

# Research on School-Enterprise Cooperation in Business English Teacher Training under the Background of "Internet+"

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## Abstract

With the development of the Internet, school-enterprise cooperation in jointly establishing online training platforms and developing web-based resources and faculty training can promote the development of business English teachers into "dual-qualified" instructors. This article analyzes the challenges faced by business English faculty and proposes a network-based training system for business English teachers under school-enterprise cooperation. This system includes conducting needs analysis and designing course content, vigorously promoting the interactive mode of "Internet + training," improving the online training platform, and establishing a training resource library. Additionally, the article suggests constructing an evaluation system for business English teacher training programs to ensure the quality and effectiveness of school-enterprise cooperation in faculty development.

## Keywords

School-Enterprise Cooperation, Faculty Training, Business English.

## 1. Introduction

The globalized environment has provided new communication platforms for international trade through "Internet+" initiatives, while the development of the "Belt and Road" soft linkage has created new opportunities for foreign trade. These new developments have created a demand for educators who can foster multifaceted and applied talents in the society. In January 2017, the State Council issued the "Thirteenth Five-Year Plan for National Education Development," proposing the establishment of clusters of specialized programs based on school-enterprise cooperation. These collaborations aimed to jointly develop courses and teaching resources, train faculty members, and establish practical training bases to enhance the cultivation of versatile and applied talents.

Business English refers to the use of English in international economic and trade activities. The "National Standard for Undergraduate Teaching Quality of Business English Major in Regular Institutions of Higher Education" (hereinafter referred to as the "National Standard") provides clear positioning and requirements for the cultivation of business English major students. Business English major students are expected to have a solid foundation in language proficiency, possess interdisciplinary knowledge in fields such as economics, management, and law, be familiar with the prevailing rules and conventions of international business, and be capable of engaging in international business work as versatile and applied talents. This also places higher demands on the professional knowledge and practical abilities of business English teachers. Through school-enterprise collaboration and collaborative training, efforts are made to enhance the professional knowledge and practical abilities of business English teachers, thereby promoting their development into "dual-qualified" teachers.

## 2. Challenges faced by business English teachers

As technology continues to advance, the rapid evolution of industry knowledge and educational information technology presents certain deficiencies in the abilities of business English teachers concerning business practices and the integration of information technology with business English courses.

### 2.1. Updating business practices knowledge

Knowledge and practices in the field of international business are constantly evolving. Business English teachers need to stay abreast of industry trends and the latest developments to maintain the timeliness and practicality of their teaching content. Lack of access to up-to-date knowledge may lead to outdated teaching materials that fail to meet students' demands for real-world business applications.

### 2.2. Educational information technology competence

Modern education widely incorporates educational information technology to enhance teaching and learning. Business English teachers need to be proficient in using relevant tools and platforms, such as online teaching platforms and multimedia teaching devices. A lack of proficiency in this area may result in limited teaching methods, impeding the full utilization of technology to enhance the effectiveness of their teaching.

### 2.3. Teaching method innovation

Traditional teaching methods for business English may appear monotonous and uninspiring. Business English teachers need to continually innovate their teaching methods to create a more engaging and interesting learning experience, thereby inspiring students' interest and motivation.

### 2.4. School-enterprise collaboration and practical opportunities

Business English teachers need to closely integrate theoretical knowledge with practical business experiences. School-enterprise collaborations can provide business English teachers with more practical opportunities and resource support. However, establishing effective school-enterprise collaborations requires a certain level of coordination and management abilities.

In addressing these challenges, school-enterprise collaboration training can be a beneficial approach. Through partnerships with enterprises, business English teachers can gain exposure to real business activities, stay informed about the latest industry developments, and incorporate these practical experiences into their teaching to enhance its relevance and practicality. Additionally, business English teachers can leverage the resources and technical support offered by enterprises to improve their educational information technology competence, innovate teaching methods, and enhance the overall teaching quality.

## 3. Business English teacher training system in the context of school-enterprise collaboration

Under the school-enterprise collaboration model, the training system for business English teachers should fully embrace the concept of "Internet+ Education" and integrate the practical situation of the training base. It should be designed to be flexible, diverse, and highly interactive to enhance the professional knowledge and practical abilities of business English teachers. The following are some suggestions for establishing a network training system for business English teachers:

### **3.1. Conduct needs analysis and design course content**

Firstly, conduct a needs analysis to understand the actual requirements of schools, enterprises, and teachers regarding business English teacher training. Through methods like questionnaires and seminars, gather insights into teachers' expectations for training content, format, and schedule. Simultaneously, communicate with enterprises to understand the latest trends and business demands in the field of business English practice. Based on these research results, clarify the positioning and objectives of the network training for business English teachers.

Design business English teacher training courses that align with teachers' needs and are applicable to real-world business scenarios. The course content may cover enhancements in business English language skills, cross-cultural communication competence, and case analysis in international trade practices. The courses should be closely integrated with practical business experiences, enabling teachers to acquire knowledge and skills relevant to their actual work.

### **3.2. Emphasize the "Internet+ Training" interactive model**

Through the "Internet+ Training" model, business English teachers can study relevant courses online, participate in interactive discussions, and also engage in practical activities and exchanges at the training base. This approach allows teachers to flexibly manage their learning time, fully utilize online resources, and stay updated with the latest business practices and industry dynamics. Training institutions and bases can establish online learning platforms, providing abundant learning resources and instructional content, while also implementing mechanisms for interactive communication to promote collaboration among teachers.

### **3.3. Enhance the network training platform**

Training bases should establish a comprehensive network platform and system for publishing teacher training content, organizing online interactions, and providing technical support. Teachers can log in to the platform during the training period to participate in online learning and interactions, and they can also access learning resources and receive guidance after the training concludes. Such a network platform effectively enhances the flexibility and convenience of the training, encouraging teachers to actively participate.

In addition to a versatile website platform, training bases can also set up specialized training platforms focusing on specific topics or fields. These specialized platforms can take various forms, such as video classrooms, online live broadcasts, practical training, etc., catering to different teachers' learning needs. Teachers can choose to participate in relevant specialized training based on their interests and requirements, thereby enhancing personalized learning experiences.

### **3.4. Establish a training resource repository**

Maximize the advantages of school-enterprise collaboration by integrating resources from educational institutions and enterprises. Invite industry experts to conduct online course lectures, organize practical projects and case analyses, providing teachers with opportunities and support in actual business practices. Training bases should establish a training resource repository, gathering and organizing various digital learning resources, including course materials, video tutorials, case analyses, etc., for teachers' learning and reference. The resource repository should cover learning materials from different industries and fields, meeting the diverse learning needs of teachers. Additionally, the base can establish partnerships with high-end enterprises, research institutions, etc., to expand the channels of practical training resources, allowing teachers to access more real-world business practice opportunities.

## 4. Countermeasures for female employment

### 4.1. Promote ideological changes and optimize the employment environment

Due to Evaluation System for Online Training Programs for Business English Teachers

Establishing an evaluation system for the online training program for business English teachers is a crucial step to ensure training quality and effectiveness. A comprehensive evaluation system should consider teachers' learning outcomes, teaching performance, and their ability to apply knowledge in practical work. Here are some suggestions for the evaluation system of the business English teacher training program:

### 4.2. Learning achievement assessment

Firstly, course learning evaluation. Assess teachers' participation, progress, and performance in online course learning to evaluate their understanding and mastery of course content. Secondly, knowledge assessment. Conduct knowledge tests to assess teachers' mastery of business English-related expertise, including language proficiency, business knowledge, and interdisciplinary theoretical knowledge. Lastly, assignment and project assessment: Require teachers to complete practical assignments or projects, and assess their ability to apply learned knowledge to solve real-world problems based on their performance and results.

### 4.3. Teaching performance evaluation

Firstly, teaching design assessment. Evaluate teachers' active participation in course design and teaching activities during the online training, assessing the rationality and effectiveness of their teaching design. Secondly, classroom performance assessment: Observe teachers' teaching methods, instructional techniques, and interaction effects during online classes to evaluate their teaching performance and student feedback. Lastly, teaching feedback evaluation. Collect feedback and evaluations from students regarding teachers' teaching performance to understand the teaching effectiveness and satisfaction from the students' perspective.

### 4.4. Practical application evaluation

Firstly, practical achievement assessment. Evaluate whether teachers can apply learned knowledge to practical business situations, assessing their practical application and innovation abilities. Secondly, business communication competence assessment. Observe teachers' performance in business communication, including their communication and negotiation skills with clients and partners, to evaluate their business communication techniques and effectiveness. Lastly, cross-cultural adaptability assessment. Examine teachers' adaptability and cultural awareness in cross-national business environments, evaluating their cross-cultural communication abilities and global perspectives.

### 4.5. Training effectiveness evaluation

Firstly, learning growth assessment. Track teachers' learning progress and growth after the online training program to evaluate their learning outcomes and improvement over a period. Secondly, teaching improvement evaluation. Based on teachers' learning achievements and practical applications, provide targeted suggestions for teaching improvement to facilitate the continuous enhancement of teachers' teaching abilities. Lastly, training program satisfaction assessment. Collect feedback from teachers on their satisfaction with the online training program, evaluating the overall effectiveness and quality of the training.

By considering the above evaluation indicators comprehensively, a comprehensive and multidimensional evaluation system for the online business English teacher training program can be formed. This evaluation system can assist training institutions and bases on making timely adjustments to training content and formats, ensuring the effectiveness and practicality of the training program, and enhancing business English teachers' professional competence

and teaching levels. Meanwhile, teachers can reflect on their learning and teaching processes based on the evaluation results, continuously improving their professional qualities and abilities.

## 5. Conclusion

In summary, "Internet+ Training" has become a new trend in the education field and a focal point in the development of business English teacher training. To promote the development of business English education in line with the new era, training bases at all levels should base training on professional spirit, set sustainable development capability as the goal, and prioritize the cultivation of technical skills. Only by continuously summarizing experiences, adhering to the rules of business English teacher training, and improving the training environment can we promote and drive the comprehensive development of higher education. Additionally, only by enriching teacher training content, integrating human resources for teacher training, and enhancing teacher training capabilities can we further improve the training quality and ultimately advance the comprehensive development of higher education in China.

## Acknowledgements

This paper is the phase research result of Collaborative Project between the Ministry of Education and Industry Project (No.: 220601049131520).

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