# The Application of PBL Teaching Method in Cross-Border E-Commerce English Teaching

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*Abstract:* The PBL teaching method emphasizes using specific problems as a guide in practical application, guiding students to achieve better teaching implementation results in practice. The integration of cross-border e-commerce and English teaching is a practical English course content in the teaching of English majors. In the current stage of English course teaching, it is an important method that is innovative and targeted to improve students' English course learning effectiveness. In the specific application process, the application of PBL teaching method requires teachers to provide important support for improving the teaching effectiveness of cross-border e-commerce English courses under the PBL model by building educational and teaching training bases, actively providing sufficient practical education guidance platforms, and emphasizing the innovation and richness of teaching evaluation links.

*Keywords:* PBL Teaching Method; Cross Border E-commerce English Teaching; Practice Base; Problem Guidance

## Introduction

The launch of the cross-border e-commerce operation model has put forward very strong professional requirements for relevant composite talents. Therefore, the education and teaching work in the context of cross-border e-commerce in the Business English course also needs to incorporate new teaching methods in the specific implementation. In addition, English teaching in the context of cross-border e-commerce has very strict requirements in the practical dimension. Therefore, in the specific teaching and organizational learning process, teachers also need to propose innovative teaching methods in the practical teaching dimension for application. PBL teaching method is an effective teaching method based on specific problems and project support under cross-border e-commerce support.

## 1. Analysis of the application value of PBL teaching model in cross border E-commerce English course teaching

With the development of the e-commerce industry, the development of cross-border e-commerce business and the cultivation of related innovative talents have become the key content of English course teaching practice at present. In the course system of Business English major, cross-border e-commerce English has become an independent course content and occupies an important position in the overall practical course system. In practical application, the PBL teaching model emphasizes guiding the overall English course teaching process through the introduction of specific projects and the raising of practical problems. Teachers need to find reasonable entry points based on specific course teaching objectives and complete the teaching process.

## 1.1 Assist students in accessing and learning more practical English practical resources

The main purpose of cross-border e-commerce English teaching in the practical dimension is to achieve better English course teaching results. From a practical perspective, cultivate professional English talents suitable for the era of e-commerce. The application of PBL teaching mode to promote the practice of cross-border e-commerce English teaching is beneficial for students to be exposed to and learn specific projects based on cross-border e-commerce cooperation, and to timely discover and understand the specific

problems that need to be solved in the application of current cross-border e-commerce English practice resources through project simulation. Compared to the cross-border e-commerce teaching organization based on the curriculum teaching model, the teaching organization model that combines specific projects and problems is more authentic and vivid. Some practical problems that may be encountered in e-commerce cooperation can also be highlighted based on the implementation of simulation projects. This can ensure that the resources and teaching content that students come into contact with when participating in practical learning are innovative and practical, ultimately promoting students to reach a higher level of practical learning ability and problem-solving ability. At the same time, the teaching organization model guided by problems can also stimulate students' subjective learning enthusiasm and encourage them to better participate in the cross-border e-commerce English teaching practice process.

## 1.2 Exercise students' teamwork ability in practical teaching

In the process of cross-border e-commerce cooperation, collaborative cooperation among personnel is an important method for achieving the goals of cross-border e-commerce cooperation mode smoothly. From the perspective of practical teaching organization, teachers should also exercise and enhance students' teamwork ability through the introduction of projects and the setting of problems, promote students to integrate into real cross-border e-commerce teaching situations, and recognize the important value and significance of team cooperation in cross-border e-commerce cooperation. For the cultivation of students' practical abilities, the team cooperation ability possessed by students in the process of organizing cross-border e-commerce English teaching also plays a very important role in promoting their subsequent communication and exchange of professional English knowledge in relevant practical scenarios.

## 2. Basic principles of cross border E-commerce English teaching under the background of PBL teaching model

## 2.1 Make a good preliminary teaching plan and improve the effectiveness of practical teaching

The preliminary teaching planning work mainly emphasizes that when integrating the PBL teaching model into application, teachers need to combine students' basic English learning abilities and different project resources to carry out the preliminary teaching organization planning. A comprehensive and reasonable teaching plan can promote the smooth progress of the overall course teaching process. In order to ensure that the practical teaching process can truly solve the practical problems in students' course learning, teachers should actively reach effective communication and communication with students in the early stage of teaching planning, and organize and implement specific practical teaching links based on students' actual needs. And introduce innovative and practical teaching organizational resources to meet the application needs of different students in course learning.

## 2.2 Increase the proportion of practical teaching and provide sufficient practical platforms for different students.

In order to make the overall learning process of students more vivid and realistic, teachers can increase the proportion of practical teaching in teaching organization, and encourage students to obtain more sufficient practical learning resources in teaching practice. For students, the provision of personalized practical platforms can help them better integrate their practical learning problems, find effective methods to enhance their learning abilities based on practice, and promote targeted improvement and optimization of the effectiveness of practical learning.

## 3. Path analysis of optimizing cross-border e-commerce English teaching under the background of the 3 PBL teaching model

## 3.1 Determine a reasonable teaching organization plan based on the actual training of cross-border e-commerce English talents

The cultivation of cross-border e-commerce English talents needs to combine different theoretical knowledge module systems and practical ability cultivation requirements in practice, and achieve effective development in the overall practical teaching process

and plan. For students, positions on cross-border e-commerce platforms have diverse characteristics. Therefore, the organization and implementation of practical teaching also need to be combined with the PBL teaching model to introduce matching projects and set corresponding practical problems, to help students improve their English language expression skills and cross-border e-commerce communication and communication skills through the exercise, guidance, or practice of innovative teaching models. In the specific teaching plan, teachers can set targeted English communication and communication practice plans based on multiple links such as early system certification, mid-term product release, and core period product delivery and sales in the cross-border e-commerce cooperation process. In order to demonstrate the full application effect of the limited practical teaching platform, teachers can also search for English communication dialogue and cross-border e-commerce cooperation process plans for different module systems based on different cross-border e-commerce products, guiding students to refer to the basic architecture of the plan and master the corresponding cross-border e-commerce English application methods through simulation practice.

## 3.2 Establish an off campus practice base and create a real platform for course teaching

In the process of integrating PBL teaching mode, the introduction of specific projects is conducive to helping students create more realistic and vivid practical learning backgrounds. For students, this is a scientific way to effectively enhance their practical application ability in business English. Teachers can learn from the school enterprise cooperation model, introduce the basic process of project teaching method, and combine the basic principles of PBL teaching mode in practical application to guide practice in the process of building specific practical bases, creating corresponding practical platforms. Guide students to enter a real e-commerce cooperation platform to experience and experience the actual status of cross-border e-commerce cooperation services and the key points to pay attention to when carrying out specific work. Taking the current sales of dairy products in cross-border products as an example, teachers can first combine students' basic English learning abilities in the practical teaching dimension. Through the organization and implementation of classroom teaching, it further helps students to consolidate their theoretical knowledge and focus on consolidating and learning high-frequency vocabulary, difficult vocabulary, and vocabulary with cultural differences between China and the West in cross-border e-commerce communication. To lay the foundation for students to enter the practical learning platform for learning and exercise. On this basis, teachers can utilize the overall system functions and operational processes of real e-commerce platforms to build corresponding practical bases based on the simulation of real cross-border e-commerce platforms. The cross-border e-commerce platform system can be introduced into specific practical base operating systems to simulate the receiving, selling, shipping, and receiving processes of product orders, allowing students to experience the practical application value of cross-border e-commerce English learning on a real practical learning platform. In the process of participating in practical learning, students' subjectivity can be significantly reflected.

## 4. Conclusion

Based on the analysis of this article, it can be concluded that in the process of learning cross-border e-commerce English courses, learning needs to be the main body of the overall curriculum teaching, attracting sufficient attention. Teachers can combine the actual state of theoretical knowledge learning to reasonably control and plan the proportion of practical and theoretical course learning in cross-border e-commerce English courses. Using a real practical teaching platform and systematic practical teaching planning, guide students to achieve good results in cross-border e-commerce English learning.

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