

Construction of Online and Offline mixed courses for Business English Writing in the New Era of Internet Economy

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Abstract: *This paper gives some suggestion on the construction of online and offline mixed courses for business English writing in the new era of network economy. This paper focuses on analyzing the existing problems of application of mixed courses in Business English Writing and giving some specific suggestion including the construction of students'online teaching and training practice. In the construction of students'online -learning resources library, this paper suggests that workers should build the electronic textbook database, optimize online course recording and construct various online question banks, which can be helpful to the teaching of mixed course of bussiness English writing.*

Keywords: *Business English writing, mixed course, Interent economy*

1. Background

With the continuous development of the Internet and big data technology, we inevitably enter the new era of Internet economy [14]. Businessmen are required to skillfully use new media to communicate with target customers and groups, with the rapid rise of new business communication methods (such as WeChat, Microblog, etc.). At the same time, higher requirements have been put forward for the cultivation of business English students in universities.

"Mixed course" is defined by Baidu Baike as: "Hybrid teaching is a kind of "Online" + "Offline" teaching that combines the advantages of online and traditional teaching form. Through the organic combination of the two teaching forms, learners can be led to in-depth learning step by step. " At the same time, we should not only emphasize the advantages of traditional classroom teaching methods such as theory teaching, case study, discussion, group cooperation and experiment, but also actively use modern methods such as online teaching, Q&A and real-time classroom interaction or VR teaching. Only by comprehensively using these two different types of teaching methods can we jointly improve the efficiency and effectiveness of business English writing teaching [12]. The integration of business English writing in the new era with information technology not only emphasizes the change of teaching methods, but also attaches great importance to the innovation of teaching content.

2. Reasons for Mixed Course in Business English Writing

As we all know, since the outbreak of the epidemic, the requirements of the mixed courses of business English writing have become more diversified and specific. In order to fulfill these requirements, we should first understand the reasons for these requirements.

First of all, business English writing courses cannot be taught or practiced without the Internet. However, the Internet world is constantly changing, which lays the foundation for the diversification of our business English writing courses, that is, constant change. To put it simply, take e-commerce platforms as an example. All kinds of e-commerce platforms are developing and increasing, and no one can monopolize all the time [4]. Tik Tok, Kuai Shou and other short video softwares have become winners after the epidemic [8]. However, the teaching of business English writing should put forward different and targeted learning emphases according to different characteristics of different software.

Second, both online and offline teaching of business English writing courses should focus on professional teaching procedures. For example, for the hybrid teaching activity mode based on Wechat,

online knowledge preview under the guidance of teachers before class, personalized online guidance for students, and timely check and supervision after class in Wechat are all the processes of the online and offline teaching. According to students' online learning situations, teachers have to adjust the content and methods of teaching in time, so as to teach students according to their aptitudes. The internalization and absorption of teacher-led knowledge offline greatly improves the teaching efficiency of teachers in class and enables students to absorb more specialized knowledge. After class, knowledge under the guidance of offline teachers will be consolidated and promoted to strengthen students' learning ability, and various writing activities will be carried out in an orderly and scientific manner, writing skills will be summarized and evaluated by teachers and corresponding knowledge will be learned and absorbed by students. In this process, the specialization required by the mixed Business English writing course is important.

The third is the call of the times. No matter what kind of curriculum, they all need to follow the tide of times. However, in the context of the rapid development of the modern era, hot topics and various opportunities and challenges in the international market, the requirements of the mixed course of Business English writing need to keep in pace with the development of The Times. Before the emergence of e-commerce, traditional paper media was the center of gravity of the market, but in the e-commerce age, traditional paper media are constantly eliminated and replaced by e-commerce media. Before the COVID-19 pandemic, traditional offline courses prevailed, but because of this opportunity, online courses, which were not expected, suddenly becomes a necessity [16].

3. Application of Mixed Course in Business Writing

3.1. The construction of students 'online-learning resources library

3.1.1. Electronic textbook database

Teachers need to develop multi-dimensional and novel electronic teaching materials to magnify classroom effect. The most basic are the electronic coursewares and the electronic writing texts in the electronic textbook database. Teachers should attach importance to the systematization, information, cooperation and interactivity. In order to attract students, teachers should try their best to ensure the logic order of e-courseware, and that the content should be updated in real time to reduce the high overlap between e-courseware and paper textbooks. At the same time, the real business communication can be introduced into classroom in the form of videos, presented in electronic coursewares, or class activities which arrange students to play roles in the scene, to give students business experiences on the scene. At the same time, teachers should improve the electronic writing texts and timely send it to students after class, which is conducive to consolidating the learning contents in class[10].

3.1.2. Online Course recording

First of all, teachers should strive to connect online teaching content system that of the offline, so as to avoid the simple repetition of contents, and to avoid the waste of teaching resources and time. In the recording process, teachers should imagine themselves in a face-to-face contact with students, especially for business English writing teaching, which needs to rely on a large number of scene dialogues for teaching. There are more specific requirements on speed, intonation and voice volume of teachers [3]. At the same time, online courses should try to simulate the interaction of offline classes. Secondly, the post-processing of video recording should solve the possible problems of video noise, jam, blur and so on. Finally, after teacher releases the video, he or she should count the online learning frequency of students and conduct follow-up research, such as investigating students' satisfaction with the video, coverage of writing know-how feasibility and intelligibility of explanation, so as to improve the curriculum based on the research results.

3.1.3. The construction of various online question banks

First of all, the guarantee for the question accuracy and proficiency in computer skills are the basic requirements for online question bank construction [7]. Only by doing so, the routinization and standardization of the construction will be formed. Secondly, the construction of various online question bank is a long-term process, and the accumulation of questions in question banks is also a long-term and regular work, which determines that it is necessary to establish a new mechanism of supporting the collection. Because of the specialty of business English writing course, we can enlarge its question bank by increasing the number of quiz setters, speeding up the frequency of renewing questions and widening the sources of the exercises [15]. For example, fixed-point examination questions in colleges and universities can be considered, or even social examination questions can be carried out on the Internet

[11]. Finally, an important part of online question bank construction is software development, which is the basic engineering of question bank construction. Universities can work with technology companies to solve technical problems, or they can take advantage of existing software [9].

3.2. The updating of business English writing course

First, the course designers have to focus on the hot issues related to cross-border e-commerce in recent years [13]. And they should add a new English copywriting section for cross-border e-commerce and a section on communication skills and writing strategies concerning enterprises' social media.

Secondly, because "What behind foreign languages is foreign cultures and foreign values and concepts completely different from ours." [1], it is required that universities should not forget to guide students to follow our own core values while completing foreign language study tasks. When designing the ideological and political elements of business English writing, three basic principles should be followed: goal, integration and achievement. In general, the overall goal of ideological and political design is to internalize socialist core values into students' spiritual pursuits and externalize them into their conscious actions. Therefore, the design of ideological and political section of business English writing courses in colleges and universities can design ideological and political contents focusing on political identity, national pride, cultural literacy, constitutional awareness of the Chinese laws, and traditional moral cultivation [5]. At the same time, we should give full play to the implicit advantage of foreign language courses in ideological and political education, and emphasize that curriculum design should adhere to the trinity of knowledge imparting, ability cultivation and value guidance. It is also necessary to ensure that the teaching content designed is real, natural, interrelated and operable [6].

On this basis, curriculum designers also should focus on strengthening curriculum design related to the international dissemination of Chinese brand stories. Xi Jinping, general Secretary of the Communist Party of China, stressed that "We should tell China's stories well and make China's voice heard well." When designing courses, colleges and universities have to pay attention to the authenticity of brand stories and highlight the spirit behind Chinese brands, in order to reflect the characters of Chinese people who advocate science and dare to create. In terms of storytelling techniques, course designers may consult more foreign marketing personnel, and give full play to demonstrate the charm of Chinese culture. Then course designers can enhance their storytelling techniques, and finally tell brand stories in a more "down-to-earth" way [2].

3.3. Online teaching and training practice

The training and practice of the mixed course of business English writing is particularly important for students, and it is also a challenge for teachers. If you divide the focus into two parts, training and practice.

First of all, for the training, the professional requirements of business English writing, such as the accuracy and flexibility of vocabulary, have certain rules to follow, but it is no longer of great use value to simply apply templates or say common routines. The further step is to adapt to the requirements of the public. This requirement echoes the reason we talked about earlier. It should not only follow the general trend of the The times, but also meet the requirements of various online platforms. This puts forward more stringent requirements for diversified teaching of business English writing.

Second, practice and training are meaningless if they are just words. Business English writing practice is indispensable. First of all, as a teacher, it is not easy to find suitable practice opportunities. But the social practice of business English writing course must exist. Only through social practice and market response from the public can students' writing ability be truly tested. The practice is particularly complicated. It is not easy to find suitable enterprises for students to be interns. It is not easy for any company to test market and provide opportunities for undergraduate students. Of course, it also encourages more companies to give college students more practical opportunities. Especially all kinds of e-commerce enterprises. As a teacher, universities also need to evaluate and review students' abilities to ensure that students are able to complete the work and prevent the partner company from suffering unnecessary losses [3]. Only in this way can the practice opportunities be reserved as a long-term part of the business English writing course.

4. Conclusion

The research and practice of online and offline mixed teaching mode of business English writing course is an effective method to improve the courses' effectiveness. At the same time the combination of online and offline teaching reform has become the core of the deep integration of modern information technology and education. Keeping pace with The Times, exploring and improving Online and Offline mixed courses for Business English Writing is not only conducive to in-depth study of students and practitioners of related majors, but also can further promote the development of Cross-border e-commerce in China.

In conclusion, the blended course of business English writing is the most important part of teaching in this era. However, there is still a long way to go in the teaching and research of business English writing mixed course.

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