

## Discussion on the Practice of Internet Plus Business English Teaching Mode

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**Abstract:** With the development of the information age and the popularity of the Internet, it is an inevitable trend to develop the practice teaching of Internet plus business English. It is not only possible to innovate the English teaching mode, but also to cultivate students' good self-learning ability. It is of great significance to improve the effect of English learning. This paper analyzes the innovation path of this mode of practice from the necessity of the practice of teaching mode of Internet plus business English.

### 1. Introduction

English is a discipline that is biased towards practice. Business English major lays particular emphasis on oral English and translation. Listening, speaking, reading and writing, oral English and translation are all important means to cultivate students' English literacy. With the advent of the information age, the connection between the Internet and all walks of life is deepening, especially in teaching. Most colleges and universities have adopted multimedia and other teaching methods. How to better combine high-tech means with student learning is the focus of teaching discussion in colleges and universities. The implementation of the Internet plus business English practical teaching mode is the inevitable trend of the development of higher education. It can enhance students' interest in learning, create a good language environment and meet the individual needs of students' learning.

### 2. Practical value of the practical teaching mode of Internet plus business English

The continuous popularization and application of the Internet has brought great convenience to teaching. Premier Li Keqiang believes that in the Internet era, we must pay attention to giving full play to the role of the Internet and strengthen links with all walks of life. In the background of Internet, English education in colleges and universities is facing both opportunities and challenges. The direction of the reform of English education in colleges and universities is a multiple instructional mode based on high-tech means such as the Internet and a diversified learning environment.

#### 2.1. Meeting the requirements of the knowledge economy era

With the development of modern technology, the frequency of knowledge update is getting faster and faster, and the update cycle is getting shorter and shorter. In the era of continuous development of the knowledge economy, if college students only think that it is enough to master the knowledge taught by the teachers in the classroom and the knowledge in the teaching textbooks, they will be eliminated by this era. Nowadays, the competition for talents is fierce. The knowledge learned only in the classroom can not meet the professional and work needs[1]. Therefore, in the process of university study, students should have the ability to learn independently, use the educational resources in colleges and universities to continuously improve their learning literacy, improve their added value and market competitiveness, laying a solid knowledge reserve for future work. Self-learning ability is the way students use their teaching resources to learn actively. On the one hand, it increases the amount of knowledge replenishment, supplements the lack of knowledge in classroom learning, and expands the horizon of knowledge. On the other hand, in the process of

independent learning, students have exercised their hands-on ability and willpower, and they have trained their innovation ability and thinking ability in the process of learning. In order to meet the requirements of the era of knowledge economy and improve their core competitiveness, it is necessary to focus on cultivating their own autonomous learning ability in the ordinary learning process[2]. Therefore, it is particularly important to innovate teaching mode and cultivate college students' autonomous learning ability. The Internet plus business English practical teaching mode just meets this need.

## **2.2. Meeting the needs of the education model in colleges and universities**

As early as the 1970s, UNESCO has proposed that human beings should move toward a learning society. Creating an environment for autonomous learning, exploring autonomous learning models and cultivating students' independent innovation ability are important contents for building a learning society. According to the teaching requirements of the Ministry of Education for colleges and universities, cultivating students' autonomous learning ability and innovative ability is an important part of teaching objectives. It not only meets the requirements of teaching, but also meets the needs of teaching mode. Students' ability to innovate can directly influence students' personal development and the development of lifelong learning ability. The implementation of the Internet plus business English practice teaching model just meets the needs of this teaching model, it breaks the limitation of time, space and geography, which is conducive to the overall development of students[3].

## **2.3. Adapting to the requirements of the higher education model**

The current society is demanding more and more for talents, which requires students to continuously improve their learning literacy and comprehensive quality. The traditional teaching mode has been unable to meet the needs of the development of the times. Students can not passively accept the knowledge imparted by teachers in class. They should strengthen the ability of autonomous learning and the exploration of innovative ability. This is also the learning requirement in the higher education model. There is a great difference between the teaching mode of universities and that of primary and secondary schools. To a certain extent, primary and secondary education in China is a test-oriented education model. The purpose is to prepare for the college entrance examination and the senior high school entrance examination. The main intention is to help students achieve good grades and pass the exam successfully. Therefore, in the teaching process, teachers are very clear and meticulous in the division of the important and difficult points for the learning tasks. Students can clearly recognize the knowledge points that should be memorized in the study, and consolidate the knowledge points that need to be remembered in the review activities the teacher organized. They successfully complete the teaching tasks with the practice in class and the supervision of the teachers to achieve certain learning effects. However, in the process of classroom teaching in colleges and universities, there may be only 40 hours for a subject. Teachers may be too fast in lectures and will not explain every problem students encounter as carefully as the primary and secondary school teachers[4]. Classes in colleges and universities focus on cultivating students' ability of independent innovation and inquiry. If the previous teaching mode still be blindly used, the teaching requirements will not be achieved. The implementation of the Internet plus business English practice teaching model is consistent with the goal of talent training in colleges and universities, and meets the development requirements of education reform.

## **3. The application of "Internet plus" teaching in business English practice**

### **3.1. Respecting individual differences and meeting the learning needs of each student**

With the rapid development of the Internet era, students can use Internet resources to learn independently. Students can start their learning activities rhythmically according to their own learning progress, and can choose their own learning methods according to their own preferences.

This breaks the limitation of traditional teaching mode that students follow the rhythm of teachers' lectures, making the learning process more free and democratic. Students can collect information online according to their favorite courses, and can make daily study plans according to their own learning progress. This meets the learning requirements of different individuals, and also cultivates students' good independent learning and innovation ability to a certain extent. For example, if they want to learn non-professional courses such as calligraphy and paper-cutting, they can use the Internet to search for related courses to achieve the purpose of learning. This solves the problems that traditional courses will encounter from the source. In the practice of "Internet plus" business English teaching mode, the communication between teachers and students can be effectively enhanced, creating a good learning environment for students' learning and helping to improve students' English literacy.

### **3.2. Realizing resource sharing and making it easier to access teaching resources**

The advent of the Internet era has made resource sharing possible and made teaching materials more accessible. The problems students encountered in the learning process can be found through search engines such as Baidu, Sogou, etc. or by posting in the post bar, asking for help in the forum to obtain teaching resources[5]. Online education breaks the limitations of traditional education, and various teaching resources emerge as the times required on the Internet. Students can quickly search for the teaching resources of major colleges and universities. Applying the "Internet +plus" teaching mode to the teaching process of business English makes the teaching methods of teachers more flexible and enriches the teaching content effectively. This realizes resource sharing, improves the utilization of teaching resources and maximizes the teaching effect.

### **3.3. The learning methods is diversified and teaching effectiveness is effectively improved**

In the past learning process, the learning style is single, and students can only study through teaching textbooks, magazines and newspapers. In the "Internet plus" teaching mode, students can obtain the teaching materials they need through platforms such as the Internet. In the past, students could only search for information through the books in the library. Nowadays, the book collections of major colleges and universities can be found through the electronic library. Students can conduct online academic discussions through Wechat Groups, etc. This breaks the previous single learning model and promotes the exchange of learning between students[6]. In the Internet plus teaching mode, teachers blindly instilling knowledge and students passively accept knowledge obviously can not achieve the desired teaching effect. Teachers should reasonably construct a knowledge network so that students can truly participate in the teaching environment and truly realize active learning of English knowledge. Using the "Internet plus" teaching mode to carry out business English teaching effectively makes up for the deficiencies in the traditional education process. It is difficult to truly realize the organic integration of information technology and business English classroom environment, and it is impossible to realize functions such as man-machine interaction. "Internet plus" can create a good mobile learning platform for students. Students can use the voice assessment function of spoken English to make timely feedback through the Internet. Students can use the feedback information to correct mistakes in time, and then improve their oral English ability. Meanwhile, data analysis technology on the Internet can record students' English learning in time. Through the analysis of the recorded data, the teacher can know the actual situation of the students' English learning in time. Teachers can take appropriate teaching strategies according to the deficiencies in the students' learning process and help students improve their learning problems in a timely manner. In the Internet plus teaching mode, online teaching expands the content of classroom teaching and is of great significance for improving teaching effectiveness.

### **3.4. Building an English communication platform for college students**

In recent years, there have been many mature English learning software on the market, such as Shanbei and Baicizhan, which have met the individual needs of different students and have been loved by most students. However, the use of these Apps is not much related to the learning of

classroom knowledge, and it is difficult to form a combination of online and offline mode learning. Schools or teachers should build an effective mobile learning platform in teaching activities to publish extracurricular knowledge that is consistent with students' classroom learning. Teachers can also set up class WeChat groups, building a platform for students to communicate with each other and creating a good mobile learning environment for students. Schools can build a library of learning resources for students to learn[7]. Schools should strengthen the propaganda of the "Internet plus" teaching concept and set up a special room for individual mobile study to provide students with a good learning environment. Carrying out relevant English practice activities to provide timely guidance to students' learning problems, helping students major in business English learn better. Teachers can divide students into different study groups to make them participate in study in the form of groups. In this way, students can make full use of their subjective actions and the reward mechanisms can be set up to encourage students to better learn independently. Collaborative learning of the "Internet plus" teaching model is a new direction for the development of education. In this kind of environment, students can ingest learning resources more broadly, and they are more motivated in the learning process. They can start learning activities at anytime and anywhere, which enriches their horizons and improves their learning efficiency[8].

#### **4. Conclusion**

In summary, in the context of the "Internet plus" era, English teachers should effectively integrate Internet information technology into the classroom teaching process to stimulate students' internal learning motivation, improve students' interest in learning, allow students to fully participate in teaching activities of business English and guide students to learn independently, improving the effect of business English teaching and the proficiency of English learning of students. In the process of business English teaching in colleges and universities, teachers should closely link the network technology and classroom teaching activities in the implementation of the Internet plus business English practice teaching mode.

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