Research on the Construction of Business English Correspondence Teaching Model with the Application of Information Technology

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Abstract: With the rapid development of network information technology, China's education has witnessed earth-shaking changes. In the teaching of Business English Correspondence, the application of information technology can greatly stimulate students' interest and enthusiasm for learning and make up for the shortcomings of traditional teaching models. In order to continuously improve the efficiency and quality of classroom teaching, this article focuses on the construction of the teaching model for Business English Correspondence with the application of information technology.

Keywords: Information Technology Integration; Business English Correspondence；　Teaching Model

The Internet has become an indispensable part of people's daily study, life and work in the new era. Many students have the problem of playing cell phones in class, which seriously affects the teaching efficiency. As a professional course for English majors, Business English Correspondence has great importance. The integration of information technology in teaching and optimization of the class is a topic that every English teacher should think about. The article mainly analyzes the problems existing in teaching and gives suggestions on the application of information technology in teaching Business English correspondence.

1. Problems in the traditional Business English Correspondence class

1.1 The teaching style is usually outdated and cannot arouse students' interest

The traditional teaching process of Business English Correspondence adopts the "indoctrination" theory-teaching model that the teachers mechanically explain the teaching knowledge given in books and the method is outdated, which ignores the importance of practical teaching. Students passively accept knowledge in class, but lack learning interest, enthusiasm, nor classroom participation. Secondly, under this kind of theoretical teaching, teachers cannot display the content of the course intuitively and vividly. Therefore, students only master a few professional terms without practical operations and learning effectiveness.

1.2 The teaching objectives are unclear and the characteristics of integrated subjects are not obvious

Business English Correspondence focuses on the combination of business knowledge and English ability to achieve a high degree of unification between Business English practice and English writing. However, teachers with professional backgrounds, rich business experience, and strong writing skills in Business English are not easily available at present. In teaching, many teachers either focus on business knowledge teaching or English writing teaching in the teaching process, resulting in a lack of comprehensive effects. They do not fully grasp the complex characteristics of business English, thereby reducing the quality of teaching and learning.

1.3 Lack of perfect teaching content system and complete modules

In Business English Correspondence, traditional teaching did not properly realize the content integration and rearrangement but just presented what are from books to a large extent. Business English Correspondence course involves content related to different procedures of business negotiation, and teachers need to carry out targeted module teaching based on different objectives and give students opportunities to make practical exercises based on actual business situations, therefore, to cultivate students' ability to analyze and solve problems independently and become talents with high application skills. It can be seen that it is very important to innovate the teaching methods of Business English Correspondence.

2. Countermeasures to the establishment of Business English Correspondence teaching model with the application of information technology

2.1 Construct a three-dimensional curriculum system

First, business English skills need to be valued. Students majoring in Business English Correspondence need to use English to carry out external correspondence communication after graduation, which depends largely on their English writing skills. Therefore, in the process of English teaching, teachers should focus on improving students' English writing ability, and consciously enhance students' English listening, speaking, reading and other language skills.

The second dimension is business knowledge. In Business English Correspondence, it is very important to focus on imparting business knowledge to students. Colleges and universities should focus on cultivating students' abilities in English marketing knowledge, international marketing, e-commerce, international trade, and other business knowledge like offer, L/C etc. From the perspective of teaching practices, the teaching of business correspondence depends on complex and diverse business communication situations. Therefore, teachers should focus on explaining professional business knowledge in the teaching process.

Third, the communicative ability of students is also important. With the implementation of comprehensive quality education, students should master not only English professional knowledge and business knowledge but also practical abilities and business communication abilities in the learning process. In this case, the teaching of Business English Correspondence should focus on the infiltration of psychology, business communication, etiquette and other knowledge.

2.2 Give full play to the role of demonstration courseware

With increasing application of information technology in business English correspondence teaching, the teaching quality and effects have been effectively improved. English teachers can make full use of video, audio, animation and other carriers to visualize and vividly display abstract and obscure knowledge to students to allow them intuitively understand the teaching content, and reduce the difficulty of knowledge acquisition. For example, when explaining the knowledge in chapter "Letter Formats and Components of Business English Correspondence", teachers can make a short video of business correspondence template before the class based on an actual situation for students to learn from and stimulate their interest and enthusiasm for learning. When explaining the "Transaction Negotiation Process" chapter, teachers can present all the stages included in a transaction process through animation, and highlight the obligations and responsibilities that buyers and sellers should adhere to in a targeted manner in different business activities. Teachers of Business English Correspondence can use multimedia and other information technologies to enrich the teaching content and broaden the horizons of students to achieve the sublimation and deepening of classroom teaching content. At the same time, it requires teachers to have the ability to use information technology.

2.3 Innovative use of interactive information technology

The interactive information method specifically refers to the use of methods such as contact, vocalization, and practical operation to interact with the computer, which is conducive to arousing students' interest and enthusiasm for learning. Teachers can use interactive information technology to classify the course knowledge to students step by step and select targeted teaching materials based on the students' actual learning ability. Secondly, this teaching method can also effectively increase the frequency of student training and detect whether the student meets the teaching goals objectively and accurately. If possible, colleges can also utilize e-books and online resources that break through the limitations of traditional teaching time and space to meet the needs of students' independent learning anytime anywhere, and enrich teaching resources. It can also increase the flexibility of time scheduling and continuously improve the

quality of teaching.

2.4 Construction of Business English Correspondence teaching model with the application of information technology

First, make preparation before class. Before the start of class, the teaching plan, teaching courseware, teaching resources, preview tasks, and other content should be delivered through the network platform to students. In this way, it is helpful to guide students to establish a good preview habit so they can complete the preview task with various resources provided by the teacher in the preview process and teachers can communicate with students through online tools to tackle students' preview. However, different students will use teaching resources differently. Therefore, teachers should formulate highly targeted teaching strategies and methods to continuously optimize teaching objectives. For example, when explaining the knowledge in the chapter of "Writing and Amendment of Letter of Credit", teachers can require students to learn short videos from icourse (a popular MOOCs platform in China), and assign the task "What is the procedure of L/C?" through the online platform. Students then can share opinions with each other through that online platform, which is helpful for teachers to know students' difficulties in learning. The participation of students can be directly included as the final assessment indicators.

Second, perfect classroom teaching. Teachers should make full use of the check-in function of the online teaching platform, and require students to enter the correct numbers to complete the check-in successfully. This way can not only save time but also prevent the problem of fake autographs. Besides check-in, the most useful and helpful functions of online teaching platform are in-class interactions. Teachers can use hands-up and answering functions, group work and brainstorming functions, and other functions to stimulate the activeness of classroom, involve more students in learning and to detect the quality of students' preview and mastery of knowledge. Secondly, online teaching platform can also be used to evaluate student's performance during the whole learning process. For example, Mosotech(an online teaching platform) can record students' attendance, homework, test, discussion, brainstorming, group work etc. In this way, teachers can evaluate students' work and students can also remark on each other. While stimulating the classroom atmosphere, these methods also guide students to master knowledge.

Third, test or feedback after class. After completing the classroom teaching, teachers should organize quizzes or questions and send through online teaching platform. The quiz should mainly consist of objective questions with options to be finished within limited time. Students then answer the questions on mobile phones and computers. After submitting the test papers, they will receive immediate results and evaluation. Through the online test, teachers can quickly grasp the student's learning situation, then give targeted guidance to continuously improve the quality of teaching. What's more, students can give learning feedback online so that teachers can make preparation for next teaching period.

3. Conclusion

In summary, the penetration of information technology in the Business English Correspondence course can effectively overcome the shortcomings of the traditional teaching model, enrich teaching resources, and innovate teaching methods. Secondly, it can also build a harmonious and equal relationship between the teacher and students with fully make sure the main position of students in teaching to accelerate their pace of learning.

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