

# **A study on the Reform of Business English Curriculum Model in Local Universities under the background of "New Liberal Arts Education"**

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## **Abstract**

In view of the problem of business English curriculum construction in local universities under the background of "New Liberal Arts Education", this paper starts with three teaching modes: WeChat public platform, MOOC courses and 51learning Business English Teaching Platform, and through expounding the characteristics and concrete implementation process of the three teaching modes, probes into the development of business English major in local undergraduate universities, and realizes the systematic reform of promoting the development of business English major. We should cultivate socialist foreign language talents who master foreign languages, foreign countries, and professions through cultivating people with virtue as the educational core and contribute to the implementation of thought of global governance of General Secretary Xi Jinping.

## **Keywords**

**New Liberal Arts Education; Business English; Reform of Teaching Mode.**

## **1. Introduction**

Hilham College in the United States has clearly put forward the educational concept of "New Liberal Arts Education". Since October 2017, the college has comprehensively revised its training program and reorganized 29 majors, that is, integrating new technologies into courses such as philosophy, literature, language, and so on, so as to provide students with comprehensive interdisciplinary learning. Hilam College expects students to expand the width of their knowledge on the basis of the Emerging Liberal Arts. In November 2018, Wu Yan, director of the higher Education Department of the Ministry of Education, pointed out that higher education should be led by Xi Jinping's socialist thought with Chinese characteristics in the new era, and vigorously develop new engineering, new medicine, new agriculture, and new liberal arts. Jiang Zhibin of Shanghai International Studies University also put forward a wave of "new engineering" teaching reform in "the orientation of Foreign language Talent training under the background of New Liberal Arts", and the "new liberal arts" teaching reform also followed. The construction of liberal arts specialty is facing a new mission and challenge and it is urgent to train new liberal arts talents to meet the needs of social and economic development in the future. Under the background of this era, business English majors are facing new development opportunities and challenges. Business English itself has the complex characteristics of the intersection of language and business disciplines, and because of the specific situation of running colleges and universities in China, the positioning is different and the level is uneven, so it is impossible to apply the same curriculum construction model. This paper selects three teaching modes: WeChat public platform, MOOC courses and 51learning business English teaching platform, and explores how to use the reform of teaching mode to improve the development of business English major in local universities.

## **2. The Reform of the Teaching Mode Based on the WeChat Public Platform**

With the development of mobile technology, learning has become an indispensable supplementary mode for future education by means of mobile terminal (mobile phone, PAD, etc.). The account type of the subscription number in the WeChat public platform can help the organization or the individual to create a mobile course, the platform has the advantages of high transmission efficiency, strong convenience, high information reaching rate and the like, and can intelligently manage the editing, distribution, retrieval and the like of the curriculum resources, and a two-way interactive function based on the knowledge content. The specific teaching reform model is as follows:

### **2.1. To Find Teaching Resources Suitable for the Student Level**

WeChat public platform has many public accounts for English learning. The key is how to choose the resources suitable for the level of students. The teaching content is decomposed and ordered according to the difficulty degree of the course, and the knowledge jump cannot be too strong, and then the resources in the public account shall be screened and sent to students through the multimedia methods such as text, picture and sound image. For business English students, choosing a professional public account can not only enable students to learn professional knowledge, but also stimulate students to create themselves.

### **2.2. To Push of Learning Resources Reasonably**

The first step in the students' learning is to accurately receive the learning resources at the first time and avoid wasting too much time to search for the learning content. In the push process, the logical relationship between resources should be followed. It is difficult to step by step. The content pushed by one time period belongs to a topic, and also pay attention to the push-on-demand push. if that student is of great interest to the business English of Cambridge, the student can be recommend to pay attention to the business English official platform of the BEC Cambridge; if the student is interested in the business English translation certificate, It is recommended to pay attention to the public number such as ETTBL Business English Translation Examination (Micro-signal: ETTBL20032018).

### **2.3. To Interact Variously between Teachers and Students in Teaching**

In the teaching practice, the teacher should pay attention to the excitation of interest and enthusiasm of the students, so that the learning process of the students is changed from the passive to the active study, and the early stage can be mandatory to ask the students to show the results of the periodic learning. For students with good or serious attitude, the scores are recorded in the grade, or the progress of the study can be displayed, or the post is published in the public number, and the learning experience can be recorded as part of the end-of-school performance of the students. After gradually enhancing the students learning enthusiasm, even if the teacher does not force the request, the students will be able to hand in the learning experience or report the recent learning result to the teacher, so that the students can obtain the learning achievement and further improve the learning efficiency of the students.

### **2.4. To Guide Students to Pay Attention to the Learning Effect**

In the course of the course of the students study, the teacher needs to pay special attention to the students' post-study. The WeChat public platform not only plays the role of pushing learning resources, but also has the characteristics of high information reaching rate, so that every student can receive the learning materials in time, and the pushing of every learning resource can give the students the corresponding learning result. And the teaching content related to the push resource is well designed in the teaching process, so that the students can feed back the teaching content in each learning process, and the learning achievement of the students is enhanced, and the self-learning habit is gradually realized.

### **3. The Reform of the Teaching Mode Based on MOOC**

MOOC has the characteristics of large-scale teaching of online course, high degree of curriculum openness, short and intrepid teaching video and so on. The video released on the Internet has many functions, such as pause, playback and so on. Students can self-regulate, which is beneficial to their autonomous learning. The specific teaching reform model is as follows:

#### **3.1. To Request for the Upcoming Courses**

The teacher should make brief requirements for the students according to the teaching content before teaching the course. In the business English course teaching offered by the author's university, the teaching content not only covers the relevant subjects and knowledge and skills, but also includes more comprehensive language information, but because some of the contents are outdated, the whole content is not updated. At this time, we can make use of the sharing characteristics of the lesson to find the teaching materials that update the content quickly, and carry out the business theme and skill training targeted. Before teaching the course of Business Negotiation Practice, the author recommends students to search for Business Negotiation videos on platforms such as Coursera or MOOC College, so that students can get a preliminary understanding of the courses they will learn.

#### **3.2. To Lead the Students to Complete the O2O Learning**

During the course of the course, the students should clear the course learning objectives under the guidance of the teachers, correctly understand the knowledge points, and prepare the relevant professional problems encountered in the learning process, and then take the questions to learn the online resources. According to the content of the business English course, the online learning and related exercises of the supporting resources are completed in a targeted manner. In the course of teaching the Introduction to Electronic Commerce, the teacher guides the students to clear the course learning objectives in class, namely, to understand the concept of e-commerce, to be familiar with the e-commerce transaction process and to grasp the trend of e-commerce. At this time, it is recommended that the students search for e-commerce-related courses at the Chinese University MOOC (<http://www.icourse163.org/>), and guide the students to study synchronously.

#### **3.3. To Complete of Offline Knowledge in the Classroom Time**

MOOC is of great help to students' active learning, and also puts forward higher requirements for teachers. After the students learn online business English courses, teachers should not only complete the teaching content and explanation of relevant professional knowledge points, but also guide students to complete the viewing of relevant teaching videos, answer the questions and doubts encountered, and sort out the knowledge points quickly through the recorded learning notes. Teachers also need to be better prepared for questions asked to students in the course of teaching. For example, when explaining the Foreign Trade Correspondence course, students are guided to think about the difference between inquiry and request while watching the video, and under what circumstances can request become inquiry and so on.

#### **3.4. To Take Account of Personalization and Autonomy**

Due to the difference in the students' own basic and learning attitude, it is necessary to pay attention to the different ways of different students in the course of teaching, that is, teach students in accordance with their aptitude. In the teaching mode based on MOOC, the time of the more learning knowledge is left out of the class, the students become the subject of the study, the self-learning situation is realized, the appropriate classroom learning mode can be selected, and the learning progress is effectively set, the learning time and the learning amount are perfectly coordinated. It also can creatively plan the learning scheme, and improve the overall

effectiveness of the study in the most suitable way, so that the learning efficiency of the students can be maximized.

#### **4. The Reform of the Teaching Mode Based on the 51learning Business English Teaching Platform**

The author's school launched the 51learning Business English Teaching Platform in 2017, which has the advantages of organic combination of theory and practice, effective practice, simulation business training, practice place and so on. The specific teaching reform model is as follows:

##### **4.1. To Utilize the Function of Autonomous Training**

Autonomous training is to train the student offline. In order to enable students to complete the training items in real life offline after the continuous practice of online training, this mainly includes two parts: system training and teacher's assignment. The system practice training formulates the offline training project according to the existing profession post; the teacher's assignment is that the teacher arranges the corresponding training item for the student according to the individual teaching rhythm and the demand, including submits the assignment, modifies the assignment and examines the assignment. Submit assignments: students submit, enter text or upload attachments according to the completion steps and forms required by the homework. Modify assignment: students can resubmit assignments that have been submitted before the teacher corrects the score. Examine assignment: students can view the homework they have submitted and the teacher's comments at any time.

##### **4.2. To Teach with the Method of PREVIEW→PREPARE→PRACICE**

The platform provides business administration, public relations, international trade, convention and exhibition meetings, international financial and document retrieval for students to carry out online oral English training on daily business English. When you click the corresponding industry to view relevant practical training scenes, through the "PREVIEW→PREPARE→PRACTICE" teaching method in the spoken language task, the practical ability of the business English of the students can be quickly improved. Preview: In the preview mode, the student can hear the complete section of the situation dialogue for the students to understand the situation and the language, and can repeat the listening by clicking the "Prev" in the middle of the screen and the "Next" button to switch the upper sentence or the next sentence of the conversation paragraph; Prepare (exercise): In the exercise mode, the students can follow the system voice to carry out dialogue and reading, that is, after the system plays the original sound, the system prompts the students to record, and gives the score according to the pronunciation of the students, which is used for the students to train the oral pronunciation and to correct the pronunciation. Proficient in all kinds of coping in the situation; Practice: In the actual combat mode, the system no longer provides the voice caption, requires the students to continuously train under the exercise mode, and is familiar with the response base of the scene character in the specific environment. According to the given limited key words, the whole oral conversation drill is carried out, so that the students are really integrated into the practical business English conversation.

##### **4.3. To Utilize the Function of Teaching Aids**

The platform is an all-English language environment, which is from the American original publication, the teaching content of the business course of the university or the real corpus of the enterprise, and the content is the real case selected from the enterprise, which is very representative and practical. It covers the issue and approval of the independent real training, the collection of excellent job, the management of the resource pool (the classification and

uploading of the learning resources), and the management of the vocabulary of the document module, the inquiry and summary statistics of the students' learning. The online training content of the student's terminal is synchronized, and the independent real-training program with different industries and positions is built, and the comprehensive teaching assisted resources are provided for the teachers.

## 5. Conclusion

In the background of the new liberal arts, the teaching mode based on the WeChat public number, the MOOC and 51learning business teaching platform provides the teaching aids to the traditional classroom teaching, and the teacher can effectively integrate the teaching resources, and improve the utilization value of the learning resources. The ability of the students to carry on the reorganization of the debris knowledge is emphasized, which is helpful to the self-construction of the college students' thinking transformation and knowledge system, and will greatly improve the learning efficiency of the business English professional students. Therefore, the flexible and independent teaching mode reform has an important role to be ignored in the training of foreign language talents.

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