

# The Application of Task-based Modular Teaching Model in Teaching International Business Negotiation Course

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**Abstract:** The International Business Negotiation course is a comprehensive course that combines theory and practical application. Traditional teaching models, which mostly lack coherence, do not reasonably stimulate students' self-motivation towards negotiation activities. The emergence of a task-based modular teaching model can help solve this dilemma. Based on this, this paper firstly discusses the current situation of international business negotiation, then describes the theoretical basis for the application of the task-based modular teaching model, and finally analyses the specific application of the task-based modular teaching model in the teaching of international business negotiation course, in the hope of learning from it.

**Keywords:** Task-based modular teaching; International business negotiation; Application of teaching mode

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## Introduction

With the development of international trade affairs and the increase in the frequency of international communication, international business negotiation has become one of the important economic and trade activities. Nowadays, many universities offer international business negotiation courses to enhance students' communication and coordination as well as logical communication skills. The course is designed to help students to become competent in international business negotiation.

### 1. The current situation of international business negotiation teaching

In many universities in China today, there is still a large gap between the current teaching situation of the international business negotiation course and the goals set by the university itself. During the specific education and teaching period, the education results and teaching quality have not been intuitively improved. This is reflected in the following aspects.

#### 1.1 The design of the course is not in line with the needs of the course

In today's international business negotiation teaching, teachers mostly use the means of case teaching to carry out specific teaching, but, during the actual teaching, some cases may exist out of the actual negotiation phenomenon, which will cause students to lose enthusiasm for learning, and the low quality of learning phenomenon is frequent.

#### 1.2 The design of the course is not in line with market demand

In fact, to teach international business negotiation well, teachers must not only focus on teaching students theoretical knowledge, but also on the cultivation of skills and applications. However, in many universities today, the design of the course is limited by traditional teaching concepts, with more theory and less practical work.

In addition, there is a lack of case studies that accurately reflect market needs and the local cultural environment. In international business negotiation, the emphasis is on "negotiation" and, as a result, case studies are extremely important, but in today's teaching, teachers tend to use old, traditional cases to develop specific narratives, and the number of cases is not only too small, but there are not enough cases with local characteristics for students to really empathise with them<sup>[1]</sup>.

#### 1.3 Students have little knowledge and limited "knowledge" available to them

International Business Negotiation, as a course with strong comprehensive application, can only be effective if it is integrated with other forms of knowledge of economic and management subjects in the course. However, today, due to the limitations of their own knowledge, many students, for economic and trade, business administration and other related knowledge

reserves are obviously insufficient, in the reality of the international business negotiation course learning period, obviously struggling, the effect is slightly lower.

## **2. Theoretical basis for the application of the task-based module teaching model**

The detailed learning theory of constructivism and the task-driven specific learning method constitute the realistic theoretical basis for the task-based module teaching model.

**Constructivist learning theory.** This is a theory of learning that is different from traditional objectivism. The core of constructivist learning theory is that learning is not merely a process of transforming knowledge from the outside to the inside, but requires the learner to spontaneously and actively construct knowledge with the help and support of others, within a certain context of social and cultural influence. construct knowledge and experience that is appropriate for their own use.

**Task-driven teaching.** The main idea is that tasks and real-life problems must be combined during detailed learning activities, and that the teaching and learning process must then be transformed into an inquiry-based process, based on reproducible teaching methods. The use of inquiry questions is a concrete way of actively guiding and sustaining learners' enthusiasm and motivation for learning, so that they can carry out specific learning operations with real tasks, solve problems and improve their practical skills during the completion of the tasks. Many scholars, after noting the real-life effects of the task-driven teaching model in international business negotiation, have summarised their experiences and put forward proposals such as the project-based teaching method and the task-based teaching method.

## **3. The specific application of task-based modular teaching mode in the teaching of international business negotiation course**

In order to scientifically and effectively enhance the learning effect of students, teachers must pay attention to the design of their own teaching mode during teaching, not only to show students the basic knowledge of international business negotiation in detail during the real teaching period, but also to systematically use initiatives to enhance students' practical ability in real business negotiation, so as to achieve the purpose of enhancing students' international business negotiation skills in an all-round way <sup>[2]</sup>.

### **3.1 Modularity of teaching content**

Before teaching the course in detail, teachers must carefully select real-life negotiation cases, and then, by means of combining cases, classify the theoretical knowledge contained in the textbook according to chapters, so that the content of each chapter can be reasonably organised into six modules. 1) The basic theoretical knowledge module. In this module, the basic theoretical concepts and principles of international business negotiation are highly covered, and the more basic negotiation methods and techniques are also precisely categorised in this module<sup>[3]</sup>. 2) Module on Negotiation Tasks. This module, in its specific design, should be strictly as well as from the superficial to the deeper, from a single type of negotiation to a large variety of comprehensive negotiation-based link steps, and then strictly based on real, highly representative negotiation cases, so as to design the module negotiation realistic practical tasks. 3) Negotiation skills module. This module is designed to cover in detail the corresponding skills of listening, asking, answering, seeing and arguing in all stages of negotiation. 4) Knowledge of Business and Commerce module. This module is designed to include the knowledge of international trade and business management in relation to negotiation. 5) Linguistic Strategies Module. When developing this module, teachers must use real-life classical cases of foreign business negotiations and instructional programmes as a realistic basis to provide theoretical support for students to complete negotiations and negotiation reports independently after class<sup>[4]</sup>.

### **3.2 Teaching practice steps**

#### **3.2.1 Pre-task stage**

This stage, during its operation, must be strictly based on the basic knowledge module of negotiation as the specific task content, and then the teachers concerned can actively use new forms of teaching such as flipped classroom to enhance their own ability to help students learn before class, and further help to help students to reasonably perceive the task topic and task objectives, so that students can independently learn the corresponding basic theoretical knowledge before class, to help efficient learning.

#### **3.2.2 Task loops and task reports**

The teacher can introduce the simulated negotiation task module, with its corresponding case text, into the learning session through a reasonable initiative, and then divide the students into groups according to their realistic acceptance situation, so

as to design a targeted negotiation plan; students should also fully carry out the simulated negotiation during the class, and the teacher can monitor and grade the students' performance in real time during the simulated negotiation.

### **3.2.3 Module content analysis**

Each negotiation team will write a summary report of the negotiations after the simulation, based on the experience of the entity, in order to classify and file the negotiation tasks, the corresponding points and strategies involved.

### **3.2.4 Independent exercises and summaries**

The detailed independent exercises are based on the realistic content of the negotiation independent exercise module and are carried out in small groups, which complete the negotiation reports and exercises after the class<sup>[5]</sup>.

## **4. Conclusion**

In conclusion, students can intuitively enhance their business negotiation skills and skills through the study of international business negotiation courses, and enhance their international business negotiation skills in all aspects. As a comprehensive course with both scientific and artistic aspects, teachers teaching international business negotiation must actively explore a reasonable teaching model, through which they can efficiently develop students' international business negotiation skills and enable them to take the initiative to receive practical training with a sense of negotiation strategy, in order to enhance the teaching effect and quality of teaching.

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