On the Application of Computer Aided Technology in Business English Reading Class

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Abstract. With the continuous development and changes of international business activities, business English teaching has developed rapidly around the world. This article explores the value of Internet-based computer-assisted language teaching in business English course teaching relying on computer-assisted technology, combined with business English teaching examples. The results show that multimedia technology increases the information output of teachers and creates more vivid learning environment of language learning, greatly improving the teaching efficiency and quality.

Keywords: Internet, Computer-aided Technology, Business English Reading Class

1. Introduction
With the continuous development and changes of international business activities, as an important international language tool in the field of international trade, business English teaching has developed rapidly around the world. Many countries, including China, have opened Business English or Professional English course, training English communication skills in a business environment for those engaged in international business [1-3]. As the English used in the business environment, Business English's concept, With the continuous deepening of the interaction and integration between English and business, is constantly expanding, extending and developing. It has strong purpose and practicality, different from English for General Purposes (EGP) teaching [4]. It is also because of the need to take into account the study of English language and business knowledge in teaching. Students generally feel that business English is difficult to learn. There are problems such as low throughput rate of vocational qualification exams, poor practical ability, etc., they cannot firmly grasp the special business skills of the post and form a comprehensive post ability [5-6].

This article explores the value of Internet-based computer-assisted language teaching in business English course teaching relying on computer-assisted technology, combined with business English teaching examples.

2. Computer-aided language teaching
Computer-Assisted Language Learning (CALL for short) refers to the use of computer-aided methods in language teaching. It emerged in the late 1950s and early 1960s and was mainly based on Constructivism. The core of this theory is that human knowledge is constructed by individuals rather
than transmitted by others. Applied in teaching, that is, knowledge requires students to acquire actively, rather than relying on teachers to teach. Computer-assisted language teaching has a unique advantage in foreign language teaching (Figure 1).

**Figure 1.** Computer-assisted language teaching English teaching

1) Successfully change the roles of teachers and students. The traditional foreign language teaching methods can be summarized as: teaching materials + blackboard + recorder, the form is monotonous, and the content is boring. Teachers are only the transmitters of language knowledge, and students are completely in a learning state of passively accepting knowledge, resulting in low teaching efficiency and poor quality. However, in the environment in which networks and multimedia are applied in teaching, the role of teachers has changed into organizers and mentors of class. They formulate clear teaching tasks and design effective teaching activities to stimulate students 'interest and mobilize students' enthusiasm. So that the students have also changed from passive "I am demanded to learn" to "I want to learn".

2) Can effectively improve students' learning efficiency. Studies in psychology have shown that students 65% can be memorized if these two methods are used at the same time. With the help of network and multimedia equipment, teachers can combine sounds, words and images to stimulate students' senses, and make the teaching more vivid, lively, affectionate and interesting. This can make students more active and impressed in the learning process, thereby greatly improving the quality of teaching and learning efficiency.

3) Computer-aided language teaching can effectively improve students' self-learning ability. In the context of computer-assisted language teaching, teachers can use multimedia courseware to personalize and modularize the knowledge to be taught, and students have the option to digest knowledge points in a hierarchical and active way according to their personal hobbies and needs. Such teaching methods can enable students to better understand their own language level; implement the learning process more effectively and cultivate the ability of autonomous learning. In addition, teachers can also use computers and networks to observe students' self-study outside the classroom in real time.

3. The application of computer-aided language teaching method based on internet in business English teaching

3.1. Problems and limitations
Everything has dual characters. Although the Internet has played a huge role in promoting business English teaching, it also has shortcomings and insufficiency.

Some teachers emphasize the diversity of variety in making courseware, lacking the connection with the content of the textbook, or even embodying any content at all. In the classroom, the courseware became a "little movie", and the students became the audience. The students only passively recognized and understood the knowledge without forming an effective interaction with the teacher and unable to expand the students' thinking.

3.2. Business English Vocabulary Teaching
In terms of vocabulary, business English is very different from basic English. Business English professional vocabulary has the following characteristics: 1. Many business English professional
vocabulary is derived from basic English vocabulary, but their meanings vary very seriously with the change of the context. This is due to the wide range of business English, such as industry, economy, energy, trade, law, medicine and other fields. Therefore, the same words may have completely different meanings in business English and basic English. For example, in basic English, "policy" means "policy", while in business English, it means "insurance policy". Another example: The general meaning of "outstanding" is "outstanding", while in business English it means "undischarged"; 2. In business English, words with similar meanings often appear together. In order to avoid ambiguity, we often put two synonyms together, which is very common in agreements, contracts, and legal documents; 3. Acronyms are widely used in the field of business English, because their meanings are simple and clear, avoiding ambiguity and improving efficiency. For example: ICC stands for International Chamber of Commerce; BAR/D is an abbreviated form of barter deal; FOB refers to Free on Board.

According to these characteristics of business English vocabulary, teachers should adopt a variety of teaching methods in teaching, rather than sticking to the traditional teaching model. It is an effective way in business English teaching reform to use the Internet to provide learners with a special "textbook".

Taking the word "negotiation" as an example, it can be used in two different occasions. Please see the following two examples

A: If it is convenient to you, we decide to start our negotiation tomorrow.
B: The credit remains valid for negotiation within two weeks after sight of the draft.

In sentence A, "negotiation" means "negotiation", while in sentence B, it means a payment method.

When explaining the word "negotiation", teachers can first download their different meanings and usages from the Internet while explaining to students. After that, by linking the webpage searched in advance, the students are presented with two to three specific cases so that they can understand the meaning and usage of the word more deeply, as shown in Figure 2.

![Figure 2. Network diagram of business English words](image)

After class, teachers can also introduce relevant websites or books to students to help them review and consolidate.

For the evaluation object $u_i, u_n(i, i^* \in N, i \neq i^*)$ of business English teaching, let $w_j(i, i^*)$ be a random variable following a certain distribution on the interval $[\min(w_{ij}, w_{i^*j}), \max(w_{ij}, w_{i^*j})]$, and call $s(u_i > u_n)$ the superiority of $u_i$ to $u_n$, as shown in formula (1):

$$s(u_i > u_n) = p(f(u_i) > f(u_n)) + 0.5p(f(u_i) = f(u_n))$$

(1)

$$f(u_i) = \sum_{j=1}^{m} w_j(i, i^*)$$

(2)

$$f(u_n) = \sum_{j=1}^{m} w_j(i, i^*)$$

(3)
4. The role of English teachers in Internet-based computer-aided language teaching methods
With the change of educational goals and teaching modes, the role of teachers has also changed.

1) The person for solving the puzzles. Whether in ancient or modern times, whether at home or abroad, teachers have the same responsibility: to answer doubts. The supernatural network and computer can give instruction, but it can't replace the teacher's "resolving doubts". This is because there are still certain defects in the interaction between human and computer. Teachers should teach them how to learn in the process of guiding students and teach them how to use equipment and network resources to find information. However, computers can never replace people, and teachers have an extremely important role in teaching students to answer questions face-to-face.

2) Planner and organizer. The scientific teaching model should be a student-centered model, and teachers play the role of planners and organizers of teaching activities in this process. During lesson preparation, teachers should study the teaching objectives, analyze the teaching tasks, understand the student foundation, and make teaching plans. Only by planning classroom activities can we create a suitable learning environment for students. Under the conditions of Internet and computer-assisted teaching, teachers should closely integrate teaching activities and teaching courseware to achieve a gradual progress and conform to the law of language recognition.

3) Collator The Internet has provided us with a lot of information, and computer-aided language teaching has provided English teachers with personalized and multi-style teaching methods that integrate sound, images and text. However, in the face of so much information, learners often feel confused. Therefore, teachers play the role of information organizers in the teaching process, and they must understand the reasonable choice and appropriate choice. The scientific and effective multimedia teaching courseware should be designed by the "information organizer" according to the teaching objectives and tasks, combined with the actual situation of the students.

5. Summary
This article explores the value of internet-based computer-assisted language teaching in business English course teaching relying on computer-assisted technology, combined with business English teaching examples. The results show that multimedia technology increases the information output of teachers and creates more vivid learning environment of language learning, greatly improving the teaching efficiency and quality.

Acknowledgments
The paper’s project is “Golden Course” Construction Research on “Business English Reading” Course.

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