

Applied Teaching and Innovative Strategies of Business English Flipped Class from the Perspective of Intercultural Communication

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Abstract

In recent years, the rapid development of global economic and trade integration and the Belt and Road economic and trade activities has caused an increasing demand for English talents in the business industry, and more and more requirements for business communication dialogues, oral translation, and correspondence writing for relevant professionals. high. Based on this, the theoretical knowledge and practical application case teaching of business English courses in colleges and universities also need to introduce a flipped classroom model based on MOOC, micro-classes, spocs, etc., to improve and innovate the existing business English in and out of class knowledge content , Practical cases, and teaching mode. Teachers and students participate in communication activities such as business oral expression, translation practice, correspondence writing, etc., and gradually promote the improvement of students' cross-cultural English listening, speaking, reading, and writing skills.

Keywords

Cross-cultural communication; Business English; Flipped classroom; Teaching innovation.

1. Introduction

Introduction: According to the guidance of the "University English Teaching Guide (2020 Edition)", the teaching of business English courses in colleges and universities usually involves many aspects such as business trade, cultural background, language expression habits and so on. Therefore, the cultivation of cross-cultural language communication and practical application ability of college English students should be based on the teaching of English listening, speaking, translation, writing and other courses, combined with the cultural background and habits of different business English, and carry out business English textbook outlines and courses. The organization of internal and external educational content and teaching methods, and a series of business English courses are carried out to ensure the effectiveness of communication teaching in cross-cultural business English.

2. The Importance of Introducing "Flipped Classroom" Cross-cultural Communication Education In Business English Courses

2.1. "Flipped Classroom" Cross-cultural Business English Education Enriches Existing Teaching Resources

Due to the differences in historical backgrounds and cultural habits between the East and the West, business English curriculum education cannot be based solely on the existing textbook outlines and in-class teaching content to carry out basic theories and practical knowledge of English education. Under this circumstance, the introduction of online platforms focusing on flipped classrooms such as MOOCs and micro-classes can allow experienced professional

teachers to start from in-class teaching materials and extra-curricular online platforms. Collection and integration can guide college students to understand the differences of different cultures, the content of business English, and master theoretical knowledge related to business and trade communication, oral translation, and cultural exchanges.

2.2. "Flipped Classroom" Cross-cultural Business English Education Innovative Course Teaching Methods

In the cross-cultural communication courses of business English, "flipped classroom" is used as the main method of English online education, which can make a comprehensive reform of teaching content and innovation of practical methods based on the original English basic theories "instilling and teaching" teaching plan.

For example, flip the classroom to set up the educational stages before, during, and after class, with business English issues and teaching subjects as the guidance, leading students to go deep into specific teaching situations, as well as oral expression, reading, and writing practices, which can be formed. While integrating business English theory and practical education, it helps students participate in and complete a series of business English experience activities.

2.3. The Cross-Cultural Business English Education of "Flipped Classroom" Enhances Students' Comprehensive Ability

The education of college business English major courses, using the "flipped classroom" network teaching platform to carry out English listening, reading, speaking, writing, etc., can greatly ensure the improvement of students' comprehensive cross-cultural competence in business English. For example, on the basis of "College English" and other textbooks, collect educational resources such as "International Business Etiquette", "Business English Translation", "Practical Writing" from inside and outside the class, and combine the cultural background and language habits of different business trades to carry out a series of omni-directional teaching of commonly used vocabulary, grammar, and sentence patterns can greatly improve students' comprehensive ability in cross-cultural English communication.

3. Problems in Cross-cultural Communication in Business English Courses in Colleges and Universities

3.1. Business English Courses Lack Systematic Cross-cultural Educational Concepts and Knowledge Systems

The teaching of business English courses in some colleges and universities usually still adheres to the concept of test-oriented education and stylized teaching. In each class, a series of vocabulary, grammar, sentence patterns and other teaching contents are organized with the textbook as the center. This education mode The prevalence of this shows that teachers lack the concept of cross-cultural education, and they have not constructed a cross-cultural communication knowledge system for business English courses.

For the teaching of basic courses such as "College English", "New Horizons University English", "International Business Etiquette", teachers will devote more of their own energy to the education of basic vocabulary, grammar, and sentence patterns of the textbook. Rarely introduce extra-curricular cross-cultural English background and business communication cases, build a perfect curriculum knowledge system of business English, and conduct systematic English culture, language expression habits, oral communication, and writing training for college students.

3.2. The Cross-cultural Education Content and Teaching Methods of Business English Courses Are Single and Outdated

With the continuous improvement of the requirements for English professionals in international business activities, the cross-cultural communication education of college business English courses should also change the traditional "indoctrination" teaching plan, and introduce flipped classroom education models such as MOOCs and micro-classes. However, most colleges' cross-cultural business English courses have the problem of being too single and obsolete.

On the one hand, teachers only use multimedia software, PPT courseware and other network means to demonstrate to students the basic content of business English vocabulary, grammar, and sentence patterns, as well as demonstrate specific business communication dialogue situations and oral expression norms by teachers. On the other hand, due to the lack of "flipped classroom" online education methods, the business English course situation, educational content, and teaching presentation form are single, and it is difficult to guide students to actively participate in online theoretical knowledge and practical content learning about cross-cultural communication. Among them, students rarely have the opportunity to carry out business scenario simulations and dialogue expressions in communicative practice.

4. Research on Innovative Strategies of Flipped Classroom Applied Teaching of Business English from the Perspective of Cross-cultural Communication

4.1. Construct An Educational Philosophy That Focuses on Cross-Cultural Communication Practice in Business English Courses

For the teaching of cross-cultural communication courses for business English majors in colleges and universities, it is first necessary to hire a professional team of teachers from external companies to carry out a full range of cross-cultural communication education in business English for teachers, and cultivate teachers' communicative education concepts about different English courses. Then, on this basis, experienced English teachers, business representatives and other subjects collect English vocabulary, grammar, sentence patterns and reading content inside and outside the class, and develop the design of the business and trade English knowledge system, such as selecting FOB, D/ A, D/P, working paper, we can consider and other business terms, conduct a class of business English cross-cultural vocabulary, grammar, and sentence teaching, explore business English communication habits and oral communication in different situations, Deepen students' mastery of business English knowledge system and basic theoretical knowledge.

4.2. Innovative Business English Flipped Classroom Teaching Situation, Teaching Content and Methods

With the support of flipped classroom online education platforms such as online MOOCs and micro-classes, the university business English cross-cultural communication course teaching should also improve and innovate the original business English course context, educational content, and teaching methods in order to guide teachers, Students participate in the specific practical activities of business English to form a fusion of English professional theoretical knowledge and practical cases, so as to achieve as much as possible the comprehensive talent training of cross-cultural business English listening, dialogue expression, oral translation, and correspondence writing.

Taking "University English Comprehensive Course" unit 1 Ways of learning as an example, in the online flipped classroom education platform, teachers can ask the question "What are the

expression habits of Western English culture and how to make cross-cultural communication expressions that fit the business English context?" , On this basis, select the most difficult points of English vocabulary, grammar, and sentence patterns to conduct business English communicative dialogue and question discussion teaching. At the same time, students are asked to carry out group communication and social business practice communication based on the business English vocabulary, grammar, and sentence patterns they have mastered, so as to improve their comprehensive application skills in English listening, oral communication, and writing practice.

4.3. Focus on the Cross-Cultural Interaction And Social Practice of the Business English Flipped Course

The cross-cultural education of college business English major courses should be completed after the teaching of the theoretical knowledge and practical content of the key and difficult points of the flipped classroom, and the teacher should develop an online cross-cultural education knowledge system to lead students to carry out in- and out-of-class English listening, oral communication, and business translation. Practice activities such as writing, correspondence writing, etc., including social commerce business negotiation, writing practice, and do a good job in the after-class summary evaluation of business English communication, and score the students' online test questions and cross-cultural communication skills, so as to get more objective and accurate Students feedback and summarize the results after class.

5. Concluding Remarks

Flipped classroom, as a kind of online online course teaching mode, has the characteristics of interactivity, discovery, and interaction. It can guide students to conduct independent business English theoretical knowledge and practical content learning according to the current business English course tasks. Therefore, in the teaching of business English courses in colleges and universities, attention should be paid to the online platform with the help of flipped courses, combining English culture and expression habits, strengthening the theoretical knowledge, language expression, and writing practice education of business communication, so as to realize the content of cross-cultural English textbooks and business communication terms Comprehensive teaching goals.

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