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AI Situational Simulation in Business Chinese Negotiation Teaching: The Cross-border E-commerce Context

Pupu Li
College of Humanities and Foreign Languages, Hangzhou, Zhejiang, China

Abstract: Driven by booming cross-border e-commerce, business Chinese negotiation teaching urgently needs to cultivate learners' practical competence, while traditional models are limited by static scenarios, delayed feedback and cultural disconnection, failing to satisfy market demand for cross-cultural business talents. This study explores AI situational simulation's application in this field, constructs a targeted teaching model for cross-border e-commerce negotiation dialogues, and analyzes its technical advantages and implementation strategies to provide theoretical and practical support for intelligent language teaching.

Keywords: AI Situational Simulation, Cross-border E-commerce, Business Chinese Negotiation Teaching

1. Introduction

Cross-border e-commerce development has fueled surging demand for Chinese talents skilled in cross-cultural business negotiation. Traditional business Chinese negotiation teaching, limited by static cases and insufficient dynamic simulation, creates a mismatch between learners' practical competence and market needs. This study develops an AI situational simulation teaching model for cross-border e-commerce negotiation dialogues, and explores the integration of AI technology and business Chinese negotiation teaching.

2. Core Concepts and Theoretical Foundations

Artificial intelligence (AI) situational simulation refers to the use of AI technology to construct a virtual environment that closely resembles a specific real-life scenario. It breaks the static limitations of traditional negotiation teaching and forms a complete closed loop of "scenario generation-interactive feedback - ability improvement".

Cross-border e-commerce negotiation dialogue refers to the communication and negotiation process between trading entities from different tariff zones regarding the transaction of goods or services in cross-border e-commerce activities.

Through a cyclic mechanism of "trial and error-feedback-adjustment-solidification", constructivist theory models the transformation of learners from mechanically applying templates to creatively solving problems, achieving a spiral upgrade of collaborative thinking[1].

Task-Based Language Teaching (TBLT) facilitates the comprehensive development of learners' language proficiency, business strategies, and cultural awareness through a tiered task design progressing from beginner to advanced levels, as learners address practical business issues[2].

3. Current Situation Analysis: Dilemmas of Traditional Teaching and Adaptability of AI Technology

3.1 Limitations of Traditional Business Chinese Negotiation Teaching

When dealing with complex cross-border e-commerce negotiation scenarios, traditional business Chinese negotiation teaching faces three major structural contradictions.[3] Traditional business Chinese negotiation teaching faces three core limitations in adapting to complex cross-border e-commerce scenarios: static scenario design, delayed feedback mechanism, and superficial cultural teaching.

3.2 Adaptive Advantages of AI Technology

Artificial intelligence technology provides a three-dimensional solution to the pain points of traditional teaching. AI technology addresses the above pain points through three core capabilities: dynamic scenario construction based on massive negotiation data, real-time interactive feedback via intelligent semantic analysis, and personalized targeted training through scenario reset and iteration.

4. Construction and Design of AI Situational Simulation Teaching Model

4.1 Overall Three-layer Architecture Design of the Model

The model is constructed following the principle of "data-based, technology-driven, and teaching-oriented", resulting in a three-tier architecture system with clear hierarchy and functional coupling. The foundation layer is responsible for collecting and structuring data related to cross-border e-commerce negotiations, and constructing a "negotiation knowledge graph" to provide underlying data support. The second layer is the technical layer, which relies on NLP algorithms and intelligent interaction systems to achieve core functions from "user input understanding" to "intelligent response generation". The final layer is the application layer, which designs a learner-centered multimodal interaction interface to enhance the immersion of teaching scenarios through diverse interaction forms. It then feeds data back to the first two layers, forming a closed-loop ecosystem.

4.2 Functions of Core Modules

The core modules of the model are designed around the closed loop of "Scenario Generation - Interactive Training - Feedback Evaluation", to realize intelligent teaching support through the deep coupling of technology and teaching needs. The core modules include: a scenario editor for teachers to customize negotiation elements, an intelligent negotiation Agent with a built-in multi-cultural opponent model, a real-time feedback system providing multi-dimensional diagnosis, and a cultural knowledge base embedding business etiquette rules of various countries with dynamic prompt function.

4.3 Teaching Process Design

The teaching process is driven by tasks, forming a spiral learning path of "Precise Modeling-Dynamic Interaction-Evaluation and Optimization". First, teachers release specific negotiation tasks and set cultural parameters through the AI platform, and the system generates initial scenarios accordingly. Then, learners conduct interactive negotiations with the AI Agent, and the system analyzes their responses in real time and gives targeted prompts. After the task is completed, the system generates a detailed learning report, to help teachers adjust teaching focuses in a targeted manner, and help learners optimize their negotiation strategies.

5. Application Strategies and Implementation Suggestions

5.1 Transformation of Teachers' Roles

Teachers need to complete the dual transformation from "knowledge transmitters" to "scenario designers+technical guides". Teachers need to complete the dual transformation from "knowledge transmitters" to "scenario designers + technical guides": mastering the AI platform to design gradient negotiation scenarios, guiding learners to master negotiation strategy chains through case demonstrations, monitoring learning performance in real time, and conducting centralized review of common problems.

5.2 Hierarchical Teaching Design

Teaching implementation should follow the progressive logic of "Language Foundation Laying →Strategy Integration→Complex Application", with tiered training focuses: linguistic accuracy at the primary stage, strategic combination at the intermediate stage, and systematic cross-cultural conflict resolution at the advanced stage.

5.3 Integration of Technology and Humanities

AI situational simulation should realize the organic integration of technical instrumentality and humanistic complexity. We propose a model of "AI instant prompt+teachers' in-depth deconstruction": AI explicitizes implicit cultural rules through the "cultural annotation" function, while teachers retain the final interpretation right for complex cultural issues, which balances teaching efficiency and avoids the simplistic processing of cultural understanding by technology.

Conclusion

This paper examines the application of AI situational simulation in business Chinese negotiation teaching, focusing on cross-border e-commerce negotiation scenarios to address the inherent limitations of traditional teaching models. We construct a targeted three-tier AI teaching model and propose corresponding implementation strategies, providing theoretical and practical support for the intelligent transformation of business Chinese education. Future research will verify the model's effectiveness through empirical teaching practice and further optimize its application in diverse teaching contexts.

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