

## Research on the Innovative Strategies of Business English Talents Training in the Internet Era

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**Abstract:** with the popularity of “Internet +” in China, business English is also facing the pressure of transformation and upgrading. Based on the current development of business English and Internet in China, combined with internet thinking, this paper discusses the construction strategies of business English major from five aspects: the informatization literacy of teachers, the informatization of teaching resources, the informatization of teaching methods, the intellectualization of practice system and the diversification of evaluation mechanism.

### 1. Introduction

Business English major was established by the Ministry of education of China in 2007. By 2017, it has been popularized in more than 400 universities in China. With the rapid development of the world economy, China continues to promote the growth of cross-border trade on the basis of increasing opening up. In this case, China's foreign trade enterprises' demand for international business talents is also significantly increased, and the overall quality of talents is also required to be clearer and more comprehensive. At present, the curriculum system of business English is not perfect. Although the combination of English and business meets the needs of foreign trade enterprises, it is difficult to combine the two disciplines. English teachers often only teach language knowledge, but can't teach business knowledge in depth. Moreover, the overall level of teachers in Colleges and universities is not low, and the interdisciplinary teaching ability is weak, which leads to the training. Although the graduates have business knowledge and English foundation, they can not integrate the two and meet the needs of enterprises for senior business talents. In the “Internet” era, it is urgent to explore and cultivate business English talents who meet the requirements of cross-border business activities in combination with the advantages of modern information technology.

### 2. The Current Situation of Business English Major Construction

In recent years, there have been many researches on the construction of business English major. Many Chinese scholars have also discussed it from different perspectives. The specific research can be divided into the following four categories. The first type is to explore the mode of professional construction for the purpose of serving social needs. This kind of research pays more attention to the needs of business English professionals, and is oriented by service employment and economy. The second kind is to explore the construction of business English major according to specific theories. This kind of research pays more attention to the theoretical basis of subject construction and provides ideological guidance for subject construction. The third kind of research focuses on the promotion of students' special skills. This kind of research explores how to teach students business translation skills, business management skills and cross-cultural communication skills. The last one mainly discusses the possibility and implementation plan of the transformation of business English major to other directions. The background of this kind of research is that the number of business English major students is in a historical position, with the purpose of improving the attraction and number of students of business English major.

In general, China's research on the construction of business English major has achieved good results, not only in theory, but also in combination with empirical research of macro data, and in combination with micro research of actual skills upgrading strategies. These studies have laid a solid

foundation for others' research, but there are also some deficiencies. For example, some of the studies are more subjective from their own experience, and some of the strategies put forward by some studies are not combined with modern information technology, which is not in line with the trend of the times. Therefore, combining with the Internet, this paper discusses the innovative strategies of business language talents training.

### 3. Analysis of the Macro Background of “Internet +”

Since the concept of “Internet +” has been put forward, all walks of life in China are thinking about how to innovate and reform with the Internet. “Internet +” refers to the integration of Internet services in industries, businesses, services and other industries through the Internet and learning technology, so as to realize the innovation of industrial ecology. “Internet +” emphasizes not the research of information technology, but the application of information technology, and excavating the potential of “interconnection of all things”. In addition, the development of Internet technology, such as cloud computing, big data and artificial intelligence, has made the realization of “Internet +” more possible. “Internet +” is no longer only applied to all walks of life in the economy, but also has a very rich application in other fields such as politics and culture.

From the perspective of education, the “Internet + education” mode is just beginning. Scholars are exploring how Internet information technology can improve the quality of education and innovate teaching methods, and have achieved good results in some schools, such as MOOC, micro class, cloud classroom and so on. The new educational mode of interconnected information technology is starting to emerge, and barrage teaching, VR virtual training and so on. It also greatly improves the communication opportunities between students and teachers, and improves the practical ability of students. Therefore, in the process of transformation and upgrading of business English major, it is almost an inevitable choice to combine the Internet information technology teaching reform with the general trend.

### 4. “Five in One” Innovation Strategy for the Construction of Business English Majors in the “Internet +” Era

In the era of “Internet +”, the construction and innovation strategies of business English major are discussed from the following five aspects: the informatization literacy of teachers, the informatization of teaching resources, the informatization of teaching methods, the intellectualization of practice system and the diversification of evaluation mechanism, as shown in Figure 1.

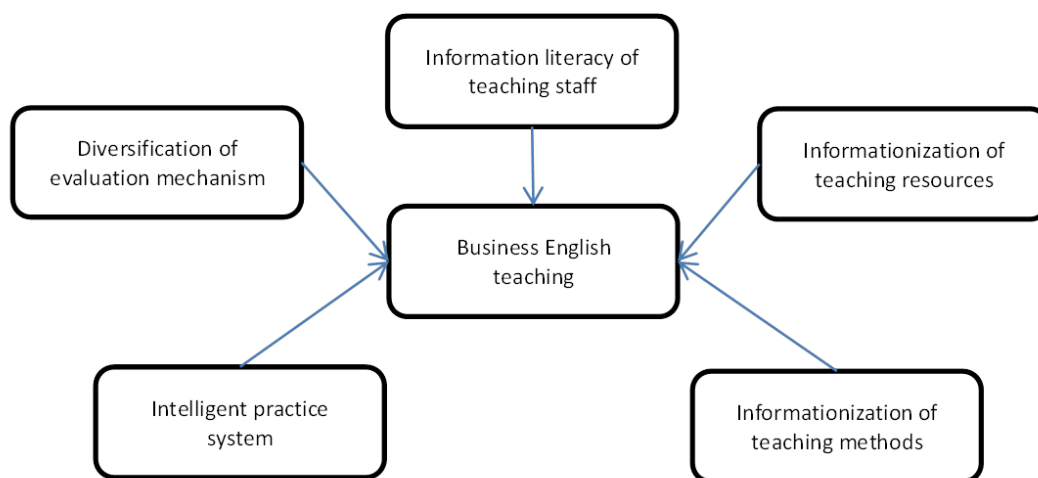


Fig.1 “Five in One” Construction Strategy of Business English Major

#### **4.1 Improve the Information Literacy of Teachers**

The improvement of teachers' information literacy is carried out from both inside and outside the school. In school, we should pay attention to integrating computer technology into Teachers' daily work, and cultivate teachers' habit of using computer teaching. For some teachers with poor application ability of network technology, we can promote the popularization of information-based teaching by means of special training or matching with young teachers. Outside the school, we should strengthen communication and cooperation with relevant enterprises, invite enterprise experts to the school for guidance or allow school teachers to take part-time training in the enterprise. This method can make teachers master the operation of cross-border business activities of enterprises more clearly, and make the follow-up teaching more suitable for the business work situation, so as to make the Internet technology applied in the correct direction in teaching.

#### **4.2 Access to Information-Based Teaching and Learning Resources**

The informatization of educational resources should start from two aspects: curriculum setting and the development of network teaching resources. In terms of curriculum, the basic courses and professional courses of business English major should be set up according to the needs of contemporary business talents training and in combination with information technology. In addition to university computer foundation courses, cross border e-commerce courses, online logistics courses and online marketing courses can also be added according to the needs of the times. In the application of information resources, we should cooperate with enterprises to develop and construct the course construction group of information conversation according to the needs of enterprises and students, so as to make the course teaching resources continuously updated. In addition, we should try our best to use information technology to encourage students to make up for the deficiency of actual class hours through network learning in the way of MOOC and other network teaching methods, and promote students through the feedback system of network teaching. The communication and interaction between teachers and students can realize the effective development and utilization of teaching resources.

#### **4.3 Promoting the Informationization of Teaching Methods and Means**

The informatization of teaching methods should start from three aspects: curriculum resources preparation, online learning and curriculum teaching innovation. In the preparation of curriculum resources, teachers should discuss the theme of each teaching unit together with the teaching and Research Office, and compile courseware of teaching plan making based on business practice cases and other materials. These resources can be shared to students in the form of network resources, so that students can preview and review. In the online learning stage, in addition to using technical means to ensure students' actual participation in online courses, a communication section should be set up to allow teachers and students to communicate in real time through the online teaching platform, so that students' questions can be solved in time. In the process of online learning, the form of meeting in class tests students' mastery of classroom knowledge, and serves as an important basis for teachers to adjust teaching content. In the innovation of classroom teaching, we mainly adopt the way of flipped classroom. Flipped classroom makes the teaching subject of business English change from the original teacher to the student. It promotes the mastery of narrative by the practice and communication of the students in the classroom. In this process, the teacher plays a more important role in leading out the topic of "throwing bricks and attracting jade". In the flipped classroom, the teacher mainly gives the topic of discussion and learning, and completes unit learning in the form of group discussion and team cooperation, which not only has strong interaction, but also can exercise students' practical ability of knowledge.

#### **4.4 Construction of Intelligent Practical Teaching System**

The practice teaching intellectualization mainly starts from the first classroom, the second classroom and the third classroom. The first class is the most basic practice class, which is mainly based on the practice content arranged by the school, covering in class practice, primary school

practice, collective practice and graduation thesis, etc. The first classroom should make full use of the Internet resources and build a training platform in combination with the characteristics of business English major. The practice of the first classroom should be carried out on the training platform. In the training platform, students play various roles in the process of foreign trade in a simulated way, and complete the project negotiation, project approval, planning, order placement, payment, guarantee, logistics and other steps in combination with specific commercial projects. Data generated by students in the training process will be collected. Teachers analyze these data through big data analysis and other tools to understand students' mastery of international business practice. For example, taking the course of foreign trade correspondence as an example, the first class needs to simulate all aspects of correspondence and require students to practice in combination with business negotiation and business writing; secondly. As the training platform of the first classroom is the network virtual training, which may be different from the actual situation, therefore, in the primary school period, the school should also contact with foreign economic and trade enterprises such as cross-border e-commerce enterprises to provide students with internship opportunities outside the school.

The second classroom is the extension of the first classroom, which is no longer a simple basic requirement for business English skills. It takes the actual competition as the core, requires students to participate in Business English related community and competition training, and trains students' knowledge application ability in combination with competition training resources inside and outside the school. Among them, the main competitions are international business negotiation competition, business English speech competition, business practice skills competition and business translation competition. In addition, the second class also requires students to take TEM4, TEM8, them4, them8, BEC and other certificates, so that students will have strong practical ability of business English when they graduate.

The third class focuses on school enterprise cooperation, and the enterprise further guides the students' practical skills according to their own needs. The third class takes the enterprise as the main body. Students need to go to the enterprise for training and practice, and provide half a month of compulsory service for the enterprise, so as to make up for the lack of students' simulated practice in the school. In addition, in the context of school enterprise cooperation, students will have the priority to enter the job, can experience the future work environment in advance, and be familiar with the operation mode of international business, which will greatly promote the future growth of students.

#### **4.5 Design Diversified Evaluation Mechanism**

The diversification of evaluation mechanism can be started from three aspects: Students' independent evaluation, changing the summative evaluation to formative evaluation and building a third-party evaluation system for students' learning. Students' self-evaluation encourages students to use internet teaching resources for self-evaluation before the actual examination, and allows students to freely choose the content and time of review. This way helps students master their own learning situation and cultivate their self-evaluation habits. Changing summative evaluation to formative evaluation emphasizes continuous evaluation of learning process. Business English teachers should make accurate assessment of students' learning situation in combination with various daily ways -- comprehensive assessment in the form of text recitation, simulation negotiation, translation assignment, reading report, dictation, etc., so as to realize the comprehensive monitoring of students' learning situation. To build a third-party evaluation system for students' learning requires cooperative enterprises to actively participate in the evaluation process of students' mastery of practical business English skills. Through the evaluation of students' half work, half study and post practice in enterprises, students' mastery of practical knowledge and skills is evaluated, and students' studies are evaluated according to enterprise standards. This way of using the third-party evaluation to assist evaluation is helpful for teachers and students to change their thinking quickly, so that students' learning can better meet the needs of society.

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