

Innovative Practice of Business English Teaching Model Based on POA Concept

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Abstract: *Applying the POA concept to business English teaching will help improve the quality of professional English teaching. As a brand-new teaching concept, teachers can change the traditional business English teaching mode, taking into account the individual differences of learners, thereby improving students' learning level. This paper studies the innovative practice of business English teaching model based on the POA concept, summarizes the current situation of business English teaching on the basis of relevant literature, and then constructs the business English teaching model based on the POA concept, and implements the model after completion according to the results of practice, the improvement in learning interest and good learning habits of the class with innovative mode of teaching is greater than that of the ordinary class in the comparison.*

Keywords: *POA Concept, Business English, Teaching Mode, Innovative Practice*

1. Introductions

Although the theoretical research of POA has made great progress, it also faces obstacles and problems [1-2]. There are many different English textbooks on the market today, and it is often difficult to select appropriate materials among them [3-4]. In addition, college courses in English have also been reduced. Therefore, the effectiveness of the use of new textbooks and the deepening of traditional teaching views are the main reasons that restrict the development of POA theory in a more complete direction [5-6].

Regarding the innovative research on business English teaching mode, some researchers pointed out that educational methods and methods are an important link related to the quality of education. With the expansion of colleges and universities across the country, the number of students in different disciplines and the level of students continue to increase. Therefore, in order to improve the curriculum, students of different background levels are graded in education quality to meet the requirements of different students [7]. "Different learning levels are defined according to students' abilities and professional differences, and multi-level educational goals are formulated according to different learning themes and for students at all stages, the educational content has its own focus [8]. Some researchers pointed out that the school the concept of stratification is proposed because the education system of the stratification concept takes into account the individual differences of students, while the students' knowledge integration and thinking ability determine the educational differences. The English teacher, according to the learner's language characteristics and the difficulty of the topic content, Gives specific teaching goals and evaluation methods, which can cultivate interest and increase students' confidence in mastering English, thereby increasing their interest in learning English, and laying a good foundation for students' future career development [9]. Scholars are traditionalist. Under this background, because school teachers pay too much attention to outstanding students and neglect the weak learning needs of professional English, students become very passive in daily learning. Level awareness allows teachers to care about each student. Every student in the class has a more comprehensive opportunity to understand their own business English mastery. At the same time, the teacher puts forward a targeted teaching plan according to the learning characteristics of students at different stages and according to the actual needs of different schools to meet the school's quality education the characteristics of hierarchical education usually have humanitarian characteristics, provide learning methods suitable for different students and solve children's fear of learning business English [10]. In summary, the comparison of research on business English models However, there are relatively few researches on business English models based on POA concepts.

This paper studies the innovative practice of business English teaching model based on the POA

concept, expounds the necessity of business English teaching model innovation on the basis of relevant documents, and then establishes the POA concept in the business English teaching model, and then conducts practical experiments, draw relevant conclusions through practice.

2. Innovative Research on Business English Teaching Mode

2.1 The Necessity of Innovation in Business English Teaching Mode

At present, our country's English education mainly adopts the traditional education system model. For many people, the classroom curriculum system is a form of intensive learning [11]. Organize classes at different levels according to age and student knowledge level, arrange weekly courses according to educational plans and different tasks, organize education teachers, and organize and teach all students in the same class in a planned way.

However, with the adjustment of economic structure, updating of teaching methods, and changes in social needs, the classroom education system has gradually shown weaknesses, which are mainly reflected in the following aspects.

(1) In the classroom teaching system, teachers and classroom teachers must be responsible for all students in the classroom. Teachers need to consider the overall benefits of the classroom in order to have unified arrangements and collective management, but this approach obviously ignores the autonomy and independence of some learning individual students, and does not support their physical and mental development.

(2) It is easy to form a stable and standardized education form: due to the stable position of the classroom and the stable structure of the classroom, the classroom education system is generally a stable teaching method, and the activity loses its appeal to students, which leads to classroom education.

(3) One of the characteristics of the classroom education system is "appropriate unity and consistent pace", which leads to the inability to fully meet the individual needs, interests, ambitions, personalities, hobbies, etc. All teaching methods are selective, but the classroom teaching system cannot meet the individual needs of students.

(4) Educational activities are mainly teacher-centered, and do not support students' initiative and independence of learning.

(5) Students passively accept the results of their prepared knowledge, which limits students' pursuit of knowledge and interest.

(6) Classroom teaching focuses on theoretical teaching and is not practical, which is not conducive to the cultivation of students' practical skills.

(7) The time limit for classroom activities and classroom content is based on "classroom" and does not support the integrity of educational activities.

(8) The arrangement of homework after class is done almost independently, depriving students of the collective spirit of division of labor and cooperation.

2.2 The Creation of POA Concept in Business English Teaching Mode

(1) Educational subjects

In this article, we will use Taobao Ali Wangwang as the background of communication, ask questions and reclassify them as teaching materials, with the theme of "re-registration research". The main idea behind the construction of the above scheme is that "Taobao Ali Wangwang" is a well-known and commonly used communication method between students and sellers. It is a professional English business knowledge and also meets the teaching requirements.

(2) Educational goals

Education has two main purposes: professional letter writing and expression skills and business knowledge. The writing and expression skills of professional letters are mainly for training learners' cross-cultural communication skills, including the ability to use English for proper expression and the ability to use business knowledge to communicate in English. The teaching objectives of professional

knowledge mainly involve the definition of research content and review fields.

(3) Mission planning.

This work is presented in the form of scenarios. The teacher created a situation in which there is market demand for a specific product, and buyers and sellers form a group. Both parties specify price, quality, quantity, delivery date, arrival date, liability for breach of contract, etc, to communicate.

3. Innovative Practice of Business English Teaching Model Based on POA Concept

3.1 Practical Purpose

This research has verified the feasibility of the POA concept of the English education business model in high school English education theoretically and practically, and provided an empirical study for the application of the POA concept of the English education model in English education. Give examples for frontline English teachers to solve the puzzles they have all taught. The main research purposes are:

(1) To what extent has POA's business English teaching philosophy improved students' interest in learning English?

(2) To what extent has the POA business English teaching philosophy improved English performance and students' ability to use English?

3.2 Practice Method

(1) This experiment adopts the same experimental design. Choosing two classes from the second-year classes of the two general technical colleges in this city. One is an experimental class and the other is a control class (the ratio of men to women in these two classes is similar, about 68 students per class). After statistical testing, there is no significant difference in the final exam results of the first grade of the two grades, which meets the experimental requirements. Choose the second class as the experimental class and use the second class as the control class using traditional education.

(2) In this article, an educational experiment will also be conducted, using the "POA concept of English education business model" to conduct experimental research on English education and data collection. In this article, two parallel classes in the second year of a technical college will be selected. One is an experimental class and the other is a reference class. The experiment time is one semester. The experimental class adopts the OA teaching concept, and the reference class adopts the traditional teaching method. In this article, the pre-test, mid-test and post-test will be designed to see if the POA-based business English teaching method can increase students' interest in learning English.

3.3 Data Processing

(1) According to the experimental design, the students in the experimental class and the reference class conducted two tests to understand the students' initial interest in English learning and English ability after the experiment. The scores are tested by independent samples to compare whether the students' English performance has improved before and after the experiment.

(2) The main meaning of a correlation relationship in the objective correlation analysis method is to generally refer to a certain relationship between various objective phenomena, but they do not strictly correspond to each other in quantity [12]. There are two main forms of determining the relevant properties of objective phenomena here: qualitative analysis and quantitative analysis. The main purpose of qualitative analysis is to rely on the scientific theoretical knowledge and practical experience of the researcher to accurately judge whether there are correlations between various objective phenomena. Or what kind of factor, the subjectivity of this analysis method is relatively strong. Among them, the commonly used calculation formula is expressed as:

$$r = \frac{S^2_{xy}}{S_x S_y} = \frac{\sum(x - \bar{x})(y - \bar{y})/n}{\sqrt{\sum(x - \bar{x})^2/n} \sqrt{\sum(y - \bar{y})^2/n}} \quad (1)$$

$$r = \frac{n \sum xy - \sum x \sum y}{\sqrt{n \sum x^2 - (\sum \bar{x})^2} \sqrt{n \sum y^2 - (\sum \bar{y})^2}} \quad (2)$$

Among them, x and y are two objects.

4. Analysis of Practical Results

4.1 Result Analysis of the Development Level of English Knowledge and Ability

The results of the first-year experimental class and the control class are regarded as the pre-experiment test results. Percentage system, 80-100 points are counted as excellent students, 60-79 points are counted as intermediate students, and 59 points or less are counted as students with academic problems. The relevant data is shown in Table 1:

Table 1: Result analysis of the development level of English knowledge and ability

	test group	Control group
excellent	12	13
generally	32	31
Difference	22	21

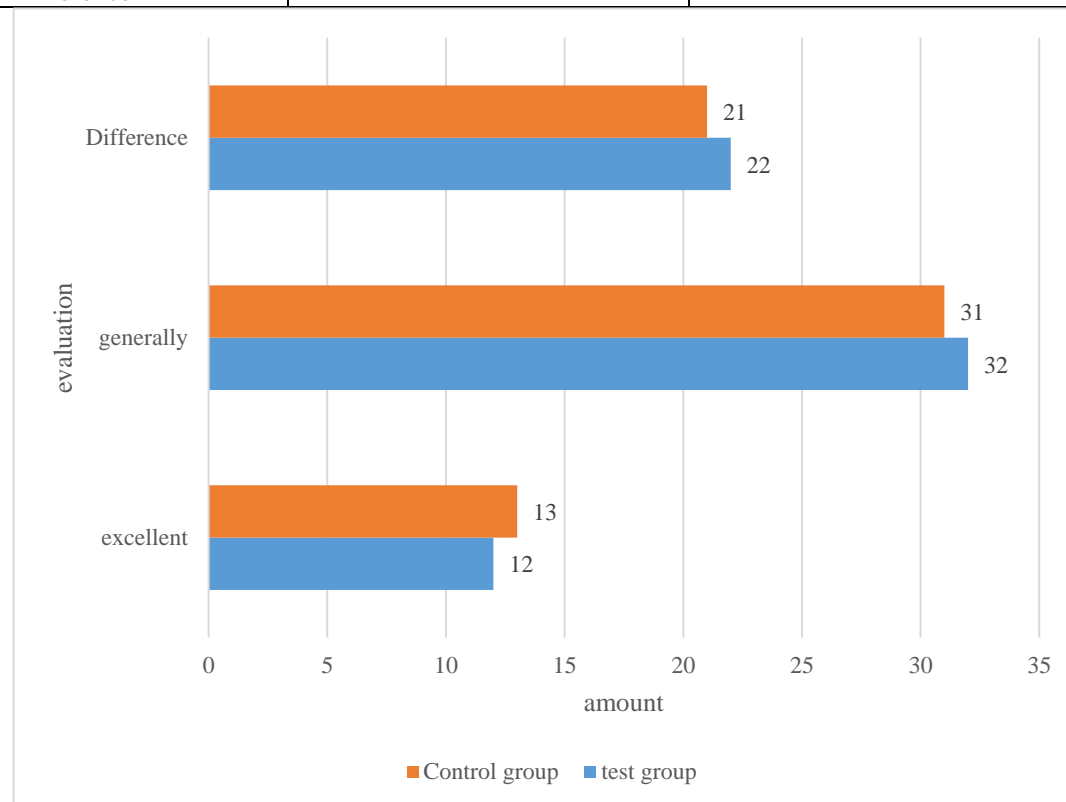


Figure 1: Result analysis of the development level of English knowledge and ability

From Figure 1, there are 12 excellent students in the experimental class, 22 people with scores below 60, and 13 people with excellent scores in the control group, and 21 students with scores below 60. Therefore, there are significant differences no English score between the two classes

4.2 The Impact of Innovative Practice of Business English Teaching Model Based on the POA Concept on Students

After the experiment, a questionnaire survey was conducted on 68 students in the experimental classroom to find out whether the educational experiment will affect students' interest in learning English, their understanding of English learning, and their learning situation. The questionnaire was filled out immediately in class, which also ensured the validity of the questionnaire. A total of 68 valid questionnaires were returned. The results of the questionnaire are shown in Table 2:

Table 2: The impact of innovative practice of business English teaching model based on POA concept on students

	Test group			Control group		
	Interested	Get used to	Bad attitude	interested	Get used to	Bad attitude
Pre-test	35.8%	20.6%	31.8%	45.1%	28.2%	12.3%
Mid-test	46.9%	29.2%	22.4%	46.9%	30.8%	19.4%
Post-test	61.9%	39.3%	12.3%	58.8%	34.9%	19.9%

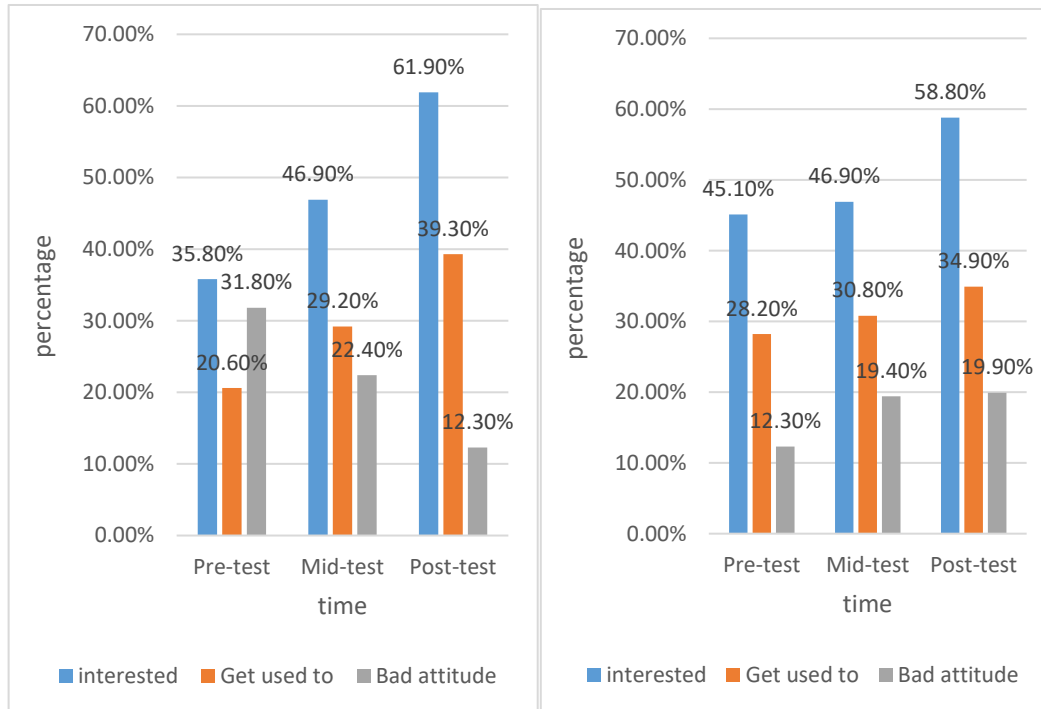


Figure 2: The impact of innovative practice of business English teaching model based on POA concept on students

The following conclusions can be drawn from Figure 2:

- (1) Compared with regular courses, courses with innovative teaching methods have significantly improved learning interest and good learning habits.
- (2) In terms of learning attitude, in traditional education classes, the number of students with poor learning attitude is more significant.

4.3 Practice Summary

- (1) The school does not pay much attention to the teaching staff

Business English is very theoretical and practical. The university pays attention to theoretical study instead of practical training. Interviews with faculty and staff indicate that the target faculty and staff do not have much experience in the trade field. The acquisition and supplement of business knowledge comes from self-discipline training such as foreign work experience and teaching materials. When choosing teaching, teachers rely entirely on Material Design and need to copy material elements to create business scenarios.

- (2) Student participation is not high

Students' participation in the POA concept teaching model of business English is relatively low. Many students are not interested in the POA concept of business professional English, or are not directly involved in related activities. Most graduates did not choose to work after graduation. In order to change this situation, some students use the POA concept of English business as a magic weapon to solve problems, hoping to improve their comprehensive English ability. However, despite the in-depth planning of the model by the teacher, the students' oral English foundation is generally weak, so the one-sided preparation of the students does not guarantee effective communication in English when presenting the results.

(3) The teaching environment is not very practical

Due to the lack of experience in establishing business English projects in universities and the lack of relevant conditions, the environment faced by schools is very different. Many universities lack support and are limited by lack of training facilities and facilities, and professional English courses are not satisfactory.

5. Conclusions

This paper studies the innovative practice of business English teaching model based on the POA concept. After understanding the relevant theories, constructs the business English teaching model based on the POA concept, and then conducts practical experiments. The results of the practice are based on the POA concept. Business English teaching mode can improve students' interest and ability in learning.

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