

Research on Bilingual Teaching Optimization and Innovation of International Business Negotiation Based on OBE

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Abstract: As China's influence in the international market grows and the global economic and trade environment becomes increasingly severe, it is urgent to cultivate-level and versatile international business negotiation talents. This paper, based on the OBE (Outcome-Based Education) concept, points out the problems in the bilingual teaching of international business negotiation, such as students' lack of initiative in learning, the lack of suitable bilingual teaching materials, the disconnection between theory and practice bilingual teaching of international business negotiation, and oversimplified evaluation systems. It also proposes solutions such as bringing front-line personnel into the classroom, the CPBL + ESP model, and the PIP teaching evaluation model, to meet the current market employment needs.

Keywords: OBE; Bilingual teaching; CPBL + ESP teaching

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1. Introduction

As China promotes the high-quality development of the "Belt and Road," its influence in the international market is increasing. On the other hand, unprecedented changes accelerate the reconstruction of international economic and trade rules and the international economic and trade environment. If China can achieve mutual benefit and win-win results with the world through consultation, it is imperative to cultivate high-level and compound international business negotiation talents.

2. The OBE concept of bilingual teaching of international business negotiation

In 1981, outcome-based education (OBE) was first proposed by William Spady, also known as ability-oriented, goal-oriented, or demand-oriented education. OBE emphasizes four questions^[1]: (1) What are the students learning outcomes? (2) Why do students should achieve such learning results? (3) How to effectively help students to achieve these learning outcomes? (4) How do you know that the students have achieved these learning results?^[2]

The goal of bilingual course of international business negotiation is to train students to be familiar with the whole process of international business negotiation, master the basic theoretical knowledge, negotiation skills and methods of international business negotiation, improve students oral English level, have good communication, strain, coordination ability and team spirit, cultivate dialectical, systematic and innovative thinking mode, improve the ability to find, analyze and solve problems, and then continuously improve the negotiation ability^[3]. At present, the teaching of national international business negotiation has also paid attention to the importance of practicality, but there is no satisfactory answer on how to meet the social needs and how to evaluate them.

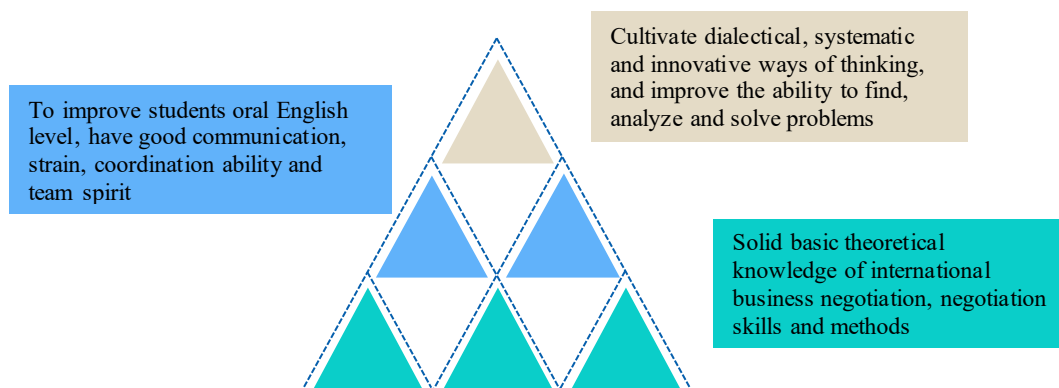


Figure 1. Training objectives of international business negotiation.

3. Problems existing in the bilingual teaching of international business negotiation

In the teaching practice of Bilingual International Business Negotiation^[4], there is a gap with the ultimate teaching goal of the OBE concept.

3.1. Students lack of initiative in learning

In the era of rapid development, some students are more purposeful and pay more attention to scores rather than truly mastering the essence and practice of the course, and some students pay more attention to the postgraduate entrance examination courses or help the civil servants, and have the attitude of “almost ok” for other courses. Although international business negotiations bilingual teaching is relatively a very practical and interesting course, some students still lack initiative, for poor English students, bilingual teaching is a serious challenge, many students are not willing to pay more effort to learn more, listen more, speak English to practice business negotiations.

3.2. Lack of appropriate bilingual teaching materials

The existing bilingual teaching materials for international business negotiation mainly include imported teaching materials, domestically published teaching materials, teaching materials compiled by schools and translated teaching materials, and each material has its advantages and disadvantages.

(1) Introducing textbooks from abroad

The language is pure, the printing is beautiful, but the price is relatively expensive, and some content is separated from our social environment and living environment.

(2) Textbooks published by foreign authors in China

This kind of textbook refers to or chooses the main content of foreign textbooks, and some of the contents are annotated in Chinese. This kind of teaching material language is pure, relatively academic,

and has a certain authority, but the practicality is not strong.

(3) Textbooks compiled by the school itself

Relatively speaking, it is flexible and targeted, more in line with the training needs of the school, but the system may not be complete, the authority is difficult to guarantee, and the connection and matching are poor.

(4) Translation of textbooks

That is to translate the textbooks related to Chinese business negotiation into foreign language textbooks, relatively speaking, the language is not pure ^[5].

In short, most of the teaching materials are no longer suitable for modern teaching methods, whether teaching objectives or teaching modes, they need more practical bilingual teaching materials.

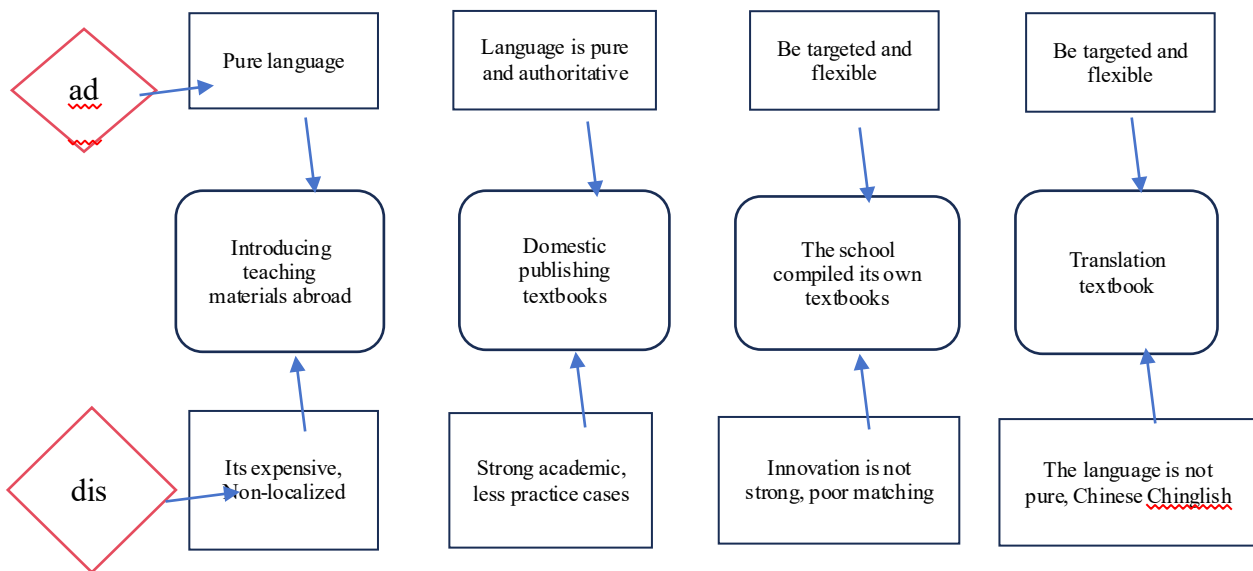


Figure 2. Advantages and disadvantages of different textbooks. “ad” stands for “advantages”; “dis” stands for “disadvantages.”

3.3. Students’ English level is low in general and it is difficult to achieve fluent expression in the short term

The foundation of students English plays a crucial role in English learning. In general, students with good English foundation and strong learning ability are more likely to adapt to bilingual courses, while those with relatively poor English foundation will be difficult to understand the relevant knowledge of business negotiation if they do not strive to improve their English literacy, which is also easy to affect students confidence in learning English. Business negotiation is not a general English dialogue, and students are required to have certain language thinking and logic ability. Only in this way can they deeply understand the connotation of the article and improve their negotiation ability ^[6]. At present, the students majoring in international economics and trade are relatively better with other students majoring in economics and management, but their oral and listening level cannot reach the level of normal negotiation.

3.4. There is a certain gap between the comprehensive strength of bilingual teaching teachers and the requirements of achieving the training objectives

At present, bilingual teaching in domestic and international business negotiation is mainly English, but teachers

with professional international business negotiation ability and systematic foreign language learning, foreign language organization and teaching ability, which is relatively lack of bilingual classroom teaching in colleges and universities. General teachers of international trade majors are not strong in English listening, speaking, reading and writing ability, while English teachers often lack professional knowledge. Bilingual teachers of international business negotiation are generally teachers of international economy and trade. They not only need to maintain the academic frontier, but also have excellent English listening, speaking, reading and writing ability. At the same time, they also need to develop in the direction of double-qualified teachers, and integrate into the enterprise to accumulate practical experience. Many teachers have difficulty in ensuring that all of the conditions are met. In application-oriented colleges, such multiple standards and multiple pressures force young and middle-aged teachers to invest more energy to achieve comprehensive development.

3.5. The bilingual teaching theory of international business negotiation is disconnected from the practice

The disconnect with practice is mainly manifested in three aspects: First, Some students have only received the theoretical knowledge of international business negotiations^[7], Some have learned the lessons learned from the negotiations through case analysis and group discussions, but it is not being practiced, Cognition is not equal to practice. In practice, we still can not adapt to changes, Application freely; secondly, in the simulation negotiation of international business negotiations, language is mainly Chinese, not English, which can not achieve the practical purpose of bilingual teaching; thirdly, from years of teaching experience, students like to use the common “recess”, “introducing competition” and “ultimatum” in international business simulation negotiations, lacking of innovation and strain. Survey showed that most students think that the bilingual course practice of international business negotiations is not real practice negotiation process, but generally through only short-term simulation negotiations, and students cannot really fully understand the atmosphere and situation. A lot of simulation negotiations are more like debates, or in order to get high marks both simulation negotiation sides will advance the rehearsal, so simulation negotiation is more like a performance.

3.6. The teaching evaluation system is not perfect

The assessment of traditional bilingual courses of international business negotiation is mainly based on the final written test. Usually, the proportion of scores is relatively low, and the assessment methods and standards are relatively simple and single, which cannot fully reflect the actual effect of bilingual teaching in international business negotiation. Moreover, the OBE teaching mode emphasizes the personalization of evaluation courses rather than the standardization. How to achieve the teaching objectives according to the actual situation of different students is a severe challenge^[8]. In short, there is still a gap between bilingual teaching of international business negotiation and real practice, and it is necessary to constantly innovate and change teaching methods, teaching modes and evaluation systems to meet the needs of future social practice^[9].

4. Innovation and optimization strategy of bilingual teaching in international business negotiation

- (1) The formulation of the teaching syllabus and teaching materials needs diversified participation and keep pace with the era

The syllabus should not be formulated by substitute teachers, enterprise negotiators, English

professionals, competition instructors, AI technicians, etc. Through the participation of diversified personnel could one learn from others' strengths, and the syllabus could be done by brainstorming of all personnel. Nowadays, with the rapid development of science and technology and the rapidly changing situation of the world, the syllabus should keep pace with the era and be updated every 1–3 years in order to adapt to the development needs of the society, enterprises and technology. With the development of the era, the social demand for international business negotiation talents will change whether it is the change of the global economic situation or the development of science and technology. International business negotiation materials and teaching materials also need the participation of diversified personnel and keep pace with the era.

(2) Front-line negotiators enter the classroom

Teachers can invite the personnel with rich negotiation experience into the classroom, through the form of lectures or discussion with students, students can truly understand more practical experience and lessons, more deeply rooted in the students' memory. Personnel with international management and economic and trade experience can also be invited to explain the differences between international, domestic business and their personal experience to stimulate students' interest, so that students can have a deep understanding of the impact of political, economic, cultural, religious and other factors of international business negotiations. Teachers can also invite those who often communicate with foreign businessmen to enter the classroom, tell the experience and lessons of speaking foreign language fluently, and teach the methods of learning foreign language.

(3) CPBL + ESP teaching mode

CPBL is the combination of the CBL (Case-based Learning) method and the PBL (Problem-based Learning) method. CBL is also known as case teaching method, and PBL teaching method is also called problem teaching method. ESP (English for Special Purpose) refers to the specialized purpose of English, which determines the language communication function and students' communication needs. It encourages students to think and express themselves in English, and adopts different bilingual teaching methods in different modules according to the actual situation of students to better reflect the practicality and professionalism of business English. As shown in **Figure 3**, students can publish the English case before class and ask relevant questions, which can collect relevant information through various channels. In class, students can discuss the preview cases and questions in groups, and the teacher can observe and answer the questions raised by the students at any time. In the second half of the course, each group sends representatives to answer the case questions in English, and the teacher will finally evaluate and summarize in bilingual, and answer the students doubts.

(4) PIP teaching evaluation mode

PIP refers to the pre-class, during-class and after-class phased evaluation method. The first P refers to Pre-class evaluation, I refers to In-class evaluation, and P refers to Post-class, or after-class evaluation. Pre-class evaluation refers to a thorough assessment before class, mastering students cognition and attitude towards international business negotiation, which accounts for 10% of the total score of course evaluation; In-class evaluation is colorful, including students attendance, discussion performance, scenario simulation, answer questions correctness, group speech (presentation), problem solving ability evaluation, which accounts for 45% of the total score; post-class evaluation mainly includes written test, simulated negotiation and defense, which accounts for 45% of the total score. In the process of ability training mode of "basic theory + core ability + comprehensive quality + achievement orientation

+ continuous improvement,” the professional characteristics of “promoting teaching by competition” can be played. Students can be organized to participate in the national negotiation competition, and the cultivation of students’ ability can be deepened through practical activities. OBE emphasizes personalized evaluation, and students can choose their evaluation content and evaluation methods. The evaluation results can be divided into five grades.

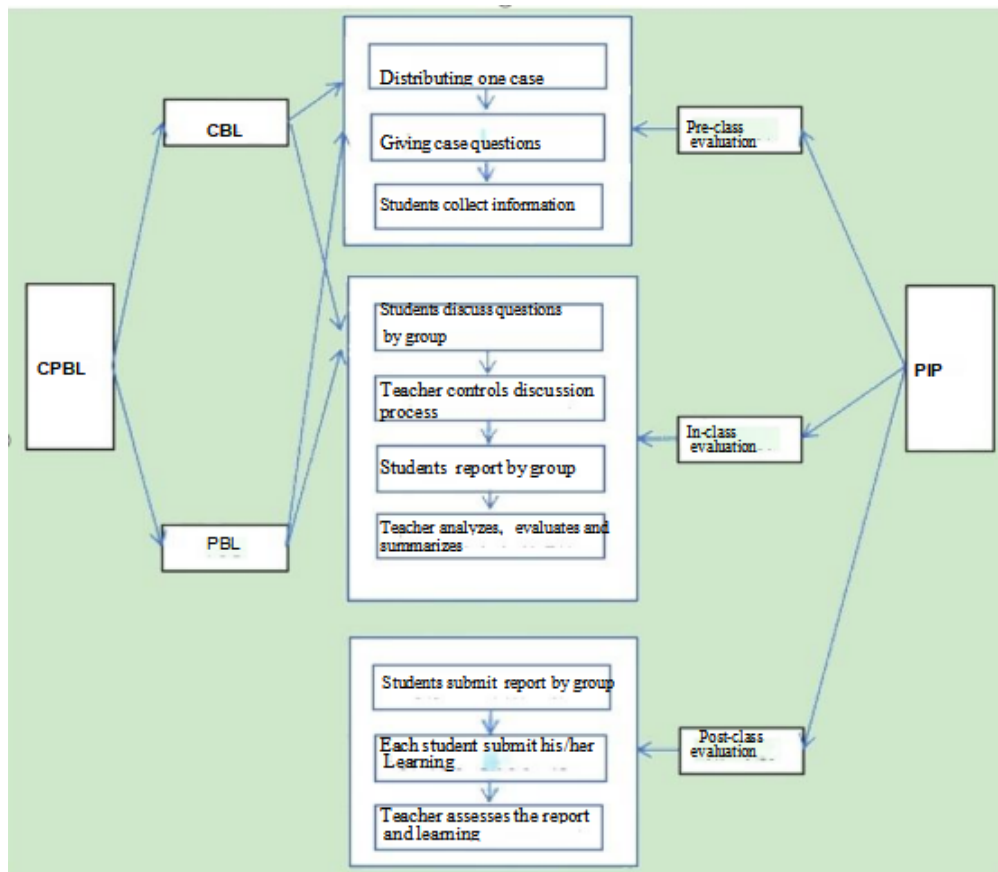


Figure 3. CPBL + ESP teaching mode + PIP evaluation mode.

(5) The integration of ideological and political teaching should be natural and deeply rooted in people’s hearts

As one of the important courses of international business, international business negotiation is crucial to train students to establish a correct worldview, moral and life values under the current complex international environment form the synergistic effect between professional knowledge and ideological and political education. In terms of teaching content design, on the one hand, it pays attention to integrating ideological and political content into theory teaching, promotes patriotism, perseverance, and “spreading positive energy between truth and beauty” to arouse students content design, guides students to understand the development trend of the industry, pays attention to the combination of social hot spots with course ideological and political education, and stimulates and strengthens the interaction and participation of students through independent study and group discussion ^[10].

(6) Make full use of digital education and intelligent dividend

In April 2018, the Ministry of Education issued the education informatization 2.0 action plan which

requires by 2022. Through the implementation of education informatization 2.0 action plan, the development goal of “three full, two high, and one large” can be basically achieved to solve five major problems including:

- (a) The “digital education resources development and service ability is not strong;
- (b) Information learning environment construction and application level is not high;
- (c) Teachers information technology application ability basic but information teaching innovation ability is insufficient ^[11];
- (d) Information technology and subject teaching depth fusion is not enough;
- (e) High-end research and practice talent is still shortage.

5. Conclusion

Based on practicality needs to eliminate the drawbacks of traditional classroom “cramming” teaching, in the of new liberal arts education ^[12], applied undergraduate education should truly achieve teacher-led, student-centered learning, digestion, comprehension, and even innovation ^[13] in interactive teaching, based on integration of industry, education, and research in the formulation of teaching and training outlines and textbooks. The innovation of bilingual teaching in international business negotiation is a key step in cultivating globally competitive business professionals ^[14]. Through simulation negotiation, case analysis, participation in business negotiation and other methods, students’ comprehensive literacy in international business negotiation can be better improved. The establishment of a comprehensive and flexible evaluation and feedback mechanism is an important guarantee to ensure the teaching effect. It is hoped that these innovations can provide useful reference and enlightenment for the cultivation of international business major students ^[15].

Disclosure statement

The authors declare no conflict of interest.

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