

Original Research Article

Research on the Application of TESOL Teaching Mode in Business English Teaching Reform

Hongyu Liu

Dalian University of Finance and Economics

Abstract: As an English for special purpose, business English has attracted more and more attention in its teaching mode and means. How to cultivate excellent business English talents suitable for the development of today's society and how to explore teaching methods and ways suitable for business English majors have become urgent problems to be solved. Based on the analysis of the reform direction and content of business English teaching, this paper puts forward the following methods: firstly, actively apply the modern teaching system; secondly, from the perspective of classroom teaching, solve the problems of students' poor oral ability and grammar writing ability and improve students' initiative in learning English knowledge; finally, fully stimulate students' interest in English learning and gradually improve the existing teaching conditions. All the measures proposed are based on the relevant teaching practice contents in TESOL teaching mode, such as autonomous learning, cooperative learning and group teaching.

Keywords: TESOL teaching mode; English teaching; Reform; Application

1. Introduction

TESOL teaching philosophy originated from the United States, and its full name is teaching English to Speakers of other languages. Many world-famous universities in the United States, Britain and Australia offer TESOL majors. TESOL Certificate has been recognized by more than 5000 schools in more than 80 countries^[1]. From a global perspective, TESOL teaching abroad is very popular and is a globally recognized teaching method. Many foreign scholars use the TESOL concept to redefine the classroom, reshape the relationship between teachers and students, and put forward a variety of teaching modes, such as cooperative learning, flipped classroom, autonomous classroom, etc., which have fundamentally changed from how to teach to how to learn. TESOL teaching mode has been widely promoted and applied in Business English Teaching in China. Business English teaching content has become an important part of the modern knowledge teaching system, especially in comprehensive English teaching, students' basic language control ability has been further improved. The application of TESOL teaching mode makes the modern business English teaching work more autonomous and flexible, which has become an important symbol of the modernization of college work. Based on the actual teaching situation of business English Teaching in China, this paper introduces TESOL, a novel teaching mode, innovates the existing English teaching mode, and formulates a set of practical and integrated teaching mode to make up for deficiencies in business English teaching.

2. The Reform Direction and Content of Business English Teaching

At this stage, the reform direction of business English teaching should follow the two aspects of institutionalized application and content reform, and improve the actual effectiveness of teaching content in time. From classroom teaching to after class communication, we should do a good job in the rational use of TESOL teaching mode, actively guide in class, establish a good teacher-student relationship with students after class,

choose reasonable content to arrange relevant English learning topics, and gradually pay attention to the practical effectiveness of TESOL teaching mode in modern business English teaching, so as to point out the direction of business English reform in China under TESOL teaching mode.

The classic teaching mode of TESOL teaching theory is ESA mode, that is, “E” refers to “engage”, “s” refers to “study”, and “A” refers to “activate”^[2]. The ESA teaching mode proposed under TESOL teaching theory mainly emphasizes the maximization of students' subjectivity in the teaching design of the two stages of “engage” and “activate”. By adding brainstorming discussion and sharing among students in the teaching design of the introduction link, students' interest in learning and enthusiasm for classroom participation are mobilized first, and students' divergent thinking is purposefully trained at the beginning of the classroom to help students broaden their thinking; Carry out intensive knowledge explanation and output, and then experience appropriate intensive training in the “study” stage; In the “activate” stage, the learning initiative and the application practice of the learned knowledge are returned to the students. However, compared with the second stage “study” and the first stage “engage”, the students must play a higher subjective initiative to expand the learned knowledge, and ultimately achieve the teaching purpose of drawing inferences from one instance, and successfully realize the students' comprehensive mastery and memory of knowledge.

Given the above analysis, the reform of business English Teaching under TESOL teaching mode should be analyzed from three aspects. First of all, we should establish a sound education reform mechanism so that all regions can take TESOL as the main direction of business English teaching. We should also reform the English teaching syllabus formulated by the Ministry of education to improve the feasibility of TESOL teaching mode in College English teaching. Secondly, we should do a good job in the reform of business English teaching mode in Colleges and universities, improve the existing college English teaching and education system, integrate and summarize the TESOL teaching application skills and methods, formulate an effective business English college management reform outline, and promote the development of TESOL teaching mode in Business English Teaching. Thirdly, we should actively promote the application of TESOL teaching mode, make English teaching efficient to be carried out, follow TESOL teaching standards, and timely standardize the application of TESOL teaching mode in various regions, thus ensuring that the application of TESOL teaching mode is consistent, and fundamentally improve the unity of TESOL English Teaching application. In terms of content reform, we should abandon the traditional business English content selection method, take TESOL as an important measure of English teaching content selection, realize the integrated management of vocabulary, grammar and sentence making application, and ensure the effectiveness of TESOL teaching mode application.

3. Theoretical Basis of TESOL Teaching Mode in Business English Teaching Reform

There is no big difference between the traditional business English teaching and the English Teaching in senior high school and junior high school. Its essence is nothing more than mastering the reading and writing of English words, grammar application, oral skills and other related aspects. Students' English learning ability in the early stage is not high, so it is difficult to fully learn and consolidate the business English knowledge at the present stage, which leads to the loss of the essential significance of English Teaching in the university stage. In a broad sense, it is particularly important to lay the foundation of modern English teaching. Poor mastery of basic English Teaching in senior high school and junior high school directly affects English learning in subsequent

stages. At present, the overall reform of English Teaching in junior and senior high schools in China is poor. Although students' English scores meet the standardization requirements, there are serious problems in mastering the basic content of English knowledge, which makes them still use the wrong English learning methods in College English learning, and further reduces the efficiency of English Teaching in college. TESOL teaching mode is a diversified knowledge teaching system, which has a certain opposition to traditional English teaching. TESOL teaching mode emphasizes the integration of Cooperative English learning and autonomous English learning, and creates an equal basic teaching environment for students, so that students' English reform and learning at the university stage are not affected by the basic English learning ability at the early stage, and fundamentally solves many prominent contradictions in Business English teaching.

3.1. Conceptual Basis

The essence of TESOL teaching mode is not to decompose English knowledge into cooperative teaching, but to integrate a variety of teaching methods, pay attention to the theoretical application of practical teaching, reform the application of business English teaching system from the perspective of basic practice, change the traditional English education mode based on theoretical knowledge teaching, actively mobilize students' English learning initiative, change students' impression of English learning in traditional concepts, further reduce the threshold of English learning, so that students at all stages can effectively participate in English learning practice, improve students' English learning awareness, cultivate good English learning thinking logic ability. By systematically reforming the existing business English teaching system, and optimizing the education management mode, business English teaching will be gradually diversified and modernized.

3.2. Content Basis

TESOL emphasizes the creation of a classroom that is student-centered and assisted by teachers. The biggest feature of TESOL teaching mode is the unique teaching method that advocates the combination of students' cooperative learning and independent learning^[3]. When the TESOL concept redefines the roles of teachers and students, it is committed to the scientific design of various activities, so that teachers can withdraw from the dominant position in the classroom and become the auxiliary of classroom teaching. The teacher's role is to design classroom activities, mobilize classroom atmosphere, maintain classroom order, and correct students' mistakes in time. Cooperative teaching is a creative and effective teaching theory and strategy widely used in many countries in the world. It is known as "the most important and successful teaching reform in recent decades"^[4]. Cooperative teaching emphasizes that through cooperation, students' sense of security can be increased and all students can participate in the teaching plan. Under the concept of TESOL, when teachers design cooperative teaching, they can not only fully mobilize the classroom atmosphere, but also pay close attention to the psychological characteristics of learners. With the participation of the whole staff, students' sense of security is improved, and then students' learning enthusiasm is improved, so as to achieve the expected teaching effect. Applying the "cooperative+autonomous" learning mode of TESOL theory to business English classroom, especially the exploration and practice of listening and speaking teaching, will change the current situation of business English classroom atmosphere and students' lack of enthusiasm, which has important theoretical and practical significance.

Meanwhile, the content basis of the application of TESOL teaching mode is mainly reflected in the selection of English teaching methods and English teaching contents. Because TESOL teaching has high requirements for

students' cooperative ability and initiative in English learning, it is necessary to reform the selection of content. Teachers mainly play the role of teaching assistant to carry out teaching work, guide students to learn basic English knowledge in college step by step, make use of the basic advantages of student grouping and cooperative management, improve students' Comprehensive English learning initiative, help students establish good English learning concepts, carry out business English reform from the ideological level, pay attention to the practical importance of business English Reform, actively carry out education reform, carry out the reform of English education system, education content and education mode, and pay attention to the reform of technical teaching work. From the aspects of business English teaching and grammar teaching, the existing teaching mode should be deeply reformed, so as to make comprehensive reform preparations for the modernization of business English education in the future stage, and solve the actual situation that students do not understand and cannot learn English in college.

4. The Application of TESOL Teaching Mode in Autonomous English Learning and Cooperative English Learning

The advantage of the application of Autonomous English learning mode is that it can help students enter the teaching situation created by the teacher, and effectively progress towards the relevant English learning goals step by step according to the expected teaching plan, so as to avoid students' going astray in business English learning, change students' English learning cognition, cultivate students' good English learning habits, and improve students' English learning initiative. The application of cooperative English learning mode mainly classifies and groups students according to their English learning ability, gives full play to the leading role of students with higher English level in English learning, ensures that students can actively participate in theoretical English learning activities, and changes from the traditional passive teaching mode to the comprehensive active cooperative teaching mode.

4.1. Preparation of TESOL Teaching Practice

The teaching preparation work in the early stage of teaching is mainly divided into two stages. The first stage is the theoretical knowledge analysis stage, which requires students to have a preliminary understanding of some English knowledge content and master relevant English vocabulary before knowledge teaching, so as to improve students' English learning integration. The second is the management stage of knowledge analysis. In this stage, teachers are required to timely take students' English learning psychological dynamics and English learning ability as the core, and cut down some business English learning contents that are difficult for some students to accept, so as to ensure the consistency between students' English learning and teachers' knowledge teaching, thus creating favorable conditions in many aspects for the smooth progress of teaching in the subsequent stage in terms of teaching practice, meanwhile, attention should be paid to the reform of the comprehensive teaching system, teaching should be further improved, teaching preparation must meet the relevant requirements of teaching reform, and the content of the teaching system should be optimized. Students' basic English teaching preparation is actually not important. The key lies in the effectiveness of TESOL teaching application reform in English classroom. Only by ensuring the actual effectiveness of English teaching reform can we effectively prepare for teaching practice, The TESOL teaching mode has been applied to the reform of business English teaching.

4.2. TESOL Teaching and Timely Teacher-Student Interaction

Teacher-student interaction is the most basic condition for the introduction of cooperative English learning mode. The purpose of strengthening teacher-student interaction is to improve students' oral communication and vocabulary application ability, solve the problems such as students' weak oral communication ability and incomplete vocabulary application under the unified teaching mode, adopt the teaching methods of listening, reading and writing to gradually deepen students' English learning impression, create favorable cooperative teaching conditions between students and teachers, help teachers better understand students' psychological changes in English learning and improve students' English learning environment flexibility, avoid students' excessive tension in English learning, and gradually change the role of teachers from the developer to the collaborator and supporter in the traditional concept. The essence of this method is to improve the tense relationship between teachers and students, and carry out teaching interaction reform from the most basic teaching link, so that students can accept TESOL teaching content under the background of teaching reform.

4.3. TESOL Teaching Research and Discussion

The work of teaching research and discussion is mainly used to solve the contradictions between students and teachers, strengthen the practical cooperation between teachers, promote the development and application of scientific and rational teaching from the basic education reform as the starting point, and do a good job in the connection of English teaching from the primary school stage. By strengthening the communication of teaching research, college teachers can fully understand the English learning status of students in the early stage, actively establish effective communication management with junior high school teachers and primary school teachers, and use mutual support and help to achieve good teaching purposes, so as to introduce the personalized teaching system into the existing TESOL teaching environment at the university stage, actively discuss the reform direction of the existing business English, pay attention to the application of practical training, and improve the learning efficiency of students' English knowledge. The reform of teaching methods and teaching consciousness should be carried out as the main teaching research topic of the application of TESOL teaching mode, so as to ensure that the reform of business English teaching keeps pace with the times.

4.4. TESOL Teaching in Group Knowledge Interaction

Students' group knowledge interaction can effectively make up for the inadequacy of basic English learning ability, enable students to give full play to their English learning advantages in different groups, help students establish good self-confidence in English learning, change students' traditional cognition of college English learning, improve students' knowledge system framework through step-by-step practical teaching. Students start from their own English learning advantages, gradually carry out diversified cooperative English learning, select representatives with strong English knowledge from each group, summarize the English learning status of students in this group, analyze the problems and practical difficulties encountered in English learning, improve the actual competitiveness of each group, solve the existing cooperative knowledge problems, and finally improve the practical importance of cooperative English learning from the student management level. Teachers should ask all team members participate in English learning practice activities, so as to pave the way for better using the business English content they have learned to carry out cooperative English learning in the future.

5. Conclusion

The application of TESOL teaching mode is of great significance to improve the quality of English teaching at the university stage. It is an important part of modern business English teaching. In practical teaching, we should pay attention to the cultivation of students' autonomous English learning ability and cooperative English learning ability, give full play to the advantages of TESOL teaching, improve the existing basic teaching environment, reform the comprehensive teaching system, and improve students' overall English learning ability from the application of teaching methods, the selection of teaching contents and the creation of teaching situations, so as to effectively cooperate with the application of TESOL teaching mode to carry out English teaching at the university stage and improve the modernization level of English teaching at the university stage. Above all, taking a comprehensive view of the above theoretical statements and specific practices, it is a brand-new teaching reform and attempt to integrate the TESOL concept into business teaching, and it is also a teaching exploration and reflection based on the business English course in China. To a certain extent, these teaching reforms help to change the slightly dull status of business English classroom, stimulate students' interest in learning and classroom initiative, cultivate students' autonomous learning ability, improve teachers' teaching quality, and create an efficient English listening and speaking learning classroom. But we must also realize that the teaching mode is based on the cultural tradition, and the teaching mode must be different due to the different cultural background, value orientation and moral ethics. In the process of applying TESOL concept, only combining with the actual situation of business English classroom in China, can we achieve the desired effect.

About the author

Hongyu Liu (1980-), female, a master, a professor of Dalian University of Finance and Economics, research direction: Business English, Cross-cultural communication

Fund Projects

1. Research on the Construction and Practice of the Ideological and Political Database of Business English Course in Applied Undergraduate Colleges under the Background of "Three Entry" (Project No.:2023dlcjg16)
2. Research on the Innovation of Business English Golden Course Construction in Private Colleges in the Digital Intelligence Era (Project No.:LMJX2023246)

References

- [1] Wu Xi Construction of "autonomous+cooperative" English learning mode of business English Course under TESOL teaching concept [j]Zhiyin Lizhi, 2017 (12)
- [2] Yin Chongjia The practice of student centered teaching theory in the teaching of audio visual and oral courses for English Majors -- a comparison and analysis of ESA mode and output oriented method based on TESOL teaching theory [j] Yinshan journal, 2022, 35 (06): 106-109
- [3] Zhang Shuxia Reform and practice of English listening and speaking teaching in Higher Vocational Colleges Based on TESOL theory [j] Journal of Qiqihar University (PHILOSOPHY AND SOCIAL SCIENCES EDITION), 2021, (08): 167
- [4] Wang Jingyu, Research on the cultivation of students' cultural awareness in Business English Teaching under the background of economic globalization [J] Journal of Jiamusi Vocational College, 2024, 40 (01): 151-153