

Research on Practical Teaching Based on Constructivist Learning Theory: Take Business English Majors as an Example

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Abstract

Constructivist learning theory emphasizes the experience of learners' learning process and the cooperation of learning process. The teaching mode suitable for learning environment under constructivist theory is summarized as: "student-centered, teacher-led, creating and using situations, guiding students to collaborate, Conversation, etc. give full play to the initiative, enthusiasm and innovative spirit of students, and finally achieve the purpose of effectively realizing the meaning construction of the current knowledge. Practical teaching plays an important role in the whole teaching process of cultivating advanced applied English talents. In the process of carrying out business English teaching, based on the constructivist learning theory, the reform and innovation of practical teaching of business English is constantly promoted, which plays an important role in cultivating students' vocational skills and practical operation ability.

Key words: Constructivism; Practical teaching; Business English

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With the rapid development of global economic integration, international trade and business activities are increasingly frequent. The demand for business English talents in the 21st century society has shown a diversified trend, which not only brings huge market demand for business English, but also puts forward higher requirements for business English education: not only to be proficient in business theory, but also to be familiar with and master the business English. Practical business skills. Business English practice teaching is an important part of business English course teaching, an important link and method of business knowledge and English communication, and an effective way to achieve professional training goals and talent training specifications.

1. BASIC VIEWPOINTS OF CONSTRUCTIVIST LEARNING THEORY

Constructivist learning theory is a new learning theory emerging in western countries in recent years, and it is an important branch of cognitive learning theory. It is a continuous development of the early constructivist ideas of Piaget, Bruner, Vygotsky, Witrock, etc., which believes that the cognitive development of individuals is closely related to the learning process, and is accompanied by an understanding of cognitive psychology. Criticism and development of learning. Constructivism theory was formed in the mid and late 1990s. Its basic point of view is that learners understand and give meaning to the external world that exists objectively based on their own experience. To understand the nature of learning and the nature of learning activities, the core of constructivism theory is student-centered, emphasizing students' active exploration of knowledge, active discovery and active construction of the meaning of knowledge. Constructivist learning theory considers "situation", "collaboration", "conversation" and "meaning construction" as the four

elements in the learning environment, and advocates situational teaching. Students' knowledge is closely related to the situation, and is obtained through the construction of meaning by means of interpersonal collaboration, communication, use of necessary information, etc. The amount of knowledge a student acquires depends on the learner's ability to construct the meaning of the knowledge based on their own experience, rather than the learner's ability to memorize and recite the content taught by the teacher. Teaching design not only considers the analysis of teaching objectives, but also considers the creation of situations that are conducive to students' construction of meaning, and regards the creation of situations as one of the most important contents of teaching design. Reforming the practical teaching of business English majors in the Open University, and practicing teaching under the constructivist learning theory, this educational theoretical point of view is highly consistent with the characteristics of students in open education. To improve students' practical ability, it is necessary to rely on the practical teaching reform of the curriculum, and focus on strengthening the construction and innovation of practical courses, which is a feasible way to cultivate practical skills and professional quality. For open education students, professional knowledge is very important, but vocational skills and practical operation ability are the key to employment.

1.1 Understanding of the Learner

Constructivism advocates learner-centered learning under the guidance of teachers, and believes that students are the main body of cognition, the processor, organizer, and creator of information, and the active constructor of knowledge meaning, rather than passive external stimuli. Receiver and indoctrinated object. Constructivist learning theory believes that the amount of knowledge acquired depends on the ability of learners to construct the meaning of knowledge based on their own experience, rather than the ability of learners to memorize and recite the content taught by teachers.

1.2 Understanding of Teachers

Constructivist learning theory still emphasizes the guiding role of teachers while emphasizing the main role of learners' cognition. It believes that teachers are helpers, collaborators, facilitators, organizers, and guides of students' knowledge construction, rather than knowledge imparters and instillers. On a macro level, the role of teachers is reflected in that they rely on their rich experience and accurate overall grasp of subject knowledge to guide students to gather local knowledge bit by bit into a complete knowledge system, help students build new and old knowledge, and at the same time retain knowledge. Give students a wide range of construction space.

2. THERE ARE MANY DISADVANTAGES IN THE TRADITIONAL PRACTICAL TEACHING OF BUSINESS ENGLISH

The traditional business English talent training model has many drawbacks, and it is difficult to cultivate business English talents in line with social development. In the process of practical teaching, there are many problems such as lack of teachers' conditions, insufficient software and hardware guarantees, poor school-enterprise coordination, and unreasonable assessment and evaluation.

2.1 Practical Teaching is Just a Formality

Although the CDB teaching plan clarifies that the business English practical course is a compulsory course, it is basically a mere formality and has no practical effect. One is the vague understanding of practical teaching; the other is the lack of necessary conditions for setting up practical teaching, such as practical teaching hardware and software facilities, etc., resulting in simple and old-fashioned practical teaching methods, such as writing summer social survey reports, simulated internships, etc. These practices fall far short of the expected goals of practical teaching.

2.2 Insufficient Construction of Training Bases Inside and Outside the School

The practical teaching system for the cultivation of business English talents is not sound enough, and the students' practical ability is lacking. Due to the lack of school-enterprise integration, schools and enterprises are separated, and talent training is mainly school-based, which leads to the neglect of students' practical application ability and cross-cultural business communication ability in the business environment. The practical teaching of business English cannot be separated from the training base. The key to ensuring the quality of practical teaching is to build a perfect training base inside and outside the school. In the process of carrying out the practical teaching of business English, they did not realize the importance of the construction of training bases. The construction of the training bases is insufficient, and there is a lack of sufficient practical teaching equipment and teaching venues. Even if some instruments and equipment are equipped, the quantity and quality are not enough. It is difficult to meet the needs of practical teaching of business English, which leads to the inability of students to carry out targeted training in the training base during the process of practice in school, which affects the effect of skill training. In addition, off-campus practice bases are also crucial to the development of business English practice teaching, but they have not established long-term and stable cooperative relations with enterprises. Enterprises are reluctant to fund universities to build off-campus training bases. It is a mere formality and cannot really achieve the goal of practical teaching of business English.

2.3 Lack of High-Quality “Double-Qualified” Teachers

In the process of carrying out business English practical teaching, teachers play an important role in organizing and guiding students to participate in practical training, which directly affects the smooth development and teaching quality of practical teaching. Because business English practical teaching focuses on cultivating students' practical ability and comprehensive quality, it has high requirements for teachers' practical ability, especially teachers need to have real work experience in enterprises. Most of the business English teachers are transformed from ordinary English teachers or fresh college students who have graduated from colleges and universities. Although these teachers have a solid theoretical foundation in English, they lack the work experience of participating in the practice of enterprises. And the understanding of business process is not enough; it is difficult to provide effective guidance in students' practical training. The reason for the lack of high-quality “double-qualified” teachers has a lot to do with the lack of attention to the construction of the teaching team. The school does not regularly send teachers to the company for practice practice. Business English teachers are burdened with heavy teaching tasks and lack time to go to the company. Accumulation of work experience, and insufficient training in schools for business English teachers' practical teaching ability have hindered the development of business English teachers' practical teaching ability to a large extent.

3. THE REASONS FOR TRADITIONAL BUSINESS ENGLISH PRACTICE TEACHING

3.1 Lack of Setting Practical Teaching Goals Based on Industry Needs

Clarifying the teaching objectives is the basis and premise to solve the problems existing in the practical teaching of business English. In the process of establishing the teaching objectives, it is necessary to deeply understand the characteristics of the business English industry and the latest demand for talents. The fundamental goal of practical business English teaching is to encourage students to use English flexibly to communicate in a business English working environment. In the process of establishing practical teaching objectives in the business field, in-depth communication and exchanges with employers and enterprises should be carried out to fully understand the professional knowledge and skills requirements of the current industry and enterprises for business English workers, and use them as the basis for establishing teaching objectives. At present, most enterprises in our country place the most importance on comprehensive literacy and practical ability for business

English talents. Therefore, courses should be set according to job requirements, traditional teaching courses should be integrated, and the proportion of practical courses should be increased to cultivate students' business operation skills. Emphasis is placed on training students' language use and practical ability. English practical teaching can effectively cultivate students' innovative spirit and practical ability, and promote the development of students' comprehensive quality. The scientific and reasonable establishment of practical teaching objectives is the basis and premise of improving the practical teaching model. The establishment of practical teaching objectives should be based on industry needs. Oriented, cultivate business English talents that meet market demand, and enhance students' employability and competitive advantages.

3.2 Lack of On-campus Training to Cultivate Vocational Skills

The on-campus training base is an important part of the practical teaching of business English, and an important place for college students to carry out professional practice and practice. Because the practical knowledge of business English involves a wide range, in the process of students' practical learning, part of the special skills training cannot achieve comprehensive on-the-job practice, such as import and export business negotiation. Therefore, the practical training of this part of the content is highly dependent on the on-campus training base. It is necessary to focus on building an on-campus training center, which can be started from two dimensions. On the one hand, build a voice training room, language independent practice center, multimedia training room and oral language training room. This type of on-campus training room can provide rich learning resources for students to participate in practical learning and guide students to develop business English. Practice on your own. Under the guidance of professional teachers, students can use Internet technology and multimedia resources to carry out multi-faceted language application ability training, which effectively enhances the business English practice ability of college students. On the other hand, to simulate the real office environment of related enterprises, build corresponding business training centers and e-commerce rooms. Through the guidance of business English teachers, students can set up virtual companies in the training rooms to conduct simulation training for the majority of students. In the process of setting up a virtual company, you can choose the real business of the enterprise, and guide students to independently simulate a series of processes such as relationship establishment, contract signing, business negotiation, etc. With the help of simulation software, the business of the enterprise can be truly restored, and students can be stimulated in the simulation practice of knowledge. Strengthen the understanding of theoretical knowledge, promote the combination of theory with practice, and cultivate students' ability to analyze and

solve problems. In addition, in this process, students can truly understand import and export related business, which helps to promote students to transform professional knowledge into vocational skills, and plays an important role in improving the quality of business English practice teaching.

4. THE ENLIGHTENMENT OF CONSTRUCTIVIST LEARNING THEORY TO PRACTICAL TEACHING OF BUSINESS ENGLISH

Constructivist learning theory emphasizes the experience of learners' learning process and the cooperation of learning process. We may summarize the teaching mode suitable for learning environment under constructivist theory as: "student-centered, teacher-led, creating and using situations, guiding Student collaboration, conversation, etc. give full play to the initiative, enthusiasm and innovative spirit of students, and finally achieve the purpose of enabling students to effectively realize the meaning construction of the current knowledge.

Comprehension→Consolidation→Communication→Conformation→Creation
(Understanding→Consolidation→Communication→Integration→Innovation).

4.1 Innovate Practical Teaching Methods

In the process of carrying out business English practical teaching, let students participate in practical operations and drills, avoid teacher-centered teaching mode, effectively exercise students' English expression ability, cultivate students' strong practical ability and professional skills through practical teaching, adapt to Industry and enterprise post talent needs, enhance students' employability. In the process of carrying out business English practice teaching, to train students' business English communication skills, we can use communicative teaching method and situational teaching method; to train students' business negotiation ability, we can use task teaching method and group cooperation teaching method; In the process of English comprehensive skills, real cases of enterprises can be introduced, and case teaching methods and project teaching methods can be used. Through the use of different practical teaching methods, the pertinence and effectiveness of students' ability training are strengthened.

4.2 Reforming Practical Teaching Materials

At present, there are many types of theoretical teaching materials for business English majors, but there are very few supporting teaching materials for practical teaching. There is also little information in this regard on CDB Learning Online. In the process of carrying out practical teaching, some practical training materials are

usually collected from the online platform and provided to students. These materials are too scattered, lack systematization, and do not target the characteristics of adult students. It is not conducive to cultivating the healthy ability of students. If conditions permit, business English teachers are encouraged to independently compile some practical training materials according to local characteristics, including practical training syllabus, teaching software, text teaching materials, video and audio teaching materials, practical training guidance materials, etc. The writing content emphasizes students' practical operation ability. Training can effectively guide students to participate in practical training.

4.3 Improve the Construction of Training Bases

The practical teaching of business English cannot be separated from the training base, and the construction of a perfect training base is the key to ensuring the quality of practical teaching. The lack of school-enterprise integration has resulted in two separate schools and enterprises, and talent training is mainly school-based, resulting in the neglect of students' practical application ability and cross-cultural business communication ability in the business environment. In the process of carrying out business English practical teaching, we must realize the importance of the construction of training bases, improve the construction of training bases, provide practical teaching equipment and teaching venues, and meet the needs of practical business English teaching. Sex training to develop practical skills. Open education students have an outstanding advantage. As adult students, they all work and study at the same time. Many students are still industry elites. The school can find cooperative enterprises among outstanding alumni and build long-term and stable relationships with enterprises as the school's training base.

4.4 Strengthen the Construction of Teaching Staff

Business English teachers must not only have English language knowledge and related professional knowledge, but also have social practice knowledge. At present, most of the business English teachers also teach public English at the same time. Although some teachers have a solid theoretical foundation of English, they lack the work experience of participating in the practice of enterprises, and it is difficult to provide effective guidance in the practical training of students. Strengthening the construction of teaching staff and cultivating high-level applied teaching talents who can use business skills proficiently is the primary task of the current practical teaching of business English, and it is also the premise of the successful implementation of practical teaching of business English.

Practical teaching plays an important role that cannot be ignored in the whole teaching process of cultivating advanced applied English talents. In the process of

carrying out business English teaching, combined with the many problems existing in the current practical teaching, based on the constructivist learning theory, extensively learn from the successful experience of practical teaching reform, and constantly promote the reform and innovation of business English practical teaching, which is very important for cultivating students' vocational skills. And practical ability play an important role. In the process of cultivating business English professionals, practical teaching is carried out, and students' theoretical knowledge is transformed into business operation skills, which enhances the market competitiveness and employability, and promotes the Open University to cultivate more business English talents that meet the requirements of the industry and enterprises.

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