

Application of the OBE-based PBL "One Body and Four Wings" Blended Teaching Model in Foreign Trade English Speaking

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Abstract: With the acceleration of globalization and cross-cultural communication, the importance of foreign trade English speaking teaching in cultivating students' international trade and cross-cultural communication abilities has become increasingly prominent. The OBE-based PBL "One Body and Four Wings" blended teaching model, which is outcome-oriented and combines task-driven, team collaboration, and practical application, aims to improve students' foreign trade English speaking skills. By integrating traditional classroom teaching, online learning, practical activities, and instant feedback, this study explores the application and effectiveness of this model in foreign trade English speaking teaching. The research indicates that the OBE-based PBL "One Body and Four Wings" blended teaching model can effectively enhance students' language communication ability, cross-cultural communication ability, and problem-solving skills, providing an innovative teaching design and practical approach for foreign trade English speaking teaching.

Keywords: OBE concept, PBL teaching model, foreign trade English speaking, blended teaching, cross-cultural communication, teaching model innovation

Introduction

In the context of accelerating globalization, foreign trade English speaking teaching has become a key component of foreign language education in vocational colleges. Traditional foreign trade English teaching often focuses on the delivery of language knowledge, lacking practical situational training, making it difficult to effectively cultivate students' actual communication abilities. The OBE-based PBL "One Body and Four Wings" blended teaching model, through task-driven and project-based learning, emphasizes the cultivation of learning outcomes and cross-cultural abilities, offering an innovative solution for foreign trade English speaking teaching. Based on integrating traditional teaching with modern information technology, this model not only enhances students' language proficiency but also promotes their ability to solve problems in real foreign trade situations. This study aims to explore the application value of this model and provide references for the future optimization and innovation of foreign trade English speaking teaching.

1. Overview of the OBE Concept and PBL Teaching Model

1.1 Theoretical Basis and Practical Significance of the OBE Concept

OBE (Outcome-Based Education) is an educational philosophy that emphasizes an outcome-oriented approach, focusing on clearly defined learning outcomes to guide teaching design and assessment. Under the OBE framework, teaching goes beyond knowledge transmission and places greater emphasis on cultivating students' comprehensive abilities and practical application skills. The OBE concept drives the educational system to shift from content-driven to outcome-driven approaches, which, especially in foreign language teaching, helps improve students' language communication and cross-cultural communication abilities.

In foreign trade English speaking teaching, the OBE concept directs course design toward solving real-world problems and emphasizes the development of language application skills. By introducing actual foreign trade case studies, students can use language in real situations, thereby enhancing their speaking and cross-cultural communication abilities. The OBE concept requires that teaching goals and

assessment standards be clear and measurable, ensuring students' effective communication in modern foreign trade environments and promoting the reform of teaching content and forms to better meet industry demands ^[1].

1.2 Basic Framework and Characteristics of the PBL Teaching Model

1.2.1 Definition and Development of the PBL Model

PBL (Project-Based Learning) is a teaching model centered around problems or projects, where students gain knowledge and skills by solving real-world issues. The primary features of PBL include a learner-centered approach, emphasizing independent exploration, collaborative learning, and practical application. Since the early 20th century, PBL has been widely applied globally, especially in language learning and vocational skills training, demonstrating significant advantages. In language teaching, PBL enhances students' language communication and problem-solving abilities through task-driven learning. By participating in projects and completing real tasks, students learn how to apply their language knowledge in authentic situations, significantly boosting engagement and learning outcomes ^[2].

1.2.2 Application Characteristics of the PBL Model in Language Teaching

Compared with traditional teaching, the PBL model has distinct advantages in language education. First, PBL creates contextualized learning environments that allow students to use language in simulated or real communication scenarios, promoting practical language skills. Second, PBL emphasizes teamwork and problem-solving, with students collaborating in groups, enhancing their communication skills and critical thinking. Additionally, PBL encourages autonomous learning and inquiry, motivating students to seek solutions through problem-driven approaches, thereby stimulating their creativity and interest in learning. In foreign trade English speaking teaching, the application of the PBL model helps students improve their language expression and communication skills in simulated foreign trade situations, such as negotiations and market research, while also enhancing their ability to handle complex tasks.

1.3 Construction and Connotation of the "One Body and Four Wings" Blended Teaching Model

1.3.1 Structural Design of the "One Body and Four Wings" Model

The "One Body and Four Wings" blended teaching model is an innovative approach that integrates traditional teaching with modern information technology. This model is characterized by "One Body," the unified design of course content and learning objectives, combined with the "Four Wings," which represent four key teaching components: classroom teaching, online learning, practical activities, and assessment feedback, forming a complete teaching system. In foreign trade English speaking teaching, "One Body" refers to the integration of foreign trade-related language knowledge, cultural background, and practical application goals, providing clarity on students' learning outcomes. The "Four Wings" involve face-to-face classroom interactions, online learning platforms, real-world task-driven activities, and instant assessment and feedback, all contributing to a comprehensive learning experience and enhanced teaching effectiveness. The advantage of this model lies in breaking the limitations of traditional classrooms and offering flexible, diversified learning methods that better accommodate the learning needs and progress pace of different students.

1.3.2 Applicability Analysis of the "One Body and Four Wings" Model in Foreign Trade English Speaking Teaching

The "One Body and Four Wings" model is highly adaptable and practically significant in foreign trade English speaking teaching. First, the online learning platform breaks spatial and temporal constraints, providing students with abundant foreign trade knowledge and interactive opportunities, supporting language learning and task practice anytime and anywhere. Second, the combination of classroom teaching and practical activities enhances students' speaking and communication skills by simulating foreign trade scenarios, such as business negotiations and product presentations. Finally, the assessment and feedback mechanism allows students to adjust their learning strategies in a timely manner, optimizing their learning outcomes. Overall, the "One Body and Four Wings" model, through task-driven and diversified assessment, promotes the improvement of students' language abilities and cross-cultural communication skills ^[3].

2. Design of the OBE-Based PBL "One Body and Four Wings" Blended Teaching Model

2.1 Setting of Teaching Objectives and Learning Outcomes

2.1.1 Teaching Objectives of Foreign Trade English Speaking Under the OBE Concept

Under the OBE concept, the teaching objectives of foreign trade English speaking should focus on specific learning outcomes, rather than simply on the transmission of knowledge. The objectives require students not only to master basic vocabulary and language structures related to foreign trade, but also to enhance their communicative abilities in simulated foreign trade situations, such as business negotiations, product presentations, and customer service. Teaching should emphasize students' ability to use English flexibly for effective communication and collaboration when solving real-world problems, cultivating core competencies such as cross-cultural communication, business negotiation, and client interaction, ensuring that students can perform effectively in an international trade environment.

2.1.2 Design of Learning Outcomes and Evaluation Standards

The OBE concept emphasizes measurable and assessable learning outcomes, and the design of learning outcomes in foreign trade English speaking teaching should closely align with teaching activities. Learning outcomes include not only the mastery of language knowledge, but also students' ability to apply language in real-world contexts, their teamwork, and problem-solving abilities. In the PBL model, outcomes can be assessed through real-world projects, such as foreign trade negotiation simulations, to evaluate students' language expression and adaptability. Evaluation standards should integrate both formative and summative assessments, considering students' participation, task completion, and the accuracy, fluency, and cross-cultural adaptability of their language, thus providing a comprehensive reflection of their overall abilities.

2.2 Integration of Teaching Content and Teaching Activities

2.2.1 Selection and Integration of Core Content in Foreign Trade English Speaking

The core content of foreign trade English speaking teaching should closely align with real-world foreign trade needs, covering key areas such as business negotiations, product promotion, customer communication, and market research. The teaching content should focus on industry-specific terminology and common expressions, while also integrating real-world contexts and case studies to ensure that students can apply what they have learned in simulated practice. For example, by introducing international trade cases, students can learn to understand cultural differences and master communication skills appropriate for different cultural contexts. Through the PBL model, teaching content not only imparts knowledge but also enables students to master core foreign trade speaking skills through task-oriented projects and real-world applications ^[4].

2.2.2 Design of Teaching Activities Combining PBL and the "One Body and Four Wings" Model

Teaching activities combining PBL and the "One Body and Four Wings" model should be student-centered and task-driven to facilitate learning. The activity design includes four key components: classroom teaching, online learning, practical activities, and assessment feedback. Classroom teaching enhances students' interaction and expression through group discussions, role-playing, and other methods; online learning provides abundant resources to support independent learning and knowledge consolidation; practical activities, such as simulating foreign trade scenarios (e.g., business negotiations, market research), improve language application skills; the assessment feedback component tracks students' progress in real time, helping them adjust their learning strategies to improve learning outcomes.

2.3 Technical Support and Optimization of Teaching Resources

2.3.1 Role of Information Technology in Blended Teaching

The application of information technology plays a crucial role in the blended teaching model. Through advanced technological tools, teachers can effectively combine traditional classroom teaching with online learning, diversifying the content, resources, and assessment methods. In foreign trade English speaking teaching, information technology provides students with a wealth of multimedia learning resources, such as video tutorials, interactive exercises, and foreign trade scenario simulations,

helping them better understand the practical application of language. Using teaching platforms, teachers can interact with students in real time, answer questions, and provide support, while students can engage in independent learning, participate in discussions, and submit assignments. Information technology also allows teachers to provide personalized instruction based on students' learning progress and achievements, adjusting teaching content and strategies in real time to ensure each student achieves the best learning outcomes through a path tailored to their needs.

2.3.2 Construction and Use of Teaching Platforms and Resource Libraries

The construction of teaching platforms and resource libraries is crucial for the efficient operation of blended teaching. In foreign trade English speaking teaching, the teaching platform should have the following functions: providing course materials, enabling online interactive discussions, supporting task submissions, and tracking learning progress. Additionally, the platform can recommend personalized content based on students' learning performance, helping them learn more efficiently. The resource library should integrate various learning resources, including textbooks, video cases, and simulation exercises, to support students' independent learning and revision outside of class. When using teaching platforms and resource libraries, teachers should configure content and activities based on specific teaching objectives and learning needs, ensuring that the platform and resource library effectively serve the students' learning requirements. Through efficient resource integration and technical support, teachers can optimize and innovate the teaching process, enhancing students' motivation and learning outcomes.

3. Implementation and Evaluation of the OBE-Based PBL "One Body and Four Wings" Blended Teaching Model

3.1 Process and Steps of Teaching Implementation

3.1.1 PBL Implementation Strategies in Classroom Teaching

In the OBE-based PBL "One Body and Four Wings" blended teaching model, the implementation of classroom teaching should center around the core principle of "task-driven" learning. The role of the teacher shifts from a traditional knowledge transmitter to a guide and facilitator of learning. In classroom teaching, the implementation of PBL begins with carefully designed situational tasks to stimulate students' interest and motivation to learn. For example, teachers can create project tasks based on real foreign trade scenarios, such as multinational company negotiations, client communications, or marketing planning, allowing students to apply English in practical communication while solving problems. These tasks not only require students to express themselves in English but also take into account cultural backgrounds, business etiquette, and other cross-cultural factors, thereby cultivating students' comprehensive communication skills and practical problem-solving abilities. The classroom teaching process should involve interactive activities, such as group discussions, role-playing, and project presentations, to encourage students' active participation, improving their language use and teamwork skills [5].

3.1.2 Mechanisms to Promote Student Participation and Collaborative Learning

The PBL model emphasizes students' autonomous learning and collaborative learning. During implementation, teachers should actively create a learning environment that supports both independent exploration and collaborative learning. Through task-driven teaching design, students can collaborate based on group project assignments, leverage their strengths, and solve real-world problems. Collaborative learning not only enhances interaction among students but also improves their sense of collective responsibility and teamwork skills. In classroom teaching, teachers can encourage students to engage in in-depth discussions and cooperation within their groups through activities such as group tasks and team competitions, thus fostering team awareness and communication skills. Additionally, teachers should design effective interactive mechanisms to ensure that students actively participate in classroom discussions, express their viewpoints with confidence, and listen to others' opinions while engaging in critical thinking. Through this collaborative learning approach, students can enhance their foreign trade English speaking skills while improving their overall teamwork and problem-solving capabilities.

3.2 Evaluation and Feedback Mechanisms for Learning Outcomes

3.2.1 Student Assessment System Based on the OBE Concept

The assessment system based on the OBE concept focuses on both comprehensive and process-based evaluation of students' learning outcomes, emphasizing their performance throughout the learning process as well as the final results. In foreign trade English speaking teaching, assessment goes beyond traditional exams or tests, instead tracking students' performance in classroom activities, project practices, and online learning. The evaluation focuses on students' language use, communication skills, problem-solving, and teamwork abilities. Specifically, the assessment includes self-assessment, peer evaluation, and teacher evaluation, considering students' performance in tasks to ensure a multi-dimensional and multi-level evaluation of their abilities. Evaluation results should reflect students' actual abilities and progress, based on their task completion, fluency in speaking, and teamwork, providing a comprehensive assessment ^[6].

3.2.2 Teaching Feedback and Continuous Improvement Mechanisms

In the PBL model, teaching feedback is not only used for evaluating student performance but also plays a key role in facilitating teaching improvements and student progress. Teachers should establish a regular feedback mechanism throughout the teaching process, providing timely feedback on students' learning progress, task completion, and speaking performance, helping them identify their strengths and weaknesses and adjust their learning strategies. Feedback can be delivered in various forms, including verbal, written, or real-time online feedback, ensuring students receive timely support in their learning process. Additionally, peer evaluation promotes mutual learning and reflection among students, further enhancing the learning outcomes. Based on the feedback results, teachers should adjust the teaching content and methods to improve teaching quality. For example, if students perform weakly in specific tasks, teachers can adjust classroom priorities, intensify relevant language skills training, and optimize the teaching process.

3.3 Optimization and Improvement Suggestions for the Teaching Model

3.3.1 Strategies for Continuous Optimization during Teaching

During the implementation of the OBE-based PBL "One Body and Four Wings" blended teaching model, teachers should continually assess and optimize the teaching design. First, by observing and providing feedback on students' learning processes, teachers can adjust teaching content and activity arrangements in real time to better meet students' learning needs and language development levels. In the design of teaching activities, it is essential to further enhance the situational and practical aspects of tasks, allowing students to apply English in a more authentic foreign trade communication environment, thereby improving their language communication skills. Secondly, based on students' participation and learning outcomes, teachers should adjust their collaborative learning strategies. For example, tailored group assignments and personalized tutoring can be adopted to ensure that each student has the opportunity to develop maximally in an environment that suits their learning needs.

3.3.2 Integration Strategies for Teaching Innovation and Technological Support

To enhance teaching effectiveness, teachers should actively explore innovative teaching models and technological support methods. By utilizing modern educational technologies, such as intelligent teaching platforms and interactive learning tools, a more interactive and personalized learning experience can be created for students. In foreign trade English speaking teaching, teachers should optimize the teaching platform and resource library, providing a variety of learning materials to meet students' diverse needs. Moreover, by leveraging big data and artificial intelligence technologies, teachers can analyze students' learning behaviors and progress, providing personalized learning paths and resource recommendations. The application of these technological tools not only improves teaching efficiency but also helps students better internalize knowledge and enhance their skills in foreign trade English speaking, driving the teaching process toward greater efficiency and personalization.

Conclusion

The OBE-based PBL "One Body and Four Wings" blended teaching model has shown significant application results in foreign trade English speaking teaching. It has effectively enhanced students' language communication skills, cross-cultural communication techniques, and teamwork abilities.

Future research could further explore how to incorporate more real foreign trade cases and practical situations into this model to improve students' practical application abilities. At the same time, the personalized functions of the teaching platform should be strengthened, and big data analysis should be used to provide more accurate learning resources and feedback, ensuring that each student can achieve the best learning outcomes in the most suitable way.

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