

A Study on the Effectiveness Model of Interactive Teaching Mode of Business English Based on Computer Aided

Hou Qian¹, Li Cuijuan²

¹School of Foreign Languages, Shaanxi University of Chinese Medicine, Xixian 712046, China

²Beijing 263 Enterprise Communication Co., Ltd, 100013, China

Houqian_1116@163.Com

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Abstract: Business English is a Special Purpose English Closely Related to Business Activities, with Interdisciplinary and Complex Characteristics. In View of This, It is Necessary to Construct a Business English Teaching Model, Which is Different from Other Subjects. The Article Aims to Explore How to Improve the Students in Different Contexts More Effectively in the Teaching of Business English. The Passive English Teaching Model is Transformed into a Multi Dimension and Multi-Level Interactive Teaching Model and the Process, Method and Evaluation Mechanism of the Cultivation of the Pragmatic Competence of the Students' Business English under This Mode Are Discussed, and the Pragmatic Competence of the Students' Business English Can Be Obtained under the Model.

1. Introduction

The primary function of language is communication, and the ultimate goal of teaching is to improve students' communicative competence. Therefore, the primary task of teachers is to guide students to learn, communicate and help each other. Dean, School of languages, University of San Francisco, QUASH. Douglas Brown proposed an interactive approach to language teaching [1]. In the process of language teaching, we should be guided by language acquisition and teaching theory, and on the other hand, according to the teachers' own characteristics, the learners' individual differences and teaching situations should be taken into account. Adopt flexible and changeable method of teaching and learning. The active arrangement of teaching and learning takes students as the center, fully arouses students' enthusiasm for learning, arouses students' desire for knowledge and interest in learning, and expands the space of personality. The purpose of this paper is to explore how to combine the interactive teaching model with the cultivation of college students' pragmatic competence in business English teaching, and to use modern science and technology such as computer, network and teaching software as the assistance to implement the interaction in and out of the classroom.

Comprehensive use of multi-dimensional and multi-level teaching mode, through effective interaction between teachers and students, students and students, the path of teaching and learning practice interaction, promote the improvement of students' language competence, including grammatical competence and pragmatic competence.

1.1 Humanistic educational theory

The theory of humanism attaches importance to human potential and believes that people have positive and positive growth potential under normal circumstances. Humanistic learning theory emphasizes that learning with personal meaning consists of four elements: learning is personal participation, which requires students' personal devotion, including emotion and cognition, and learning is self-initiated. Students have to discover, acquire, master and understand knowledge; learning is permeable and learning

changes students' behavior, attitude, and even their personality. Learning is self-evaluation, requiring students to evaluate whether their needs met. Yes, no, answer. Based on the theory of humanism, we aim at meeting the needs and interests of the students when we construct the teaching model of business English, change-teaching skills according to different situations, help the students to participate actively, inspire them to discover and obtain. The ability to master, understands, and learns to evaluate your learning.

1.2 Constructivist educational theory

Constructivism emphasizes the learner's active construction, which includes not only the learner's construction of the meaning of new information, but also the transformation and reorganization of his own experience. Piaget is the leading figure in the theory of constructivism. He emphasizes that the process of human learning is a process of active construction, and the amount of knowledge acquired by learners depends on the learner's original experience. The ability of mental structure and belief to construct knowledge does not depend on learners' ability to memorize and recite what teachers teach. The enlightenment of constructivism to education is that it is difficult to inject knowledge from the outside; the real education based on the student master. Based on dynamic understanding, education should provide students with meaningful learning experience and construct their own knowledge.

2. Based on the Constructivist Theory

The teaching model we designed advocates students to actively participate in and design classroom activities, so that students can collect learning resources and develop the ability to process information. The active participation of students in the design and preparation of classroom activities is a meaningful and constructive learning in the process.

It can be that both humanism and constructivism follow the principle of “learner-centered” and take learner autonomy as a prerequisite. Therefore, the business English teaching mode should make full use of modern technical resources such as computer, network, teaching software, and establish a multi-dimensional and multi-level interactive teaching mode with interaction in classroom and comprehensive application of communication outside class. Students are encouraged to actively participate in and experience the process of learning language, and through communication and cooperation, explore and practice, stimulate students to improve their interest in practical application of language, so that college students' English pragmatic competence can be the most effective cultivation and presentation.

3. Methods

In order to construct and implement business English teaching, the ultimate goal is to cultivate students' ability to use language more effectively in different contexts and social and cultural contexts, with the aim of classroom teaching, extracurricular activities and network technology. Business English knowledge, pragmatic knowledge, pragmatic principle introduction and pragmatic awareness cultivation are the core of the process syllabus, with task-based teaching as the basis, interaction between teachers and students, student interaction and human-computer interaction as the premise. Taking formative evaluation system as the guarantee for education forming the multi-dimensional degree, multi-layer, multi-layer, multi-level, multi-dimensional degree of interlocking of teachers and students, students and students, man-machine junctions. In the non English living environment, cultivating and improving the pragmatic competence of college students not only requires a gradual and interactive teaching process, but also needs to constantly create an environment conducive to the acquisition and cultivation of pragmatic competence, and to practice unremittingly in reading, writing, listening, speaking and translation. In the evaluation and assessment of students' foreign language proficiency, a

multi-dimensional, multi-level training mode of College Students' ability to use business English is established.

3.1 Business english teaching objectives

The characteristics of business English can summarize into three aspects: social etiquette and clear communication. Our established business English language teaching aims focused on developing students' communicative skills in English, emphasizing the use of English as a tool to learn about business culture. Through the introduction of pragmatic knowledge and pragmatic principles, students' practical language application ability in business context and social and cultural context is improved. In the design of teaching goal, attention should pay to the connection between theory and practice.

Ability-- the ability to understand people from different cultural backgrounds engaged in business exchanges. Constructivist learning theory holds that knowledge is the result of gradual construction in the process of interaction between individual and environment. Knowledge imparted by teachers, but acquired by learners in a certain situation, with the help of others, with the necessary learning materials and in the way of meaning construction. Based on constructivism theory, we assume that under the multi-dimensional and multi-level interactive teaching model. through the effective design of classroom activities, And the implementation of activities, providing meta-pragmatic information, real context, communication opportunities, pragmatic ability tracking test, through the teaching path and teaching practice interaction, teacher-student interaction, student interaction, human-computer interaction, Students' ability to use business English is bound to be improved.

3.2 Teachers and students, interaction between students and students, create a learning situation together

Constructivist learning theory emphasizes the creation of learning situations. The design of the learning situation should create a learning environment close to the real situation, in which the actual situation can be simulated, thus motivating learners to participate in interactive learning and to complete the understanding of the problem in the process of interaction. The application of knowledge and the construction of meaning are very important links in the mode of business English teaching.

In our interactive teaching mode, teachers advocate students to actively participate in, design classroom activities, so that students can collect learning resources, and develop the ability to process information. Students actively participate in the design and preparation of classroom activities, learning in the process. Teachers and students, students and students design teaching activities. Design activities are designed to use knowledge, train skills, train strategies, increase interest through different activity forms (role-playing, discussion, speech, debate, interview, project, etc.) Oral report, etc., to enable students to complete the task in all aspects of the ability (such as observation, investigation, organization, division of labor, analysis, demand On, arguing, inferring, selecting, inducting, planning, making decisions, researching, finding information, sharing resources, evaluating, writing, etc. Teachers and students interact with each other to create appropriate learning situations, stimulate students' initiative and creativity, enhance students' self-learning consciousness, and urge students to construct their own knowledge.

3.3 Teachers and students jointly organize teaching and implement multi-dimensional and multi-level.

Multi-dimensional interactive teaching mode, multi-level interaction refers to the interaction between students and teachers, the interaction between students and teachers, the interaction between students and students, and the interaction between students and extracurricular students. The teaching methods of Business English include task teaching, cooperative teaching in groups, the teaching of "students' mutual benefit and dependence", the breakthrough of only paying attention to the knowledge of book language, the teaching ideas and methods of classroom explanation and practice, and the establishment of the

combination of inside and outside classes. Combination of book language knowledge and extracurricular practice, classroom evaluation and practical pragmatic competence assessment, interaction between teaching path and teaching practice, interaction between teachers and students, and interaction between students and students Interactive teaching mode of man-machine interaction. Teaching activities are the unity of teacher and student activities, teaching and learning promote each other and depend on each other. Teachers use “student teachers” to organize classroom-teaching activities, which controlled by students inside and outside the classroom, so that students can realize “what is learned, not what is learned” in the process of “learning by doing”. Improve enthusiasm and initiative in learning, maintain interest and motivation, maximize internal causes, improve cognitive ability and problem-solving ability, improve self-guidance, autonomy, and consciously consult with others, Ability to communicate, coordinate, cooperate, etc. Teachers strongly encourage students to actively participate in classroom communication activities, promote positive discussions between teachers and students, students and students, and exchange with each other, to strengthen students' understanding of knowledge, inspire students to think independently, and cultivate students' independent analysis. Ability solves problems. Before and after class, students can assign tasks. Students take groups as units, use network and library resources, and through cooperation to complete the target tasks, so that students can interact with the preparatory knowledge and application after class. Give full play to the main role of students, form effective learning strategies, actively explore and practice, thus complete the corresponding meaning construction and improve their English language practical ability.

3.4 Evaluation of learning effects

The contents of the assessment should evaluate according to the overall objectives of business English teaching, the specific objectives of the course and the objectives of the individual. To help students understand the results of language learning, the test lies not only in the final exam, but also in the appropriateness and accuracy of the language used in ordinary times. The evaluation of design learning effect includes the evaluation of individual group and the self-evaluation of students, the evaluation of students and the evaluation of students by teachers. The evaluation process is also a process of teacher-student interaction. The evaluation mainly revolves around three aspects: the ability of the performance in the process of whether it meets the requirements of meaning construction.

Business English teaching pays great attention to the diversity of learning effect evaluation methods. Teachers should adopt flexible ways to assess students' studies, avoid the single written test form in the past, to test the students' overall learning level, learning ability, participation ability and adaptability, and highlight their dynamic and procedural nature. Research features of interactive, open and formative evaluation.

4. The Design of Interactive Communication Teaching Model

In order to achieve the teaching requirements and objectives, teachers should try to construct students' main position and make full use of the factors of learning environment, such as situation, cooperation, conversation, performance and so on. The initiative, enthusiasm and initiative of the students brought into play so that the students can effectively construct the meaning of the knowledge they have learned, and interactive communication learning is the effective form of comprehensive utilization of these elements of the learning environment. In order to achieve the purpose of business English teaching, the design of interactive communication teaching model is very important.

4.1 Design philosophy

Interactive communication teaching is well by interpersonal cooperation and interaction in teaching. According to the teaching content and students' interest in learning, cognitive rules and learning characteristics, teachers should design teaching forms suitable for cooperative learning group activities,

and guide students to participate in classroom interactive communication activities. Interactive communication activities focus on accomplishing tasks, with various forms, flexible, simple and easy to carry out, which is conducive to students' active participation, positive thinking, willingness to explore and practice, to cultivate students' innovative spirit and practical ability.

4.2 Pre-class task

According to the teaching content, the teacher assigns the task to the student to carry out individual or group activities, such as consulting the information, watching the video, setting up the corresponding simulation business activities or the situation of the negotiation of the foreign trade business, making a dialogue and preparing the full pre class preparation. The purpose is to make the students clear the target and focus of the study, and train the students to collect and deal with information and exchange cooperation. The ability to prepare for the activity of teaches.

4.3 Classroom teaching

(1)Including checking the completion of the tasks before class, reviewing the key contents of the previous class, watching the relevant teaching videos, listening to English songs, performing dialogues, and so on. This link is to use appropriate teaching resources and based on the students' existing knowledge. Introduce new teaching contents and stimulate students' enthusiasm for learning new knowledge.

(2)Learning and thinking. Students learn the key content of business English in this lesson (Business English vocabulary, usage of sentence patterns in communication, enlighten students to think about problems, guide students to put forward solutions, so as to learn the basic knowledge of business English well. Improve the ability to use language.

(3)Practical activities According to the teaching content of Business English, simulate the scene of business activity or foreign trade business negotiation, or watch the video, picture of real activity situation, carry on individual simultaneous interpretation, double communication, group discussion, role play, competition, etc. Let students in the activities to get personal experience and experience. In the creation of situations, interactive activities, each student created a free play space, in an atmosphere of safety and relaxation, they boldly talk and perform, and business English knowledge and communication skills are improved. The students' listening, speaking, reading, writing skills and actual combat ability can improve the quality of classroom teaching.

(4)Evaluation of activities The norm reference evaluation is changed into the standard reference evaluation, and the competition among individuals becomes the competition among the groups, and the total achievement of the group is taken as the basis of the reward. Teachers and students participate in the evaluation according to different teaching activities, such as student self-evaluation, mutual evaluation, teacher evaluation and so on. It is necessary not only to evaluate knowledge and skills, but also to evaluate and guide students from the aspects of emotion, culture and strategy, to enlighten students to discover their successes and failures in the application of business English knowledge and skills, to help students sum up their experiences and adjust their learning strategies. Improve language synthesis. Ability is practical communication skills in business English. Give play to the role of evaluation diagnosis and motivation.

(5)Job layout . Arrange the pre - class task of the group to prepare students to prepare well before class. They can also arrange the oral , hearing , recording and other homework at different levels , promote the students ' teacher - machine interaction , consolidate the knowledge of the class , and extend the study to the outside of the class .

4.4 After class reflection

Teachers reflect on the gains and losses in teaching, record the weak links in the activities and exchanges of simulating the real situation and the lack of business English knowledge, and put forward

measures to improve and perfect the students' understanding, mastery and application of the knowledge. In order to consolidate knowledge, correct deficiencies, and better adjust learning strategies.

5. Problems Needing Attention in the Teaching Mode of Interactive Communication

When designing the teaching mode, we should pay attention to the individual difference of the students. When designing the teaching model, we should analyze the students' individual differences, design different teaching models, and require students to participate in interactive communication activities, experience the happiness of success and acquire business English knowledge. Improve business English communication skills and practical skills. Only in this way can the teaching process become the process of acquiring information, reorganizing knowledge, revealing emotion and forming new experience, so that they can really learn the basic knowledge of business English, and improve their communicative ability and practical skills in business English.

Classroom interaction should deal with the relationship between teachers and students. In order to strengthen the interaction between teachers to students, students to teachers and students to students, teachers and students must deal with the relationship between teachers and students. We should not only take the students as the center, let the students participate in the whole process, participate in all aspects of the interactive communication activities in the classroom, and completely change the traditional teaching mode of "full irrigation", but also reflect the leading role of the teachers. Teachers should carefully design the teaching model according to the contents of the teaching materials, create corresponding simulated business situations and foreign trade activities, and do a good job in the classroom in the course of teaching implementation. The organization of the activities enables students to combine receptive learning with the use of sex learning in classroom activities, with teachers finishing their eyes and students raising one reverse three to achieve the purpose of interactive teaching in a pleasant atmosphere.

Classroom interaction activities should be authentic. In the interactive communication activities of Business English classroom, we should avoid always following the contents of the text and the known language materials, otherwise the two parties have no desire to transmit and absorb information, and there is no information gap to fill. Communication becomes a performance of fixed content and loses the meaning of business activities. The reality reflected in the reality of the classroom scene simulation. In the real business English simulation scene, the students, through playing different roles, have the experience of experiencing the situation, so that they can learn and use business English knowledge easily and happily.

6. Conclusions

The combination of information technology and the teaching of University Business English have realized the communication of business English courses through the computer network of information technology. The online interactive teaching of business English can not only cultivate students' interest in learning, stimulate the enthusiasm of students' learning, but also help to improve their learning. This new teaching system greatly compensates for the suppleness of traditional teaching methods and provides a more convenient platform for business English learning for college students. This paper analyzes the current situation of business English teaching, introduces the advantages of the application of the online interactive teaching system for English, and puts forward the application of information technology in combination with the information technology.

The interactive teaching mode is a multi-dimensional, multi-level interactive process between teachers and students, students and students, and man and machine under the open educational environment. Deepening and optimizing teaching interaction can promote students' active learning and development. It is a new type of teaching structure to improve teaching effect. Implementing multi-dimensional and

multi-level interactive teaching mode in business English teaching activities, making use of teachers and students to create learning situation, to cooperate with students, to organize teaching together and to evaluate effectively, can give full play to students' initiative in learning. Finally, the construction of knowledge and meaning is beneficial to the formation of students' cognitive structure. send out

The development of students' self-learning ability, innovation ability and speculative ability will meet the needs of creative and cooperative business English talents in the information age.

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