

# Research on the New Mode of Business English Negotiation Talent Cultivation Based on Task-Driven Teaching Approach

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## Abstract

Task-driven teaching, centered around “tasks”, has been widely applied in cultivating business English negotiation talents in recent years. In this teaching model, teachers design practical tasks based on learning objectives, allowing students to learn and apply language knowledge through task completion. This approach organically combines language teaching with practical application, effectively fostering collaboration between teachers and students and enhancing students’ language skills. Through task-driven teaching, students engage in collaborative exploration and address localized or global challenges, gaining deeper understanding by confronting real-world issues. In this model, the teacher’s role shifts from a traditional knowledge transmitter to a task designer and facilitator, while students acquire language knowledge and strengthen their practical abilities through experiential tasks. This shift makes classroom teaching more interactive and practical. Task-driven teaching not only boosts student engagement but also offers valuable insights and guidance for teachers in their practice. By sparking students’ interest, it demonstrates significant advantages in integrating language practice with application, helping students gain more hands-on experience in real business contexts. Ultimately, this model contributes to developing versatile talents equipped with practical business negotiation skills, meeting the demands of modern business English negotiation talent cultivation.

## Keywords

Task-Driven Teaching Model, Business English Negotiation, Talent Development, Practical Classroom

## 1. Introduction

With the rapid advancement of economic globalization and international trade,

multilateralism in international business has become a mainstream trend in global economic development. Following China's accession to the World Trade Organization, the process of globalization has further accelerated, creating an urgent demand for versatile talents proficient in both foreign languages and business negotiation (Tratnik et al., 2017). This presents unprecedented opportunities and challenges for business English education in China. In this context, the task-driven teaching model, which emphasizes practicality and application, has gained attention and widespread application. By designing real-world tasks for students, this model encourages them to use English during task completion, thereby enhancing their practical language skills. It not only fosters comprehensive language development but also shifts students from passively receiving knowledge in traditional classrooms to actively engaging in English communication, using what they've learned to solve real problems (Yu, 2023). This approach effectively overcomes the common challenge of students' reluctance to speak English by aligning teaching with actual needs. It provides new insights and methods for cultivating business English talents who are well-equipped to meet the demands of the modern era (Che, 2017).

## 2. Connotation of the Task-Driven Teaching Model

Task-driven teaching mode is the development and extension of the communicative teaching method, which focuses more on communicative activities in real situations than other teaching methods. In the past two decades, many countries have widely applied the task-driven teaching mode in actual teaching activities, providing students with more opportunities to use English (Liu, 2023). Specifically, in the actual teaching process, teachers design actionable tasks according to the teaching content, and use these tasks as a carrier, so that students can take the completion of the task as a driving force, and use language to complete the task by communicating, expressing, negotiating, inquiring, explaining and other forms of using language, to learn the language form, master the language skills, develop the language ability, and ultimately realize the learning and application of language.

The main characteristics of the "task driven" teaching mode are: it has transformed the traditional teaching philosophy that focuses on teaching knowledge, gradually crossing over to interactive teaching that focuses on solving problems and completing tasks, with the purpose of exploration, helping to cultivate students' ability to discover problems, propose solutions, and solve problems. The "task driven" teaching model transforms the traditional teaching philosophy of imparting knowledge into a multidimensional interactive teaching philosophy that focuses on solving problems and completing tasks; The "task driven" teaching mode transforms representational teaching into inquiry-based learning, enabling students to be in a positive learning state. Each student can use their shared knowledge and unique experience to propose solutions and solve problems based on their understanding of the current problem (Xu, 2019).

The task-driven teaching model first emerged in Western education during the 1950s. Originating from studies on modern enterprise operations, this model analyzes elements such as task division and worker behavior. Educators applied these concepts to teaching tasks, achieving significant success in student development and generating considerable social impact. With the rapid advancement of information technology and the emergence of the “Internet+” educational environment, the task-driven teaching model has entered a phase of widespread adoption. It has facilitated the shift from traditional to personalized teaching, offering breakthroughs in cultivating business English negotiation talents. This approach makes teaching more flexible and engaging, aligning closely with students’ actual needs and developmental goals (Li & Dong, 2021).

### **3. Problems in Teaching Business English Negotiation Courses**

Under the background of economic globalization, the traditional mode of training business English negotiation talents can no longer meet the current needs. This model faces a variety of challenges, such as too rigid teaching methods, insufficient teachers, and lack of practice opportunities for students (Ai et al., 2018). These problems will be elaborated in the following.

#### **3.1. Curing of Teaching Methods**

At present, many teaching methods in business English teaching in Chinese universities still follow the traditional teacher-centered teaching mode. This teaching method focuses on the teacher’s professional knowledge of business English, with emphasis on theoretical lectures and a relatively small proportion of practical operation and hands-on training. Although this approach can effectively convey professional knowledge, the targeted teaching methods have not been fully explored and promoted in terms of enhancing students’ practical application ability. The interaction between teachers and students in the classroom is relatively limited, and students are more in a passive state of acceptance of learning. Although this unidirectional teaching mode has a certain degree of efficiency in the transfer of knowledge, it easily leads to the contradiction between the singularity of teaching content and the needs of individual development of students. However, focusing too much on theoretical teaching and neglecting personalized learning needs often makes it difficult for some students to truly master and flexibly use the business English knowledge they have learned.

#### **3.2. Insufficient Resources for Teachers**

In the current globalized economy, the demand for business English learning is increasing, yet the lack of teacher resources directly affects students’ access to quality learning resources. This problem is reflected in many aspects, including the insufficient number of teachers, uneven professional quality, and lack of teaching ability. In the face of increasing demand, many schools have had to

expand class sizes or shorten lesson time, which has undoubtedly lowered the quality of teaching. Under such circumstances, teachers often have to cope with more students at the same time, leading to an inevitable reduction in the attention and guidance given to each student. In addition, the lack of learning resources is exacerbated by the uneven professionalism of teachers. Some teachers may possess only basic language teaching skills and lack in-depth practical business experience and industry knowledge. As a result, it is difficult for them to incorporate real-life examples into their lessons, making it difficult for students to apply their theoretical knowledge to real-life situations.

### **3.3. Inadequate Student Practice**

Many business English courses focus too much on theoretical teaching and neglect the cultivation of practical application ability. Even if the courses include case studies or simulation activities, their depth and breadth are often insufficient to effectively train students' practical skills. Students usually lack the opportunity to participate in real business negotiations, meetings, and exchanges, which leads to a lack of experience and confidence when facing a real business environment. In addition, the disconnection between theory and practice makes it difficult for students to apply their classroom knowledge to real-life situations and to grasp the latest business dynamics and operational skills.

## **4. Feasibility Study on Applying Task-Driven Teaching Model to Business English Negotiation Courses**

To address the shortcomings of traditional business English negotiation training models, a new approach based on the task-driven teaching method has been proposed. This aims to enhance students' language proficiency and negotiation skills. The four elements of task driven teaching method include: creating scenarios; identify the problem; self-directed learning and collaborative learning; effect evaluation (Lu, 2022). The feasibility of the task-driven teaching model in developing business English professionals is demonstrated through three key aspects: learning objectives, curriculum design, and fostering students' enthusiasm and initiative.

### **4.1. Goals for Developing Business English Professionals**

The goal of cultivating talent in business English is to develop well-rounded professionals with a global perspective, exceptional language proficiency, and practical business skills to meet the challenges of a globalized business environment. In this context, the task-driven teaching model provides an effective pathway to achieving these objectives. This approach involves designing authentic and meaningful tasks that allow students to hone their language and business skills in near-realistic settings. It emphasizes the authenticity and practicality of tasks, enabling students to continuously enhance their problem-solving and communication abilities through task completion. For instance, by simulating multinational meetings,

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contract negotiations, and market research activities, students experience diverse communication styles across cultural contexts, thereby strengthening their understanding and adaptability to multicultural environments. This model prioritizes student initiative and engagement, incorporating challenging and engaging tasks that require independent inquiry and collaborative effort. This not only sparks students' interest and motivation but also fosters teamwork and leadership skills.

#### **4.2. Advancing Business English Curriculum Design**

As globalization deepens, the importance of business English in both corporate and educational sectors has become increasingly evident, serving as a crucial bridge for international communication. In this context, effectively designing business English courses to meet market demands is a significant challenge. The design of Business English courses can be improved based on the following suggestions: effectively utilizing the construction of teaching environment, ensuring the effectiveness of task driven teaching method implementation, and improving teacher quality (Yu, 2023). The task-driven teaching model offers an innovative solution by integrating theory with practice to comprehensively enhance students' language proficiency and business skills. This approach requires courses to be centered around real business activities, such as simulated meetings, negotiation exercises, and market research. These tasks not only help students master professional terminology and communication techniques but also teach them to analyze problems, develop strategies, and communicate effectively in practical scenarios. By simulating real business environments, students can directly apply classroom learning to real-world settings, significantly improving their career readiness. The task-driven model emphasizes student autonomy and active participation, necessitating flexibility and openness in course design. Teachers can adjust task content and difficulty based on student's interests, backgrounds, and developmental needs, achieving personalized instruction. This student-centered dynamic design enhances their engagement and intrinsic motivation, fostering a spirit of independent inquiry. Course design can also incorporate diverse teaching methods like case studies and role-playing, increasing interactivity and enjoyment in the learning process, and enabling more holistic student development.

#### **4.3. Motivate Students to Learn and Take Initiative**

In the context of globalization and digitalization, educational methods must evolve to meet rapidly changing societal needs. The task-driven teaching model, as an innovative approach, demonstrates significant advantages in stimulating student engagement and initiative. By designing tasks closely related to real-life scenarios, it makes learning content vivid and tangible. When students complete simulations, case analyses, or role-playing exercises, they can directly apply classroom knowledge to practical situations, enhancing the enjoyment of learning and motivating them to invest more time and effort in exploring problems. This model emphasizes autonomy, with tasks that are often challenging and require teamwork,

encouraging students to actively participate, independently inquire and collaborate effectively. Students shift from passive receivers to active constructors of knowledge, improving both the efficiency and effectiveness of learning. In this process, teachers act as guides and supporters, flexibly adjusting task difficulty based on student's interests, abilities, and needs, while providing personalized feedback and support. Through task-driven teaching, students develop critical thinking, teamwork, and cross-cultural communication skills in a diverse interactive environment. These skills are crucial for personal development, enhancing their adaptability and competitiveness in future work environments.

## **5. Feasibility Study on Applying Task-Driven Teaching Model to Business English Negotiation Courses**

In teaching, educators should focus on student learning by carefully designing instructional methods that highlight the unique appeal of the task-driven teaching model. To achieve this, teachers need to ensure that tasks are scientifically sound, practical, and engaging. First, task design should have clear teaching objectives. Educators must set overarching goals and break them down into specific targets, making each learning module accessible for students. This breakdown not only helps students gradually achieve their learning goals but also enhances their sense of accomplishment. Second, it is crucial to adjust task designs flexibly based on student characteristics. Teachers should adopt different approaches for students with varying English proficiency levels. Following the principle of "teaching according to ability," teachers must consider students' strengths and weaknesses, as well as their age, knowledge level, and interests, to guide them in practical learning activities. Additionally, guiding students from simpler concepts to more complex ones helps them absorb knowledge and acquire skills naturally. This gradual approach makes complex content easier to understand and boosts their motivation and autonomy. Through such thoughtfully designed task-driven teaching methods, educators can effectively enhance classroom interactivity and practicality, helping students achieve comprehensive development in a relaxed and enjoyable atmosphere. This article will specifically analyze the application of the task-driven teaching method in this course, including goal setting, classroom examples, task design, feedback mechanisms, and personalized instruction.

### **5.1. Determining Task-Driven Instructional Objectives**

In task-driven teaching, setting clear objectives is a crucial step to ensure instructional success. Specific goals provide teachers with direction for designing tasks and guide students along their learning path. Overall objectives should closely align with the core content of the course and skill development requirements. For example, in an International Business English Negotiation course, goals might include enhancing students' language proficiency, negotiation skills, and cross-cultural communication abilities. To achieve these broad objectives, teachers need to break them down into actionable sub-goals, making the process clearer and easier

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to assess. These sub-goals could involve familiarizing students with basic business terminology, mastering specific negotiation strategies, and effectively communicating in simulated business situations. Achieving these incremental goals helps students perceive continuous progress, significantly boosting their motivation. At the same time, teachers can continuously adjust their teaching strategies based on the achievement of objectives, ensuring each student benefits. This flexibility makes instruction more targeted, better meeting individual student needs, and fostering a sense of accomplishment and confidence throughout the learning process.

## 5.2. Task Design

Effective task design must be scientific, practical, and interesting at the same time. Firstly, scientificity requires that tasks have a clear logic and structure that can guide students to master new knowledge in a step-by-step manner. This structured approach can help students establish a clear thinking path in the learning process. Secondly, practicality emphasizes the close integration of tasks with practical application scenarios. Tasks should be close to real life so that students have the opportunity to apply what they have learned in a simulated or real environment, thus enhancing their practical skills. For example, by simulating real business situations, students can better understand the course content and deepen their impression of concrete operations. Fun, on the other hand, is an important factor in stimulating students' interest in learning and increasing their participation. By designing attractive and challenging tasks, the interactivity and vitality of the classroom can be enhanced, and students can be motivated to participate in learning more actively. When designing tasks, teachers need to take into full consideration the different bases and needs of students, and flexibly adjust the difficulty and form of the tasks. For example, a simulation negotiation project is designed to let students play the role of buyer and seller in small groups to negotiate the terms of the contract. In such a task, students can not only practice language skills but also experience the process of real negotiation and improve their comprehensive ability. Through this kind of multi-level and multi-dimensional task design, students not only gain knowledge but also develop critical thinking and cooperation abilities, making classroom teaching more colorful.

## 5.3. Classroom Cases

Selecting and analyzing classroom cases is a crucial component of task-driven teaching. Through real or simulated business cases, students can gain a deep understanding of how theoretical knowledge applies in practice (Wu & Yu, 2017). For instance, using a well-known international merger and acquisition negotiation as a case study, students can analyze negotiation strategies, cultural differences, and their impact on outcomes. Teachers can organize group discussions where students share their perspectives and use learned concepts to explain the decisions and results within the case. This interactive approach promotes the

development of critical thinking and problem-solving skills while also enhancing collaborative awareness among students. By engaging in such case analyses, students can closely link theory with practice, building a more comprehensive knowledge framework. This process not only enhances their understanding and application abilities but also lays a solid foundation for tackling complex situations in their future careers.

#### **5.4. Feedback of the Effect**

Feedback is an essential component of the teaching process, serving as a vital tool for teachers to assess instructional effectiveness and student learning. Through immediate feedback, teachers can evaluate student performance in real-time during class, highlighting strengths and areas for improvement, which helps students make quick adjustments. Post-class feedback, such as surveys or reflection reports, offers deeper insights, allowing teachers to gauge student satisfaction with task design and teaching methods. Additionally, encouraging students to provide suggestions and raise questions during class discussions can offer valuable information for optimizing teaching strategies (Williams, 2013). By implementing a systematic feedback mechanism, teachers can continually enhance their instructional skills while helping students effectively grasp knowledge and achieve well-rounded development.

#### **5.5. Teaching to the Student's Ability**

Personalized instruction is a core principle of task-driven teaching, emphasizing tailored education based on individual differences, particularly in learning foundation, interests, and personal development goals. For students with weaker foundations, teachers can provide extra resources and support to help them gradually catch up. For more advanced students, designing complex and challenging tasks can further stimulate their potential. Additionally, through collaborative tasks, teachers can encourage peer learning and leverage the collective wisdom of the group (Ding, 2023). By tailoring instruction to individual needs, each student gains suitable learning opportunities, achieving personalized growth. This approach significantly enhances overall teaching effectiveness and boosts students' sense of accomplishment.

### **6. Conclusion**

The task-driven teaching model, a product of information technology development, transcends the limitations of traditional education, infusing modern learning with new vitality and possibilities. By placing students at the center, this approach designs authentic and challenging tasks that encourage active exploration and application of knowledge. This model emphasizes cultivating students' autonomous learning and practical skills, enabling them to understand and apply concepts in simulated or real contexts, thus effectively enhancing their overall competencies. Additionally, task-driven teaching fosters collaborative learning

through group work and role-playing, stimulating interaction and communication among students. This not only strengthens teamwork but also promotes communication skills and critical thinking. With its flexibility and practicality, task-driven teaching revitalizes traditional methods, providing strong support for nurturing innovative talent for the new era. As information technology continues to advance, this model will play an increasingly significant role, in guiding the future direction of educational transformation.

## Conflicts of Interest

The author declares no conflicts of interest regarding the publication of this paper.

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