

# The Role of Foreign Language Teachers'Autonomous Teaching in Business English Teaching

Sun Lu

Comprehensive Practice Center of Economics and Management in Harbin University of Commerce,  
Harbin, China, 150028  
SUN\_LU1980@163.com

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**Abstract.** Business English belongs to ESP, which is difficult to teach. Business English teaching should first embody language skills, at the same time, it should also involve relevant economic and business knowledge and cultural background knowledge of the target language. At present, there are some problems in business English teaching, such as low teaching efficiency and weak motivation of students. Therefore, teachers should play a leading role in "autonomous teaching", which is an effective way to break through the limitations of external conditions and improve classroom teaching efficiency.

## Introduction

Business English belongs to ESP, which is a course to teach business knowledge in English. Teaching professional courses in English is a new thing in the history of higher education. At present, the teaching of ESP is very difficult, especially in some languages. At present, there is a great shortage of high-level compound talents who are proficient in business and English in our country. Then, how to improve the problem of low teaching efficiency and students'learning motivation? The four elements of classroom teaching process - textbooks, environment, teachers, students, the latter two as a dynamic factor constitute a "soft environment" in the classroom teaching process. Teachers are the joints connecting textbooks and students and the "leader" in organizing classroom teaching. Therefore, if we can break through the limitations of textbooks and teaching modes and give full play to the "autonomous role" of teachers in teaching, it is possible to activate the classroom, so that each individual student can get a more reasonable development.

## Teacher's Independent Teaching in Business English Learning

"Independent teaching" is a concept put forward by Vygotsky, a pioneer of social constructivism in Western pedagogy. Through the study of children's cognitive development, he believes that children complete their cognitive development under the "autonomous teaching" of the important people around them (such as parents, peers, teachers, etc.). The key to effective learning lies in the quality of interaction between children and these important people, that is, the interaction between children and the "autonomous person". "Autonomy" should understand and guide children through the "Nearest Development Zone", which is a level slightly higher than the existing knowledge and skills of children and can be reached with the assistance of others (Marion Williams & Robert L. Burden, 2000). That is to say, children are deeply influenced by their important people in the process of cognitive development. Whether consciously or not, these people are helping children complete cognitive activities and act as "autonomous agents" between children and the environment. At the same time, with the continuous improvement of children's cognitive development level, the level of activities chosen by the "autonomous" for children should be close to the "nearest development zone". Too high or too low level is not conducive to their development.

## Ways of Teachers' Autonomous Teaching

Western scholars have proposed that the "mediating role" of teachers includes three tasks: one is to

assess (mainly refers to understanding students'comprehension), the other is to choose learning activities, and the third is to provide teaching support to help students through the "zone of recent development". According to the characteristics of business English teaching, the author believes that the mediating role of teachers should include the following four aspects:

This is the starting point for teachers to determine teaching priorities and arrange teaching activities. If we can do this work well before or at the beginning of the semester, we can shorten the adjustment period and make the prediction of teaching focus more accurate and reasonable. For example, students'learning abilities can be generally understood by collecting their last semester's academic performance, performance and test results in different classes, and then individual differences of students can be measured by means of conversation and questionnaires. The content design of the questionnaire should include students'background, learning motivation, learning difficulties, learning strategies and other factors. Questionnaires should be sent out as early as possible at the beginning of the semester to avoid wasting too much time in class to know the students.

On the basis of understanding students, teachers should make choices about the content of textbooks. Firstly, according to the requirements of the syllabus and learning difficulties, we select the teaching focus. On the one hand, the selected key content should be few and precise, and a large number of self-taught content should be put into the classroom for students to study by themselves, and teachers and students should ask each other questions in class to check. On the other hand, it is not necessary to stick to a certain textbook or learning stage to determine the teaching focus for students'learning difficulties. Secondly, teachers can adjust and supplement the unreasonableness of teaching materials. Language points in textbooks are sometimes difficult before they are easy. They can be adjusted in teaching. Some grammatical points need to be briefly reviewed. In the content of the text, some relatively practical and not interesting contents can be combined by students'self-study and teacher's practice. Some more practical and individual content can be added appropriately, and students can be allowed to bring topics of interest into the classroom. For example, on the basis of reading business English or selected textbooks of economic and trade articles, 800 sentences of practical foreign trade English (taught in the form of interpretation) are added, so that both reading, writing, listening and speaking can be taken into account, thus breaking through the limitations of textbooks and classrooms. By choosing, adjusting and supplementing the teacher as the "autonomous person", students can learn the most abundant and practical content in the limited classroom time. Finally, in the stage of displaying teaching content, teachers should pay special attention to making students understand the teaching content, and slightly higher than the current level of students.

### **Design and Refine Learning Tasks**

Choosing and designing learning tasks suitable for students'learning level is a key step for teachers to play an intermediary role. The tasks designed should have practical significance, and it is difficult for students to realize the internalization of knowledge without practical significance. Therefore, the task should be put in the real situation as far as possible to improve students'professional knowledge and practical ability to use language. For example, there are many interesting and practical Additional Activities in Business English textbooks. One of the tasks is Marketing Investigation, which requires students to complete the activity "Create a questionnaire and interview someone from a local business about the areas of production, distribution and sale related to that particular enterprise" within two months. Individual or 2-3 person activity groups were used. Find out the company or entity that you are interested in. Then you can design relevant questionnaires, then conduct research interviews. You can also make questionnaires and reports in research interviews. It is gratifying to note that the students are very active. They are very interested in practical market research. They have investigated: Xinjiang McKeel Dairy Co., Ltd., Farmhouse Entertainment Co., Ltd., Self-help Tour, Amway (China) Commodity Co., Ltd., Avon Cosmetics Co., Ltd.

Division, Xinjiang Zhungeer Import and Export Co., Ltd., Xinjiang Beer Industry Corporation,

China Tietong Xinjiang Company, China Construction Bank, German Sacred Elephant Floor, Xuebezhen Drinking Water Company, Marian Hotel, Xinjiang Flower Market, Xinjiang Apocynum Tea, Nonferrous Metals Company, KFC, Craft Gift Box Company, College Students' Mobile Phone Holdings Survey, Xinjiang Textile Industry Products Import and Export Co., Ltd., China Automobile Market Hot Selling Vehicle Type Survey, China Telecom, Lenovo Group, Xinjiang Alman Supermarket, Investment Finance and Housing Consumption Survey, etc., can be described as all-inclusive. In order to arouse the enthusiasm of students, teachers can set aside 15 to 20 minutes for each class, so that students can analyze and describe the survey report in turn. According to their personal level, they can use English or Chinese to explain. Everyone listens with interest and puts forward their own serious thinking questions. The classroom atmosphere is active. Particularly worth mentioning is that the advantages of group research are obviously greater than individual independent research, reflected in the following aspects: high quality questionnaire, strong pertinence; comprehensive understanding of the company; creative research; report can be completed in English, some with charts, can be explained in English analysis report; division of labor and cooperation, learn from strengths and make up for weaknesses, students can deeply feel the spirit and strength of the team.

### **Providing Timely Teaching Assistance**

In the process of completing the learning task according to the teacher's design, students may encounter difficulties or find that the level of the selected task is not appropriate. At this time, teachers should timely adjust the task and give help. First of all, it is necessary to clearly explain the requirements and steps of the task, and provide examples of the task to make it easy to implement. Teachers can prepare different levels of tasks to adjust when the tasks are too difficult or too easy, and allow students a certain degree of freedom of choice. Secondly, provide resources support for students, such as providing relevant books and website information, providing interviewees, consultants and interview outlines, etc. Finally, it is necessary to establish task evaluation criteria to help students evaluate the results and summarize them. Through the above analysis, we can see that the "intermediary role" of teachers actually runs through the whole teaching process. As an intermediary, teachers can get timely feedback in their interaction with students, adjust their teaching methods and improve their teaching level. The "student-centered" textbooks and classes can not be without the "leader" - the guarantee of efficiency provided by teachers. To give full play to the "intermediary role" of the teacher-centered is a practical and effective way to break through the limitations of external conditions and improve the effectiveness of classroom teaching.

### **Conclusions**

To some extent, business English teachers play a role similar to "autonomy". Students who first come into contact with Business English are like children. It is the duty of teachers to choose suitable learning contents and ways for them. In addition, business English learners have a certain degree of autonomous learning ability. On the basis of measuring each student's learning ability, teachers predict their "near development zone" and design corresponding learning tasks to help them pass through the "near development zone", which is the main task of "autonomous person". Therefore, defining the teacher's "leading role" in business English teaching with the concept of "autonomy" can avoid the "full classroom" teaching mode and simply leave the time in class to the students, so as to urge the teachers to assume the responsibility of "autonomy" and pay attention to the growth of each individual student.

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