

Research on the Application of Blended Teaching Mode in Business English Courses

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Abstract: With the rapid development of science and technology, the field of education is constantly exploring new teaching methods. Among them, the blended teaching mode, combining the advantages of online teaching and traditional teaching, has become a trend. It provides a real language environment through online teaching, so that students can learn in practice, improve the learning effect, master the application of business English, and provide important ideas and methods for the reform of business English course teaching. Based on this, this paper first analyzes the connotation of blended teaching mode and its application advantages in business English courses, and then puts forward feasible application strategies based on teaching practice, in order to provide references for peers.

Key words: Business English course; Mixed teaching mode; Application strategy

Traditional classroom teaching methods, while allowing students to interact directly with teachers and classmates, are limited by time and place and do not provide adequate learning resources and self-directed learning opportunities. While online learning, although it can provide rich learning resources, lacks face-to-face communication and interaction. Therefore, the emergence of blended teaching mode makes up for the shortcomings of traditional teaching mode and makes learning more flexible and effective. As a teacher, we should pay attention to the application of mixed teaching mode, and make innovation and exploration of its application mode.

I. Connotation of blended teaching mode

As the name suggests, blended teaching mode is a kind of teaching mode that integrates the advantages of online and offline teaching. In this model, students are no longer bound by a fixed learning time and place, can learn independently through online resources, and can form a richer and more diversified learning experience through interaction and discussion in class. First, the blended teaching model emphasizes student-centered learning. It focuses not only on teachers' teaching, but also on students' learning. Through the combination of online and offline, students can be encouraged to learn at their own pace and in their own way, and to better exert their subjective initiative. Secondly, blended teaching mode focuses on diversified learning methods. In addition to the traditional lecture-based teaching, blended teaching also introduces project-based learning, cooperative learning, independent learning and other learning methods. These learning methods can better stimulate students' interest in learning and cultivate their comprehensive quality. Thirdly, blended teaching mode emphasizes the use of technology. With the help of modern information technology, teachers can better manage and track students' learning progress, and students can also obtain more abundant learning resources and learning experience. Finally, the blended teaching model emphasizes the diversity of evaluation. In addition to the traditional final examination, blended teaching also introduces formative evaluation, process evaluation and other evaluation methods. These evaluation methods can reflect students' learning situation more comprehensively and accurately, and provide more valuable feedback for teaching. In a word, blended teaching mode is a new teaching mode that combines the advantages of online and offline teaching. It is student-centered and focuses on the use of diverse learning styles and technologies, as well as the diversification of evaluation. Through blended teaching, it can further promote the reform of business English curriculum teaching and cultivate more talents with innovative spirit and practical ability.

II. The application advantages of blended teaching mode in business English courses

In today's globalized business environment, business English has become an essential communication tool. However, the traditional classroom teaching model has been unable to meet the diversified needs of business English, so the blended teaching model came into being. This new teaching mode combines the advantages of online and offline teaching and brings great changes to the teaching of business English courses. First of all, the blended teaching model can provide more abundant teaching resources. Through the online platform, teachers can obtain a large number of business English related materials, including video, audio, pictures and other multimedia resources, which makes the teaching content more vivid and vivid. It can strengthen the application of network resources, introduce the latest business cases and current affairs news, and make business English courses closer to reality and more effective. Secondly, blended teaching mode can improve students' autonomous learning ability. Online learning platform not only provides students with flexible learning time, so that they can learn independently according to their own learning progress and needs, but also provides them with a new interactive channel, so that they can communicate with classmates and teachers through online discussion, interactive communication and other ways, which is of great significance to the improvement of students' learning effect. In addition, the blended teaching mode is helpful to improve the teaching effect of teachers. Online teaching is convenient for teachers to collect students' learning data, understand students' learning situation, improve the pertinence of teaching strategy adjustment, and provide tools for teachers to supervise and guide students' learning, further ensuring the quality of students' learning. Finally, blended teaching mode is conducive to the realization of personalized teaching. Through online

testing, learning progress tracking and other means, teachers can understand each student's learning characteristics and needs, and develop personalized teaching plans, so that each student can learn business English in the most suitable environment.

III. The application strategy of blended teaching mode in business English courses

1. Make reasonable use of information technology to make multi-modal teaching resources

With the continuous development of information technology, the mixed teaching model is more and more widely used in business English courses. In order to improve the teaching quality and effect, teachers need to make use of information technology to make multi-modal teaching resources. Multimodal teaching resources include text, pictures, audio, video, animation and other elements, which can support teachers to use a variety of different media and channels to transmit teaching information. In the process of innovating the teaching mode of business English courses, it is possible to select appropriate information technology means to make multi-modal teaching resources according to the teaching content and objectives, combined with the characteristics and needs of students, so as to lay the foundation for the construction of mixed teaching mode. For example, when teaching business negotiation, teachers can make a video case, so that students can understand the English communication skills and strategies in business negotiation by watching the real business negotiation scene. In order to ensure the effectiveness of the video teaching resources, teachers need to pay attention to the following points. First of all, pertinence, that is to say, teachers need to choose appropriate information technology means according to the teaching content and objectives, and transfer teaching information pertinently. Secondly, it is diversity, that is to provide a variety of different media and channels, so that students can obtain teaching information through a variety of different ways. Thirdly, it is interactivity, which requires teachers to design interactive links, let students participate in teaching activities, and improve students' learning enthusiasm and initiative. Finally, it is the effectiveness, that is to say, teachers need to pay attention to the updating and optimization of teaching resources to ensure the quality and effect of teaching resources. The teaching practice shows that the rational use of information technology means to make multi-modal teaching resources through the above measures can effectively improve the teaching quality and effect, and stimulate students' learning interest and enthusiasm. In the process of exploring the construction and application strategies of blended teaching mode and pursuing high-quality teaching of business English courses, teachers should constantly optimize the design and production of teaching resources to provide better support and service for the all-round development of students.

2. Integrate "teaching" and virtual space to expand students' practice space

With the rapid development of science and technology, the field of education is undergoing unprecedented changes. The integration of offline "teaching" and virtual space has brought more possibilities for teaching innovation. Especially in business English courses, this combination can greatly expand students' practice space and improve students' learning effect. In the process of constructing the mixed teaching mode and improving the teaching effect of business English courses, we should pay attention to the integration of "teaching" and virtual space. Among them, offline teaching can provide students with face-to-face interaction and timely feedback. In this part, teachers can adjust teaching strategies according to the actual situation of students to ensure that students can master the most knowledge in the shortest time. However, pure offline teaching often cannot meet the needs of business English courses, because business English emphasizes more practical operation and application ability. VR virtual teaching can provide immersive practical experience and make up for the shortcomings of offline teaching. In the virtual environment, students can not only simulate business scenarios, conduct negotiations, meetings, reports and other practical operations to improve their business English application ability, but also understand the cultural background of various business activities, experience the differences between different cultures, and improve their cross-cultural communication ability. Under the background of the new era, the combination of offline teaching and VR virtual realization teaching, giving full play to the advantages of both, is an effective way to optimize the construction method of hybrid teaching mode, and is also an important trend of business English course teaching reform.

3. Optimize the business English question bank and promote independent learning

The traditional business English question bank is usually simple in content and lacks practical application, which makes students often feel powerless when facing the complex and changeable business environment. Therefore, in the process of constructing the blended teaching mode, teachers need to build a more comprehensive and practical question bank to help students improve the effect of independent learning. First of all, the contents of the question bank should pay attention to practicability and authenticity. This means that teachers should choose and design the questions based on the real business environment, so that the questions reflect the actual business needs. For example, teachers can add case study questions on topics such as international trade, marketing and human resource management, so that students can improve their business English application ability by solving practical problems. Second, the question bank should have enough diversity and hierarchy. The variety of exercises can expose students to various types of business English questions and improve their ability to cope with different scenarios. On the other hand, hierarchical exercises can enable students of different levels to find their own problems in the question bank, so as to better self-study. Finally, the question bank should be interactive and participative. For example, teachers can add some questions that require students to discuss and cooperate, so as to promote students' communication and cooperation and improve their teamwork ability. Students can be encouraged to participate in the updating and improvement of the question bank, so as to improve their learning enthusiasm and autonomy.

IV. Improve the teaching evaluation model and innovate the application methods

With the rapid development of science and technology, the application of blended teaching mode in business English courses has become increasingly prominent. This mode combines online and offline teaching. Through careful design and effective implementation, it can comprehensively improve students' learning results. However, to fully realize its potential, teachers need to improve the existing teaching evaluation model, identify the practical problems existing in the current teaching implementation process, and the innovative direction of the construction method of the blended teaching model. First of all, blended teaching mode emphasizes the process evaluation, which runs through the whole learning process, including the participation of online discussion, the completion of group projects, the results of online tests, etc., through this diversified evaluation method, teachers should more accurately understand the comprehensive quality and application ability of students. Secondly, teachers need to set up a timely feedback mechanism. In the blended teaching model, teachers can track students' learning progress in real time through the online learning platform, understand their learning difficulties, and provide timely help; Students can obtain timely learning feedback through the platform and adjust their learning strategies accordingly to improve their learning results. Finally, teachers should pay attention to students' self-evaluation. Blended teaching encourages students to reflect on their learning process and assess their own understanding and skill level. Teachers should guide students to conduct self-evaluation to cultivate students' self-learning ability, help students establish self-cognition, and promote them to plan their own learning path more reasonably.

Epilogue

To sum up, the application of blended teaching mode in business English courses has great advantages, which can not only enrich the teaching content and improve the teaching quality, but also promote students' autonomous learning and teachers' personalized teaching. In the future, the blended teaching model will play a greater role in business English courses and contribute to cultivating more professionals with global vision and business English communication skills. In the teaching process, teachers should attach importance to the application of the blended teaching mode, and optimize its application by making multi-modal teaching resources, integrating "lecturing" and virtual space, optimizing the business English question bank, and improving the teaching evaluation mode.

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