

## Research on Teaching Reform of Business English Major in Colleges and Universities

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**Abstract:** The main purpose of learning business English is to communicate and communicate well. The decisive factor for communicating and communicating in business English is to have a solid foundation in English. In addition, students must also have a high ability of oral English expression. However, in view of the problems in business English teaching, colleges and universities need to reform business English teaching. This paper makes a brief study on the teaching reform of Business English major in colleges and universities.

### 1. Introduction

Business English belongs to a branch of ESP. It is mainly the language people use when they engage in business activities in the workplace. However, there are still some problems in the actual teaching process of business English major. This requires colleges and universities to put forward specific solutions to the problems in the teaching process, so as to effectively improve the quality of business English teaching.

### 2. Problems in Business English Teaching in Colleges and Universities

#### 2.1 Students' language foundation is relatively weak.

Usually, high school students enter the university campus to study after the strict competition of college entrance examination. Compared with non-English majors, the students who can choose Business English majors generally have higher English scores. However, in the actual process of business English education, due to the influence of the current education system in China, the oral English ability of students with relatively high English scores in college entrance examination is not necessarily excellent. In the process of business English teaching, emphasis is laid on improving students' language literacy. Language literacy does not only require students to achieve excellent results, but also focuses on students' overall perception, application and expression of language, that is to say, "speech" is very important. However, in the actual teaching process, the students' oral and written expression abilities are not uniform. There is still a certain gap between the students' oral and written expression abilities and the actual requirements. Not all students can communicate in English without obstacles. Generally speaking, the first requirement for successful foreign-related business activities is language proficiency. Therefore, in the future teaching process of business English, it is necessary to strengthen the training of students' basic language skills [1].

#### 2.2 Practicality, intercultural communication and lack of timeliness of Business English course

Business English is professional, intercultural and practical. In the present stage of business English teaching in Colleges and universities, most of the courses in our country focus on cultivating students' basic language abilities such as listening, speaking, reading, writing and translation, and take improving students' business communication abilities as the main teaching objectives. However, in

the actual teaching process, due to the limited number of business English courses, and most of them stay in the theoretical aspects of business English, students' business practice ability and cross-cultural business communication ability can not be substantially improved, which is also the main problem in the current business English teaching process in China. In addition, due to the rapid development of social economy and business activities in China, the fields involved are becoming more and more extensive, so it is necessary for Business English courses to keep pace with the development of the times and make continuous improvements.

### **2.3 Lack of laboratory construction**

The real environment used in business English is the workplace environment in business field. In the process of business English learning, if students are trained in practical courses, they can improve their competitiveness in the market. Therefore, the business training laboratory is of great significance in the process of business English learning. The main purpose of the laboratory construction is to restore the real business environment for students. Through communication training in the laboratory, students can improve their professional level of business English. And business English teachers must have good operation ability to various equipment in the laboratory, and also be able to skillfully use the training teaching software to guide students' practical learning in the process of students' training [2].

### **2.4 The teaching methods are relatively backward**

In the current business English teaching process, the traditional teaching method is still adopted. In the process of teaching activities, teachers are still the center of teaching. However, the practicality and applicability of business English challenge the traditional teaching methods. In terms of learning, because the students' knowledge and understanding of business English are not comprehensive, they can not put themselves in the perspective of business application, thus generating a new understanding of business English. As a result, in the process of learning, students only learn business English according to the content of textbooks. In terms of teaching, due to the lack of abundant use and reserve of business knowledge, the teaching methods used in the teaching process are relatively backward, unable to adapt to the pace of the development of the times, unable to link business English with daily teaching activities, and the main reason for this problem is that teachers' acceptance of new knowledge has certain limitations. In the current business English teaching process, most of the teachers are still staying at the textbook stage, and there is no real contact between the actual business activities and business operations. Therefore, there is a lack of teaching examples in the teaching process, which has a certain restrictive effect on the development of teaching activities.

### **2.5 Lack of internship opportunities for students**

Business English majors, like other majors, are relatively close in curriculum arrangement, unable to participate in internship activities independently in the normal learning process, and students with certain plans for their future career may participate in interviews during the winter and summer vacation to find their own internship units, so as to accumulate some practical experience for themselves and in Colleges and universities. This is very common in business English majors. However, from the school's point of view, the safety problem of students' independent contact with practice units is the main consideration of the school. In the process of students' practice, the school can not grasp the students' practice status in real time, which has a certain negative impact on the work of school supervision of students. From the students' point of view, not all students in business English majors in Colleges and universities will have a clear plan for their future career. Most students do not have an accurate orientation after graduation, nor do they realize the importance of participating in practice after school. Generally speaking, business English majors have relatively few internship opportunities as a whole, and they also lack complete career planning and professional guidance from teachers.

### **3. Teaching Reform of Business English Major in Colleges and Universities**

#### **3.1 Consolidating the Language Foundation of Students in an All-round Way**

In the process of learning business English, for business English majors, English proficiency plays a basic role, while it plays a restrictive role in the mastery of business English. If we want to improve our language ability, we can't achieve our goal in a short time. Therefore, in the process of building business English majors in universities, we must change the methods of junior students and consolidate their language foundation in an all-round way. In the training of listening and reading, students should not only be trained in the classroom, but also be required outside the classroom. When students accumulate outside the classroom, they should feedback and share in the classroom, so as to test the accumulation outside the classroom, and at the same time improve the students' oral expression ability. In addition, in the process of teaching, teachers must update the teaching content in time, and in the traditional English language such as vocabulary and grammar of the teaching content, the teaching content should also cultivate students' cross-cultural awareness and speculative ability. In the process of biolanguage teaching, teachers should also take improving students' humanistic quality as the main content of language teaching. Appropriate elective courses of Humanities and social sciences are offered to improve students' language accomplishment and provide certain guarantee for students to improve their business ability in the senior stage.

#### **3.2 Business English Course Cluster Based on the Background of Internet+in the Construction Period**

In the new stage of development, the development of the Internet has been integrated into people's lives, and has had a certain impact on people's lives, and "Internet +" is the deep integration of traditional industries and the Internet from multiple levels and perspectives. The application of business English has also extended to the background of the Internet. Due to the influence of the Internet, the traditional rigid teaching classroom has become more abundant in the process of education, and teaching has also been supported by the Internet, which can better meet the needs of students. In the process of business English teaching, teachers can make the teaching mode lively and interesting through micro-class flipping classroom and other new teaching modes, so that students can improve their learning experience in the process of learning, thereby improving the quality of learning. In the process of teaching, colleges and universities can construct business English course groups under the background of "Internet +", popularize the latest professional terms of business English in the business environment, promote students to be familiar with and master the language used in the business environment before employment, so as to enhance students' employment competitiveness.

#### **3.3 Strengthen the construction and investment of laboratories**

In the process of business English teaching, modern educational technology has effectively improved the situationality in college education classroom, and the application of simulated business laboratory can enhance students' experience of real business working environment. It is a good choice for students to experience business situational experience in school by highly restoring and simulating business environment. Students' practice and application of business English should not stay in textbooks all the time, but should experience it personally. Therefore, in the teaching process of Business English Major, colleges and universities must increase their investment in the construction of laboratories and regularly maintain the software and hardware equipment in the laboratories. Teachers should also actively apply situational teaching software in the teaching process, so that students' interest in learning can be effectively enhanced, and students' experience in the learning process can be enhanced. At the same time, teachers should help students grasp the operation process and steps of business activities in school, so as to achieve the purpose of improving the quality of teaching and engage in it for students after graduation. Foundation is laid for foreign-related business activities.

### **3.4 Increasing opportunities for teacher training**

In the teaching process of business English, teachers must follow the teaching principle of student-centered and teacher-led. Teachers play an important role in the teaching process can not be ignored. However, business English teaching must be connected with the market, keep pace with the development of the times, and require the export of business English professionals to meet the requirements of market employment. And this needs to strengthen the school-enterprise alliance. Firstly, in the context of school-enterprise alliance, business English teachers are provided with opportunities to study outside. It promotes English teachers in schools to get the latest training, and to understand the changes in the market in the current development process, so as to promote teachers'teaching concepts and teaching methods to keep pace with the times. Only this kind of teaching activities closely following the development of the times can attract students to a certain extent, thus enhancing students' interest in business English learning. Secondly, under the background of school-enterprise alliance, part-time tutors in enterprises should also be promoted to enter schools. Teachers in enterprises explain and analyze cases in real business environment to ensure that students can get real experience before they leave school, expand their professional vision, and to a certain extent, improve students'communication ability and problem-solving ability effectively [4].

### **3.5 School-enterprise integration provides more internship opportunities for students**

In the process of learning, students are the main body of learning, and the students'learning in school and accumulation of knowledge will be tested in the future employment. The way of school integration can help students participate in the practice before leaving school, and can return to school after the practice to summarize and improve their professional ability better. This pair of students can improve their professional ability better after the practice. It is of great significance to the students'future development and the construction of business English major in Colleges and universities. For students, due to the relatively complex market environment, students will encounter various problems in the process of self-selection of internship units. In order to effectively avoid these problems, colleges and universities should create more opportunities for students to practice in schools. At the same time, the way of school-enterprise integration is also conducive to the timely grasp of students'practice status, thus helping business English teachers to improve classroom teaching, promoting teachers to carry out targeted guidance and help students. Effectively improve students'working ability.

## **4. Conclusion**

With the development of the new situation, the society has put forward higher requirements for the cultivation of business English talents in Colleges and universities, which requires business English teachers to actively change their teaching ideas, innovate teaching methods and improve teaching quality, so as to export high-quality professional talents to the society.

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