Retraction

Retraction: A Practical Research on the Online Learning Mode of Business English Majors under the Background of “Internet+” (J. Phys.: Conf. Ser. 1883 012090)

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This article has been retracted by IOP Publishing following an allegation that raises concerns this article may have been created, manipulated, and/or sold by a commercial entity. In addition, IOP Publishing has seen no evidence that reliable peer review was conducted on this article, despite the clear standards expected of and communicated to conference organisers.

The authors of the article have been given opportunity to present evidence that they were the original and genuine creators of the work, however at the time of publication of this notice, IOP Publishing has not received any response. IOP Publishing has analysed the article and agrees there are enough indicators to cause serious doubts over the legitimacy of the work and agree this article should be retracted. The authors are encouraged to contact IOP Publishing Limited if they have any comments on this retraction.

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A Practical Research on the Online Learning Mode of Business English Majors under the Background of "Internet+"

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Abstract—In the context of "Internet +", we need to strengthen research on the application of the online learning model for business English majors. This article analyzes the various effects of online learning models on business English majors. This article will discuss the shortcomings in the application of the current online learning model for business English majors. Only by mastering relevant materials can we propose effective practical strategies, improve the application level of online learning models and students' learning effects, and give full play to the positive role of Internet technology in the teaching of business English.

1. INTRODUCTION
In recent years, the development of Internet technology has become more and more rapid. In order to give full play to the advantages of Internet technology in the education industry, we need to strengthen the improvement and innovation of traditional teaching methods and learning methods. In the course of teaching business English majors in colleges and universities, the use of online learning mode can not only improve students' learning efficiency to a certain extent, stimulate their interest in learning, but also have a positive significance in improving the level of talent training. Especially in a special period, when traditional offline classroom teaching cannot be carried out in time, the use of Internet technology to give full play to the application advantages of information technology can not only promote the reform and innovation of business English professional teaching, but also cultivate business that meets the needs of foreign trade development. English talent [1]. However, some shortcomings in the application of business English online learning model directly affect students' learning efficiency and enthusiasm. This leads to a great impact on the teaching effect of the online learning model. For example, during the epidemic, when some colleges and universities used learning platforms to carry out online teaching, students' initiative was not strong, resulting in low teaching efficiency. There are also some students who cannot reasonably arrange their study time, and online learning becomes a burden. Colleges and universities need to analyze these situations in order to grasp the current application of business English majors to the online learning model, and then to improve the existing problems and improve the application level of the online learning model.

2. STATUS QUO OF TEACHING RESEARCH ON BUSINESS ENGLISH
In recent years, in the course of building the business English major, it is necessary to conduct in-depth research and analysis on the construction of the business English major from different angles. At
present, the business English major construction model mainly includes the following four aspects. Firstly, colleges and universities should take social needs as the main oriented professional construction model. In the construction of this business English major, colleges and universities need to comprehensively consider the employment prospects, market demand and business needs of the major. Colleges and universities should take the specific development of the local economy as the guide to develop business English majors. For example, when setting up business English courses, colleges and universities need to analyze and research the curriculum composition, talent training system, practical teaching mode, and assessment methods based on the specific current situation of regional talent needs. In addition, colleges and universities also need to strengthen the in-depth expansion of the content of business English majors based on the relevant requirements of business talents knowledge and skills in the development process of enterprises, and improve the professional ability and comprehensive quality of business English majors. Secondly, colleges and universities should carry out construction work based on relevant theories of business English. To conduct research and analysis on the relevant theories of business English majors in the context of the Internet, universities need to understand the changes in the demand for business English professionals in the development of the Internet industry. It is necessary to analyze the value and competitive advantage of the construction of the business English major in order to propose a scientific and effective talent training strategy. In the development of this process, colleges and universities need to optimize and improve the online teaching model according to the specific theoretical knowledge of business English majors, improve the professional level of the online teaching model, and stimulate the learning interest of business English majors in online learning and learning initiative. At the same time, colleges and universities must effectively integrate it with online course modules, teaching models, and assessment and evaluation mechanisms based on the specific theories of business English majors to improve the professional level of online English learning models. Thirdly, colleges and universities should adopt an English teaching model focusing on cultivating the specific abilities of business English majors. In this theoretical research process, universities are paying more attention to improving students' special functions, involving business translation skills, innovation and entrepreneurship skills, and cultural communication skills. When conducting research on business translation teaching, universities need to train talents and skills according to the specific needs of business translation. Only in this way can the working ability of business English majors be truly improved. In addition, colleges and universities should focus on cultivating students' business communication skills and use various methods to strengthen the training and training of students' oral communication skills, so as to achieve the purpose of cultivating practical and innovative business talents. Fourth, colleges and universities should carry out innovative reforms in business English majors. In the traditional business English professional teaching process, more attention is paid to the training of students' communication skills, so as to achieve the purpose of cultivating practical and innovative business talents. In the course of innovative business English teaching, colleges and universities need to comprehensively consider the challenges and opportunities faced by business English in the context of "Internet +". All colleges and universities should focus on the current social and economic development, and promote the reform and innovation of the original business English major teaching model and teaching content. In this process, universities need to effectively combine traditional business English professional teaching with online English teaching mode. Only in this way can we reform or innovate the construction goals, curriculum system, teaching resources and practical teaching of the business English major, which will help to improve the connection between the business English major and the current social development. Meanwhile, this can give full play to the advantages of the online learning model in the teaching of business English. Besides, using online teaching mode to stimulate students' learning initiative can improve students' learning effects [2].

3. PROBLEMS EXISTING IN ONLINE LEARNING OF BUSINESS ENGLISH MAJORS UNDER THE BACKGROUND OF "INTERNET+
" There are still some problems in the application process of the online learning model for business English majors that directly affect the application effect of the online learning model. First, students'
subjective initiative in learning through online learning mode is relatively poor. A comparative analysis of students' academic performance after using online resources for learning shows that when conducting online English learning, students are more inclined to learn passively. Students must meet the teacher's requirements and regulations to participate in online learning. Without effective guidance and mandatory regulations from teachers, students' autonomy to participate in online learning is relatively low. Students cannot make reasonable arrangements for their study plans according to their actual conditions, which leads to low learning efficiency and directly affects students' academic performance. Especially when doing online learning at home, students are affected by external environmental factors and their own subjective factors, and students will ignore online learning. When students participate in online learning, they have to deal with things, which affects their learning efficiency and learning effect. Second, when using the online learning mode, students cannot choose appropriate learning methods and learning content based on their specific circumstances. Although most students will use two or more English online platforms for learning, most students do not understand the application meaning of online learning models. In this way, the active role of the online learning platform cannot be effectively brought into play, leading to relatively low learning efficiency of students and affecting students' academic performance. There are also some students who are blind when choosing online learning platforms, and they choose to study in disorder and not systematic without considering their own learning ability and time arrangement [3]. Third, when students develop online English learning, the learning content is relatively one-sided. Most students can only guarantee about 1 to 3 hours of study time per day when they study online at home. However, they only carried out targeted learning and did not carry out business practice exercises, which affected the students' practical ability. Besides, in the online learning process, the audience of micro-class videos is relatively small. Although some colleges and universities have recorded English major course teaching videos in advance, the content of course sharing is relatively single, the audience of micro-class videos is relatively small, and the micro-class videos cannot be effectively promoted. This will affect the professionalism and systemicity of business English teaching to a certain extent. Moreover, this will also lead to students' neglect of micro-class learning, which will directly affect learning efficiency and learning effects.

4. ESSENTIALS OF PRACTICE OF ONLINE LEARNING MODE FOR BUSINESS ENGLISH MAJORS UNDER THE BACKGROUND OF "INTERNET +"

4.1. Improve the Information Level of the Teaching Staff
Under the background of "Internet +", the development of computer technology is getting faster and faster, and its application in the modern education and teaching process is of positive significance for improving the level of education and teaching. In this case, universities need to improve the informatization level of the teaching staff as much as possible. Teachers' teaching level is an important factor that affects students' learning effects. The teaching level of teachers is not only reflected in the classroom teaching process, but more importantly reflected in computer technology and diversified teaching skills. Teachers' ability to use computer technology, informatization level and teaching research ability all determine the overall quality of teachers to a certain extent. However, in the process of building business English professional teachers, most teachers' teaching concepts are relatively backward, and their awareness of the application of network technology and advanced educational methods is relatively weak. Although some teachers will apply computer multimedia equipment in order to cope with school inspections, their teaching methods are still based on traditional electronic case studies. This has seriously affected the efficiency and level of informatization construction of the business English major. Especially in the process of online teaching, if teachers cannot improve the traditional teaching methods and improve their own information thinking ability, this will directly affect the efficiency of online teaching and lead to the reduction of students’ initiative to participate in online learning [4].
In the process of improving the informatization level of the teaching staff, universities can proceed from the following aspects: First, it is necessary to strengthen the informatization training of the teaching staff. Colleges and universities can hire experts inside and outside the campus to give lectures on special topics, or make teachers go out to participate in training, integrate computer technology into daily teaching work, so that teachers can learn to use computer technology to carry out teaching activities. Especially when conducting online teaching in a special period, teachers in universities need to be familiar with various online teaching software and platforms, and understand the various functions of the online teaching platform. Only in this way can we give full play to the positive role of online teaching mode, and then use the online teaching platform to improve the quality of English teaching. Second, universities need to attach importance to cooperation and exchanges with enterprises. The business English major itself has strong practicality. In the process of cultivating students' English ability, universities need to fully consider the specific needs of enterprises in the future development process in order to cultivate innovative business English talents. In this process, teachers need to strengthen cooperation and exchanges with the company, go deep into the company, understand the specific needs of the company for business English talents, and improve the practical ability of corporate teachers. At the same time, colleges and universities should make full use of the opportunities of school-enterprise cooperation, so that teachers can work on the job in enterprises, and constantly enrich teachers' knowledge reserves. Otherwise, this can enable teachers to better understand and master the business situation, understand the specific needs of business English in the process of enterprise development and the actual application of related information technology. This not only enables teachers to automatically and spontaneously apply new technologies and new methods in teaching activities, but also helps to improve the level of online teaching [5].

4.2. Develop Information-based Learning Resources

In the process of traditional business English teaching majors, teaching resources are limited, and teachers' knowledge structure is relatively backward. Students generally acquire corresponding business English knowledge from classroom teaching and textbook content. Although business English courses are relatively rich in content levels, teachers and students rely on teaching materials in the learning process. This leads to great limitations in the knowledge resources that students can master, which cannot meet the information needs of the current "Internet +" background development process. In order to give full play to the application advantages of information technology, we need to obtain information-based teaching resources and expand students' knowledge horizons. This will enable students to use the online learning mode to learn professional knowledge of business English, and can give full play to the positive role of the computer Internet. We can master information technology application skills and online operation skills according to the requirements of informatization. In addition, colleges and universities need to use the "Internet +" related thinking to promote the improvement and innovation of the business English professional curriculum system. All colleges and universities should dig deeper into school-based curriculum resources, and make use of advanced business English professional knowledge and backward information resources. In addition, colleges and universities should give full play to the positive advantages of the Internet platform in integrating various resources to promote the integration of Internet elements and course content, thereby enhancing the application value of online learning models. In addition, in the process of enriching informatized teaching resources, universities should strengthen school-enterprise cooperation and jointly develop informatized teaching resources according to the specific learning abilities of students and the actual needs of enterprises. This is not only conducive to strengthening the cooperation between schools, universities and enterprises, and building an informatization curriculum construction team, but also conducive to ensuring the effectiveness and completeness of informatization resources in the online learning model. Moreover, in order to take advantage of the application advantages of information technology, colleges and universities need to improve the efficiency of resource sharing, especially in the online English learning platform to build an effective information communication platform, and set the course content flexibly. All colleges and universities should set up a teaching feedback system to
facilitate teachers to grasp the problems existing in the online learning process of students and the learning effects of students in a timely manner. In the meantime, the use of an effective learning platform can enable students to allocate time independently. It has strong flexibility and improves students' learning initiative. In addition, this is also conducive to promoting good interaction between teachers and students to achieve the purpose of maximizing resource utilization.

4.3. Innovative Online Learning Methods

In order to improve the application level of the online learning model for business English majors under the background of "Internet +", we need to improve and innovate teaching methods and methods, and improve the information level of teaching methods. In the context of "Internet +", it is necessary to innovate and optimize the traditional teaching mode. Universities can use network resources and comprehensive laboratories to carry out network technology-assisted teaching work, and a complete information teaching system. The use of online learning and offline learning is helpful to improve the information level of business English teaching. When making informatization changes to teaching methods, universities can proceed from the following aspects. Firstly, universities must prepare curriculum resources suitable for online learning. Teachers can set up a course teaching team, collect corresponding materials with each teaching unit as a theme, write teaching plans, and make courseware. Simultaneously, teachers should also record micro-class videos and upload the prepared course resources to the online learning platform. Teachers should also formulate supporting learning tasks and test tasks based on the written courseware and learning content. Secondly, universities need to enable students to actively complete online learning. In this link, teachers need to strengthen the supervision of students, so that students can participate in the learning process of the online platform, and complete the prescribed learning tasks on time. Because the online learning platform has a communication section and a Q&A section, students can give feedback to teachers in time for some difficult knowledge points during the learning process, and teachers can answer questions and answer questions to help students master difficult knowledge. At the same time, multiple students can form a study group to communicate and discuss good learning methods and topics with strong research value, laying the foundation for offline course teaching [6]. Thirdly, colleges and universities should innovate classroom teaching. In classroom teaching, universities can use flipped classrooms to strengthen teacher-student interaction, student-student interaction, and increase the cultivation of students' practical and exploratory abilities. In this process, teachers need to focus on answering students' problems in online learning and summarize and analyze the effects of students' learning. Teachers need to guide students to refine the knowledge points in the online learning process, and use the points to help students form a systematic knowledge framework. In addition, teachers can give some discussion topics, let students choose from the given topics, and complete topic learning tasks according to their own learning situation. In this process, teachers need to strengthen the guidance of students so that students can use online learning platforms to enrich relevant materials on topics and improve students' autonomous learning ability.

5. EASE OF USE

In summary, in the current business English teaching process, universities should give full play to the application advantages of online learning platforms, which is an inevitable trend in the development of modern education. In the process of researching and analyzing the online learning mode of business English majors, colleges and universities need to understand the specific usage of students' online learning mode. Colleges and universities need to grasp the various problems that students have when developing online learning, and propose effective solutions based on these problems. Only in this way can the enthusiasm and initiative of students participating in online learning be improved. Furthermore, this can not only enable students to learn to use online learning platforms to improve their English practice skills, but also help students master a richer English business English knowledge.
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