

# Study on the Reading Classroom of Business English Majors in the Mixed Teaching Mode of Online and Offline

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**Abstract:** The mixed teaching mode combining online teaching and offline teaching has been gradually applied to various fields of education in our country. Therefore, based on the mixed teaching mode of online and offline, this paper takes the reading classroom for business English majors as the research object, analyzes the current situation of reading classroom for business English majors in China, and explores the new paradigm, new situation and new path brought to reading classroom for business English majors under the background of mixed teaching. This paper focuses on the importance of combining tradition and modernity, and the unity of teachers and students in the classroom teaching mode of business English major reading, so as to provide a more perfect teaching mode and method for business English reading classroom in China.

**Keywords:** Mixed teaching mode; Business English; Professional reading classroom.

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## 1. Overview of Blended Teaching Mode

The development of educational science and technology not only promotes the knowledge communication between teachers and students, but also innovates the way for students to acquire knowledge and improves the teaching system of teachers, providing a strong driving force for the development of socialist education. By definition, blended teaching is an "online + offline" teaching mode that combines the advantages of online teaching and traditional teaching. The hybrid teaching model comes into being along with the progress of science and technology in China. By organically combining the two kinds of teaching organization forms of "online" and "offline", it enables teachers, students and teaching content to realize innovation on a certain level, thus obtaining a new teaching and learning experience, and guiding learners' learning from shallow to deep to deep.

Blended teaching is not the replacement of traditional teaching activities by innovative teaching activities, nor is it the choice of advocating digital teaching resources and abandoning non-digital teaching modes. In the era of the interweaving of big data and various fields, teaching concepts, teaching modes and teaching categories should keep pace with The Times. In addition, organized and purposeful offline teaching and online teaching will be combined to create a more optimized and efficient teaching system, so as to further promote the depth of students' learning and expand the breadth of students' learning. At the same time, under the blended teaching mode, teachers' teaching and students' learning process should comply with students' own learning rules, grasp students' own learning conditions, effectively use the different teaching advantages of online and offline, fully mobilize students' consciousness and interest in learning, and establish an efficient learning mode.

## 2. The Current Situation of The Development of Business English Reading Classes

With the strengthening of economic globalization and the rapid development of China's economic strength, the applicable fields and scope of business English have been gradually expanded, and business English education in colleges and universities has been further improved and rebuilt. Business English reading is an important part of business English learning, which covers the basic knowledge structure of business English and supports the communication and application of business English. If you want to master business English reading ability, you need to have a broad international vision, special international business knowledge and skills, strong cross-cultural communication ability and high humanistic quality.

There are still some problems in the development of business English reading classroom in China. First of all, in terms of teaching mode, although China's major universities have made certain innovations and breakthroughs in the teaching mode and method of subjects under the impact of science and technology, the traditional "cramming" teaching mode still occupies the central position, and the teaching mode is single, which lacks certain interest and effectiveness in business English reading class. Secondly, in terms of teaching methods, teachers pay attention to the explanation of important and difficult sentences in business English reading, ignoring the context of reading materials. Although students have mastered certain reading skills in business English reading, they have not achieved significant results in the improvement of reading ability and level. Finally, in terms of teaching content, business English reading

Reading class pays attention to the analysis and understanding of the article, the learning content stays in the textbook, and fails to effectively train the students' reading environment and language sense, and there are still some difficulties in the practical application process.

### **3. The Innovative Path of Business English Reading Classroom from The Perspective of Blended Teaching**

Teachers in blended teaching. The development of educational science and technology will inevitably change teachers' teaching tasks. The power brought by science and technology enriches and develops the teaching activities between teachers and students. In the traditional single business English reading teaching process, teachers generally act as a one-way knowledge output role, and the overall teaching space and time are relatively limited. At the same time, unlike other Chinese subjects, business English reading classes are very difficult to learn without the help of external resources in cognition and understanding. If teachers fail to provide guidance and explanation to students outside the classroom, students' learning enthusiasm and initiative will be inhibited to a certain extent.

Under the mixed teaching model, the role of teachers in business English reading classroom has a new orientation compared with the traditional teacher teaching form. Teachers' teaching is divided into classroom teaching and web-based independent learning. Therefore, the teacher not only plays the role of teaching knowledge in the classroom, but also plays the task of supervising and guiding students to self-learning based on the network. In the process of business English classroom teaching, teachers continue to follow the traditional teaching methods of business English classes, explaining words, analyzing sentences and theories to students face to face

Understand the content and expand the background, provide in-depth guidance and teaching for the understanding and cognition of business English reading, and at the same time, use the Internet at any time to show the learning content for students through ppt, movies and other ways, and constantly introduce professional vocabulary and words needed for business English reading

Reading material. Outside the classroom, teachers can carry out a series of teaching activities through the network platform, share learning resources through the network, arrange business English reading materials, and maintain the real-time and synchronicity of business English reading. Students are organized to study on the Internet and answer questions on the Internet. Teachers can assign and correct homework on the Internet, enrich teaching forms, and further improve the development form of business English reading class under the influence of the Internet environment.

Students in mixed teaching. No matter in the single teaching mode or in the mixed teaching mode, it is a student-centered teaching activity, its purpose is to promote the students' knowledge absorption more effectively. In the traditional classroom teaching system of business English reading, the learning of business English reading is only kept in the two links of classroom teacher's teaching and dictionary reference after class, and business English reading materials are limited to textbooks and some simple reading materials, which are not recognized by many students in terms of the interest and effectiveness of business English reading. At the same time, the boredom of business English reading itself and the traditional way of learning make college students' business English reading learning passive for a long time.

With the support of modern information technology, in the mixed teaching mode combining online and offline, college students' learning methods of business English reading have

gradually changed from passive to active, and their learning is no longer dependent on teachers to achieve certain learning results. Their English learning approaches, methods and contents have been updated. In the business English reading class, students master the important and difficult points of business English reading through the teacher's simultaneous explanation; Outside the classroom, students can collect relevant MOOCs and video materials for reading and learning. Meanwhile, they can combine rich apps to accumulate relevant words in business English reading and conduct reading training, which can provide effective and accurate guidance for students' reading training. In addition, a good business English reading ability requires training and translation in a large number of business English reading materials in addition to a large number of professional English vocabulary, so as to ensure the accuracy and appropriateness of translation in specific occasions and environments. Therefore, reading and translation training can be conducted through online test simulation. It can provide a good auxiliary role for students to improve their business English reading ability.

Teaching content in mixed teaching. The richness and diversity of teaching content are the distinctive characteristics of blended teaching. In the traditional business English reading teaching mode, the teaching content is mainly textbook, and the reading practice is consolidated after class, so the students' learning content is very limited. In the blended teaching mode, students' learning content is not limited to textbooks, but more often comes from various multimedia resources on the Internet, which makes the sources of teaching content more diversified. As a language learning subject, business English needs more pictures, audio and video resources to build a learning environment for business English reading ability training. Students can collect all kinds of reading materials outside the classroom according to the relevant learning materials provided by teachers and their personal interests, and they can also collect learning materials on the network platform according to their own interests. The mixed teaching mode has greatly expanded the learning content of students, and a variety of learning resources are conducive to students choosing their favorite learning methods

To cultivate students' interest in business English reading and arouse their enthusiasm in business English reading is conducive to improving students' reading English level.

### **4. Teaching Strategies for Business English Reading Classes Under the Blended Teaching Background**

Build an online teaching platform. Online teaching is the premise of hybrid teaching mode, and the effective use of online teaching resources is the key to further improve the college business English reading classroom teaching system. Teachers can adjust the teaching methods according to students' absorption of knowledge in the classroom. In the classroom, traditional teaching and film teaching are combined to conduct effective business English simulation training according to specific situations, so as to improve students' feeling and understanding of reading context. After class, teachers will live guide or collect relevant courses to jointly promote the teaching. Teachers can not only explain the problems of students' reading learning in business English through live lectures or micro-classes, but also recommend

relevant videos or MOOC resources for students to learn, so as to make full use of online learning resources. Make the way of English teaching and learning more flexible, learning results more significant.

Consolidate the learning results of offline classes. In the process of the continuous promotion of mixed teaching mode, we should make full use of online teaching resources and give full play to the role of traditional business English reading teaching classroom. Traditional teaching methods can provide students with an environment to receive knowledge face to face, narrow the space and time distance between teachers and students, and more conducive to maintaining students' efficient classroom learning state, which has been the main learning way for students in the process of knowledge absorption since ancient times. Through analyzing the major and difficult points of business English reading for students in class, students can deepen their understanding of vocabulary and context in business English reading, consolidate the content system of business English reading, and organize students to consolidate and flexibly apply the basic reading knowledge learned online through direct offline teaching. To give students more opportunities to participate in learning at the cognitive level in order to jointly achieve higher teaching goals.

Strengthen the evaluation of mixed teaching mode. No matter online teaching or offline teaching, students should regularly assess their business English reading ability and timely give them the corresponding feedback information. Under the mixed mode of teaching, the assessment of students' English reading learning effect is an important measure to stimulate students' enthusiasm in improving business English reading. In the formulation of students' English reading level assessment plan, online assessment or offline assessment can be one-way, and the assessment of students' online or offline learning content can be conducted in layers and stages, so as to understand students' learning status at each stage, and timely adjust the teaching plan and teaching form. In addition, the assessment results of business English reading level will be fed back to students, so that students can understand their shortcomings in different areas such as vocabulary, grammar and language sense, and

effectively carry out filling-in learning to solve existing problems, so as to further improve the teaching effect of teachers' English courses and students' learning results.

## 5. Conclusion

With the gradual introduction of Internet technology into the campus and the classroom, the education mode of college business English reading classroom has gradually shown the characteristics of diversification, three-dimensional and novel. Under the blended teaching mode, the teaching experience of college business English reading classroom is updated from recording and video to slide and live teaching, thus realizing the transfer of teaching process from classroom to other places, innovating the one-dimensional teaching method of time and space synchronization between teaching and learning, and further breaking through the difficulties and difficulties of students in business English reading learning.

The traditional way of solving doubts provides a great impetus for the establishment of a perfect and sound business English reading classroom, and also provides an important condition for college students to learn business English reading efficiently.

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