On the Application of Online Internship for Business English Major — Taking Huainan Normal University as an Example

Nannan Yan, Jingjing Li

School of Foreign Languages, Huainan Normal University

ABSTRACT

It has become the development direction of cultivating high-quality, interdisciplinary and innovative business English professionals to serve for international and local economic and social development. In the context of business English talent training methods and the Internet development, this study mainly discusses the online internship for business English major. Through literature research and questionnaire, the study takes Huainan Normal University in China as an example, analyzing the development status, the application, the existing problems and the prospect in current online internship training mode of business English major, and highlight the way to enhance the practical importance of cultivating talents by this mode. Firstly, this study summarized the patterns and features of online internship. Secondly, analyzing the procedures before, during, and after the internship, and objectively evaluate the effectiveness of the internship. Then, by using a tripartite investigation and analysis of students, teachers, and enterprises, five major issues are identified, and improvement measures are ultimately made to promote the cultivation of business English talents.

Keywords—internship, online teaching, effectiveness, business English, talents cultivation

INTRODUCTION

Background of the Study

The COVID-19 in 2020 started to make enterprises recruit interns with the experience of online internship. When considering internships, job seekers also regard online internship as a criterion for job hunting. Under the stimulation of this two-way demand, online internships have reached a peak.

The internship is to apply the theoretical knowledge mastered to practice, read thin books again, and truly apply the knowledge from books freely and comprehensively. As the saying goes, what is gained on paper is ultimately shallow, and one must practice in this matter. Internship can provide students with more experience and clear career plans. In specific internships, students can not only demand themselves with strict standards and cultivate good professional ethics, but also cultivate their correct employment concepts, strengthen service awareness and disciplinary concepts, and be prepared to face the future work environment.

Doing a good job in internships for business English majors can help cultivate students' ability to comprehensively apply the English language, international business knowledge and skills they have learned to analyze and solve problems, and also can help students gain a more comprehensive understanding of society and foreign business activities.

Research Purpose

The main content of this article is the online internship of business English majors. Firstly, we should understand the actual situation of online internship among business English majors; Secondly, we should understand the problems and dilemmas faced by students participating in online business English course internships, as well as the final feedback; Finally, starting from the two directions of students themselves and teaching practice evaluation, this study proposes practical approaches for online internship practice, which can also provide experience and guidance for future work.

Theoretical significance: This study mainly starts with the online internship class, evaluates the practical ability of business English majors, also starts with the problems and shortcomings during the internship. And finally, according to the results, the paper gives corresponding suggestions, which is helpful to improve the training program for business English majors, and thus provides valuable suggestions and reference significance for the future online business English practice.

Practical significance: Online business English internship is to apply the knowledge and theories learned in the classroom to the real business, also the change from learners to practitioners. This research studies the online internship of business English majors in Huainan Normal University. On the one hand, it is helpful for business English majors to summarize experience and enrich theoretical knowledge in the practice, so as to lay a solid foundation for their future career. On the other hand, it is also helpful for business English majors to be more professional and standardized to some extent, so as to make more efforts to promote business English.

Application Prospect: Online remote internships are inevitable, not only due to the outbreak of the epidemic, but also due to its own advantages. According to Debora Jeske and Carolyn M. Axtell (2019: 219), virtual or electronic internships emerged about 10 years ago, and now advances in computer mediation and human-computer interaction have promoted this development. This study mainly explores a win-win situation for universities and enterprises. The development of online internships will promote the optimization and upgrading of a new round of job recruitment processes, while also benefiting the cultivation of innovative business English talents, which is also needed by the future academic and industrial communities. Therefore, this study has great research significance and promising research prospects.

Research Methods

The first research method is questionnaire survey. This paper investigates the online teaching practice of business English majors by means of a questionnaire survey. The questionnaires were mainly distributed online, using the main online social networking software (WeChat, QQ and Weibo) to survey business English students and collect data for scientific research.

The second method is Interviewing. In this paper, we will supplement and improve the content and findings of the questionnaire by interviewing some students to gain an in-depth understanding of their online business English major business internship basic information and satisfaction with the teaching and suggestions for online Chinese teaching and other related information. Interviews will be conducted on a case-by-case basis with business English majors who have participated in online internships for half a month on the school's cooperative platform, as well as with business English majors who have participated in both online and offline internships, and will provide valuable suggestions and feedback.

The last is literature research method. By studying the review of domestic and international literature, we explore the shortcomings of the online internship model, and some aspects that are not covered, and look for areas where the online internship model is worth improving. And finally, for these shortcomings, targeted research is how to make further improvements specifically.

Literature Review

The concept of a virtual internship is entirely appropriate given the focus on digital tools, information and systems in digital. A new dimension to the traditional internship experience is the potential for sharing expertise internationally, in diverse settings (Franks, 2012: 272). According to Adelina Asmawi and Rafidah Aga Mohd Jaladin (2017: 93), despite some practical challenges, both groups of interns benefited a lot in the use of online collaborative reflective practices in sharpening their professional skills. For students who have questions during the practice, they can only ask the teacher privately after the completion of the internship task on the day (Song, 2018: 184). It will be important for employers to create conditions that provide interns with a meaningful experience for skill development. Interns need to have the opportunity to develop their skills by also receiving meaningful feedback (Debora Jeske, 2019: 4). Online internship Cheng, 2020: 1) is also a part of online office, which is a kind of internship specifically for interns. According to Samuel Kai Wai Chu (2020: 101), existing literature has demonstrated that social media platforms (e.g., SNS and blogs) can serve as valuable tools to

enhance learning experiences in different subjects. In the process of online practice, the tutor has little communication with students, so there is no way to capture the thinking state of students (Liu, 2021: 74). According to Debora Jeske (2022: 167), many employers have trialed virtual internships before 2022. Employer-led virtual internships (e-internships) have a long history that predates the Covid-19 pandemic. Cross-border e-commerce, such as business English, is a business model that has emerged in recent years. It can be said that students' knowledge in this field is completely lacking. Song points out that school talent training does not meet the market demand.

Based on the previous discussion, we know that there are some shortcomings here, such as the online internship model cannot grasp students' basic knowledge mastery ability in cross-border e-commerce before the internship, and cannot timely capture students' internship status. Among them, the respondents for online internships are not comprehensive. The previous literature validated the need for meaningful feedback, social media platforms, and online collaborative reflection practices for online internships through methods such as questionnaire surveys and group experiments. This study will explore and research the shortcomings of internship models, and analyze and summarize the three aspects of students, teachers, and enterprises through practical surveys and questionnaire research.

MODELS AND FEATURES OF ONLINE INTERNSHIP

English is currently the official language of global communication, and its main use is not only for political and cultural communication, but also for cross-cultural business communication, which is particularly important in today's global economic integration. The economy is the foundation of a country, and today is the climax of reform and opening up, we should adapt to the trend of the times and develop business English towards the standardization of the language and the normalization of its use. In order to better cultivate talents, we study the online internship to train the graduating business English majors.

Models

Due to the different levels of development of institutions, educational philosophy and geographical location, the specific methods of online internship for business English majors vary from university to university across China. From the relevant literature review, we can learn that the online internship mode of other universities in China varies, and the training requirements of internship are flexibly adjusted according to the development of the school. In the talent training program of business English majors, it is stipulated that from the first week to the eighth week of the eighth semester, the school needs to arrange for business English professional internship, and students can also choose their own internship, but the internship mode is still based on offline internship. In the context of rapid economic development, the feasibility and operability of offline internship in enterprises is becoming more and more difficult, and the trend of online internship is becoming more and more obvious, and more schools are changing the form of internship to online communication with enterprises. The interactive internship of "simulated companies" conducted by "China Entrepreneurship Internship Network" in collaboration with universities can be considered as another innovation of online mode (Liu, 2011: 77; Yang, 2011 :77; Chen, 2011 :77).

Huainan Normal University positively faces this trend. In order to better enrich and supplement students' social experience as well as their abilities, the online internship model for Business English majors is a combination of online and offline internships.

Table 1:- Talent Training Objectives

Training Requirement Graduation Requirements	Patriotic and dedicated	Integration of reality	Continuous Growth
Patriotism	√		√
Professional Standards	√	√	√

Business Savvy	√	√	√
Critical Thinking	√	√	√
Practical Ability		√	√
Technology Integration		√	√
Communication Skills	√	√	√
Team Awareness	√		√
International Perspective	√	√	
Lifelong Learning	√	√	√

In the process of online internship, different online teaching platforms have different requirements. Influenced by the epidemic environment, domestic universities actively establish relationships with enterprise exchange and cooperation platforms and carry out relevant online teaching so that our business English majors can learn from online and practice online. The internship period of Huainan Normal University's Business English is two weeks through Yi Xue Online Cloud Internship Platform. The main process of business English online internship platform is to first register for an account, improve the talent profile, and then receive an offer of employment. And to read the job mandatory reading document, more importantly, to read the instructions for receiving the internship tasks, so as to facilitate good detection later, after entering the platform will have different language custom internship series, we use the English custom series, mainly the Department of four kinds of positions, international trade and cross-border e-commerce researcher, English teaching product researcher, cross-border e-commerce operations specialist and international trade salesman. Then click into the international trade salesman will see the task issued, after receiving the task login Yi Xue platform website is mainly divided into business English series, chain management series, business Japanese series and small language series, into the business English series after the student according to the task to find the need to complete the part, and finally complete the task submitted. The final assessment is through the online testing of the internship platform, where at the end of each week, students also submit a summary of the deficiencies of the internship platform in a form. Students communicate with their corporate supervisors and school instructors mainly through WeChat and other social networking software.

Features

The first feature is flexible time. Online internship does not need to go to a fixed company site to sit in the office, as long as it is suitable for the office can be, greatly saving the time and money costs of commuting, the intensive use of time to improve, and for college students, usually there must also be coursework tasks, the work form of clocking in and out of work on time will make students tired of dealing with school and work, this state will greatly reduce the This state will greatly reduce the efficiency of work and study, and ultimately both things cannot do well, and online internship from the traditional mode of offline work, you can very well do both study and work.

It also has a high degree of freedom. The workplace for offline internships must be in a fixed office space, and the activity site can only be in the company or rather in the workstation. The online internship, on the other hand, requires only a computer and the Internet to start working anywhere, anytime, and there are no mandatory requirements for dress and makeup, which will not have any impact on the completion of work tasks, but will increase the comfort of workers.

Communication can be taken across time and space. In the workplace often encounter the company needs to hold a large-scale intern meeting, due to the complexity of the composition of the company, offline meetings will encounter a variety of problems, and online can be a good way to avoid a variety of complex problems. The current mainstream office software can accommodate up to hundreds of people online at the same time to participate in the exchange, efficient and no delay, work efficiency greatly improved.

A SURVEY OF ONLINE INTERNSHIP FOR BUSINESS ENGLISH MAJORS

The survey was conducted in the form of questionnaires and interviews, with the questionnaires widening the width of the survey horizontally and the interviews deepening the depth of the survey vertically, which combined to enrich the form and content of the survey and make the survey results more comprehensive.

Design of Questionnaires and Interviews

The questionnaire has a total of 38 questions, with single choice, multiple choice and fill-in-the-blank questions, and the questions are in various forms, and the design of the questionnaire is inherently logical and within the acceptable range of the respondents, which ensures the quality of the completed questionnaire to a certain extent. The questionnaire was divided into three main parts, and the survey was made to students, instructors and enterprises respectively.

What is included in the student questionnaire in the first part mainly describes the basic information of the study subjects, including the students' school, gender, age, and grade, their target positions after graduation, and their knowledge of online internships. The second part is a survey on the basic status of online internship, which is the focus of this questionnaire, including a survey on the internship situation in offline companies, the duration of the internship, the feeling of the online internship, the position held by the online internship, and the effectiveness of the learning from the internship platform, which is also valuable for the successful completion of the internship. The third part is mainly subjective questions to discuss the difficulties and reasons in the internship, and whether the person in charge and their instructors played an important role during the internship, whether the expected effect was achieved during the internship, evaluation of the strengths and weaknesses of the online internship, etc. This is the reflection and achievement part of this internship, and this paper will provide reference for the development of business English talents training programs in universities based on the information filled in by the respondents and combined with the actual situation. The interview was mainly based on the questionnaire data, and according to its results a sample of interviews was finally determined a total of eight interviewees, whose basic information for the interview is as follows:

Table 2:- Interview Results Of Business English Students

Number	Students	Purpose
1	Subject L	Reason for bad efforts
2	Subject M	
3	Subject Z	The benefits in online internship
4	Subject C	

First of all, the interviewees were mainly students, and the subjects of the survey interviews were drawn from the questionnaire respondents according to their responses.

Table 3:- Interview Results Of Teachers

Number	Teachers	Purpose
1	Subject L	Problems and suggestions in this online internship
2	Subject C	

In this table we focus on the role of the instructor in the internship and the role, strengths and weaknesses of the internship from multiple perspectives.

Table 4:- Interview Results Of Instructors From Companys

Number	Company instructors	Purpose
1	Subject A	For multi-party evaluation
2	Subject B	

Finally, we interview the person in charge about the corporate platform, which is a very important step, in which we want to understand in more detail a series of problems about the platform internship, as well as their solutions and future plans, and the perceptions and experiences in this school-enterprise cooperation.

Implementation

For this survey, the questionnaires were mainly for the students of Huainan Normal University, and a total of 104 questionnaires were distributed, 98 questionnaires were effectively collected, and the results were mainly analyzed through the questionnaire star platform. The respondents were partly graduates from Huainan Normal College, partly instructors, and the person in charge of the enterprise in this internship, which made it easier for the final questionnaire distribution and questionnaire interview because of the more detailed information about the group. From the survey results, we can see that, firstly, in terms of individual basic conditions, the majority of the business English majors who participated in the survey were female, and the group as a whole was relatively young; secondly, in terms of personal ability, the business majors as a whole had more solid business knowledge, and some of them had offline internship experience; thirdly, in terms of the choice of online internship platforms, the platforms that the school cooperated with and the platforms that they found and applied for were the main ones; Fourthly, during the internship, the supervisor will provide some assistance to their internship and teaching, and help students to complete the courses and tasks of the online internship. In general, the impact of the whole internship process is mostly positive, with the greatest positive impact on personal ability (including professional ability, psychological quality and communication ability, etc.), which provides a booster factor for the development of the internship.

There are two main purposes of student interviews, the first is to answer why in the internship failed to improve, what are the specific reasons, find the results with possibilities and find solutions; the second is to think in the questionnaire that the cloud internship to be more suitable for business English major internship, we conduct interviews and find out the reasons, so as to promote the development and progress of the online internship platform.

The interviews with the teachers focused on understanding the difficulties and concerns that arose during the internship and how to solve such problems, as well as the objective evaluation of the internship by the instructors. Finally, the interviews were used to draw objective and multi-faceted evaluations of the online internship, and to develop and improve the final online internship model for future use in the business English training program.

Data Analysis

This paper mainly adopts questionnaire and interview methods, and the following data analysis of the questionnaire results in terms of students, teachers and platforms, and paves the way for the summary of problems and improvement strategies in the later paper. The purpose to make the questionnaire survey is to observe the problems and shortcomings in the online internship process, which provides the data basis for the further suggestions and improvements. And about the interviewing, it mainly answer some questions for the detailed information about the questionnaire results, such as why do you have the poor effect in online internship. Maybe in the interviewing students can give the detailed answering.

Personnel training: From the list of professional courses in the training program for business English majors in our school, we can observe that there are too few courses related to data analysis and processing and business etiquette knowledge required by business English students in the basic and compulsory courses, which will make the development of their professional ability not balanced enough. What can be seen is that more courses related

to or traditional business English talents training translation, import and export trade and foreign-related secretarial mainly.

The ideal jobs for our students are foreign trade salesmen, teachers, managers, translators, office clerks, etc. (Chai, 2019: 107). And nowadays, business English talents are more in need of Internet real-time marketing, online customer service, not only translation but also professional communication skills and expertise.

Based on the interviews, it is further understood that students fail to combine theory and practice, and during the survey, it is learned that, the updating and lagging of textbook knowledge can affect students' understanding and application of theoretical knowledge to a certain extent. It is difficult to have both theory and practice in business English textbooks. The classical textbooks have a clear lineage of knowledge, but they tend to be theoretical and some of them are no longer in line with the current situation, and the current textbooks with examples are now easily outdated.

Model: In the part about the internship model, we conducted a data survey in the questionnaire for the enterprises and asked the school to further confirm whether the enterprises let the teachers go to the enterprises to study, so as to better improve their own ability and further improve the trust of the school-enterprise cooperation. From the results of the survey we can see that in fact the school-enterprise in this regard is not very good, the frequency is very low, and even after understanding the actual situation may have a lower value, after understanding the main reasons contributing to the formation of this problem are, the busy schedule of college teachers and due to the high cost of school-enterprise cooperation teacher training, and we must break the bottleneck in order to better promote the development of online internship.

Table 5:- Teachers' Learning From The Enterprises

Options	Total	Proportion
A. always	3	30%
B. usually	7	70%
C. seldom	0	0%
D. never	0	0%
Effective number	10	100%

Secondly, the internship mode of English majors mainly includes independent decentralized internship, replacement internship, combined online and offline internship, and mixed formation internship (Lin, 2023: 65), which in a comprehensive view is still mainly offline internship, and the application of online internship is rare. This is mainly due to the lack of innovation in internship arrangements, as well as the fact that schools are already used to offline internships, and the lack of understanding of online internships. According to the survey of the evaluation method of this internship, it can be seen that instructors and companies evaluate the interns, and interns also make evaluations of companies, and in the course of the internship, every week students submit a summary of the evaluation of the internship platform drawn into a table. However, we can also see that there is no mutual evaluation and multiple evaluation methods.

Table 6:- Internship Evaluation Methods

Options	Proportion
Evaluation by instructors and company	100%
Evaluation of company by interns	100%
Evaluation of student by interns	0%

Mutual evaluation	0%
Other	0%

A survey was conducted about communication in the online internship mode, and the results of the survey showed that most social media software, such as WeChat and QQ, are used, which can easily be seen to be subject to many outside interference factors, which may lead to delays in information and untimely responses to this situation.

Table 7:-Interaction Platforms

Platform	Proportion
WeChat	100%
QQ	60%
Tencent Conference	0%
E-mail	0%
Other instant Messaging	0%

We did a deeper investigation on how to evaluate the practical ability of students in enterprises, and found that the direction of the assessment conducted by students in our school at that time was mainly the theoretical basic knowledge part and computer operation topics, and there were no assessment items of live operation and students' connection with enterprises, which is where we need to improve.

Table 7:- Contents Of Tests

Contents	Proportion
Theoretical Basics	100%
Computer operation questions	100%
Live operation	0%
Video interaction	0%

Students: In this study, all of the respondents were selected to participate in online internships, but they all have different personal backgrounds and vary in their personal situations. Therefore, this part will analyze the group of Business English majors in Huainan Normal University to investigate and understand the background of online internship. This paper mainly adopts questionnaire and interview method, and the following data analysis of the questionnaire results is conducted in terms of students, teachers and platforms.

First of all, most of the business English students are liberal arts students professional background, liberal arts majors have a large difference in the number of that female students, the number of male students is significantly smaller than female students in number, and some professional classes even appear to have no male students. Among the surveyed students, 89 are female, accounting for 85.71%, and only 15 are male, accounting for 14.29%, which shows that there is still a big difference between male and female in the business English major. Female students are more delicate than male students, and may be less able to withstand challenges and breakthroughs compared to other advantages. This also lays the foundation for the fact that in the changing international context, most of the employees of the companies can still withstand the challenges and try to settle down.

Table 8:- Gender Proportion Of Interns

Gender	Proportion
Male	85.71%
Female	14.29%

Next, in the investigation and study of the disciplinary background of business English majors. The main employment positions of business English graduates include foreign trade salesman, merchandiser, documentation specialist, business assistant, and grassroots manager in various foreign-related enterprises (Guo, 2014: 35). The survey found that in the future career planning of everyone's views, most of them want to engage in foreign trade industry in the future occupies a large proportion, but also have other career goals, such as teachers and civil servants, etc., in other two students filled in the entrepreneurship, in general, then the internship is significant, but also may affect the future career choice of some students.

Table 9:- Interns' Future Planning

Options	Total	Proportion
Teacher	28	26.92%
Foreign trade	57	54.81%
Civil Service	17	16.35%
Other	2	1.92%
Effective number	104	100%

Finally, we also investigated whether the students had any knowledge about online internships before the internship. In the interviews, we also asked the students in detail about the specific channels from which they learned about online internships, but the majority of the students were already informed and learned about what they were going to receive before they did the online internship.

Table 10:- Internship Preparation

Preparation	Total	Proportion
Learning requirements	62	59.62%
Learning operation processes	76	73.08%
Learning management requirements	56	53.85%
Other	3	2.88%
Effective number	104	100%

The internship platform offers four positions: English teaching product and researcher, international and cross-border e-commerce researcher, and international trade salesman, but for ease of management, we chose international trade salesman as the main position through a willingness survey. During this period of online internship, we use large classes, establish internship WeChat groups so that we can discuss and learn from each other, publish training courses and internship tasks on the online platform, and receive tasks and complete them after studying the courses and completing the basic theory knowledge assessment. The tasks are usually completed in the amount of 6-8 hours a day, and there will be a daily summary at the end of the day's tasks and

a weekly summary of the work at the end of the week. The internship is scheduled for summer vacation, and the communication and completion of the internship is done through the Internet. After the internship is ended you can still log on to the platform to learn and receive assignments. This is where the online internship is more advantageous, as the internship is available anytime and anywhere as long as you are willing to learn and complete the assignments. The internship includes cross-cultural communication etiquette, resume and self-introduction, how to communicate with people in the workplace, making PI and Quotation, and various business workplace knowledge, and finally issuing tasks for the internship students to complete.

Table 11:- Willingness Of Position In The Internship

Position	Proportion
Products teaching and researcher	18.18%
Border e-commerce	18.18%
Cross border e-commerce operation specialist	27.27%
International business trade	36.36%

The following picture shows the interface of business English internship platform, including various internship knowledge, what can be seen is that the number of participants is still relatively large, of which businessmen and international specialists account for a relatively large proportion of this and the findings of Table 12 have some similarities, so we can conclude that the number of internships may be related to the willingness of interns.
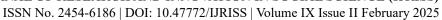

Fig 1. Interface of internship platform used in HNNU

In the survey on the effectiveness of the online internship, we first investigated whether the students had learned something from the internship or whether they felt that it had improved their business skills, and we were pleased to see that about 89.42% of the students felt that they had learned something from the internship that they could use in the future. However, we can also see that there are students who do not find this internship very productive, so we will also do further investigation. We would also like to see the results so that we can improve and enhance them later.

Table 12:- Internship Effectiveness

Evaluation	Proportion
Very helpful	36.54%

A little help	52.88%
No help	1.92%
Uncertain	8.65%

In the survey to students' internship effectiveness is relatively poor, we did a follow-up survey, asking which factors in the internship most troubled them. What we can find is that these students felt that the greatest impact on the effectiveness of poor factors was their own poor basic knowledge, followed by their own inexperience, due to their own reasons eventually lead to failure in the process of combining theory and practice. So, in the internship process it is not only proficiency in operating the internship platform, but their own ability. At the same time, we can also see that the management of the platform may also be a matter of concern, the number of people on the platform led to the collapse and the misspelled information in the platform, etc. will affect the use of interns. To better improve the online internship mechanism, these changes are imminent. In terms of the lack of regular guidance and training, we found that the training videos in the platform are shown in the form of recorded broadcasts, not in the form of live broadcasts, so there is no sense of interaction between companies and interns. At the same time, the guidance should be active after students ask questions, rather than actively interacting with students when they do not ask questions to find problems. Online internships need more interaction between companies and interns to make progress together.

Table 13:- Reasons For Deffectiveness

Main reasons	Proportion
Weak basic professional knowledge	50%
Insufficient personal experience	69.33%
Lack of regular guidance and internship training	44.23%
Poor platform management	36.54%
Poor application of modern technology	20.19%
Other	1.92%

As we mentioned earlier, most of the students were more or less improved and progressed during the internship, and for this reason we also did a further survey in order to understand the specific details and the real evaluation and feeling of the online internship. We first found those students who had a high level of recognition for the online internship and interviewed them. Some of their own strengths made the experience better, mainly their enthusiasm for the internship, their ability to adapt and adjust themselves, their good intercultural communication skills and their solid basic knowledge of business English made them have a good experience in the end. In this paper, we also learn more about the advantages of online internships. The information we learned is shown in Table 14 below, in which we can see the evaluation of the advantages of online internships. The companies think that the biggest benefit is the low cost. Of course, the development of online internship is inseparable from the common benefits of the platform for everyone, and only through continuous progress can we successfully complete the school-enterprise cooperation through the practical training platform.

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Table 14:- Advantages Of Online Internship

Advantages	Proportion
High degree of freedom	63.64%
Flexible time	81.82%
Without time and space constraints	22.73%
Saving enterprise costs	4.55%

We also investigated this internship from the students' point of view regarding the help sought by the students and the tutoring by the companies and their teachers. According to the results, in terms of guidance for the interns, the instructors included the head of the company and the teachers from schools, who were attentive to teaching the interns and helping them with their tasks when the students encountered difficulties. However, it can also be seen that the instructors may lack the initiative to inquire about the students' needs and help.

Table 15:- Guidance Of Internship

Options	Total	Proportion
Carefully guidance	48	46.15%
Guidance when students ask	50	48.08%
Seldom guidance	6	5.77%
Effective number	104	100%

When encountering problems, this paper also investigates what are the main solutions that interns take when they encounter problems in their internship, and four main options are provided. The most students will consult books on their own, analyze the problem to do a good reflection and summary, or ask their instructors for advice, which are all very intuitive methods and the fastest way to get solutions. We interviewed students afterwards who had even other methods, such as looking for solutions on the Internet and looking for instructional videos in some video software. According to the results of the final online internship check, basically everyone successfully completed the task and passed the online internship assessment.

Table 16:- Methods For Problems Solving

Options	Total	Proportion
Do reflections and make notes	28	26.92%
Reading textbooks to find answers	52	50%
Ask for teachers	23	22.12%
Communicate with partners	1	0.96%
Effective number	104	100%

We mainly took four students and asked them the benefits and shortcomings about this internship in the form of interviews. Two of them were gaining low effectiveness in this internship, and the other two were gaining good effectiveness in the internship. We first asked about the shortcomings of the internship, and Subject L and Subject M pointed out that firstly, they were not comfortable with online internship, and secondly, they had poor results due to their lack of solid basic knowledge, and also due to their lack of self-awareness and self-discipline, which caused problems such as tasks not being submitted on time. According to Subject L and Subject M, basic knowledge and adaptability as well as self-discipline and self-awareness are the most influential factors.

Subject Z and Subject C thought the results were quite good, and we also asked which aspects of the online internship had a greater impact on them in this internship, and also helped the interns to complete the internship well. The final conclusion is that all the other knowledge content of the online internship platform's practical training is open to interns, and students can open it anytime and anywhere to learn, while the internship tasks are closer to the workplace, so that students can fight a good psychological battle before officially joining the workplace. The person in charge of the platform in the internship will then patiently guide the interns, and the weekly summary of the internship will be carefully read by the head of the company and give feedback. Strictly following the tasks issued by the company during the internship process eventually leads to a lot of practical knowledge about trade, including how to write a resume, how to introduce oneself, how to create contracts and quotations, and how to transport and communicate with customers, which has a profound impact on the interns. We also surveyed two students who had participated in both online and offline internships to ask about the differences and similarities between the two, and the findings are shown in figure 2-14 below. The real uncontrollable factor is the student's attitude towards the internship. Because of the free time of the online internship, the commuting time of the intern will also become blurred, and coupled with the student's own lack of self-discipline, then the effect will not be obvious.

Table 17:- Differences And Similarities Between Online And Offline Internships

Similarities	Differences
Learning contents	Internship cost
Office equipment	Internship place
Work object	Methods for problems solving

Teachers: The survey of instructors was conducted mainly by question-and-answer method. Ten instructors were interviewed, and four major questions were asked: Firstly, we hope that instructors will talk about their thoughts on the online internship work in our school. The online internship process is not only a challenge for students to learn knowledge, but also for teachers to learn new knowledge about the profession in order to respond to the questions asked by students. Secondly, we learned that the ten instructors are involved in the online internship every year, each instructing about 5-10 students at the same time, as well as testing the internship status of these students during the internship and providing guidance to solve any problems that arise during the internship. Finally, we investigated how teachers balance their students' internship guidance with

their daily teaching work. Our online internship is scheduled during the summer, so teachers have more time, usually from 8:00 a.m. to 8:00 p.m. Under normal circumstances, instructors are ready to respond to messages and provide feedback on students' internship summaries during this period. We aim to have all students complete their internship assignments and end their online internships successfully.

Teachers interviewing research:

In the teachers interview, the teachers are asked for some suggestions for this online internship. First, during the internship must be strict discipline, not to think that the freedom of time and time wasted, and ultimately the quality of the extreme to complete the task, which is undesirable, and ultimately will lead to learning nothing; second is clear internship purpose requirements, open-minded learning, careful listening, hard work, respect for the internship guidance technicians, solidarity with classmates to solve problems Secondly, we should clarify the purpose of the internship, study hard, listen to lectures, study hard, respect the internship instructors and solve problems in solidarity with fellow students. Finally, the students in the usual learning attitude should have a good theoretical foundation, only then in the combination of theory and practice will be smoother.

Company: The survey was based on an online questionnaire, and ten business directors were selected to respond to the questionnaire. First of all, we surveyed the type of companies, and the internship companies belonged to private companies, which are highly innovative and active, and are more suitable for cooperation with the school and mutual progress. In the survey, we also learned that the companies were satisfied with the internship. We understand the main content of the cooperation between the company and the university during the online internship. During the internship, the company will provide students with internship positions as salesmen and participate in the design of the school's personnel training program, and also provide practical learning opportunities for the school's teachers, because the online internship is not in the field office of the company, the students need to provide their own equipment, which is where the online internship differs from the offline internship.

Table 18:- Content Of School-Enterprise Cooperation

options	Total	Proportion
Design personnel training program	9	90%
Provide the construction of internship bases	1	10%
Provide facilities	0	0%
Provide positions for students	10	100%
Training opportunities for teachers	9	90%
Effective number	10	100%

Secondly, this questionnaire also investigates the results of the survey about the mistakes made by the interns during the internship, as expressed in Table 19. It is a normal situation to make mistakes in the internship, and we can see that the overall situation is still satisfactory. While students are exposed to the online platform but also combined with the work, it is also beneficial to correct mistakes made during the internship in time. The key is to focus on the three parts, students, enterprises and instructors. They are solving the overcome, in the internship enterprises configure the person in charge to help students to complete the platform operation, and solve work problems.

Table 19:- The Frequency Of Interns' Incorrect Operations

Options	Total	Proportion
Always	0	0%

Usually	6	60%
Seldom	2	20%
Never	2	20%
Effective number	10	100%

During the internship period, companies assign masters to help students get up with the business. The basic arrangement is shown in Table 20 below, and we eventually learned that on average there is one master for every 6-10 people, and the internship tasks are supervised and arranged through social software.

Table 20:- Arrangement Of Masters In Enterprises

Options	Total	Proportion
No arrangement	0	0%
An instructor per group	7	70%
An instructor per class	6	60%
An instructor per batch	3	30%
Effective number	10	100%

At the end of the internship, the company also made a summary of the online internship and evaluated the shortcomings in the internship, mainly in terms of the students' basic level and ability, as well as their own platform management and page setup. The problems in students' basic ability are mainly due to the disconnect and inability to correlate quickly between what they have learned and the actual operation process, as well as the poor attitude of the interns in the online internship, which led to the low evaluation of the performance of the interns by the enterprises. The stability of the platform and the network security of the platform are to be improved, and the enterprise also promises to continuously improve its own hard requirements to better improve the experience of the interns and promote school-enterprise cooperation. At the end of the internship, the enterprise also made a survey on the students' feelings in the internship, and required each student to spend on the shortcomings of the platform, such as page color, font size and typos, etc. Any shortcomings, through this way to continuously optimize the platform content. During the internship instructors should actively communicate with the person in charge of the enterprise about the status of the interns and take the initiative to understand the situation.

Table 21:- Shortcomings Of Online Internship

Options	Total	Proportion
Platform management and page setup	6	60%
Students' basic abilities	9	90%
Instructors' guidance	4	40%
Other	2	20%
Effective number	10	100%

We also conducted interviewing with two enterprise leaders, mainly from two issues, the first is the overall feeling of this online internship, and the second is to put forward some suggestions and future development

direction. Enterprises are also the main body of education. If we want to cultivate cross-border e-commerce talents that meet the needs of society and enterprises, it is impossible to rely only on the unilateral teaching of school teachers, and the school should actively seek the support of enterprises in talent cultivation. At the same time, enterprises should also encourage outstanding employees to carry out training and teaching in schools, taking into account the dual tasks of work and teaching. Schools and enterprises should work together to build a cross-border e-commerce teaching team, strengthen communication and contact between enterprise personnel and teachers, exchange ideas, share resources and integrate teaching and research results. In the direction of future development, the platform will be continuously optimized, and it is the goal of the future pursuit to make online internship become standardized and more and more common to facilitate more college students. Based on the results of the above questionnaire interview survey, the following problems are summarized and reflections are made. The results of the online internship survey content are elaborated through the limitations of the internship model, the problems of the students themselves, the problems of the instructors, the way of talent training and the problems in the hardware and software of the platform, and lay the foundation for providing solutions.

PROBLEMS AND CAUSES

Based on the results of the above questionnaire interview survey, the following issues are summarized and reflections are made. The results of the online internship survey content are elaborated through the limitations of the multiple internship model, the problems of the students themselves, the problems of the instructors, the way of talent training and the problems of the platform hardware and software, and lay the foundation for providing solutions.

Personnel Training

The study of professional courses does not reflect obvious course intersection, i.e. cross-learning with other disciplines and in the same important position while in the real course teaching, the crossover of different disciplines is in the missing state, and the focus of students' study is still on language and trade-related knowledge, while the knowledge of data analysis and processing and business etiquette required for engaging in cross-border e-commerce industry can only be acquired through the channel of elective courses, which makes the development of their professional ability unbalanced.

The course of study is not professional enough, the traditional business English personnel training to translation, import and export trade and foreign-related secretarial mainly. As cross-border e-commerce and the changing development of the economy, these can no longer meet the current market demand. The business English major is set under the English major with the professional name of English economic and trade direction, and there is no obvious difference between the courses taken by English majors in the basic section and those taken by non-business English majors. Such a curriculum is not conducive to the establishment of a sense of purpose at the beginning of the course, on the other hand, it is also not conducive to the connection with the higher-level courses.

Knowledge is not updated in a timely manner and draws little practical experience from society. Due to the problems arising from the process of setting up business English courses, the professional knowledge students learn at higher levels is often lagging behind, which involves various reasons such as the selection of teaching materials and the updating of their knowledge. The most direct effect of the lagging expertise is that students have no way to combine the theoretical knowledge they have learned with practice.

Internship Model

There is a lack of direct communication between internship units and schools, teachers and students, or the communication has a certain delay. Although communication through the platform crosses time and space constraints, it is not possible to communicate directly face-to-face due to the differences in subjects and the complexity of the situation and time and place, which can lead to a lack of timely responses to information. In the internship process, students encounter problems, whether to ensure that instructors timely based on the answer, is a measure of whether students can learn real professional skills, whether the quality of the internship

is guaranteed. In addition, students can't communicate directly with the online internship students about the mistakes in their professional learning, so they can't give timely responses to each other after the output of the problems.

The arrangement of internships lacks creativity. Every business English student is required to participate in an internship, and again every school has its own talent development program. This is mainly due to the fact that schools are not aware of this innovative online internship and are already used to offline internships. This is not in line with the development trend of business English teaching in recent years. Only a few schools actively participate in the cooperation with the online platform, train and assess students according to the platform's requirements, deliver business English talents to the platform, and open up new directions for internship development, and there will always be some difficulties and challenges for students to apply for jobs by themselves.

The way of evaluation is rather homogeneous. During the online internship, the person in charge and the instructor must make a summary of the final results, which requires us to make an evaluation, and the main evaluation method is to test the final results through various ways of level tests. Most of the assessment methods on the platform are only through some simple theoretical questions to test and evaluate the interns, while the theoretical knowledge learned during the internship has been assessed in all aspects, so it is not enough just to evaluate the students' ability. In the process of internship, we found that the assessment method of internship is too single, which leads to the real ability and level of students cannot be accurately tested and make a correct positioning of themselves.

There are blurred boundaries between work and off work. According to the interview we know, because of the offline office, open your eyes to start is to work, close your eyes at night to be considered off duty, 24-hour standby status, so the boundaries of work has been blurred, indeed, offline office, employees can go to work according to their own pace, while the online office, your actual time off work many times depends on whether your task is completed or not or whether you are willing to contribute something, which is also the pressure of the online office, life and work crop first began to blur, as if the whole day did not work, and as if the whole day at work.

Students

Students have the low business practice skills. In the business English online internship session, the level of the intern's personal competence will have a certain impact on the effectiveness of the internship. Likewise, the issue of individual practical ability is crucial in the process of business operation. In the process of internship, it is also through the principle of combining teaching and practice, through video teaching as well as theoretical knowledge, then combined with the platform business practice, and finally the process of testing. We can find that there are still deficiencies in the basic knowledge of the internship classroom organization and management of foreign language level, modern teaching techniques, etc. The main reason is that the internship students do not fully understand the specific requirements of a real online internship and the difference between the traditional offline internship in business English.

Students in the online internship lack sufficient mastery of professional basics. In the survey, we found that in the internship question column, the most appeared was the basic knowledge part. This may be due to students' own attitude or other problems, resulting in insufficient mastery of knowledge, or the lag of textbook knowledge does not meet the status quo, and it is difficult for students to combine theory and practice. English language skills are the foundation, foreign trade business skills are the core, network and computer application skills and communication and coordination skills are the tools among which we will encounter business English letter writing, business English listening, reading and writing skills, cross-cultural communication and international trade knowledge (Jia, 2011: 82).

Overall quality needs to be improved. The overall quality of internship refers to the intern's internship psychology, environmental acceptance and interpersonal skills, which are the overall display of subjective factors, objective environment and subjective and objective influences. The overall quality of the internship may be affected by the poor adaptability of the intern, the relatively unfamiliar work content and working

environment, and some problems in life. The main problems encountered by interns are concentrated in three areas: work, life and psychology (Zhang, 2022: 120). Although these do not decisively affect the learning effect, they reflect the personal quality of the internship. Interpersonal relationships are also an important topic that we need to learn eternally, and we live in a variety of relationships all the time.

Teachers

Teachers lack of professional knowledge in the workplace. Most of the teachers in the school have never been to the enterprise to really understand the work, operation and practical knowledge in trade, so they can't grasp the students' psychology and needs well, and can't give good help when the students encounter some problems. For example, in books we learn a series of knowledge about payment methods, but in enterprises we need to choose payment methods according to different countries, different customers and different situations, which requires us to analyze specific situations, and in such cases, school teachers are unable to give accurate and appropriate answers and solutions.

There are difficulties in coordinating the daily teaching work with the internship tasks. The teachers' daily work is tedious, and at the same time they have to deal with students' questions and feedback from the internship log, and also to observe students' internship status in real time, which is a heavy task. And when teachers are teaching a class or rather dealing with the daily life, they will not be able to answer students' questions and solve their problems in a timely manner and have a delayed nature. Since interns are more autonomous in their online internship, real-time supervision and Q&A by teachers become crucial and important to ensure the effectiveness of the internship.

Platform

In the online internship, some of these related technologies are not mature enough and there is still some room for improvement. First of all, it is impossible to provide a teaching site for skills classes, for example, the main product of the enterprise is microfiber cloth, and this has many kinds, we can only feel it indirectly through pictures, so we can't identify various kinds of fabrics through touch, which is also the hard wound of online internship; At the same time, it is currently not possible to communicate within the platform, but only to stay on the completion of tasks, but also only through the students to the platform in the length of video viewing to assess whether there is no completion of video browsing, this situation cannot be well detected; secondly, the online test cannot be well organized, the online test is off-site testing, the requirements of the test design is high; Then is due to the special nature of business English online internship, must use computers and cell phones and other devices and network conditions to carry out the office, which has a rigid requirement for students, if there are special circumstances are inconvenient to deal with; In addition, in the internship process on the platform must also have high requirements for high stability, there have been students responded to the completion of the task in the process of flashback and lagging situation, and then a number of people at the same time into the situation will appear web page crash, such as this must be made up to make it more professional.

At the same time, in addition to these hard requirements, we also need to pay attention to the internal content of the platform settings, in the internship process we have learned that the internal content of the platform in the setting of the problem of misspelled words and font size is not appropriate, but also the icon is not obvious and the title is not set rigorous and other issues. To sum up, in online internship, the hardware and software of the platform will directly affect the intern's experience and internship effect.

SUGGESTIONS FOR ONLINE INTERNSHIP OF BUSINESS ENGLISH MAJORS

Based on the above five aspects of the problem, this study also makes corresponding measures to deal with these problems. The following will also be divided into five aspects.

Innovating Personnel Training Program

The curriculum of the major should show a cross-disciplinary approach, where the major studies should be combined with trade and computer disciplines to achieve the goal of developing comprehensive skills. Due to

the uniqueness of the Business English discipline, we must require more cooperation with other majors in the learning process during college. Essentially Business English is more of an e-commerce discipline, and because Business English is currently an English major, we need to pay more attention to the setting and arrangement of the Business English major curriculum to standardize the learning content.

Timely update the book knowledge and deliver new ideas. Since today's society is developing rapidly and the market is complex, and some of the knowledge in books is already many years old, this requires schools to choose materials that are as recent as possible. And in the book about some knowledge points, now has been outdated to do a comparative analysis and make corrections, to better enable students to expand the new knowledge, but also through the perfect practice to really feel the real changes in the outside world.

The course of study should be shifted to the Internet marketing approach, it is necessary to train new professionals, for example, real-time Internet marketing, online customer service services, not only translation but also professional communication skills and expertise. Universities should carry out timely innovation in teaching materials and teaching methods when offering theoretical courses in business English (Wang, 2022: 78). Teachers are encouraged to go to enterprises for attachment to strengthen their practical ability and understand the frontier information of industry development; they are encouraged to obtain relevant vocational skills qualifications to build a solid backing for teaching; and they are encouraged to hire professionals who have worked in enterprises for many years to undertake teaching and practical training tasks. With a strong team of teachers, we can better cultivate high-quality business English talents.

Optimizing Online Internship Model

During the internship process not only simple theoretical knowledge assessment should be taken, but also moreover interns should evaluate each other and the supervisors should evaluate the interns to achieve a correct orientation of themselves. It is also necessary to conduct teamwork tasks to test the interns' teamwork and interaction skills, which are essential. The overall evaluation and assessment of the internship status and final results is done through stage and summary tests and related mutual evaluation and teamwork tasks. In addition to external evaluations, interns must also be willing to self-assess and objectively evaluate the effectiveness of their online internship.

Further the internship should increase the publicity and expand the impact. In the survey, we found that many teachers and students in the school were not aware of the setting of the student internship network guidance platform, nor did they understand the purpose and work content of its establishment, which required the subject group to increase publicity. The impact can be further expanded by organizing special questionnaires, setting up bulletin boards, and writing articles in the school newspaper. In addition, the possibility of cooperating with student organizations of other universities and social practice units can be actively explored, so that the arrangement of internships can be more creative and the online internship itself can become more professional and common.

It needs enrich remote communication methods. Remote communication skills are essential in online internships. Students need to improve their remote communication skills and master basic communication skills and communication tools such as video conferencing, email, instant messaging, etc. In addition, attention needs to be paid to the timeliness of emails and message responses, so in special cases we can take telephone communication, which is especially important in communication due to the special nature of the online internship model.

The online internship must also follow the work time of the offline. The work is ultimately result-oriented, and the aim is to complete your tasks on time and with quality. You must have strict control over the workload and the definition of working hours, and only then can you clearly define your commute and reduce your work pressure.

Improving Students' Own Accomplishment

Students should improve their abilities to adjust and adapt. A lengthy internship can bring considerable stress to

the intern's body and mind, and there may be various unanticipated problems, so it is recommended that interns be flexible and do a good job of self-adjustment to improve their resistance. Interns in a brand-new environment also means a change of identity, in the face of these changes and pressure to improve since their own environment, the ability to adapt and to pressure, decided in the internship can gradually develop the best level of personal. Interns need to overcome the pressure of the external environment, but also to guard the inner psychological changes, and once the interns have mastered these can be self-adjustment methods, not only to work, to each person's life.

Students should build a good theoretical foundation and participate in social practice. During the online internship business English majors have to take solid basic knowledge as a prerequisite for practical training and internship, if the basic knowledge is not solid and adequate, then it will be difficult to move forward in the internship. The internship is a theoretical and practical activity, which must be preceded by theory in order to continue with the following steps. We mainly need to grasp business English reading, business English correspondence, foreign trade documentary skills and online communication skills (Wan, 2015: 97), which requires the school to strictly control the students' professional basic knowledge during the four years of university, while the students themselves should be responsible for their own attitude, study hard and rise to the challenge.

However, the level of foreign language skills is not the key to determine the quality of business in the international business environment, but is reflected in the lack of complex and application-oriented skills of professionals, which becomes the most important factor limiting the development of business English talents (Jin, 2022: 131). Therefore, on the basis of the theories learned, they should participate in some offline internship activities during their university years to train themselves more, such as various trade competitions, innovation and entrepreneurship competitions and working as offline interns in enterprises, etc. Only in this way can they have less friction in the process of combining theory and practice in the end.

Students must be self-sufficient, autonomous and self-disciplined, and carefully complete their tasks on time and in accordance with the schedule. In the process of formal internship, students must find a quiet place to work as much as possible, to ensure that their own work environment is quiet and free of interference, to reduce the interference of the external environment on their own. Students must adapt to the online internship as soon as possible to find a suitable method in this internship mode. The most important thing is for the interns to strengthen their own management, self-discipline, and improve the autonomy of the internship, as well as the enthusiasm of learning.

Establishing Teacher Training System

School-enterprise cooperation should establish a teacher training system. In the process of online internship, the role of teachers is particularly important, instructors must understand the rules of the workplace, as well as some corporate knowledge in case they miss the opportunity to guide students in the process of online internship, and to do this, it is essential for enterprises to provide help. Internship instructors must regularly go to the enterprise to learn the corporate culture, the operation of the enterprise's foreign trade cross-border e-commerce, as well as the specific reality of today's corporate business development, which is not only beneficial to the internship guidance, but also beneficial to the daily teaching of business English.

Teachers need to plan rationally and coordinate the distribution of daily work and internship work. The special nature of the teacher's position as an instructor, who has to deal with both daily teaching work and responding to students in online internships in a timely manner, requires teachers to be able to plan reasonably well. It is possible to hold an online meeting every evening or every other day to summarize the problems and tell the interns about the course schedule, staggering the time to do things efficiently, which also requires the teacher to be more professional in career basics in order to give more efficient and accurate feedback and improve efficiency. During the students' daily working hours, teachers must focus on the interns' questions to help them successfully conclude their online internship.

Improving Platform Management System

The platform should continuously enrich the content and form of internship platform. Professional internship

and social practice are not only an important part of education and teaching carried out by colleges and universities, but also an important part of self-improvement for college students. The internship platform under construction should continuously expand the contents and forms of practical training activities, and some functions need to be improved continuously. For example, the establishment of forums and friendly links with brother institutions and professional websites, etc. (Liu, 2007: 57).

The platform should establish a sound long-term management system. If you want to achieve good results and survive for a long time, you must establish a sound long-term management mechanism and realize institutionalized management. In the construction of the internship network interaction platform, the system concerning identity authentication and security guarantee also needs to be considered. By establishing a sound management system mentioned above, in order to ensure the orderly and standardized operation of the student-led autonomous internship training platform. In schools where conditions allow, application writing simulation labs can be established. Under the careful organization of teachers, students can take up different roles and coordinate with each other to make and issue documents, handle official business, talk about business and sign contracts, make plans and make summaries, etc., which are closely integrated with the reality (Xie, 2014: 53).

The platform needs to reasonably grasp the relationship between conventional teaching management methods and network management. The attempt of networked management has indeed solved some management problems in the process of practical teaching reform to a considerable extent, and has achieved process standardization, teaching transparency, and easy assessment and supervision, etc. However, networked management cannot replace the conventional teaching management means and become the only choice for practical teaching management. In the online internship for business English majors, the selection of a unified internship platform and confirmation of positions, contacting internship units from the internship platform on their own, receiving confirmation of the tasks completed by students, occasional contact and mutual visits between the school and internship units, appraisal of students by internship units and feedback on the evaluation of internship quality are all important parts of the process through conventional management tools and information gaps.

CONCLUSION

The internship of Business English major is mainly aimed at cultivating applied talents, so the internship work in this major is very important, which is also an important process for Business English major students to transform into professionals. The online business English internship method creates a real cross-border e-commerce platform for interns, creates a virtual workplace atmosphere, and provides rare learning and training opportunities. It is an important part of the talent cultivation process in the field of business English. The main object of this study is the online internship of Business English. It mainly explores several issues through literature research, questionnaire research, and interview methods, including what is the online internship model, the irreplaceable characteristics of the model, what are its shortcomings and how to improve. Through the design and implementation of questionnaires and interviews, the effectiveness of online internship application and implementation in Huainan Normal University is analyzed. From the results of research and analysis, it can be seen that interns have generally achieved significant improvements in business skills, work abilities, comprehensive literacy, and other aspects, and hold a satisfactory attitude towards online business English internships. In addition, there are also some shortcomings and causes in talent cultivation, internship models, students, teachers, and platforms. Therefore, in the fifth part of this study, innovative personnel training program, optimization of online internship models, improvement of students' self-accomplishment, establishment of teacher training systems, and improvement of platform management systems were proposed to improve. To this extent, we have found that online business English internships have broad prospects for adapting to today's social development and can be applied to the cultivation of business English talents.

At this point in the paper, there are still many shortcomings due to many uncontrollable factors and insufficient professional information. First of all, the design of the online internship survey report of business English majors is not quite perfect, and the logic between the questions, still needs to be deepened. Secondly, the presentation of the problems reflected in the survey report can be more deeply explored. Finally, the level of advice given can be expanded and combined with the actual. All these will be improved in the future with the development of online internship.

Note:

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