

# Exploration of Mixed Teaching Mode of International Business Courses Based on CBI Teaching Concept——Taking *International Business English* as an Example

Lingling Zuo

*Ningbo University of Finance and Economics, Xueyuan Road, Ningbo, Zhejiang, China*

**Keywords:** CBI, online + offline model, international business

**Abstract:** Since entering the *13th Five-Year Plan* construction, the state has actively promoted the development and construction of education informatization, encouraged teachers to use information technology to innovate teaching models, update teaching concepts, and improve teaching quality to cultivate talents that meet the needs of the society in the new era. The mixed teaching mode combines the advantages of traditional teaching methods with the advantages of networked teaching. It not only plays the leading role of teachers in guiding, enlightening, and monitoring the teaching process, but also fully reflects the initiative and creativity of students as the main body of the learning process. This article analyzes the current teaching situation of international business courses in application-oriented universities, and explores the implementation strategies of a hybrid teaching model combining classroom teaching and online teaching. It will analyze four aspects from self-learning before class, internalization of knowledge in class, online consolidation after class and the assessment system, and provide references for the application of mixed teaching model in business courses.

## 1. Analysis of Teaching Status

At present, the teaching method of international business courses is based on classroom teaching. Due to the limitation of total hours and teaching tasks, it is generally based on teacher-centered indoctrination. Although some classes have implemented flipped classroom teaching, the participation of overall students is low. After completing classroom teaching, teachers often cannot effectively monitor students' offline learning conditions, and thus lack guidance, monitoring, evaluation and feedback on the learning process. This is not conducive to frequent interactions between teachers and students, and between students and students, and it also affects the quality of course teaching. Therefore, it is urgent to reform the current teaching model. The main problems currently existing are as follows:

### 1.1 Students Have Weak Self-Learning Abilities and Need to Adopt Diversified Teaching Methods to Stimulate Learning Interest and Motivation

There is a certain degree of freedom and selective bias when taking professional courses in colleges and universities. Because international business courses are basically bilingual courses or English

courses, although students with better levels are interested in the courses, they are basically reluctant to spend too much time in English learning. So for students with relatively weak English foundation, they have the mentality of "passing by soy sauce", and they can pass the final exam. Therefore, the degree of participation in the course is not high, and there is less self-study after class. The online + offline model not only provides students with multiple learning channels, but also adapts to the trend of contemporary college students' preference for online media.

## **1.2 Teachers' Teaching Abilities and Teaching Qualities Need to Be Further Improved**

At present, the teachers who teach international business courses are basically young and middle-aged teachers under the age of 45 with the title of lecturer. One is the teachers of English language majors, and the other is the teachers of higher English proficiency in the professional courses. Teachers' teaching literacy and teaching level need to be further improved. Teachers should regularly participate in training programs, systematically learn a variety of new education and teaching theories and teaching models, the application of information technology, systematic teaching design, teaching implementation skills, etc., and conduct action research in teaching practice. These are all conducive to improving teachers' overall qualities and teaching practice abilities, but how to allocate their working time reasonably has become a big problem.

## **2. CBI Teaching Concept to Build a Mixed Online and Offline Teaching Model**

### **2.1 Basic Principles of CBI Teaching Philosophy**

CBI refers to the construction of language teaching on the teaching of a certain subject or a certain subject content, combining language learning with subject knowledge learning, and promoting the improvement of students' subject knowledge and cognitive ability while promoting their language proficiency. The significant difference between CBI and the traditional second language teaching method is that it advocates the acquisition of language skills through learning topics rather than simply learning languages.

### **2.2 Constructing a Mixed Teaching Model**

The construction of the hybrid teaching model relies on the international business English courses of the MOOC platform of Chinese universities and the online open course sharing platform of Zhejiang colleges and universities. According to the CBI teaching philosophy, the curriculum takes international business English subject knowledge as the core, and uses real corpus materials for international business activities, covering a total of 12 chapters of economics, trade, marketing, advertising, companies, employment, etc., which is in line with students' learning new information Features, and suitable for students' language proficiency level. The curriculum is designed to organically combine language skills, business knowledge and cross-cultural communication skills, and complement each other, aiming to cultivate students' abilities to use English for business communication and problem-solving in a cross-cultural context.

The CBI-based blended teaching model can be divided into three major parts: pre-class (online), in-class (offline) and after-class (online), that is, online self-learning before class, and offline and in-class classroom teaching. Consolidate learning later online.

Online teaching before class focuses on students' independent online learning of MOOC courses to realize the transfer of knowledge online. Teachers post online preview tasks through MOOC and cloud classes, and post instructional videos, extracurricular learning videos and document resources and PPT courseware online on the MOOC platform to guide students to autonomously complete the

learning and mastery of knowledge points before class, and encourage students to be on the platform. The discussion area actively participates in online discussions and asks questions.

Offline classroom teaching in class focuses on students' deep integration of classroom knowledge to realize the internalization and transfer of knowledge. Offline classroom teaching is mainly carried out through teacher's answering questions and students' group cooperative learning. In class, teachers teach in cloud classes and push class tests to students' mobile phones in real time to grasp the status of students' online self-learning before class, and answer questions and answer questions about students' pre-class preparations.

Teachers help students realize the transfer and internalization of knowledge by organizing students for group collaboration and task division. With the help of cloud classes, teachers can use various methods such as brainstorming, student lectures and student reviews, scenario simulations, and case analysis to carry out in-depth online and offline teaching activities to increase student participation and achieve precise teaching.

### 2.3 Teaching Practice-Take *International Business English* as an Example

The CBI-based mixed teaching model is divided into three parts in the teaching implementation process of *International Business English*: before class (online), during class (offline), and after class (online). In the three stages before, during and after the implementation of mixed teaching, the learning tasks and learning activities of each stage have their own focal points.

#### 2.3.1 Preview before Class

Aiming to transfer knowledge, the arrangement of learning activities and tasks mainly uses online open courses, highlighting student-centeredness, and guiding students to discover and construct knowledge independently.

For example, in the teaching process of the fourth chapter *Advertising*, the online teaching before class focuses on the learning of the basic concepts of the chapter. Teachers publish a list of learning tasks through the cloud class, and students complete two instructional micro-videos "What is advertising?" "How to advertise the products?" and the expansion resource *The advertising methods of The Apple* on the MOOC platform. The basic concepts of advertising, how to advertise products and Apple's advertising model.

#### 2.3.2 Internalization in Class

Utilizing the advantages of both online and offline teaching, teachers and students can correct cognitive deviations through communication, collaboration, comparison, and application, so as to achieve the effect of internalizing English language knowledge and acquiring business communication skills.

According to the CBI teaching philosophy, when we use language as a tool to help learn professional knowledge and obtain information, language learning will be more successful. Therefore, in the implementation of in-class and offline classroom teaching, when organizing students to conduct group cooperative learning, a variety of forms of online and offline in-depth teaching such as English students' questions and answers, student lectures and student reviews, and student-student mutual evaluations are used. Activities to help students improve their cross-cultural business communication skills.

In the Advertising example above, offline classroom teaching focuses on the consolidation of knowledge and the expansion of skills. First, teachers push classroom tests through cloud classes to examine students' online autonomous learning. Then, organize students to discuss the advantages and disadvantages of various advertising models in groups, and summarize them based on the speeches

of representatives of each group. Then, the students are further organized to perform role-playing, in small groups, each group plays the role of the advertising and consumer of the same product. The consumer group puts forward requirements on the material, style, performance and other aspects of the product; the advertiser group promotes the style, performance, and price of various existing products according to the requirements. Subsequently, the teacher uses the cloud class random selection function to randomly select several groups of students to display, and other group students comment on the group display via mobile phones, and rate each member through the voting function; the teacher combines the comments and ratings of the students, To give guiding opinions and suggestions to each group on display.

### 2.3.3 Consolidation after Class

The consolidation phase after class achieves the effect of knowledge application through extended learning. The teacher team assigns later learning tasks to students through online teaching platforms and cloud classes, and conducts tracking tests and evaluations on the mastery of the course content and knowledge points that have been learned. In the Advertising example above, online consolidation after class focuses on the consolidation and application of knowledge. The unit test examines the students' mastery of knowledge, while the unit assignments and discussion posts focus on examining the students' practical application ability. By analyzing Apple's advertising and marketing model before class, students need to deeply analyze the company's marketing strategy in terms of target customers, target markets, audiences, and costs.

## 2.4 Course Evaluation Method

According to the international business English teaching goals and teaching requirements, as well as the design framework of a mixed teaching model based on the CBI teaching philosophy, the course adopts a diversified curriculum evaluation system that combines online and offline integration, process evaluation and summative evaluation. It focuses on the evaluation of students' cross-cultural communication skills and language application skills in a business context.

As shown in Table 1, first, online learning evaluation (accounting for 30% of the final evaluation), the main evaluation indicators include students' online self-preparation, discussion forum exchanges and interactions, unit tests, and other MOOC platform learning resources and learning behavior tracking. Second, classroom learning evaluation (accounting for 30% of the final evaluation), the main evaluation indicators include classroom performance and classroom display. Third, the final exam, which accounts for 40% of the final assessment.

Table 1: Evaluation design of blended teaching courses.

Evaluation distribution	Evaluation index	Index content	Evaluation subject
Online learning (30%)	Autonomous preview (10%)	Evaluate students' learning behavior through acquired data on MOOC platform	MOOC platform
	Communication and interaction (5%)	Evaluate the quantity and quality of discussion posts published in the cloud class.	MOOC platform, teachers
	Unit test (5%)	Uploaded through MOOC platform and evaluated based on test results	Teachers, students
Classroom learning (30%)	Classroom performance (15%)	Evaluation through classroom tests and establishment of personal learning files	Teachers, cloud classes

	Classroom presentation (15%)	To evaluate the quality of classroom presentation by group members	Teachers, students
Final exam (40%)	Exam score (40%)	Evaluation by the score obtained in the final exam	Teachers

### 3. Implementation Effect

Since the implementation of the hybrid teaching model based on the CBI teaching philosophy in the International Business English course, the classroom vision of *learning outside of class and moving in class* has basically been realized. The curriculum takes subject knowledge as the core and uses real corpus materials for international business activities, which not only conforms to the characteristics of students learning new information, but also suits students' language proficiency level and students' cognitive and emotional needs. In order to examine the teaching effect, we conducted questionnaire surveys and random interviews with students at the end of the term. The questionnaire survey was carried out around the evaluation indicators of the three parts before class, during class and after class and the overall assessment method of the course. Random interviews mainly focused on students' overall evaluation and suggestions on the course.

#### 3.1 In Terms of Autonomous Preview

90% of students believe that online self-preparation before class helps to improve their self-learning ability. In terms of communication and interaction in the discussion areas before and after class, 86% of students think that posting questions and replies can help improve themselves cultivating cross-cultural communication skills and improving English writing skills. In terms of unit testing, 83% of students believe that these two items are helpful to consolidate professional knowledge and strengthen the mastery of subject knowledge.

#### 3.2 In Terms of Classroom Performance

90% of students believe that personal learning files are conducive to the construction of a knowledge system independently. By combing, summarizing and summarizing knowledge points, the knowledge is more systematic, which is conducive to internalizing knowledge and improving the enthusiasm and initiative of learning. In the personal learning files submitted by the students at the end of the semester, the use of mind maps and other forms, with both pictures and texts, is extremely creative and innovative. As far as classroom presentations are concerned, 82% of students believe that peer evaluation and self-evaluation have improved their learning initiative and are conducive to improving group collaboration skills.

#### 3.3 In Terms of Course Assessment

92% of students believe that online and offline assessment forms are diversified, reducing the burden of final exams. In the random interviews, the students most respected the personal learning file, believing that this indicator is helpful to improve their learning enthusiasm, and helps to eliminate the more common *free-riding* phenomenon in group activities. The students also fully affirmed online learning, believing that it not only allows students to enjoy independent learning space in time and space, but also allows students to enjoy free control over the length of learning in terms of individualized differences in the ability to digest knowledge.

From the results of the questionnaire survey, students have a high degree of recognition for the implementation of the mixed teaching model in the International Business English course, and a

strong sense of acquisition of professional subject knowledge, and the implementation effect is in line with the teaching goals set by the International Business English course. In the feedback of the latest two issues of teaching information from Ningbo University of Finance and Economics, students all expressed that the courses are practical and interesting, and the online and offline mixed teaching can greatly improve their learning efficiency. At the same time, the evaluation of the teaching quality of the two rounds of International Business English is excellent.

#### 4. Conclusions

Practice has shown that the hybrid teaching model constructed and implemented based on the CBI teaching philosophy combines language teaching with international business subject knowledge teaching, which improves students' knowledge of international business, promotes the improvement of students' language proficiency, and comprehensively improves students' English expression ability, business practice ability and cross-cultural communication ability. For undergraduate colleges that focus on cultivating students' application ability, making full use of the advantages of information technology and tapping new educational resources provides a new breakthrough direction for deepening the curriculum and teaching reform, and also puts forward higher requirements for teachers. Teachers should continuously improve their overall quality, improve their ability of informatized teaching, and give full play to their leading supervisory role in the teaching process, guide and supervise students to implement learning tasks in all links, avoid new teaching models from becoming a formality, and make modern teaching methods better To assist teaching.

#### References

- [1] Gao, Y. J. (2021) *Research on the Blended Teaching Mode Based on CBI Teaching Concept—Taking International Logistics Course Teaching as an Example*. *Journal of Zhejiang Wanli University*, 01, 82-88.
- [2] Tan, Y. S. (2019) *Overview of the research status of blended teaching at home and abroad*. *Chinese Journal of Multimedia and Network Teaching*, 8, 42-43.
- [3] Cai, J. (2002) *Research on Second Language Acquisition and CBI Teaching Model*. *Journal of Beijing International Studies University*, 3, 13-15.
- [4] Lai, F. P., Li, Z. P., Meng, Y., Zhao, Q. H. (2020) *Discussion on the development of online and offline hybrid teaching in college teaching*. *China Geological Education*, 01, 51-59.
- [5] Wang, R. J., Sun, X. J. (2021) *Practical exploration of online and offline hybrid teaching mode in college business English course teaching*. *Modern English*, 04, 13-15.