

Research on Achieving the Ways of Efficient International Marketing English Course Teaching under the TPACK Framework

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Abstract—The quality improvement of Business English Majors in applied universities directly affects the quality of talents training jobs and the construction of specialised characteristics. At present, Business English Majors haven't a clear understanding of the international marketing professional courses, they are also lack of learning motivation, the teaching effectiveness is not obvious. In order to change the current teaching situation, this paper is based on a new perspective to study how to improve the course teaching quality, starting from the theoretical framework of teachers' TPACK level and combining with the characteristics of the international marketing course. The paper proposes measures to use information technology facilities and new teaching methods to improve teachers teams' construction, curriculum implementation, and teacher teaching practice jobs in order to upgrade teachers TPACK knowledge structure and practice level, lead to efficient teaching. Those ideas and measures not only conform to the requirements of the national standard talents training of Business English Majors, but also conform to the development trend of the informationized education era. This research has strategic significance for the quality improvement of applied undergraduate Business English talents.

Keywords—*TPACK framework; high efficiency; international marketing English; teaching quality; approach*

I. INTRODUCTION

In the "National Standard for Undergraduate Teaching Quality in Business English for Higher Education Institutions", Business English Major in colleges and universities is clarified to set on the basis of subjects like foreign language and literature, applied economics, business administration, and law (international business law), highlight characteristics of talent cultivation in the business language use, business knowledge study and practice, and the cross-cultural business communication skills. This specific positioning is not only the requirement of the development of national education strategy, but also the requirement for cultivating international talents with competitive advantages [1]. It cannot be denied that education informatization plays an important role in promoting education development and facilitating education caters to the world informationization. The development of modern technology has a profound impact on classroom teaching. For example, teaching media like printed materials are gradually

replaced by resources like audio[2]. Moreover, with the international movement to make educational resources public, the high-quality education teaching resources and service technology are harnessed to carry out the new, student-centered teaching modes, such as the Flipped Classroom, Blending Learning, and Just in Time Teaching (JiT). What's more, teachers and students can join online and offline teaching, in-class and extracurricular activities. At present, the Business English specialty is gradually shifting the course learning mode from students can only learn with textbook and interact with teachers to the Internet-based one. However, the changes of teaching media and methods require a group of teachers with profound professional knowledge and new teaching skills, especially online education skills. In this context, the talent cultivation mode of traditional Business English Major needs to be reformed.

II. CONNOTATION OF INTERNATIONAL MARKETING ENGLISH

International Marketing English is the ESP (English for Special Purpose). Hutchinson [3] once pointed out that ESP is not a matter of teaching specialized varieties of English. The fact that language is used for a specific purpose does not imply that it is a special form of language, different in kind from other forms, though the content of learning may vary; there is no reason to suppose that processes of learning should be any differ (Hutchinson 1987). His interpretation of ESP connotation points out two important points. First, ESP is not an exclusive English for a certain kind of field. Although it has its special linguistic features, it does not belong to a special language genre. Its commonality with General English is greater than its particularity. Second, ESP has nothing different from general English in nature from the perspective of teaching principles and teaching process. However, both of them have their particularity. First of all, the teaching objectives of the two are different for different learners and learning stages. General English teaching mainly train students to listen, speak, read, write and translate English. While ESP teaching is to guide students to read the professional English books and documents of relevant departments, so that they can make better in reading and translating English scientific and technical materials. It instructs students to take English as a tool to get

the information they need. In this respect, general English teaching is the premise of ESP teaching, while ESP teaching is the advanced stage of general English teaching. In addition, Trevens have proposed four distinctive features of ESP: (1) It satisfies specific learners' demand; (2) The content is related to specific professions and occupations; (3) Vocabulary, syntax and discourse are applied to activities related to specific professions and occupations; (4) It forms a contrast with general English. According to different occupations or disciplines, ESP can be classified into various types, such as Business English, Legal English, Financial English, Computer Science English and so on. International Marketing English, a variant of ESP which is designed to meet the needs of those people who will be engaged in marketing jobs, it has the following characteristics.

A. Professional Expression and Strong Timeliness

The International Marketing English has the specific language, vocabulary and syntax of marketing, along with the characteristics of common English and its own professional characteristics, it also covers related content and knowledge of management, economics, statistics and other disciplines [4]. For example, there are core vocabularies around the topic of corporate marketing strategy, such as "marketing mix, organizational strategy, organizational strategy planning, pricing, and product life cycle". A large number of abbreviations, such as: 4P, VALS, PEST, CRM, etc., are used to express core concepts. Inflection word formation method is used to create practical new words, such as "heterogeneous" which means "differences" in "heterogeneous market". These words have strong time effectiveness, reflecting the real marketing business world. The size of vocabulary directly affects the ability of language synthesis, so teachers need to help students strengthen their deep understanding of vocabulary. [5]

B. Professional Theoretical Discourse and Real Cases

The International Marketing English course contains complex professional theoretical knowledge and concepts. For example, "situational analysis" consists of the analysis of the external macro environment and micro environment of the business operation. Specifically, the situation analysis should analyse the cooperative environment, competitive environment, economic condition, political environment and legal environment, which involves economic, legal, management and other interdisciplinary knowledge. "Consumer behavior" requires students to understand and master the cultural, social, personal and other key factors affecting consumer behavior. "Market Segmentation" clarifies the dimensions of market segmentation, the criteria and process of segmentation. And the concepts like "distribution strategy" and "pricing strategy" are related to enterprise product distribution. The marketing environment changes rapidly, and information technology has further promoted the dissemination of marketing messages. Companies are turning to promote products to targeted customers with the network platform, and APPs on mobile phones. In addition, most of the cases in the course are selected from world-renowned companies, which enable students to get access to the real business community. Students can closely observe the marketing strategy, specific

operations, and the origin and evolution of famous companies such as Apple, Coca-Cola, Pepsi, ALDI supermarket, etc. Those cases integrate theory and practicability, which are vivid and intuitive [6].

C. Requirements on Practical Ability

In the International Marketing English course, the class hour assigned for practice should be spent on cultivating students' practical ability. The practical activities can be organized around the marketing planning, marketing research, marketing organization, product promotion and programs. It can test the team spirit of the students, information technology capabilities, communication skills, data statistical capabilities, information collection and analysis capabilities, organizational capabilities, ppt producing, presentation capabilities, verbal skills, etc. Take the market survey task as an example, the team leader needs to divide the entire task to each member of the team, which requires the specific task content, implementation method, goals and requirements, time, etc. The task may involve the questionnaire designing work, online and offline survey, questionnaire collection, data analysis and statistics, report display, PPT making, etc. In the implementation of the task, it is necessary to test the teamwork spirit and communication ability of the students, the business etiquette, questioning skills, reflective and critical ability, also it may check whether the questionnaire is designed accurately and appropriately, and report is normative or not. This is a comprehensive test of the students' knowledge and skills, which will promote the internalization of knowledge and practical ability. Application-oriented universities have always demanded on students' professional practical abilities, and aimed to cultivate application-oriented compound talents. In the marketing English courses, they have increased the proportion of practical teaching links. The theoretical knowledge acquired in class should be internalized and output, and transform into the practical ability of students through the practical activities in the course.

III. TPACK STRUCTURE LEVEL OF INTERNATIONAL MARKETING ENGLISH TEACHERS

TPACK stands for Technological Pedagogical Content Knowledge, which is the third stage product of the American education community to explore the ways and methods of "information technology and curriculum integration". From the perspective of TPACK, teachers teach in the class by dynamically integrating technology, disciplines, and pedagogical knowledge to enhance the effectiveness of professional curriculum learning. Some scholars believe that information technology has changed foreign language education, and it also provides strong technical support for reforming teaching content and methods. College English teachers should explore the independent learning situation of English Majors in the network teaching environment from the transformation of teacher education concept, improving the evaluation system, guiding students to learn to use learning strategies and self-monitoring methods. [7] Additionally, International Marketing English teachers have solid International Marketing knowledge(CK), International Marketing English pedagogical knowledge (PK), information

technology and professional technical knowledge (TK), International Marketing course pedagogical knowledge (PCK), technological pedagogical knowledge (TPK), technological International Marketing content knowledge (TCK) and technological International Marketing pedagogical knowledge (TPACK), with which they can carry out teaching effectively with the use of technology in specific situations. International Marketing English course is an indispensable course in the Business English profession course system. It is also a strong support for cultivating characteristic talents and competitive talents. It is conducive to the expansion of students' thinking and individuality development, and cultivates all-round developed high-quality talents. The paper studies International Marketing English teaching based on TRACK framework in order to improve the international marketing teaching method by technological course content knowledge, reform the teaching modes, and effectively realize the teaching objectives of the course. It has profound practical significance for the implementation of the new "National Standard" in local application-oriented universities.

IV. MARKETING ENGLISH TEACHING STATUS

In 2018, the author conducted a questionnaire survey on senior students major in Business English in a college in Guangdong Province. Most of these students have CET 4 and CET 6 certificates, and their learning material is the textbook written by America marketing professionals. 110 questionnaires were issued with 100 valid questionnaires collected. The questions involved in the questionnaire are as follows.

A. Course Learning Purpose

50% of the students who choose this course mainly expect to earn credits for career development; 54.17% of the students know little about International Marketing English and 45.83% are new to this course. As for the views towards this course, 52% of the students think it is necessary to learn well this course; 6% are very interested in the course, 15% have confidence to learn this course; only 6% of the students think it is unnecessary to choose this course. 73% of the students said that they can't tell whether they like the course or not, and they just choose to learn English for work or exams, while 23% like learning English very much. The survey shows that half of the students lack sufficient motivation to learn International Marketing English, and their understanding of the purpose of learning it is ambiguous. This has strong connection with the learning background of the students. As an ESP, International Marketing English is applicable to marketing work which is unfamiliar to students for who are less involved in practical work. However, students have practical considerations for ESP courses, and they have to participate in learning for the future work.

B. Teaching Methods

When it comes to the judgment that learning courses require modern network technology as the supplement, 87% of the students choose yes, while 19% are not sure. 76% of the students are satisfied with the current teaching materials. Regarding the ratio of foreign language teaching in the class,

52% of the students consider that English should account for 50-89 %, and 29% think that there is no standard. In terms of the amount of coursework, 58% of the students think they have too much work to do, and 40% think it is just OK. The author teaches the class with multimedia facilities, the course content is mainly displayed on PPT. Meanwhile, the WeChat official account of the course was registered to supplement the teaching by sharing the content related to the course, the teacher will introduce the real cases; recommend the foreign marketing English professional micro-course videos to conduct the teaching job. A special QQ group was created for the learning. Flipped Classroom and other teaching modes will be used in the course learning which enable most students to have a general understanding of technology-assisted teaching, like the use of multimedia and other information technology in the class. Moreover, assigning individual or group tasks according to different teaching topics facilitates students to have an in-depth understanding of modern network technology assisted teaching. At the same time, it should be noted that students may still have difficulties in understanding the original textbooks, case analysis and team task implementation.

C. Teaching Performance

As for the option regarding what you have gained in International Marketing English course, 65% of the students think that they have developed their international visions and 19% think they have mastered advanced course knowledge, which prove that the cases adopted by the author in the class are novel and international. What's more, as for the statement that the course can improve one's analytical ability, 67% of the students agree with it, 8% of the students totally disagree with it, and 25% are not sure. All in all, by learning the International Marketing English Course, students thought that they have mastered some edge subject knowledge, broaden their horizon, improved the level of foreign languages, cultivated the learning interest, and enhance their confidence in employment.

Most Business English majors only possess the common English knowledge for coping with English exams, such as CET-4 and CET-6. They have no accumulation in ESP English learning, such as the understanding of the basic concepts of marketing English, the perception of the international marketing environment and the organizational framework. Therefore, students fear for ESP English, as it is hard for them to understand the basic concepts and vocabulary in the course due to the lack of direct working experience with marketing. As there are few chance for teachers to use English to solve practical problems, they don't have enough experience in practical teaching, and thus lack of practical ability and marketing professional skills. The universities are lack of double-qualified teachers. The combination of industry, university and research institute doesn't run well, the construction of practical teaching laboratories and practice bases are seriously lagging behind, schools and enterprises do not have a good bridge platform. Ultimately, graduates spend a lot of time on adapting to and becoming competent for the work, which affects the reputation of school graduates and the quality of talent training. Currently, many schools have tried to introduce multimedia into teaching and have achieved some good teaching effects, but we couldn't neglect that most of

teachers overall are only able to use projectors. They make the content written on the blackboard into multimedia courseware, and the teaching process is simplified into courseware display. Therefore, students are not well participating in the class, only receiving passively what the teachers deliver. The information literacy of foreign language teachers in colleges and universities is a great concern. Most of the teachers lack of systematic theoretical knowledge and practical operation ability, and are unfamiliar with network information resources and learning software without technical and curriculum integration capabilities. [8-9]

When preparing marketing courses, teachers must update the actual cases frequently to enhance gradually students' understanding of the actual marketing strategy of the company, and enable them to analyze marketing cases with the real-time first-hand enterprise information. Therefore, teachers need to have strong information search capabilities, knowledge integration capabilities, and analytical skills. When learning the course, students must not only master the basic theoretical knowledge, but also integrate each core knowledge point, use scientific and technological information technology and internet to fully tap the topic, broaden the knowledge, so as to create a comprehensive marketing knowledge system.

V. WAYS TO IMPROVE INTERNATIONAL MARKETING ENGLISH TEACHING UNDER THE TPACK FRAMEWORK

In order to conduct the International Marketing English course teaching efficiently, new requirements are put forward for teachers' TPACK structure and level development. Universities and colleges should instruct the course from the aspects of teaching staff construction, curriculum implementation, teacher teaching practice and give full play to teachers' subjective initiative. The specific implementation methods are as follows:

1. The universities should help teachers to understand the curriculum orientation, target the International Marketing English course at the cultivation of students' comprehensive professional ability and comprehensive quality. The teaching contents should accord to the students' future jobs and career requirements. Teachers should strengthen the construction of online teaching platform and use big data technology to master the learning needs and rules of different students, so as to provide more abundant and diverse educational resources for students' independent learning, establish a "capability-oriented" academic achievement evaluation system, and take the transformation of educational ideas as the guide. Teachers design the curriculum construction which reflect modern educational ideas, emphasizing "learn to use", establish and improve the international marketing teaching studio and WeChat official account, QQ learning group, and search for micro-curricular resources, etc. With the help of the network information technology, students can share teaching resources, including syllabus, teaching plans, courseware, exercises, experimental guidance, etc.

2. Universities aid teachers to reform teaching content and teaching methods, improve the curriculum teaching system, and effectively integrate current information technology with teaching. According to the teaching needs, Teachers may use

the information technology equipment and Internet resources to supplement the theoretical knowledge and classic cases of international marketing to meet the ever-changing requirements of the business community. Teachers can create the subject problem integrating into the real world, put themselves in the real task, lead to find their own problems in teaching practice, and design and develop the TPACK products (such as teaching plan). At the end of each semester, the teacher writes the teaching summary according to the actual teaching, after the course construction team discussion, update course contents to further improve the course system. As the network technology intervenes in teaching, teaching breaks through the limitations of time and space. The independent learning is upheld based on students' self-study, students' existing knowledge and experience, and focusing on students' activities. [10]

3. Strengthen the construction of the teaching staff and improve the professional quality of all teachers. Help International Marketing English teachers get further understanding of TPACK, and integrate the current international cutting-edge academic development, latest research results and practical experience of marketing into the curriculum. The development of TPACK level of the teachers is an informal learning process in the context of teaching practice. We can invite experts to guide, launch international marketing case observation, etc., to build a long-term platform for teaching resources exchanges and sharing, and enhance teachers' ability and strategies to apply information technology. Through the course construction, universities can build a team with reasonable structure which lifts teachers high teaching level and good teaching performance. Teachers should learn to use technology to innovate their own learning methods, and effectively integrate technology into classroom teaching. Teachers themselves must meet the technical requirements for the development of TPACK in terms of learning content and learning methods, [11].

4. Strengthen the practical teaching objectives and cultivate the practical ability of both teachers and students. Teachers improve their own TPACK level, establish online micro-courses taught by marketing experts, universities can invite enterprise marketing experts to the classroom to give special lectures or teach in class, guide the practical marketing work, those measures can promote teachers' recognition of international marketing practice teaching and achieve students' internalization of marketing knowledge, also it can reflect the characteristics of international marketing courses, meet the needs of TPACK development, help the teachers selects a network environment and platform suitable for teachers and students [12]. As the students in the liberal arts do poor in practice, and the understanding of knowledge is not so ideal, teachers can innovate the curriculum teaching, let students experience market research, analyze competitors and other practices by themselves, those assignments can improve working skills, analysis and decision-making, and independent thinking ability. What's more, teachers can enhance student's teamwork cooperation and self-control ability through group task through arranging various extracurricular activities and social practice. For example, according to different learning themes of International Marketing English, the students can set up market research groups, English advertising planning

groups to carry out market research and advertising planning assigned by teachers. Those assignments can cultivate students' teamwork cooperation and innovation ability, enhance students' professional learning interest through advertising design competitions, sales competitions, marketing planning competitions and other marketing skills competitions. Also teachers may arrange students to learn in marketing planning company, commodity circulation enterprise, commodity production enterprise, and various types of marketing enterprises to fully understand the actual operation of the whole process of marketing and cultivate students' practical application ability. [13]

The course characteristics of the International Marketing English require teachers to improve the TPACK level, make good use of information technology and a variety of teaching methods for efficient teaching, enhance students' cognition of the course, help students to internalize knowledge and then transform it into practical ability, so as to guarantee the teaching quality. Only by realizing these teaching goals can teachers cultivate the core competitiveness of Business English majors and improve the quality of personnel training.

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