

A Research on the Hybrid Teaching Model for Business English Reading Course Based on 5E Teaching Method

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ABSTRACT

The hybrid teaching model is an important manifestation of the integration of teaching theory reform and practical application innovation, and is also an important direction for our universities to promote teaching reform. Business English reading course is a course which is pretty significant for business English major to improve their business English reading skills, accumulate vocabulary and grammar knowledge, and cultivate the English output ability. Therefore, this paper aims to analyze the current teaching status of business English reading courses, clarify the characteristics and advantages of the hybrid teaching model, and discuss the application of 5E teaching method in hybrid teaching of business English reading. Taking "advertising" for an example, this paper specifically designs a business English reading course based on the 5E teaching method under the hybrid teaching model with the purpose of enhancing students' reading ability and professional literacy, sharpen students' autonomous learning ability and critical thinking ability, and boost the innovation and development of business English education.

KEYWORDS

Hybrid teaching; 5E teaching method; Business English reading

1 Introduction

With the development of globalization and informatization, business English education is facing unprecedented challenges and opportunities. Traditional teaching models can no longer meet the needs of modern society for business English talents, especially in cultivating talents with international perspectives and cross-cultural communication capabilities. Under the background of "Internet + " education, the hybrid teaching model, as an emerging teaching model, has had a systematic impact on the reform of business English reading courses and has become a new trend in educational reform.^[1] At the same time, as an inquiry-based teaching model, 5E teaching method has been widely used in the field of science education, which emphasizes students' active participation and exploration, helping to sharpen students' innovative ability and problem-solving ability. Applying it to business English teaching will help create a student-centered teaching environment and promote students' motivation in learning and the cultivation of critical thinking abilities.

2 Current Situation of Business English Reading Course Teaching

2.1 Small reading volume and lack of professional background knowledge

Many students point out that although they have mastered a certain number of professional business English vocabulary, they still have difficulty understanding the deep meaning of the article in actual reading process. The major reason is the lack of support of business-related professional background knowledge. When immersed in studying core courses, students majoring in business English must not only have solid business knowledge, but also be able to combine this professional knowledge with English language skills effectively. However, the background knowledge that teachers can supplement in the classroom is limited, which requires students to make reasonable use of extracurricular resources, such as reading relevant business literature or paying attention to business news, etc., in order to accumulate more professional background knowledge independently. Only in this way can students better understand business English reading materials and improve their reading ability and professionalism.^[2]

2.2 Students' poor autonomous learning ability

Some students lack motivation and enthusiasm to explore business English reading materials actively. They often complete the reading tasks assigned by teachers passively, rarely actively carry out autonomous learning behaviors such as expanding reading of relevant business English literature and keeping an eye on the latest business English news. Moreover, it seems difficult for students to utilize autonomous learning strategies. When studying business English reading materials, many students don't know how to conduct effective preview, intensive reading and extensive reading. And they don't know how to use methods such as roots, affixes, context and context to guess the meaning of new words,

and how to sort out the structure of the article and refine key information, resulting in inefficient reading and in-depth understanding. In addition, the ability to manage independent learning time is poor, and the time cannot be reasonably allocated for business English reading and learning. It is easy to be interfered by other matters, so continuous and stable independent reading practice can't be ensured, proving to be difficult to form good business English reading and learning habits.

2.3 Outdated teaching methods and weak timeliness of teaching materials

At present, the teaching methods and concepts of business English reading courses are relatively traditional. Teachers still predominate the classroom. Students read the article within the specified time and then complete the exercises. Teachers add background knowledge, explain key words and sentences, explain language points, etc. This teacher-centered teaching model greatly limits students' enthusiasm and creativity in learning, making it difficult to grasp the context, theme and author's intention from a macro perspective while reading. On the other hand, the update of business English reading textbooks is relatively slow. Compared with the ever-changing international business situation, reading materials and cases are prone to be out of touch with reality. Using only textbooks for teaching will undermine students' interest in learning and prevent students from improving their practical business application capabilities.

3 Characteristics and Advantages of Hybrid Teaching Model

Hybrid teaching is a teaching method that combines traditional classroom teaching with modern information technology. It creates a flexible and efficient learning environment for students through various forms such as online learning, cooperative learning, and autonomous learning.

Hybrid teaching has the following three distinctive characteristics: Firstly, it realizes the organic integration of multiple teaching methods, combines the face-to-face communication of traditional classroom teaching with the convenience of modern information technology, and provides students with rich and diverse learning paths and resources as well as breaking the limitations of traditional teaching models. Secondly, the hybrid teaching fully highlights the dominant position of students, makes students the center of the classroom, encourages them to actively participate in the learning process, and gives full play to their initiative, enthusiasm and creativity so as to better meet students' personalized learning needs. Finally, the role of teachers has undergone important changes from the traditional simple knowledge transfer to the guide and assistant of students' learning in hybrid teaching, paying more attention to guidance and support for students' learning process as well as helping students solve their problems in autonomous learning. Various problems encountered during learning promote students' all-round development.^[3]

The advantage of the blended teaching model lies in the fact that it improves the teaching flexibility and accessibility. This model overcomes the limit of time and space, allowing students to learn on different devices and platforms. Students enhance their learning experience and participation through the rich resources and tools provided by online platforms. Meanwhile, as teaching resources and activities are diversified and personalized, students are able to learn at their own pace and methods. Face-to-face interactions and discussions can ensure that students receive necessary guidance and support during the learning process. In addition, the hybrid teaching model also helps improve teaching efficiency, reduces resource waste, and allows educational resources to be utilized more widely. Students can not only acquire knowledge and skills, but also develop the autonomous learning abilities and information needed in modern society. For the most important, the critical thinking and problem solving skills can be greatly honed.

4 5E Teaching Method

The 5E teaching method is a constructivist teaching model, which is student-centered and aims to guide students to actively participate in and explore the learning process by creating real learning situations. It includes five interrelated stages: engaging students' attention and interest (Engagement), encouraging students to actively build knowledge through exploration activities (Exploration), providing opportunities for students to explain and apply new knowledge (Explanation), helping students transfer what they have learned into new situations (Elaboration), and ensuring that students understand and are able to apply what they have learned through multiple evaluation methods (Evaluation). This approach not only promotes students' critical thinking and problem solving skills, but also emphasizes interaction and reflection during the learning process, making the learning experience richer and deeper.^[4]

The advantages of the 5E teaching method are reflected in the following aspects: First, it is student-centered and stimulates students' interest and curiosity by creating real learning situations, thereby guiding students to actively participate in and explore the learning process. Secondly, the 5E teaching method emphasizes interactivity. Students

actively participate in class activities through group cooperation, experiments, surveys and other activities during the inquiry stage, while the teachers play the role of guides and helpers. What's more, this teaching method effectively promotes students' in-depth learning through multiple stages, improves students' participation and motivation, strengthens understanding and memory, and promotes the comprehensive application of knowledge. Besides, through diversified evaluation methods, students are provided with comprehensive learning support, thereby improving the teaching effect.

5 The Integration of 5E Teaching Method into the Hybrid Teaching Process of Business English Reading

When implementing the blended teaching model, we can refer to the five stages of the 5E teaching method and deeply integrate the online and offline hybrid teaching of business English reading. The following is a specific teaching design, taking "advertising" for an example:

5.1 Engagement

It's a great way to share attractive teaching videos or topics for discussion through online platforms to stimulate students' interest in the content about to learn. Teachers can also design interactive preview tasks, such as watching micro-course videos, participating in online discussions, etc., to attract students' attention and arouse their curiosity about the learning content. For example, teachers can post a video about a famous ad and ask questions such as "What do you think is the reason for this ad's success?" to spark students' interest.

5.2 Exploration

Online resources such as electronic textbooks, online discussion boards and other tools can be used to promote students' independent and collaborative inquiry learning. Students can obtain materials and participate in discussions online, and teachers provide necessary guidance and support. For example, students can share different advertising cases in groups on online discussion boards and analyze their language characteristics and cultural connotations. Teachers provide some background knowledge and references to help students better understand the creative background of advertisements.

5.3 Explanation

In offline classroom teaching, teachers provide in-depth explanations on the questions and doubts raised by students during online learning to help students build a knowledge system. Furthermore, teachers can use online platforms to share explanation videos of key concepts for students to review and consolidate after class. For example, teachers can explain in details common sentence patterns, rhetorical devices and cultural differences in advertising English to help students understand the particularity of advertising language.

5.4 Elaboration

Teachers can design rich online or offline practical activities, such as simulated business negotiations, case studies, etc., to encourage students to apply what they have learned to new situations. Teachers can create online simulation experiments or business scenarios to allow students to practice what they have learned in a virtual environment. For example, students can create an English advertisement in groups, display and discuss it in class, and apply the advertising language skills and cultural knowledge they have learned.

5.5 Evaluation

Teachers can adopt a combination of online and offline evaluation methods, such as online testing, homework submission, offline group discussions, reporting speeches, etc. Make full use of the online platform for formative evaluation, and conduct summary evaluation in offline classes to comprehensively understand students' learning situation. For example, teachers can assess students' mastery of advertising English through online tests, and assess students' application ability and teamwork ability through group presentations.

Business English reading courses, which is based on learning ability cultivation under the hybrid teaching model, have obvious advantages such as promoting the upgrading of college education models, meeting market needs, stimulating students' motivation, and improving learning ability.^[5] The attempt of this teaching model will help promote the

innovation and development of business English education and improve the quality and effectiveness of teaching process. Through hybrid teaching, we can better combine the richness of online resources with the interactivity of offline teaching to achieve optimal allocation of teaching resources. Additionally, the application of 5E teaching method in business English teaching helps to realize the diversification and personalization of teaching models and meet the learning needs and styles of different students. Therefore, applying the 5E teaching method to the hybrid teaching of business English reading will help improve the international level of business English education. It can also introduce more international business cases and resources to enhance students' cross-cultural communication skills and international competitiveness.

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