

## Cultivation of Business English Majors' Information Literacy Under the Background of New Arts Concept

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### Abstract

**Information literacy, as one of the most important basic abilities in information globalization, also plays an important role in business English learning. It can promote students' learning, master new skills and improve their ability to acquire knowledge. This paper first expounds the status quo and problems of information literacy of business English majors under the background of new liberal arts, and the integration of information literacy training into business English teaching. On this basis, it analyzes the ways to cultivate information literacy of business English students.**

### Keywords

**New Liberal Arts; Business English; Information Literacy.**

### 1. Introduction

In 1974, Paul Zeckowski, president of the Information Industry Association of The United States. Zurkowski put forward the term "information literacy" for the first time, and summarized it as "the technology and skills to make use of a large number of information tools and major information resources to get answers to questions and use information". In 1989, the American Library Association (ALA) defined it as "the ability to recognize when information is needed, to effectively find, evaluate, and use information that is needed, and fundamentally to know how to learn." Ji-qing wang, a professor of information literacy in the "information literacy theory" summed up as: by education institutions to foster, access to information in the information society, the use of information, develop information accomplishment and ability, including information consciousness, information, emotion, morality, information ability and other aspects of common sense and confidence of [1], a comprehensive evaluation. Based on the research of scholars at home and abroad, information literacy is mainly composed of information awareness, information knowledge, information ability and information morality. The 21st century is an era of high technology, information, economic globalization, effectively grasp and using information to study, life, production and other social aspects have a vital role. At the same time, the evaluation of new talents has expanded from comprehensive abilities such as knowledge and skills to information literacy ability. Only information literacy ability can lay a foundation for lifelong learning.

It is generally believed that information literacy includes: "the ability to acquire information; Ability of information analysis; the ability of information processing; the ability of information innovation; Ability to use information; Collaboration and communication skills ". [1] In 2000, the American Association of University and Research Libraries adopted the "Information Literacy Competency Standards for Higher Education in the United States", pointing out that information literacy refers to an individual's "ability to recognize when information is needed and to search, evaluate and use information effectively". It applies to all disciplines, learning

environments and education levels. It allows learners to master the content, expand the scope of research, and have more initiative and autonomy.

In the construction of new liberal arts, higher foreign language education should not be absent. Accelerate the construction of new liberal arts, and respond positively; Cultivate high-quality foreign language talents and actively seek change [2]. Based on the whole-person education concept and combining theory with practice, this paper systematically discusses the implementation path of information literacy cultivation for business English majors under the background of new liberal arts by referring to Taylor's target model. The cultivation of information literacy of business English majors should be constructed with "interdisciplinary integration, three-dimensional crossover, hierarchical progression and cyclic improvement", so as to realize the organic integration of knowledge imparting, ability cultivation and value shaping, achieve the unity of education and talent cultivation, and ultimately achieve the fundamental goal of cultivating talents through virtue.

## **2. Current Situation and Problems of Information Literacy of Business English Majors under the Background of New Liberal Arts**

### **2.1. Lack of Information Knowledge and Ability**

Students acquire information blindly with unclear goals. They mainly rely on Baidu and other public network search tools to obtain information, and fail to effectively screen the accuracy, authority and effectiveness of information. They are not clear about the distribution of network resources of their major and do not make retrieval strategies to obtain relevant information about their discipline and major. Many students are not skilled in the operation of commonly used software such as Word, Excel and PPT, their information retrieval skills are limited to keyword search, and they do not understand advanced retrieval methods, so they cannot simply obtain the required professional information knowledge, and their ability to screen, analyze, process and evaluate information is even less.

### **2.2. Weak Awareness of Information**

Information consciousness refers to the ability reflection of objective information and information activities in people's minds, which is manifested as people's information sensitivity, observation and analysis and judgment ability to the things or things they care about, and the ability to innovate information.

Most students have taken information technology courses, but their awareness of information is weak. Students spend most of their time on wechat, QQ chat and games, and lack the awareness of using information tools to acquire and process information. They cannot actively obtain relevant materials according to their own learning objectives and analyze, summarize, use and innovate them to improve their learning efficiency [3].

### **2.3. Information Ethics Need to be Strengthened**

Because students have little understanding of network security rules, vague awareness of network ethics and lack of copyright awareness, they only consider convenience and freedom, use pirated products, quote others' research results without labeling, and spread false information unintentionally. Vocational colleges should pay attention to all these and strengthen the guidance of information morality for students [4].

### **3. Integration of Information Literacy Training in Business English Teaching**

#### **3.1. Renew Teaching Ideas and Establish Positive Information Consciousness**

In the era of "Internet Plus", the cultivation of information technology is not limited to teaching students how to use information technology and tools, and it has become a key core ability of students' lifelong learning and development. Higher vocational business English major training with international vision and interdisciplinary talents specialized knowledge and skills, information literacy and business English professional will be good for students to improve access to information, identify, using the ability of professional knowledge, help them to classroom learning extends to the outside, improve the ability of autonomous learning to cope with the rapid development and change of working environment, to meet the needs of their own growth and sustainable development [5]. First of all, the teacher should actively respond to the challenges of information technology teaching, take the initiative to adapt to the requirements of teaching information, learn to apply information technology teaching methods and means, in the teaching process to develop a keen information consciousness, learn to collect use associated with the teaching content of information resources, and with the aid of network real-time interaction, the students achieve the teaching goal. In the beginning of the students, the teacher should cultivate students' information consciousness as one of the main teaching goal, guide the students to realize information literacy for the importance of their own professional development and lifelong development, and introduce students to the school library and the commonly used network resources and information resources available to assist students in extra-curricular knowledge expansion. In course of oral business English professional foreign trade, for example, teachers can not only be confined to the interpretation of the textbook content and practice, and students should be more focused on amazon, alibaba international station, made in China web site, understand the foreign trade market dynamics, best-selling products in task-based teaching, for the classroom constantly inject fresh content, and follow the market development to achieve the teaching goal. In this process, students not only develop keen information awareness under the guidance of teachers' demonstration, but also greatly improve their learning enthusiasm and practical application ability.

#### **3.2. Modular Teaching, so as to Integrate Information Literacy with Professional Courses**

Modular teaching can break the limitation of majors, integrate the specific contents of relevant majors based on the learning objectives of majors, help students find problems in practice, solve problems, and improve the learning effect. In business English professional different learning phase, can be in accordance with the corresponding phase learning objectives, learning tasks, tasks, characteristics and requirements of different, the information literacy skills learning content is split into knowledge into business English teaching modules, in the teaching of the module contains both professional knowledge and skills, also includes the application of information literacy in the professional study [6].

Taking business English major as an example, the cultivation content of information literacy is integrated into the three stages of students' learning, namely the basic stage, professional courses and practical practice. In the basic stage, basic knowledge and concepts of information literacy, commonly used retrieval tools, retrieval techniques and methods can be integrated. In the learning stage of professional courses, attention should be paid to the integration learning of skill modules such as information screening, integration processing and utilization. In the stage of practice, we should pay attention to the guidance of information integration ability and information morality education.

### **3.3. Use Task-Based Teaching Methods to Embed Information Literacy in Professional Teaching**

Task-based teaching method (task-based... Language... Teaching is an emphasis on "learning by doing" (learning... By... Doing), which emphasizes student-centered teaching methods and believes that students are the subjects of knowledge and active constructors of knowledge meaning. Teachers change from "lecturers" to "guides" to help students master the ability to use knowledge in practice. The cultivation of information literacy not only requires students to master relevant information retrieval tools and knowledge, but also requires students to have the ability to use information tools to solve practical problems. The application of TBLT in professional teaching and the use of information tools to help students complete professional teaching objectives can effectively help students improve professional skills, at the same time cultivate their independent learning ability, and lay a solid foundation for their future work. Take the oral foreign trade course of business English major as an example. In the teaching of Product, students are required to use correct sentence patterns to describe products and attract customers' attention. In the traditional teaching mode, if students are only required to recite word sentence patterns or recite dialogues, it is difficult to stimulate students' interest in learning, and it has little effect on students' actual oral English improvement. In the TBLT mode, teachers can set the task scene in the Canton Fair and divide students into groups. Each group needs to conduct information retrieval to determine the hot products under the epidemic as the main products of their company. Teachers guide students to collect relevant product information through Alibaba International website, Amazon and other websites. According to the product name, specification, material, function, related certification and product characteristics of structured expression output. In this task teaching mode, students not only need to recite the words and sentence patterns in the book, but also need to retrieve information, screen information, analyze information and use information to complete the learning and practice of language tasks. This process not only greatly stimulates students' interest in learning, but also cultivates their teamwork ability and practical operation ability. In this process, students' information literacy is naturally improved.

### **3.4. Establish a Network Teaching Platform and Create a Good Information Learning Environment**

In the information age, teaching expands the time and space for learning. Faced with massive information resources, students with weak information literacy will feel at a loss about what to do, and the improvement of information literacy will not happen overnight. Through the establishment of network teaching platform, the teacher can according to the talents training goal of professional course, integration of classroom teaching resources and the Internet related to high quality information resources, construction of text, graphics, images, animation, audio and video in the integration of material database, create based on the material database of electronic lesson plans, lesson PPT courseware, micro, question bank, putted forward and practice repository, Interact with students to improve information utilization efficiency. At the same time, teachers can understand students' use of information resources according to their learning records on the online teaching platform, so as to guide students to improve their professional learning level by improving their information literacy.

### **3.5. Promote Learning through Competition and Consolidate and Improve the Ability to Apply Information Technology**

As a comprehensive and demonstrative evaluation method, competition can not only effectively stimulate students' enthusiasm in improving information literacy and learning initiative, but also meet the needs of higher vocational colleges to promote teaching, reform and evaluation through competition. Through the competition, students can improve their ability to apply

theory to practice, while promoting teachers to further improve their teaching level and explore a more effective development path of information literacy and professional integration. For business English majors, the business English Practice Competition sets the competition mode by combining information literacy and majors. Students need to comprehensively use information knowledge and skills to complete specific business scenarios, which can better reflect the evaluation needs of students' knowledge and skills and other comprehensive qualities for future career positions. Combines information literacy and professional teaching, not only requires teachers to improve their information literacy level, at the same time should also strengthen the top-level design school, attaches great importance to the related policy and the construction of supporting system, actively carry out all levels departments, professional, and course of communication and exchanges, encourage college teachers and librarians to cross major complementary cooperation, strengthen the overall layout planning, the cultivation of students' information literacy should be integrated into the professional teaching system.

#### **4. Cultivation of Information Literacy for Business English Students**

In the era of the development of information technology, the cultivation of college students' information literacy should not be confined to the grasp of the information technology and information tool. At the same time, the simple information literacy courses to improve the students' information literacy level are very limited, because of course setting time limitation and discontinuity does not help students form good habits of using information. Students can not achieve the unity of knowledge and action and inadequate application ability. In view of this, teachers should be students' information literacy training with the professional teaching depth fusion, namely in the professional teaching at the same time, attach importance to the cultivation of student's information consciousness and information analysis ability, to lead the development of other professional information literacy, improve students' comprehensive quality and ability, to build a complete system of lifelong learning literacy for students. Take business English as an example. It is an interdisciplinary discipline with the guidance of linguistics and applied linguistics, involving international trade, business administration, e-commerce and international commercial law. The connotation of business English is constantly enriched and extended by the expansion of business fields and the development of business activities. Therefore, in addition to having a solid foundation of language skills, business English majors also need extensive and in-depth knowledge and information of relevant cross-disciplines to cope with the rapidly developing and changing business environment. The integration of information literacy and business English teaching will help teachers improve teaching effects, help students master more efficient and convenient learning methods, and help students accumulate professional knowledge, broaden professional perspective, improve professional skills, and cultivate the ability of practice, inquiry and independent thinking [7]. The cultivation of college students' information literacy ability is not limited to setting up basic computer application courses, literature retrieval courses and special lectures on how to use library materials, but must be carried out systematically, such as constructing information literacy standards of higher education in China. To increase the information literacy series of public compulsory courses; To create a rich and diverse environment for the cultivation of information literacy; Integrate information technology into all courses and bring the cultivation of information literacy into the educational objectives and evaluation system of all courses. [8] Organically combining the cultivation of information literacy ability with all majors is a specific subject of research in all relevant majors. The concrete method can be used to strengthen the information consciousness of freshmen; Information skills training for middle grade students; Improve information analysis for senior students. [9] By referring to the five aspects of "Standards of Information Literacy competence in American Higher Education" and combining with the specific situation of English major teaching, this paper discusses the cultivation

strategies of Information literacy competence of English major students. The five criteria are criterion one: students with information literacy can decide the type and degree of information they need; Criterion 2: Information literate students can obtain the information they need effectively and efficiently; Criterion 3: Students with information literacy are able to critically evaluate information and its sources, and to integrate the selected information with the original knowledge background and evaluation system; Criteria 4: Students with information literacy, whether individually or as part of a group, can effectively use information to achieve a specific purpose; Standard 5: Students with information literacy can understand the economic, legal and social issues related to the use of information technology, and can comply with public ethics and laws in accessing and using information. [10]

First, in terms of the type and degree of information needed, we should communicate with students in the teaching process all kinds of information required by different stages and degrees of English major. According to different media forms, it can be divided into electronic audio-visual, electronic text, traditional text, reference books and software. According to different communication channels, it can be divided into traditional category, media category and network category. According to different types of knowledge, it can be divided into professional skills, professional knowledge, relevant knowledge, humanistic quality and academic research. At the same time, in different stages of the cultivation of information literacy ability, the types of information needed should be differentiated and emphasized. In the basic stage, the electronic audio class should be bilingual or slow-speed guidance, regularly interspersed with normal speed material adjustment, and the video class can be supplemented with Chinese and English subtitles; The audio-visual materials in the improvement stage can increase the difficulty. Try the original English movies or live TV content in the UK and the US. Cultivating students' ability of information classification and degree differentiation is helpful for English majors to store, obtain, retrieve and call the required information efficiently, which is the basis of cultivating information literacy ability.

Secondly, the ability to obtain the required information effectively and efficiently is the premise of the cultivation of information literacy ability. "It is a must for English majors to use reference books such as English dictionaries and encyclopedias to acquire knowledge and independently solve language and background knowledge problems encountered in learning," said the revised outline. [11]

Under the current background of a large amount of information electronization and networking, effective and efficient access to the required information, mainly through network channels and electronic media. In fact, the Internet application ability of English majors in the 21st century is not poor, and the cultivation of information literacy ability is mainly to guide students to use the Internet to obtain and use information in line with the characteristics of their major, instead of indulging in online chat and online games. The specific methods are as follows: In terms of software, students can be instructed to download the Cambridge English Pronunciation Dictionary on the Internet to guide their pronunciation training; The language activator of Longman Dictionary of Contemporary English can be used to cultivate students' ability of vocabulary derivation. The real voice function of example sentences can improve students' ability of imitating intonation and rhythm. Students are introduced to use Wordnet, a free software designed by the cognitive Science Laboratory of Princeton University, USA, to expand vocabulary comprehensively. Try to use longman Exam-oriented Dictionary software to provide all kinds of overseas English test questions to train exam-oriented ability; The guide function of British and American culture in Cambridge Advanced Learner's Dictionary is used to improve students' humanistic quality. Use Encyclopaedia Britannica and Microsoft Encyclopaedia software to expand students' comprehensive knowledge and information and develop an international perspective. In terms of audio-visual, students can be guided to enjoy English movie DVDS, download documentaries from BBC, PBS and National Geographic channel

to improve their interest in learning, develop their audio-visual ability and expand their knowledge of British and American culture. Log on to the BBC website to listen to all its programmes live and on demand from all its stations, or log on to the BBC Learning English website to listen to and download the vast array of audio-visual materials and exercises designed by BBC Learning English. Download NBC Evening News, ABC World News and CNN Student News through the Internet to enrich audio-visual content and create a round-the-clock English environment; Especially in the context of the booming development of online video, students should be instructed to use TVants software designed by Zhejiang University to watch a large number of English TV live broadcasts, and use You Tube and Podcasting channels to receive audio-visual materials quickly and efficiently. More than 100 universities around the world, including Princeton University, Johns Hopkins University and Tufts University, have joined the ranks of the new type of online "open courseware" education, with MIT leading the way. In terms of electronic text, the basic stage can introduce students to log in to domestic English websites, such as China Daily, 21st Century, or other domestic mainstream English websites. In the improvement stage, students can be instructed to log in to the British and American mainstream media websites, browse and read electronic text materials, increase reading amount and improve reading level. Such as the New York Times, Time magazine, Washington Post, Business Week, BBC website, Guardian, Daily Telegraph, Economist, Financial Times, etc. In terms of academic research, it is also one of the requirements of the new "Outline" to encourage students to explore and research independently and improve their academic ability through Internet applications. In particular, students can be encouraged to use Chinese journal materials and other kinds of academic materials on the campus network. Use the Internet to try Google academic search; Use Ebrary for free access to authoritative books and literature from over 220 academic, business and professional publishers around the world; Log on to Elsevier or Oxford & Cambridge Journals network for academic news and information; Especially through the "Linguistics and Language Behavior Digest", you can quickly and conveniently understand the latest information in the field of linguistics.

Thirdly, it can critically evaluate information and its sources, and can combine the selected information with the original knowledge background and evaluation system. This criterion actually refers to how to evaluate, select and use the information obtained scientifically and effectively. Teachers can integrate the cultivation of information literacy ability into different courses, use classroom teaching, select appropriate topics to guide students to query and obtain various kinds of network electronic materials, and timely check, evaluate and use the information obtained by students in class. For example, for diversified topics in audiovisual courses, students can be arranged to collect corresponding media audio and video materials, which will be displayed and evaluated in the course advancement process and integrated into classroom teaching. As for the complicated contents in the Courses of British and American culture, different themes can be assigned regularly, and students can be grouped to inquire, screen, sort out and edit into presentations, and participate in the presentation and explanation process. Cultivating students' information literacy ability, which embodies the interactive communication and teacher's guiding role in the teaching process, is a key training strategy.

Fourthly, students with information literacy, whether as individuals or as members of a group, can effectively use information to achieve a specific purpose. The value of acquiring and using information is ultimately reflected in the realization of a specific purpose, which is consistent with the purpose-based and task-based concept in foreign language teaching. Therefore, in the process of English teaching and training, attention should also be paid to the sense of purpose in the cultivation strategy of information literacy ability, which is the core content of the strategy. In the teaching stage, teachers should help students learn to analyze learning status, feasible tasks and objectives, and then launch effective information query, solid application, to achieve different objectives. For example, in the pronunciation stage, how to use the

pronunciation dictionary software to correct the pronunciation, how to use the example sentences to train the pronunciation and intonation; In the exam-oriented stage, how to use exam-oriented dictionary software to carry out review training; Cultural learning stage, how to use western media materials to explain and apply complex historical and cultural background, etc. In stage, the thesis in the light of the different students subject direction, the teacher wants to specific background guides the student to query to browse the present research situation and analysis of the existing value of the significance of topic selection, to guide students to get more specific and associated data, further cultivate independent analysis, retrieval, explore and problem solving skills, realize from the use of information, processing information to create new information. And in practice, to apply for a job and work in the future, based on the professional teaching in the information literacy of infiltration ability training, the students mainly demand analysis and ever-changing environment, efficient use of information query ability, reasonable access to information and effectively used in this and other disciplines, solve the problem of the actual work, truly achieve inter-disciplinary talent training.

Fifth, understand the economic, legal and social problems arising from the use of information technology, and be able to comply with public ethics and laws in obtaining and using information. The guidance of information ethics is indispensable in the cultivation of information literacy ability and is an important guarantee in the cultivation strategy. This includes introducing the rules of Internet use to students, cultivating good Internet psychological quality, rationally treating a large amount of unfiltered and good information, and cultivating the spirit of Internet sharing and respecting intellectual property rights.

## 5. Conclusion

To sum up, discussing the cultivation strategies and specific practices of information literacy ability can promote the improvement of information literacy ability of English majors, and become a strong foundation for cultivating inter-disciplinary talents and realizing lifelong learning. Constructivism learning theory holds that students are not passive recipients of knowledge, but active information processors. The information age and educational informationization provide English majors with a large number of sources of original information and various forms of information requisition. A high level of information literacy is an important weight to become an information processor. As a result, the comprehensive understanding of the concept and connotation of information literacy, on the basis of the school and professional teachers, under the interaction of the organic integration of information literacy education and teaching practice, to explore a variety of effective ways to stimulate the English major students' information consciousness, information rich knowledge, train the ability of information, strengthen the construction of information ethics is a new project of professional English education in China. There is a long way to go.

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