

On the Teaching Skills of College Business English Writing Course

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Abstract: in this era of high-speed integration and globalization, commercial exchanges between countries are increasingly frequent. Business English writing has become a major difficulty for students, such as company notices, memo, minutes, foreign trade correspondence, project reports, etc. Therefore, the reform of business English writing teaching is imminent. Based on this situation, this paper studies the teaching strategies of the business English writing course from the teaching problems of the business English writing course, and provides a feasible reference for relevant educators.

1. Introduction

with the further development of economic globalization, more opportunities have been provided for the world trade, and the role of business English has been more prominent. With the economic development and communication upgrading, the society has higher requirements on the quality of business English application talents, especially the most important part of English writing in business communication, which needs more professional and top talents. Under the strong demand of the society and the market, colleges and universities must actively innovate the teaching methods and teaching models of business English writing, display the classroom contents in various novel and interesting ways, improve the practical application ability of students to business English writing, and enhance the learning effect of students.

2. Problems in the Teaching of Business English Writing

2.1 The Teaching Content is Single and Incomprehensive

Advanced business English writing, edited by Wang Yu, is the textbook used by many university professors. This textbook contains 10 units and basically belongs to the category of genre analysis of business communication. However, there are still quite a few contents that are not covered, such as business communication and cross-cultural business communication, business writing strategies and skills and information technology application. There are fewer scenarios involved in the textbook, and what students can practice is so limited that they lack flexibility in practical application. The teaching content is only around this textbook, so the teaching content is single and not comprehensive. In addition, the business English writing course will be opened later, and the teaching hours arranged are not many, so the teachers can only explain the business English theoretical knowledge in the extremely limited business English writing course. Therefore, students can not carry out enough practical practice of business English writing. We can only choose to follow the teacher's pace and quickly learn theoretical knowledge. When the students have not been able to translate the theoretical knowledge into their own experience in practical writing, they have to learn new theoretical knowledge of business English writing from the teachers. This has created a vicious circle, which will eventually lead to students losing interest in learning business English writing. After such long-term learning, students' business English writing ability will definitely not rise, but decline.^[1]

2.2 The Teaching Methods Are Old-Fashioned and Similar

On the one hand, the teaching content is single and not comprehensive, and the old teaching methods are also the shortcomings of the current teaching. The teaching method here includes teaching mode and teaching method. From the perspective of teaching mode, the business English writing course in most colleges and universities still adopts a completely offline teaching mode, without integrating advanced educational information technology into the course. As a course combining theory and practice, business English writing is only taught offline. Due to the influence of time and space, it will directly lead to insufficient and in-depth learning of students. From the perspective of teaching methods, the course of business English writing is mainly taught by teachers. Basically, the class is full, lacking in writing practice and boring. The students are not focused in class. Some even play mobile phones, sleep, and have insufficient interaction. Even if there is interaction, they are simply asking questions or discussing. The teaching effect is not good. Generally speaking, the teaching methods are old-fashioned and similar.^[2]

2.3 Teaching Evaluation: Static, No Challenge

The score of business English writing is composed of 50% of the usual scores, including 20% of the attendance, 15% of the two assignments, 15% of the classroom performance, and 50% of the final exam scores. The final score is composed of the usual score and the final score, which is reasonable. However, the two ordinary assignments, which are subject to subjective correction by teachers, can not accurately reflect the students' mastery of knowledge, the improvement of writing ability and the exercise of overall quality. The final examination is generally a simple writing task, such as writing a resume, a proposal or a report. This assessment method is too one-sided and general. In addition, as an examination course, business English writing is usually not strictly required by teachers, and the threshold for passing is low, which leads to students' less attention in learning. This shows that there is no challenge in teaching evaluation.

3. Innovative Strategies for Teaching Methods of College Business English Writing

3.1 Setting Up Diversified and High-Level Teaching Objectives

Teaching objectives determine the teaching content, so the setting of teaching objectives is extremely important. The talent training specifications for undergraduate business English majors mainly include three requirements, namely, quality requirements, knowledge requirements and ability requirements. When setting teaching objectives, universities should also make teaching objectives diversified and high-level. Diversification means that the teaching objectives should involve knowledge, ability and quality; Higher level is to achieve higher cognitive level of teaching objectives, so that knowledge, ability and quality are organically integrated. Therefore, the teaching objectives after the reform should include: 1) knowledge objectives, i.e. language knowledge, business knowledge, practical knowledge and discipline basic knowledge; 2) Ability objective: have good cross-cultural communication and communication ability, business communication ability, quantitative thinking and digital information literacy; 3) Quality objectives, i.e. correct world outlook, outlook on life and values, Chinese feelings and international vision, cooperative spirit, innovative spirit, etc.^[3]

3.2 Task Based Approach to Language Skills

The task-based teaching method refers to setting some challenging learning tasks for students to stimulate students' desire to challenge learning content and enthusiasm for learning. In the College Business English writing course, with the help of task-based approach, teachers can create a positive learning environment for students and promote the improvement of their business English writing ability. In recent years, the task-based teaching method has become more and more popular in the courses of colleges and universities, especially in the teaching of language courses. The task-based teaching method can put forward specific and feasible solutions according to the common learning difficulties of students. Generally speaking, task-based teaching method is mainly divided into preliminary preparation, completion of tasks, consolidation and summary.

For example, in the preparation stage of task-based teaching method, teachers need to first lead students to have a general understanding of the learning tasks of this course, help students understand the background knowledge of the learning content, and prompt students with some common learning difficulties and lead students to answer these common problems before formally starting the task. In the actual task operation stage, that is, the writing stage, teachers should also provide timely help and guidance for students. Give students proper guidance when there are problems in their writing ideas. In the consolidation and summary stage, teachers need to summarize and sort out students' business English writing, let students introduce their writing content in groups, and let students summarize the problems and highlights in their writing process.

3.3 Using Diversified and Innovative Teaching Methods

The traditional classroom is teacher centered, so is the teaching mode of business English writing. The whole class is filled by teachers with insufficient interaction. The overall classroom atmosphere is low and serious, lacking lively interest, resulting in students' lack of participation in class, insufficient actual writing training, poor classroom effect, and teachers' lack of sense of achievement. To improve the existing classroom effect, we should take the education concept of "student-centered and output oriented" as the guide, adopt flexible and diversified teaching methods and advanced modern teaching models. In the business English writing class, more diversified teaching methods and classroom activities can be adopted, such as situational teaching method, teacher-student interaction method, etc., to enhance students' participation in the class, attract students' attention to business English writing, and promote the improvement of students' writing ability.^[4]

For instance, teachers can create a more realistic and three-dimensional learning environment for students by means of scenario simulation teaching method, lead students to take specific personas, and improve students' understanding of English vocabulary and sentences, grammar and language habits. Although some students of business English major have carried out very systematic and comprehensive training in English learning, they are not weak in vocabulary cognition and sentence interpretation, but they are weak in practical application and writing, and it is difficult to make good output. Therefore, through situational teaching method, students can actively participate in classroom teaching, consolidate classroom knowledge and improve their professional level. In addition, teachers can also make full use of the advantages of the interactive teaching method to improve students' writing ability. This teaching method can significantly strengthen the interaction between teachers and students, improve the closeness of teachers in the eyes of students, and help students actively ask teachers for help and communicate their learning. Let teachers and students understand each other, strengthen interaction, and realize two-way promotion and common development between them.

3.4 Teaching with Multimedia Technology

The traditional business English teaching mode is relatively boring, because there is only one teacher to explain, and the students' participation in the classroom goals and activities is not high, so their enthusiasm for business English writing is not strong. Now, our Multimedia and computer technology have made great progress, and various applications in the education industry have also shown good results. Teachers can bring clear knowledge system to students by using thinking visualization information technology such as mind map, model map and flow chart; Teachers can also use music resources, video, animation effects and other multimedia technologies to better conduct dynamic interactive teaching for the classroom. This teaching method can also bring more practical cases of business English writing for students, help students to exercise their writing ability, accumulate experience, and avoid suffering from business English writing in their future professional life.

4. Concluding Remarks

Generally speaking, under the background of economic globalization and more frequent

economic and cultural exchanges among countries, the teaching effect of business English writing course is more and more significant for talent training. Therefore, the teaching teachers of business English writing courses in Colleges and universities should fully realize their responsibilities, actively innovate teaching methods, skillfully use various teaching skills, constantly improve the teaching level of the course and the learning quality of students, and cultivate more talents for the modernization of the country.

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