

Teaching Research on Intercultural Business Communication Course Based on POA

Li Zhou

Hubei University of Traditional Chinese Medicine, Hubei 430065, China.

Fund project: The Hubei Provincial Educational Program 2016 Special Funding Key Project-Graduate English Teaching Model Research Based on POA. (Project No. 2016ZA008)

Abstract: This paper takes the Intercultural Business Communication course as the research object, based on the Production-orientated Approach, and discusses the teaching process and teaching effect with the POA by comparing the teaching effect with the traditional teaching class. Research results show that class taught with POA performs significantly better than the traditional teaching class in business English communication tasks and expressive output tasks.

Keywords: Production Orientated Approach; Intercultural Business Communication; Teaching Research

1. Introduction

The core philosophy of the Production-oriented approach is to emphasize the occurrence of effective learning. At present, the domestic research on POA mainly focuses on the following aspects: (1). Teaching effectiveness research: There have been many teaching experiments that provide proof of classroom teaching practice for the effectiveness of the POA teaching theory system (Cao Qiaozhen 2017; Qiu Lin 2017). (2). Exploring the applicable scope of teaching: The POA theory was originally proposed to serve the reform of English major courses. With the deepening of POA research, it was found that the theory is also applicable to the teaching of English for special purposes. More scholars have explored its applicability in teaching non-linguistic subjects. Since there are few studies on the teaching effect of business English courses so far, this article takes the Intercultural Business Communication as the research object, designs teaching based on the POA teaching concept, and compares the effect with traditional teaching.

2. Research design

2.1 Subjects

The experimental subjects of this study are 77 undergraduate students majoring in business English. Through random assignment, students with the same professional background are divided into two classes, the experimental class is 38 students in class A, and the control version is 39 students in class B. The ratio of boys and girls in each class is similar. Class A is taught by the author using POA, and class B is taught with traditional teaching methods. After comparison, there is no significant difference in the average scores of the two groups of students.

2.2 Research process

In this study, the seventh unit of Intercultural Business Communication-"Cultural Negotiation Across Cultures" serves as the teaching content. Class A is taught based on POA theory, driven by negotiation "output", emphasizing input first and output later. Class B uses traditional teaching methods. The following describes the experimental teaching steps of the experimental class in detail.

Copyright© 2020 Li Zhou

doi: 10.18686/ahe.v4i5.2284

This is an open-access article distributed under the terms of the Creative Commons Attribution Non-Commercial License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits unrestricted non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

Step 1: At the beginning of the class, the instructor will design three common cross-cultural business negotiation communication scenarios for students according to the teaching objectives of this unit, and require students to complete the group after the course. The first task is the negotiation of bargaining negotiations, and the second task is the report of the research contents by the group. Before class, let students think about the relevant dialogue scenarios that may be encountered in the real scene of business negotiation.

Step 2: The teacher in class describes the content and requirements of the output task in detail. The first task of the final output of this unit is the oral communication task of business negotiation and bargaining. The specific description is as follows: American clothing import company B plans to buy 30,000 wool coats from the Chinese clothing processing factory. Clothing processing factory A offers 130 yuan/Piece, and provide follow-up corresponding services. The communication requirements are: comprehensive inquiry and bargaining between the processing plant A and the import company B. The prices proposed by both parties change under certain conditions, and an agreement is finally reached.

The second task is an oral report on topic research, a group of 6 students collect information according to the requirements of the survey, and form the final result for the second time in class for group reporting. The tasks are described as follows: Communicative reporting tasks. With the group as the unit, the survey topic is "Fundamental principles and skills in business negotiation", and the survey information collection method can be online survey, personal experience, and trading company.

The third step, after finishing the final output task, the teacher led the students to complete the background knowledge introduction and warm-up exercises for the seventh unit "Business Negotiation Across Cultures". Including the common business negotiation exchange and negotiation terminology learning, business inquiry and resumption of data statistics, etc. Next, students complete the content learning in the textbook according to the content scene they choose, and complete the exercises required in the textbook; then according to the relevance of the task they choose, select the directly related content and then conduct intensive learning. In addition to understanding the theoretical knowledge involved in this unit, you must also be familiar with the bargaining terms, high-frequency blocks and detailed content and information in the material; after the course, students listen to 2 relevant real business negotiations conversation, and then summarize the main idea.

In the fourth step, students complete output tasks as required, teachers evaluate effectiveness, collect data, summarize and give feedback on the learning results, and provide supplementary teaching for deficiencies.

Output task 1: Oral dialogue. Students work in pairs and complete the dialogue content of the scenarios as required after class, after recording, submit the audio online, the performance is scored by both the Chinese teacher and the foreign teacher. The final score is based on the average score of the two. Scoring standard reference items ① Conform to the content of the scene communication of the topic; ② Use the word patterns correctly; ③ Complete the task information; ④ The language meets the cultural requirements of the target language. The full score of a single evaluation is 5 points, and the full score of a task is 20 points. The group score is the individual score of the student.

Output task two: Group report. Six students work in groups, and each person is responsible for finding a part of the information after class, and summing up the information to reach a conclusion, forming a written report first, and oral report in the second class. The written report is scored by the Chinese teacher. The scoring criteria are: ① The completeness of the content; ② The professionalism and depth of the content. Oral reports are scored by foreign teachers. The scoring criteria are: ① Accuracy of vocabulary expression; ② Fluency in oral expression; ③ Degree of achievement of communicative goals. The full score for a single evaluation is 5 points, and the second score for a task is 25 points. The group score is the individual score of the student. The student's personal final score is the sum of the scores of the two tasks.

3. Statistics

The experiment class and the control class have the same output task assessment, and the assessment standard is the same as the assessment teacher. The scores of the two tasks of the experimental class and the control class were collected according to the above criteria. Using the independent sample T test, the two task scores and total score data of the two classes are tested separately, in order to compare whether there is a significant difference between them and to verify the production-oriented approach used in the experimental class to check whether there is validity on the language output.

The statistical results show that the T test result $p < 0.05$ for the two shifts, the test result $p < 0.01$ for task 1, the T test result $p < 0.05$ for task 2, and the P value of the three sets of data comparison results are less than 0.05, indicating the data There are significant differences.

4. Results and discussion

Through the results of data statistics, it is found that there are significant differences in the total scores of the two tasks of the

experimental class and the control class. Among them, the output task score of the experimental class is obviously significantly higher than that of the control class. Especially in task two, the average score of the experimental class is nearly 6 points higher than that of the control class. Statistics between the two groups of data show that there is a significant difference. This shows that the output-oriented teaching method has played a positive role in the teaching of oral expression on topics related to business background. The specific performance is that the overall reporting content of the students in the experimental class is relatively complete and rich. The content is deep in professionalism, and can effectively explain the relevant knowledge points of the major in English. The oral fluency is significantly better than the control class, and the quality of the final communication and information transmission is higher.

The output class of task 1 is also higher than that of the control class. From the specific student performance, we found that the students in the experimental class have a more accurate understanding of the communication content of the scene when they are interacting in conversation, compared with the control class. In other words, their use of words and sentence patterns is also more diverse and complicated. The most outstanding performance is the completeness of the task information, especially the performance of the experimental class students. After analysis, we believe that the main reason for this difference is that the "Production-orientated Approach" driving link has a more effective task-driven role for students, prompting students to purposely prepare and reserve tasks.

In the follow-up student interviews, students generally believed that the POA teaching method effectively enabled students to shift their attention from the previous learning of new words and language points to help them complete their teacher development by understanding vocabulary and knowledge points. The student's learning process becomes a clear and dynamic process. Students began to actively pay attention to the characteristics of teaching around the text content, so that under the guidance of tasks, they actively increased their attention to topic content.

5. Conclusion

Experiments and statistics show that the "Production-orientated Approach" is significantly better than the traditional text-centered teaching in business oral communication tasks, especially for students' active learning and speculative training. It emphasizes both the importance of students' learning initiative, affirms the teacher's scaffolding status, and provides effective knowledge exploration, learning and innovation guidance for students. It can further explore effective teaching methods and evaluation mechanisms in undergraduate teaching practice to provide more valuable guidance for business English teaching practice.

References

1. Wen Q. Constructing the theoretical system of "Production-oriented Approach". *Foreign Language Teaching and Research* 2015; (7): 547-558.
2. Wen Q. "Teacher-student Cooperation Evaluation": A new evaluation form created by the "Production-oriented Approach". *Foreign Languages* 2016; (5): 37-43.
3. Cao Q. Analysis of the intermediary role of the "Production-oriented Approach" —— Taking unit 4 of the New Generation University English as an example. *Chinese Foreign Language Education* 2017; (1): 15-22.
4. Qiu L. Research on the process-oriented design of the language-promoting link of the "Production-oriented Approach". *Modern Foreign Languages* 2017; (5): 386-396.