do have many advantages that traditional teaching methods do not have, but they also face problems of one kind or another when applied to practical teaching. For example, for some students with poor or average, they see cases. Some students may feel overwhelmed or confused. Some students do not know that active class preparation before class may lead to a situation in which they may not be able to integrate in the classroom. Some students are silently watching when other students actively discuss. They may be subject to The influence of traditional teaching thoughts is that only teachers can only learn to learn knowledge, so this teaching method is rejected in the heart, so that the purpose of learning cannot be achieved at all. Therefore, teachers should have a deeper understanding of the specific situation of students before applying the case teaching method to the classroom. Students should be the center. A series of specific measures will be elaborated below.

The actual needs of students are the fundamental starting point for the design of teaching tasks and teaching content. Usually, the needs analysis mainly includes two aspects. The first is the goal analysis, which requires the teachers to pay attention to the following aspects, that is, the knowledge that the students have mastered and have not mastered. Or is it a skill. Second is the need for the students to master or be able to master in the classroom. The third is learning needs analysis, which requires teachers to understand students' knowledge and skills as well as learning strategies and motivation. When the specific understanding is made, the teacher can select different levels of student representatives to conduct interviews with them, or conduct a survey through questionnaires. The survey targets not only students but also schools and recruiting units. This survey should be clearer. To understand the language skills and business culture that students need in their future work, compare this goal with the current level of students to determine the content of the case and the specific teaching methods. Moreover, in the future implementation process, it does not mean what the initial case is like. The teacher should modify these cases or teaching methods in time according to the actual situation of the students.

Choosing the right case is the primary part of the whole teaching, and the teacher should do the following when preparing the teaching case. The first is the authenticity of the case textbook. The textbook should describe the real situation and the problem rather than the teacher's own construction, because the constructed case may not match the actual situation or even have some serious errors, which may lead to students. Lack of interest is even misleading students. The second is that the case should be closely related to the course objectives. Teachers must choose cases related to the profession, because the fundamental purpose of the case study is to improve the professional quality of the students and enhance their professional knowledge. If there is no need to closely follow the professional knowledge, then Wonderful cases don't make much sense. The third is that the content of the case should be in line with the actual level of the students. If the teacher chooses a difficult case, then the student will not understand the case and feel that the study is very difficult, which will greatly reduce the students' interest in learning; but if the choice is too simple The textbook may not improve the level of the students. Therefore, when selecting a case, the teacher should select the teaching materials as much as possible in light of the actual situation of the students. The fourth is that the solution to the case can be done in a variety of ways or methods, rather than a single fixed answer. The main purpose of doing this is to train the students' thinking, because the environment and background of the negotiation are very complicated and changeable. The model, so teachers can not teach students a fixed answer, can only cultivate students' ability and thinking of randomness, so the ideal teaching case should also have a complex background, teachers should encourage students to use their own methods for negotiation, and then teachers Comment on these methods and point out the shortcomings.

This is very important because the determinants of students' communicative competence are not teachers, but students themselves. In the business English classroom, teachers should recognize that students are the protagonists of the classroom, and teachers are only learning students. It helps in the process. The teacher gives the student a task. The student begins to explore the task, discover the problems, explore the communicative methods in the real world, solve the problem with the help of the teacher, and finally complete the task. In this process, the teacher does not provide the correct answer. Instead, they help students find the right answers, give students some guidance when necessary, and organize, coordinate, and observe the performance of each group. At the end, they will point out the problems that each group has in the learning process. Thereby improving students' ability.

The case is used first, that is, students must cooperate with teachers and must be able to participate actively and actively, so it is very important to train students well. Affected by traditional teaching methods, many students are accustomed to listening to the teacher's lectures, step by step according to the content arranged by the teacher, and are not willing to accept this novel teaching method, so that they do not cooperate with the teacher, and even some students think that the teacher just wants to relieve himself. The burden is so used, so teachers should let students recognize the superiority of this method. If traditional teaching methods are used to focus on teachers, it is difficult for students to find some practical problems. To give a small example, Helen's boss is very satisfied with Lee's purchase plan, but there are some opinions on the discount. The boss hopes that he can have a tough attitude towards the discount in the negotiation, thus winning profits for the company. Using traditional teaching methods, teachers only need to tell the students the answers to real success, but the actual operation is not easy, because it requires negotiators to negotiate on the price ups and downs of the seven and eight. Negotiation skills to find points of balance, the details of the middle and the thinking of negotiation are not expressed through simple narratives. Students need to experiment personally. Teachers must let students clearly understand this so that students can psychologically accept this. Only then will we be proactive in learning. On the other hand, teachers should teach students how to analyze cases, let students know that the use of cases is to let students use cases to reflect, reflect on some unique thinking and unique language skills in the case. Or it is to reflect some of the shortcomings in the case, not a dogmatic conclusion, the case environment is more complicated, which is also the basic characteristics of management practice. The third is to cultivate the team spirit of students. A

successful English business negotiation is not only done by one person's strength, but requires the close cooperation of the team. Therefore, teachers should pay attention to cultivating students' sense of teamwork when using case teaching. Teachers should divide students into small groups, and the team members work closely together to achieve commercial negotiation.

4. Conclusion

Case teaching helps to create a good and relaxed teaching practice situation, which can show the real and typical problems to the students, and the students will find these problems through certain practical operations, and work hard to solve them. In this process, not only Solved the problem, and more importantly, cultivated his thinking. Business English teaching through the case is very helpful for stimulating students' interest in learning and cultivating learning ability.

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