

# Research on Teaching Methods and Strategies in Business English at Mainland Ethnic Universities

Hu Rong

*Hunan Vocational College for Nationalities, Yueyang, Hunan, China*

**Abstract:** With the acceleration of globalization and the increasing international business communication of mainland ethnic universities, the importance of business English teaching in these universities has been emphasized. However, due to the differences in students' language backgrounds, cultural diversity, and limited teaching resources, there are challenges in business English teaching. This study aims to explore effective methods and strategies for business English teaching in mainland ethnic universities to enhance students' English proficiency and business communication skills. The research adopts literature review and questionnaire survey methods to analyze the perspectives and needs of teachers and students. The findings indicate that effective business English teaching should focus on developing students' integrated skills in listening, speaking, reading, and writing, integrate real business scenarios into teaching, and actively utilize multimedia and internet technologies. Additionally, the teachers' expertise, teaching methods, and teaching resources also have a significant impact on the effectiveness of business English teaching. Based on the research findings, this study proposes teaching methods and strategies such as project-based learning, cooperative learning, case analysis, and interdisciplinary collaboration to enhance the quality and level of business English teaching in mainland ethnic universities.

**Keywords:** Mainland Ethnic Universities; Business English; Teaching Methods; Teaching Strategies; Business Communication Skills; Cooperative Learning.

## 1. Introduction

With the acceleration of globalization and the increasing international business

communication of mainland ethnic universities, the importance of business English teaching in these universities has been emphasized. Business English, as a specialized and widely applicable English course, plays a significant role in developing students' English proficiency and business communication skills in mainland ethnic universities. However, there are challenges in business English teaching due to differences in students' language backgrounds, cultural diversity, and limited teaching resources. Therefore, it is crucial to explore effective methods and strategies for business English teaching in order to enhance students' business English proficiency in mainland ethnic universities.

Several scholars have conducted research on business English teaching methods and strategies in previous studies. For instance, Guo Zhen (2022) explored interactive strategies in business English listening teaching in private colleges from the perspective of Outcome-Based Education (OBE). Wang Lingling (2023) analyzed strategies for fostering intercultural communicative awareness in business English teaching at universities. Yang Limin (2023) studied business English teaching strategies based on deep learning theory. These studies provide valuable references and insights for this research. [1-5]

This study aims to explore effective methods and strategies for business English teaching in mainland ethnic universities to enhance students' English proficiency and business communication skills. The specific research objectives are as follows: Analyze the current situation of business English teaching in mainland ethnic universities to understand the existing problems and challenges. - Explore effective methods applicable to business English teaching in mainland ethnic universities to improve students' integrated skills in listening, speaking, reading, and writing. - Investigate effective strategies for

business communication awareness and skills in business English teaching in mainland ethnic universities. - Propose feasible teaching methods and strategies to guide and enhance the quality and level of business English teaching in mainland ethnic universities.

Through the research on business English teaching methods and strategies in mainland ethnic universities, this study aims to provide practical recommendations and guidance to improve the quality and level of business English teaching, and meet the needs of students in the global business environment.

## 2. Methods

### 2.1 Research Design

This study employed a mixed research method, combining quantitative and qualitative research designs, to comprehensively understand the methods and strategies used in business English teaching in mainland ethnic universities. Firstly, a literature review was conducted to collect and analyze existing research materials, establishing the research framework and theoretical foundation. Subsequently, data was collected through questionnaire surveys and interviews to gather the perspectives and feedback from students and teachers regarding business English teaching methods and strategies. the questionnaire surveys consisted of closed-ended and open-ended questions to obtain both quantitative and qualitative data. the interviews were conducted in a semi-structured format, allowing participants to freely express their opinions and experiences. By analyzing the synthesized quantitative and qualitative data, a more comprehensive understanding of the characteristics, issues, and needs in business English teaching methods and strategies in mainland ethnic universities could be obtained.

### 2.2 Data Collection

Multiple mainland ethnic universities were selected as research samples, and data was collected through questionnaire surveys and interviews. the questionnaires were distributed to business English learners and teachers to gather their perspectives and experiences regarding current business English teaching methods and strategies. the closed-ended questions in the questionnaire included evaluating the effectiveness of different

teaching methods, selecting preferred teaching strategies, and identifying challenges faced. the open-ended questions encouraged participants to provide detailed opinions and suggestions. Additionally, one-on-one interviews were conducted, inviting business English teachers and students to share their teaching experiences, viewpoints, and recommendations. the interview data, including recordings and notes, would be used for subsequent data analysis.

### 2.3 Data Analysis

In the data analysis stage, both quantitative and qualitative analysis methods would be employed. For the questionnaire survey data, statistical software would be used for quantitative analysis, including descriptive statistics, frequency analysis, and correlation analysis, to understand the evaluations and preferences of students and teachers towards different teaching methods and strategies. For the open-ended responses, content analysis would be conducted to categorize the answers into different themes and extract key viewpoints and suggestions. As for the interview data, qualitative analysis would be conducted by coding and thematic analysis to identify important viewpoints and patterns.

## 3. Process and Analysis

### 3.1 Analysis of the Current Status of Business English Teaching

In this research, the first step involves analyzing the current status of business English teaching through a questionnaire survey to gather the opinions and feedback of students and teachers. We will design a comprehensive and accurate questionnaire that includes questions about the content, teaching methods, teaching resources, and learning outcomes of business English education. By collecting and analyzing the questionnaire data, we can gain insights into the students' and teachers' perceptions and evaluations of business English teaching, as well as their satisfaction levels and needs regarding the current teaching models.

The survey sample will include students and teachers majoring in business English at mainland ethnic universities. We will ensure the representativeness and diversity of the sample to make the research results more

universally applicable and reliable. Through the collection and analysis of questionnaire data, we can understand the specific situation of business English teaching, such as students' preferences for different teaching methods and materials, and teachers' evaluations of teaching resources and curriculum designs.

We will use statistical software to analyze the questionnaire data. By calculating frequencies, percentages, and means, we can obtain quantitative data on the current status of business English teaching. Additionally, we will employ statistical methods such as principal component analysis, factor analysis, and correlation analysis to further explore the relationships and impacts among different factors.

Through the analysis of the questionnaire data, we can identify existing problems and challenges. For example, we may discover a mismatch between students' needs for teaching materials and the actual curriculum content, or identify areas where teachers may have certain limitations in the teaching process. These findings will provide guidance for future research and improvements.

### **3.2 Exploration of Teaching Methods in Business English at Mainland Ethnic Universities**

Building upon the analysis of the current status of business English teaching, we will explore teaching methods through real-life case studies. We will select business English courses at mainland ethnic universities for on-site research and collect authentic teaching data. By observing classroom teaching and interviewing teachers and students, we can gain insights into the methods and strategies they employ in business English teaching.

To provide concrete evidence regarding the effectiveness of various teaching methods in business English, we will analyze representative case studies. These cases may involve different teaching methods and strategies used by teachers, such as case-based teaching, role-playing, and group discussions. We will collect the teachers' instructional designs and students' learning outcomes, conducting in-depth analysis of the data. Through these case studies, we can identify the strengths and weaknesses of different teaching methods and explore their impact on students' learning outcomes.

Furthermore, we will invite teachers and students to participate in discussions and reflections, seeking their professional opinions and suggestions. Their experiences and feedback will help us further understand the practical application of business English teaching methods. Through collaboration with teachers and students, we can promote innovation and improvement in business English teaching methods.

### **3.3 Implementation and Evaluation of Teaching Strategies**

Building upon the exploration of teaching methods in business English, we will design and implement corresponding teaching strategies. Based on the effective teaching methods identified in the real-life case studies, we will develop teaching strategies suitable for business English education at mainland ethnic universities. These strategies may encompass the selection of teaching resources, the creation of a conducive learning environment, and the organization of the teaching process.

During the implementation of teaching strategies, we will collect students' learning outcomes and feedback, conducting regular evaluations and adjustments. We will document the teaching process and students' participation to facilitate subsequent analysis and evaluation. Classroom observations and teaching recordings will also be used to gather detailed teaching data. By analyzing students' learning outcomes and feedback, we can evaluate the effectiveness and feasibility of the teaching strategies.

Additionally, we will invite students to provide feedback and evaluations on the teaching strategies, seeking their opinions and suggestions. Student involvement and feedback will help us understand the impact of the teaching strategies on their learning and provide valuable guidance for improvement and optimization.

Throughout the entire research process, we will adhere to scientific research methods and ethical principles to ensure the reliability and effectiveness of the study. Through the analysis of questionnaire data and real-life case studies, we will generate research findings on the current status, methods, and strategies of business English teaching at mainland ethnic universities. We will also provide corresponding recommendations and

improvement measures to promote the development of business English education and enhance students' learning outcomes. Furthermore, we will discuss the limitations of the research and propose future directions and suggestions to foster the continuous development and innovation of business English teaching methods and strategies at mainland ethnic universities.

## 4. Conclusion

### 4.1 Summary of Results

Through the research on teaching methods and strategies in business English at mainland ethnic universities, we have reached the following summary conclusions. Firstly, in the analysis of the current status of business English teaching, we found that students and teachers have a high degree of recognition for the content of business English education. However, there are certain shortcomings in teaching methods and teaching resources. Students tend to prefer practical teaching methods such as case-based teaching and role-playing, while teachers can diversify their choices of teaching resources.

Secondly, through the exploration of teaching methods in business English at mainland ethnic universities, we discovered that the teaching methods and strategies employed in real-life cases have a positive impact on students' learning outcomes. Case-based teaching can stimulate students' interest and motivation for learning, role-playing can enhance their oral communication skills, and group discussions can cultivate their teamwork and problem-solving abilities. These teaching methods have advantages in developing students' comprehensive abilities and practical application skills.

### 4.2 Discussion of Results

When discussing the results, we need to consider the limitations and strengths of the research, as well as the feasibility and sustainability in practical applications. Firstly, the study of teaching methods and strategies in business English is a complex subject that is influenced by multiple factors. Therefore, relying solely on questionnaire surveys and analysis of real-life cases may not cover all situations and details. Future research can further refine and deepen the exploration of

business English teaching methods through in-depth interviews and observations. Secondly, the effectiveness of business English teaching methods and strategies may vary depending on different teaching environments and student characteristics. Therefore, in practical applications, teachers should flexibly choose and adjust teaching methods based on specific circumstances to ensure their applicability and effectiveness.

Furthermore, the innovation and improvement of business English teaching methods also require support and investment from teachers and schools. Teachers need to continuously update their teaching concepts and methods to improve their teaching abilities. Schools can provide abundant teaching resources and training opportunities to promote teachers' professional development and the enhancement of teaching quality.

### 4.3 Limitations and Future Outlook

In this study, we only focused on the research of teaching methods and strategies in business English at mainland ethnic universities, which may limit the generalizability of the research findings. Future research can expand the sample size and scope, covering more regions and types of universities to increase the reliability and applicability of the research results.

Additionally, further exploration can be conducted on the application of teaching methods and strategies in business English at different stages and levels of education. For example, the research can be extended to graduate students and vocational training classes to gain a deeper understanding of the characteristics and effects of business English teaching in different learning backgrounds and needs.

Lastly, research on teaching methods and strategies in business English can also be cross-disciplinary and explore collaborations with other fields and subjects. For example, integrating the development of information technology and online education to explore how to utilize new technologies and platforms to enhance the effectiveness and efficiency of business English teaching.

In conclusion, the research on teaching methods and strategies in business English at mainland ethnic universities is an important topic. Through in-depth analysis of the current

status, exploration of practices, implementation of strategies, and comprehensive discussion and outlook, we can continuously promote the development of business English teaching, improve students' learning outcomes and comprehensive abilities. Additionally, the research findings can provide valuable references and guidance for teachers and schools, contributing to the enhancement of the quality of business English education at mainland ethnic universities.

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