

Business English Teaching Practice based on Mobile Terminal

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Abstract

The cultivation of students' comprehensive vocational ability depends largely on practical teaching. Practical teaching can integrate theoretical knowledge with practice organically, so that students' knowledge and skills can be developed. "Internet +" the arrival of the era, to our study and life bring great opportunities, at the same time we also see the development of Internet technology brings to our traditional classroom and the traditional teaching of huge challenges, or change a perspective, how the Internet education in front of these challenges have further development, the development of the Internet education can leave the traditional classroom teaching, the Internet education will replace the traditional classroom teaching, the problem is we are thinking about. The construction of practical teaching system is the key to the reform of higher vocational education and an important part of business English teaching. It is related to the quality of talent cultivation of this major, but also related to the employment of students. The construction and effective implementation of practical teaching system is the key to the realization of business English talent training objectives, which is related to the survival and development of business English majors.

Keywords

Mobile learning; Blended learning; Internet education: mobile terminal; Business English.

1. Introduction

The great employment prospect of business English major makes all colleges and universities open this major in succession. However, in the actual operation process, many colleges and universities have not considered the needs of the society and regional economy, and the cultivated students are not well qualified for international business activities, and the graduates' employment competitiveness is not strong. In particular, a large number of small and medium-sized enterprises to join the foreign trade industry, graduates can quickly post, for the company to create profits. Enterprises need students not only to have English communication skills, but also to be familiar with international trade practices, terms and procedures, with the ability of practical operation. This puts forward higher requirements for the cultivation of business English talents[1].

With the advent of the era of "Internet +", more and more people begin to reflect on the traditional education pattern: the traditional force-feeding teaching way no longer fit, exert the students' subjectivity, actively guide students and inquiry-based learning by modern education technology means, the boundaries between disciplines is no longer clear, we tried all sorts of more interdisciplinary curriculum design, natural cohesion will be all kinds of course, is no longer a fixed time to arrange courses, but more problems and project based learning. In the field of our education, deep learning is a kind of study way, its purpose is to build a meaningful learning, at the same time in the memory on the basis of understanding and grasp, manipulate, inductive, combined with the original cognitive structure of learners, to learn knowledge and receive new information critically, and to establish a connection between the knowledge, and then through the analysis, decision-making and problem-solving learning. Deep learning it

besides expressing an understanding of the essence of learning, at the same time, deep learning requires learners to all kinds of complicated situations with critical depth study and reflection, depth of knowledge information processing, but also deeply understand complex concepts and grasp the inner meaning of knowledge, learners actively construct personal knowledge system and effective transfer application to the actual situation to solve more complex problems, eventually to promote the comprehensive study and the purpose of the development of the higher order thinking ability[2].

2. Blended Learning

Blended learning is mainly about the construction of information technology and curriculum integration theory and the new development of instructional design theory. The learning forms of blended learning are diverse, and teachers and trainers need to mix them according to different learning objects, learning needs and learning situations. Of course, this will provide many innovative opportunities for those who plan to apply blended learning to curriculum design. Blended learning is not only widely used in higher education, but also in basic education. Blended learning is to combine the advantages of our traditional learning methods with those of digital learning. The core of blended learning is to use different media to promote learners' learning, adopt different ways of information transmission to convey the learning content, guide learners to solve problems in different ways in the learning process, and finally achieve the goal of improving the learning effect[3].

3. Mobile Learning

At present, many definitions of mobile learning are to interpret mobile learning from various perspectives. In many developed countries, Mobile learning is relatively mature, but also gives the definition of a lot of authority: in the Mobile Education - a glance at the future "article Alexander Dye and others for Mobile learning (M - learning) made a more specific definition: Mobile learning is learners with the help of the Mobile terminal equipment, can break the limit of time and space learning whenever and wherever, learners used in the Mobile learning to Mobile devices need to be able to effectively the specific contents of the present study, And can provide teachers and learners to communicate.

mobile learning is regarded as a brand new learning method, which provides great convenience for people's learning behavior. Although the characteristics of mobile learning are basically similar to other digital learning, and it is also network, device and interactive, the mobility and context-related characteristics of mobile learning itself make mobile learning different from digital learning and network learning that we have known before.

4. Combination of Independent Learning and Cooperative Learning

The mixture of autonomous learning and cooperative learning is a kind of mixture of teachers' teaching methods. Apart from independent mobile learning, students can also use mobile devices to conduct remote group learning with other learners. For example, the homework assigned by the teacher requires group discussion as well as independent completion. In this way, topic discussion groups can be created in the mobile teaching platform to exchange learning tasks. Teachers can choose, combine and adjust independent learning and cooperative learning according to the specific content of the knowledge learners need to learn and the learners' recent mastery of the knowledge. This is teacher's teaching mode and teaching method of a hybrid, flip the classroom as a new teaching mode, the first refers to the students at home to watch video on autonomous learning, in the classroom is mainly responsible for put forward after watch the video to get some learning problems get deeper understanding of a

problem or to discuss the solutions to solve the problem with others, and teachers' teaching method and the collaboration method is used to follow up the students' learning needs, achieve the purpose of helping them achieve personalized learning [4]. Then flip the classroom evolution related study materials for the students autonomous learning at home, not only refers to the video content, the learning materials It can also be other forms of learning material.

5. Practical Teaching of Business English

According to the training objectives of higher vocational talents, business English majors should strengthen the construction of professional courses, and cooperate with enterprises to develop a higher vocational business talents training course system based on the process of international trade work, language application and practical vocational skills. At the same time, curriculum resources are integrated and curriculum reorganization is carried out. The framework of the curriculum system for business English majors has basically taken shape.

The practical teaching system emphasizes the cultivation of students' practical skills and the adequacy of theoretical knowledge, and strengthens the cultivation of technical skills on the theoretical basis. Professional basic courses and specialized courses emphasize the combination of theory and practice, and practice immediately after learning the theory, so as to put what is learned into practice and make each project teaching form a part of professional ability. Develop teaching plans and curriculum standards that are compatible with the open practice teaching system. The establishment of teaching plans and curriculum standards requires the participation of industrial enterprises, so as to form an "industry-oriented" practical teaching system and further shorten the gap between schools and enterprises[5].

Due to the large class type and large number of students, the practical training equipment could not meet the needs of the class. In order to meet the standards of students' practical skills, the students were divided into study groups and a recycling system of the practical training room was established. Reasonable arrangement of training time, some students finish the training task in class, some students finish the training task out of class, make the language training room, situation simulation training room, foreign trade documents training room and other training places equipment cycle, maximize the equipment utilization rate, to meet the requirements of students training[6].

The practical training project design of business English major is based on the post ability and is presented and completed in three stages according to the principle of ability progression. The first stage is single skill training, that is, according to the requirements of business trade single skill training, set up practical training items according to semester and level, such as English comprehensive ability training, business negotiation training, document training, business correspondence training and so on. The second stage is the comprehensive practical training. In this stage, the comprehensive application ability of each individual skill during the school period is checked. The comprehensive practical training project covers all the technical skill projects of the students during the school period with the participation of enterprise instructors. The third stage is the in-post internship, in which students conduct various business operations in a real enterprise environment to accumulate practical experience and lay a foundation for better adapting to the employment position[7].

6. Construction of Hybrid Teaching Design Model based on Mobile Terminal

In the actual English teaching in the morning, the implementation of the whole teaching activity is not only about online learning or offline learning, but also includes a variety of learning methods, which are interwoven and combined with each other and carried out alternately

according to the needs of learning (figure 1). The construction of hybrid teaching design model based on mobile terminals mainly involves the design of online and offline learning activities, mobile learning resources, learning process and learning evaluation.

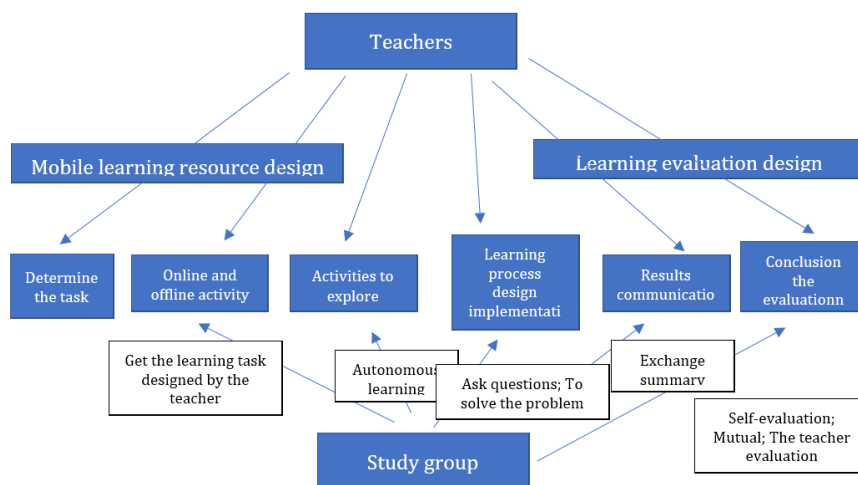


Figure 1. The construction of hybrid teaching design model

7. Hybrid Teaching Practice Model based on Mobile Learning

The learning content of students in class is a combination of mobile learning mode and traditional learning mode. The extracurricular learning is mainly mobile learning, with traditional paper learning materials as auxiliary learning. The teaching method is no longer limited to classroom teaching only relying on multimedia equipment, but can also use mobile terminals for classroom interaction and timely feedback, and carry out learning anytime and anywhere after class. For example: the teacher in class in the lead the students to read the English text, notation on the traditional paper-based materials may be used for direct read and annotate directly, when teachers need students to upload their complete homework can use mobile teaching platform to upload, the teacher get the accurate data statistics and analysis of the result in time, after class the teacher can remote help students solve various problems in the autonomous learning, students can also use mobile terminals installed in English and Chinese standard refer to encountered in the learning don't understand the words.

8. Practical Effect Evaluation

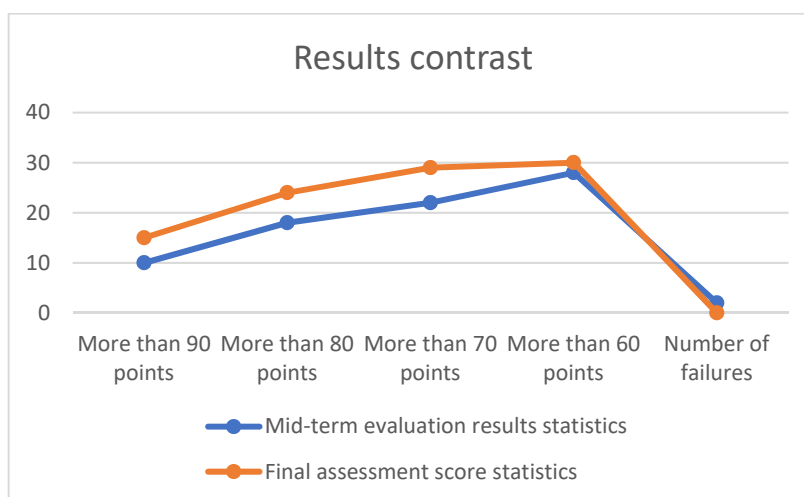


Figure 2. Comparison of results before and after the experiment

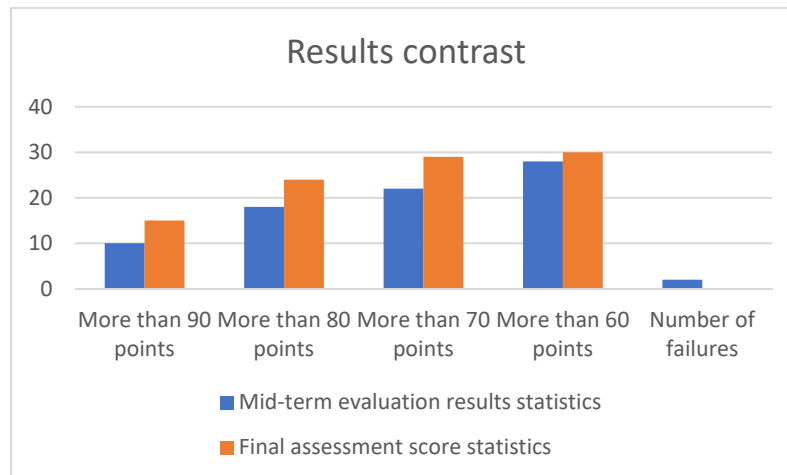


Figure 3. Bar chart of results before and after the experiment

Through the business English professional the mid-term exam and final test results of the examination results, and students on the midterm and final overall performance contrast has greatly improved, especially the number of students in more than 90 points increased obviously, the implementation of the conclusion: the experiment for performance in the high grade students of average level obviously.

9. Conclusion

This study, guided by basic theoretical knowledge and combined with specific educational and teaching practices, reached the expected research goal of the author. , to build a hybrid learning teaching design process based on mobile terminals, and to carry out teaching practice by combining face-to-face traditional classroom teaching, mobile learning, group cooperative learning and other learning activities. Practical data show that blended teaching based on mobile terminals can help students to carry out effective blended learning, improve students' learning efficiency and various aspects of business English learning ability, enrich students' learning interest and ultimately improve their academic performance. The hybrid learning method based on mobile terminal reflects the subjectivity of students and is conducive to the cultivation of learning ability, which is recognized by the experimental research objects and students' parents.

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