

A Research on Teacher-Training of Foreign Trade Correspondence on Teaching in English under "Internet plus"

-- Based on OBE Education Concept

Lingling Yang

Zhejiang International Studies University, China

Abstract: The all-English teaching of "Foreign Trade Correspondence" is a compulsory course for international trade students, and the teaching staff of all English teaching is particularly important. This article takes the sustainable development of all English teaching of foreign trade correspondence as a new topic for the cultivation of foreign trade correspondence talents as a breakthrough point. Based on the ESP demand theory, the competence of all English teaching staff of "Foreign Trade Correspondence" is analyzed, and detailed explanations are given from the aspects of accurately defining learning objectives and learning outputs, conducting corresponding classroom design, establishing effective evaluation mechanisms, and continuously adjusting teaching strategies. The OBE education concept is used to analyze the English teaching teacher training of Foreign Trade Correspondence, and finally, policy suggestions are put forward for the English teaching teacher training of Foreign Trade Correspondence under the "Internet plus".

Keywords: "Internet Plus"; Foreign Trade Correspondence; OBE Educational Philosophy.

1. Problem Posing

The development of globalization has increasingly high requirements for the competence of foreign trade correspondence talents. How to achieve sustainable development of teaching foreign trade correspondence in English has become a new topic in the cultivation of foreign trade correspondence talents. With the progress of science and technology, artificial intelligence, cloud technology and computer network technology continue to mature. Research on teacher training in the context of "Internet plus" is particularly important. Among them, OBE (Outcomes Based Education) teaching mode has attracted the attention of many scholars at home and abroad in the process of using the Internet for teaching. It emphasizes that instructional design is outcome oriented, student-centered, and continuously improving. Therefore, it is of great significance to discuss how to use cloud platform construction, artificial intelligence or big data technology based on OBE education concept and in combination with the background of "Internet plus" to improve the English teaching teacher training level of Foreign Trade Correspondence. In the process of cultivating foreign trade correspondence talents, universities should aim to improve their competence, but the traditional accounting teaching model of "light practice, heavy theory" is difficult to match with the OBE education concept of "student-centered, learning output oriented". In the rapidly developing paradigm change of higher education, the OBE education concept conforms to the trend of the times and the goal of cultivating applied talents in foreign trade majors. Under the OBE education philosophy, teachers are the backbone. In order to ensure the achievement of the goal of cultivating applied talents, teachers should possess good professional theoretical knowledge and strong practical skills. In education and teaching, it is of great practical significance to build a "dual teacher" teaching team that combines professional knowledge

of foreign trade correspondence with practical operations in foreign trade positions.

2. Competency Analysis of English Teaching Teachers for Foreign Trade Correspondence - Based on ESP Requirement Theory

The competence of all English teaching staff is an important indicator for analyzing all English teaching. There are many theoretical interpretations of ESP requirement analysis, and the survey in this article is mainly based on Hutchinson&Waters' (1987) ESP model. This model divides requirement analysis into target requirement analysis and learning requirement analysis. Target requirement analysis can be divided into objective requirements, objective deficiencies, and subjective requirements. Objective needs refer to the English skills required for students' professional learning and future work. Objective deficiency refers to the gap between students' existing English skills and their objective needs; Subjective needs refer to the goals that students themselves want to achieve through English learning.

The course of "Foreign Trade Correspondence" has strong practicality and operability, adopting a model of combining theory with practice. In addition to explaining concepts, writing rules, model essay explanations, and problem solving in the classroom, teachers should also pay special attention to the combination of the classroom and laboratory, introduce English language teaching software, and combine the experimental process of international trade theory and practice courses to let students simulate companies in groups. In the trade process, negotiation content should be added, including at least four basic components: inquiry, offer, counteroffer, and formation. According to the special requirements of trade development, negotiations in details such as packaging, transportation terms, insurance, agency,

etc. will naturally be included. Fully mobilize students' subjective initiative in learning, actively participate in classroom teaching, and interest is the best teacher, often achieving twice the result with half the effort.

Based on the above analysis, it can be seen that the key to the ERS demand theory of objective and subjective needs in teaching foreign trade correspondence in English lies in enhancing students' interest and actively participating in the classroom. Starting from students' needs, there are many practical teaching methods for foreign trade correspondence, among which the seminar teaching method is popular in Europe and America. Teachers can design a series of scenarios around foreign trade activities based on task guidance, assign tasks, and students can complete tasks step by step through group activities and other forms.

3. Analysis of Teacher Training for All English Teaching of Foreign Trade Correspondence Based on OBE Education Concept

The Outcome Based Education (OBE) teaching model has attracted the attention of many scholars both domestically and internationally. Outcome Based Learning (OBE) originated in North America in the 1990s and is a new teaching model built on the relationship between learning and output. It emphasizes that instructional design is outcome oriented, student-centered, and continuously improves. It can be said that the OBE teaching model is a reform and innovation of traditional teaching methods, and has crucial significance in the cultivation of applied professional talents.

This study takes the second unit of "Establishing Business Relations" in "Foreign Trade Correspondence" as an example to explore the entire process of instructional design under the OBE concept.

1. Accurately define learning objectives and learning outcomes. Unlike other instructional designs, the starting point of OBE instructional design is to determine learning outcomes and goals based on the employer's requirements for the abilities of graduates to engage in relevant job positions in the future and the internal and external needs of learners. Through consulting with relevant professionals in the foreign trade industry, it was learned that in customer development, employers require the following abilities: firstly, to effectively obtain foreign customer information through various commonly used channels; Secondly, be familiar with and able to operate common B2B platforms for customer development; Again, with a solid language foundation, I am able to effectively write English development letters and communicate with foreign clients. The cultivation of these abilities will serve as the foundation for classroom teaching design and the realization of industry education integration.

2. Conduct corresponding classroom design. After clarifying the learning outcomes and training objectives, it is necessary to start a student-centered teaching design, combining classroom and extracurricular teaching, theory and practice, with the aim of enabling students to fully obtain corresponding learning outcomes and achieve teaching objectives. Firstly, the teacher modularizes the teaching content, recording three instructional videos for each unit to introduce foreign trade knowledge, letter writing skills, and key and difficult expressions in letter templates. In order to enable students to master the key and difficult points of each unit and apply what they have learned, we will set up

corresponding homework and tasks to test students' mastery of the video content.

3. Establish an effective evaluation mechanism. It is not feasible to use a single written exam to test whether students have truly achieved the teaching objectives. The OBE teaching model mainly adopts a formative evaluation system. Under this system, teachers place greater emphasis on students' overall performance and ability development during the learning process. They continuously observe and record students' learning process to make developmental evaluations, with the aim of promoting the cultivation of students' personal comprehensive abilities during the learning process, enhancing their self-learning ability, critical thinking ability, and problem-solving ability. This has practical significance for improving the quality of classroom teaching.

4. Continuously adjust teaching strategies. By comprehensively and effectively evaluating students' learning outcomes, teachers can fully detect which learning outcomes students have mainly achieved and which teaching goals have not yet been achieved. Based on the feedback on the learning situation in the evaluation, teachers can determine which teaching methods and content in the previous teaching design were effective and which were ineffective, and make further adjustments and improvements to the next round of teaching design, truly achieving continuous improvement in teaching effectiveness and quality. This also fully highlights the advantages and feasibility of OBE teaching philosophy.

4. Policy Suggestions on English Teaching Teacher Training of Foreign Trade Correspondence under "Internet plus"

Through practical exploration and research on the OBE teaching mode of foreign trade correspondence courses, it has been found that the OBE teaching mode is an effective teaching philosophy. Classes that adopt the OBE teaching philosophy have stronger initiative in learning, significantly improve students' teamwork and communication skills, and have obvious advantages in obtaining learning outcomes and cultivating professional ethics.

In the English teaching of foreign trade correspondence, we can create a more interactive teaching classroom to enhance students' interest in foreign trade correspondence learning. In the process of teaching guidance, teachers can combine students' actual learning situation to design a foreign trade correspondence teaching theme suitable for students, introduce advanced Internet equipment, and use multimedia technology to establish an attractive reading scene. Teachers should take the initiative to put aside their pride and share interesting English news with students, pay attention to international hot topics, and push relevant foreign trade correspondence materials to students in real time. Encourage students to share their personal experiences and insights during the reading process, and strengthen effective interaction between teachers and students. (2) In combination with OBE teaching mode, in the process of carrying out diversified teaching activities, stimulate students' participation initiative, improve students' core literacy, establish an interactive classroom, and use massive Internet teaching resources to achieve online and offline two-way integration of teaching classes. (3) Online teaching allows students to actively search for materials, while offline teaching allows teachers and students to have face-to-face

communication on foreign trade correspondence knowledge. Through the communication process, students can understand their personality traits and interests, develop targeted teaching plans, and fully implement the basic principle of teaching according to their aptitude. Teachers can encourage students to form mutual aid groups and showcase their training results to all teachers and students in a collaborative manner. Group members can provide improvement suggestions and continuously improve the class team's ability to write foreign trade correspondence.

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