A Study on the Strategy of Training Business English Majors' Listening and Speaking Ability in the Era of Big Data

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Abstract: In the era of big data, although the renewal of teaching technology promotes the development of education, the existence of such problems as the deviation of teaching subject, the singleness of teaching method and the unclear level of teaching objective still affect the realization of business English teaching objective. Therefore, this paper puts forward relevant opinions and suggestions from the aspects of teaching subject, teaching method, teaching objective and teaching evaluation, so as to Promote the improvement of business English students' listening and speaking ability, and promote the overall development of students.

1. Introduction

As an international language, English is one of the most widely used languages in human activities in the world. With the more frequent interaction between China and other countries in politics, business, academic, tourism and other aspects, it is the basic requirement of quality education to cultivate students' English listening and speaking ability. The teaching goal of business English listening and speaking is to cultivate students' listening, speaking, reading and writing ability, deepen their understanding of European and American countries, and be able to communicate with people from other countries. However, in life practice, due to the relatively small frequency of students' application of English and the lack of communication opportunities and platforms, the English ability is in a state of concealment or even dissipation. How to improve the students' listening, speaking, reading and writing ability and provide a practical platform for English communication are the related problems that need to be solved by the school. To improve the ability of listening, speaking, reading and writing, and to promote the all-round development of students are the needs of the development of quality education, and also the mission of the front-line English education.

2. Problems in Business English Teaching

Although big data technology penetrates into all walks of life and provides convenience for information processing and analysis in all walks of life, there are still a series of problems in educational practice (as shown in Figure 1):

The first problem is the deviation of teaching subject. Because the purpose of education is to "teach and learn each other", but in practice, the teaching of teachers and the learning of students are not synchronized. The most important one is the deviation of the positioning of teaching subject. Most teachers, for their own authority, take themselves as the teaching subject, deprive students of the right to speak, and implement "full-scale" teaching, which will inevitably affect the quality of English teaching.

Second, the single teaching method. In English teaching, the reason why we can't talk about the singleness of teaching methods for a long time is that teaching methods are related to capital investment, equipment investment, teachers investment, etc., but because schools are not profit-making institutions, their funds are very limited, so it becomes a kind of empty talk to carry out diversified teaching.

Third, the level of teaching objectives is not clear. In the business English listening and speaking course, although the overall goal is set, the specific implementation goal is clear, which easily leads to the lack of implementation of the teaching goal.

Fourth, the evaluation method is unreasonable. Although the evaluation method takes three stages as the evaluation stage: mid-term, end of term and normal time, but it is mainly based on scores. Without considering the practical evaluation, it will inevitably affect the improvement of students' listening and speaking ability.
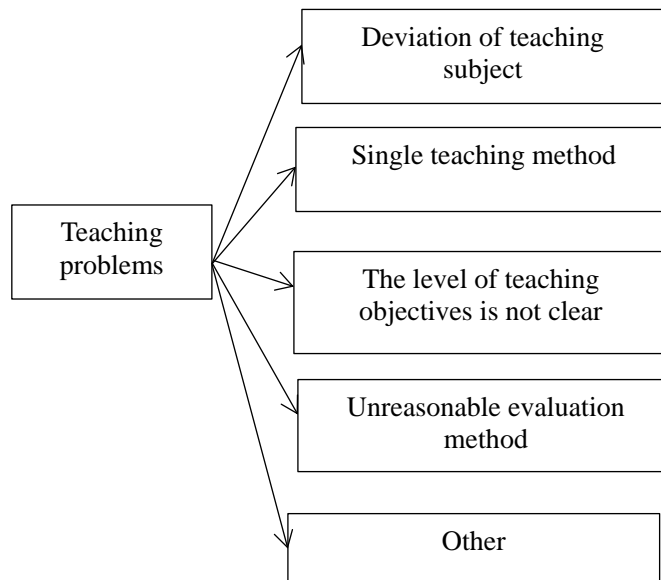

Fig.1 Teaching Problems

3. Strategies for Training Business English Majors' Listening and Speaking Ability in the Era of Big Data

3.1 Give Full Play to the Main Role of Students in Teaching and Arouse Their Initiative

Teachers should change their teaching ideas from knowledge teaching to knowledge guidance, return the right of teaching discourse to students, let students become the main body of teaching, and let students lead the teaching classroom. Teachers only play the role of guidance, assign learning tasks to students, urge students to combine individual learning with group learning, make students change from passive learning to active learning, mobilize students' subjective initiative, and promote students' self-improvement and self-improvement. To give students the right to speak, teachers should do the following: first, respect students, love students, treat students equally. Treat students as friends, care for students, protect students, help students deal with learning and life problems, improve students' sense of belonging to the class, and strengthen the role of students in teaching. Second, respect the differences of each student and teach them according to their aptitude. Due to the differences in learning ability, learning attitude and learning environment of each student, it is inevitable that students' English learning will be different. Therefore, teachers should respect the differences of each student, actively implement "layered asynchronous teaching" to ensure that each student has been promoted. Third, strengthen the responsibility of students, cultivate good learning habits, and teach students the corresponding learning methods. In the process of business English learning, teachers can guide each student's learning methods according to their different characteristics, so as to help them further develop and progress.

3.2 Enrich English Teaching Content and Set Teaching Objectives

Although the business English listening and speaking course puts forward clear standards for students' oral and listening, they are respectively "be able to retell the general idea of the text", "be

able to talk and communicate", "be able to tell English stories and role play", "be able to understand English expression", which are the most basic requirements. Therefore, teachers should take the teaching requirements as the guidance, change the previous "indoctrination" teaching method, take students as the main body of teaching to carry out teaching activities, with the help of the current teaching technology, use the mixed teaching method to mobilize the students' initiative, so that students can actively learn English and express their oral English. In order to improve students' English listening and speaking ability, teachers should analyze the characteristics of each student, including learning ability, learning attitude, etc., implement layered asynchronous teaching, and transfer knowledge from teachers to group cooperative learning, and set learning goals for different students according to their characteristics. The learning goal should be centered on the teaching goal of "cultivating listening and speaking ability". In other words, according to the analytic hierarchy process (as shown in Table 1), the teaching goal is set as the target level, the learning goal as the criterion level, the oral ability, understanding English and other abilities, attitudes and so on are set as the indicator level. According to the goal realization idea of "indicator level → criterion level → target level", students are helped to "go to a higher level" on the original basis.

Table 1 Hierarchical Setting of Teaching Objectives

Target layer	Criterion level	Index level
Teaching objectives	A student learning objectives	Oral expression
		English Listening Comprehension
		Other
	B student learning objectives	Oral expression
		English Listening Comprehension
		Other
	C student learning objectives	Oral expression
		English Listening Comprehension
		Other

3.3 Application of Hybrid Teaching to Stimulate Students' Subjective Initiative

In Business English teaching practice, in order to improve students' listening and speaking ability, teachers should apply various teaching methods according to teaching requirements. In other words, turn the application of single teaching method to the application of mixed teaching method, and improve the students' listening and speaking ability by complementing and promoting each other through multiple teaching methods (Figure 2).
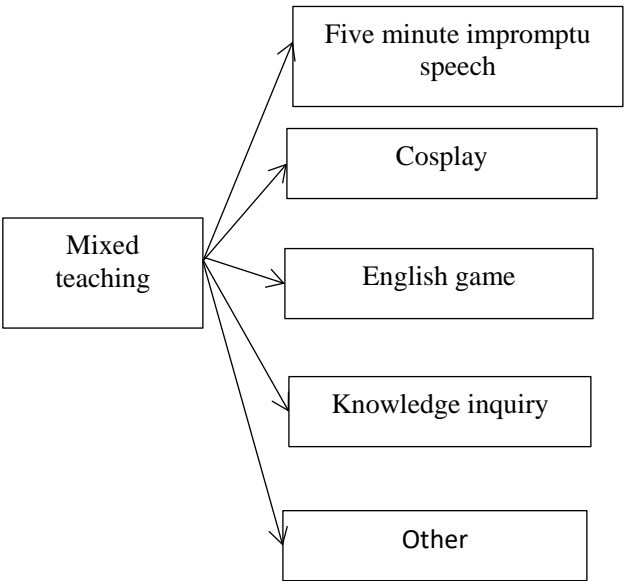
Fig.2 Hybrid Teaching

Specifically:

The first is a five minute impromptu speech. When the teacher is teaching business English in class, one or two students are arranged to speak English in each class, and the time is controlled within 5 minutes. There is no limit to the topic of speaking English. Students can tell stories, play mini sitcoms, or have oral training, etc. Of course, teachers can also set corresponding "themes" for students according to the teaching content, guide students to speak English, such as activities around lines, thanks, apologies, phone calls and other communication terms. In order to improve students' oral English ability, it is necessary for them to speak and listen, and form a closed loop of English listening and speaking learning.

Second, role play. Teachers should start from practical teaching, combine the teaching content, arrange English sitcoms according to the characteristics of students, and improve students' listening and speaking ability by students' role. In order to let each student speak, the teacher can divide the students into several groups according to the grouping principle of "homogeneity between groups and heterogeneity within groups". The group members select the group leader, clarify their responsibilities and implement role-playing. In other words, the goal of role-playing is to fully mobilize the initiative of students, create a simulated atmosphere for students, play the role of short drama, simulate the daily situation of life through role-playing, so as to improve students' English listening and speaking ability. Role play can provide students with real scenes, weaken the dullness of language learning, enhance the vitality of English learning, facilitate the cultivation of students' listening and speaking ability, and promote the overall development and progress of students.

Third, English games. English games, with the characteristics of interest, richness and attraction, can attract students' attention, mobilize students' initiative to participate in classroom teaching, enable students to actively apply and explore English, knowledge, and improve students' listening and speaking ability imperceptibly. However, in practice, the teacher's understanding of English games is superficial, and he thinks that English games are the expression of "loss of interest", only occasionally or rarely used, which is easy to hit the students' initiative in learning English. Therefore, in English teaching, teachers should design English games reasonably according to the content of teaching, such as English catch-up games, which can be carried out in the form of groups, giving students an English vocabulary "young" to let students catch up. For those who can't catch up, they can help other members of the group to help them avoid embarrassment of students, and help to improve students Memory and understanding. This kind of teaching method is to deliver the learning tasks completed by one person to the team, which helps to enhance students' interest in English. As for English games, there are fill in the blank games, story Solitaire, circle of friendship, color guessing, etc. different games are carried out according to different teaching contents, so as to improve students' participation and self-confidence in English learning.

Fourth, knowledge inquiry. According to the characteristics of students and the teaching content, teachers can carry out the knowledge inquiry activities of business English. For example, "business interview" should pay attention to what etiquette, how to invite, how to dress appropriately, etc., and teach students the problem of knowledge exploration, and let students explore knowledge independently. The way of knowledge inquiry is to divide the English content into several questions, with questions as guidance, so that students can actively participate in the knowledge inquiry, and play their ability to collect information, analyze information, process information and organize information. There should be a corresponding relationship between knowledge inquiry and teaching content, so that students can master English knowledge in the process of inquiry, so as to improve the quality and effect of English teaching. In order to achieve the training goal of English listening and speaking ability, teachers can guide students to show the structure of their inquiry knowledge to the whole class or learning group, which requires students to organize language, clarify the logic of English expression, and carry out oral expression, so as to achieve the purpose of English listening and speaking ability training.

3.4 Arrange Sound Homework to Consolidate English Knowledge

From the practical point of view, teachers should arrange sound homework and promote it with

the nature of competition, which can not only improve students' English listening and speaking ability, but also consolidate students' learned knowledge. In the form of competition, students are required to summarize and reflect on what they have learned every day, input their daily learning results into the recorder, and the team leader will conduct spot check on them every day during classroom teaching. The teacher is responsible for supervision and irregular spot check, and find out the voiced work with clear expression and clear logic, which should be performed and displayed in the class to a certain extent In order to guarantee the quality and effect of English teaching. The development of sound homework is not only the reading or summary of a single student, but also the recording of conversations and sitcoms of multiple people, so as to improve students' English listening and speaking ability. Of course, in the implementation of sound homework, we should also guide students to strengthen the review and consolidation of English knowledge, so that students can develop their English listening, speaking, reading and writing ability in an all-round way, so as to build students into comprehensive talents.

3.5 Building Teaching Evaluation System to Improve Students' Comprehensive Ability

In Business English teaching, in order to improve students' listening and speaking ability and help students achieve this goal, teachers should build a teaching evaluation system according to the actual situation of teaching to ensure that the system is reasonable, scientific and effective. In the past English teaching, English teaching evaluation is single, mainly based on the results, divided into mid-term results, final results and usual results, which can effectively improve students' theoretical performance, but lack of practical evaluation. Therefore, teachers should change from "theory evaluation" to "theory and practice combined evaluation". In other words, the construction of the evaluation system should always be based on the evaluation principles of "the unity of theory and practice", "the unity of process and result", "the unity of individual and comprehensive", so as to ensure that the evaluation is comprehensive, specific, reasonable and effective, so as to enhance students' interest and interest in learning English, cultivate students' listening and speaking ability, and promote students' overall development.

4. Conclusion

In Business English teaching, training students' listening and speaking ability is not only the teaching goal, but also the mission of front-line teachers. However, in practice, the existence of such problems as the deviation of teaching subject, the single teaching method and the unclear level of teaching objective affect the implementation of business English teaching objective. Therefore, this paper puts forward relevant opinions and suggestions from the aspects of teaching subject, teaching method, teaching objective and teaching evaluation, so as to promote the improvement of business English students' listening and speaking ability and promote the overall development of students.

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