

Design of High School English Intercultural Communication Teaching Based on Production-Oriented Approach

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How to cite this paper: Xue Peng, Wei Zhang, Yi Huang. (2022). Design of High School English Intercultural Communication Teaching Based on Production-Oriented Approach. *The Educational Review, USA*, 6(8), 398-403. DOI: 10.26855/er.2022.08.011

Received: July 25, 2022

Accepted: August 20, 2022

Published: August 30, 2022

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Abstract

In the “maritime silk road” in the 21st century under the new situation with the influence of high school English new curriculum reform, imperceptible cross-cultural communication has penetrated into the 21st century. Human life has become the norm in ordinary life. Thus cultivating talents with intercultural communication consciousness and language ability is imperative. In the face of the increasing internationalization of global communication and the “double reduction” policy issued by the Ministry of Education of China, English education in China is at a critical stage of reform and innovation, so it is particularly important for teachers to improve the teaching level and quality of high school English classroom. This research is based on the output-oriented approach to the design of high school English intercultural communication teaching. Teachers play the role of “scaffolding” in the teaching process, aiming to cultivate students’ intercultural communication awareness and pragmatic ability, enhance students’ enthusiasm in learning a second language and reduce the burden of learning a foreign language. At the same time, through the in-depth study of the production-oriented method combined with the actual situation of the classroom itself, it can provide effective classroom cases for Chinese English teachers and play an irreplaceable role in improving the overall level of the teacher team.

Keywords

Production Oriented Method, High School English, Intercultural Communication Courses, English Teaching Design

1. Introduction

As a basic course for learning English and using English language, the compulsory English course for ordinary senior high school is characterized by the integration of instrumental and humanistic features. It aims to cultivate students’ language ability, cultural awareness, thinking quality and learning ability, and gradually improves students’ cross-cultural communication ability. The “cultural exchange theory” in the production-oriented method is similar and harmonious with the cultivation of cultural consciousness in the compulsory courses of English in ordinary senior high schools. Both of them advocate that students should be guided to properly handle the relationship between the target language culture and the learner’s native culture in foreign language teaching. Based on the core quality of English

subject in the English course of ordinary senior high school, this study carries out the teaching design of intercultural communication teaching in senior high school based on the production-oriented method, attaches importance to building an information-based teaching environment, and effectively promotes students' effective learning according to the characteristics of English learning in the information-based environment.

2. Production oriented method

2.1 Definition of production oriented method

Under the background of “post-method era”, the production-oriented Approach (POA) is based on the input hypothesis put forward by Professor (Krashen, 1985) and the output hypothesis put forward by Professor (Swain in 1985). In order to solve the problem of separating language learning and language use, an English teaching method with Chinese characteristics was created. The theory mainly aims at the problem of “separation of learning and application, low efficiency of learning” in English teaching in colleges and universities. It inherits the fine tradition of Chinese education and absorbs the essence of Chinese English teaching theory and practical education. The production-oriented method advocates the teaching concept of “learning and use as a whole”, sets teaching objectives, takes output activities as driving means, and takes input activities as enabling means to help English learners to input and output. At the same time, the teaching hypotheses such as “output driven”, “input facilitated”, “selective learning” and “teacher-student cooperative evaluation” are also put forward, thus constructing the theoretical system of POA, guiding teaching activities and improving classroom teaching efficiency.

2.2 The development of production-oriented method

The production-oriented method has undergone three rounds of improvement and development in the last 10 years. In 2008, Professor (Wen Qiufang.2008) proposed the “output driven hypothesis” based on Swain's “output hypothesis”. In 2013, Professor(Wen Qiufang.2013) discussed the possibility of extending the output-driven hypothesis to college English teaching. In 2014, it was revised as output Driven-input enabling hypothesis. In October of the same year, (Wen Qiufang.2008) named it “production-oriented Approach”, or POA for short. The production-oriented Law will be revised again during 2017-2018. Production oriented method decreases the distance between input and output, diminishes the cycle from declarative knowledge to procedural knowledge, enables students to have a sense of accomplishment, can mobilize learning enthusiasm, and thus improve learning efficiency. In recent years, POA has received more and more attention.

2.3 The theoretical system of production-oriented language teaching

The theoretical system of production-oriented language teaching mainly consists of three parts: teaching idea, teaching process and teaching hypothesis.

a) Teaching philosophy

The teaching philosophy is “learning-centered theory”, “Learning-integratedtheory”, “cultural exchange theory” and “key competence”. Among them, “learning center” means that all teaching activities are for the purpose of “learning”, not centered on students or teachers, but mainly focused on making students learn something. “Integrating study-use theory” mainly aims at the current situation of separating study-use problem in our country and emphasizes the integration of input and output in classroom teaching. “Cultural exchange theory” aims at correctly handling the relationship between foreign language culture and learners' native culture. “Key competence theory” is a new concept added in 2018, which refers to the ministry of education's four core qualities: language ability, cultural character, thinking quality and learning ability, in view of the current situation of English learning of ordinary high school students in China. For foreign language students, the key skills should also include transfer ability, learning ability and cooperation ability. Therefore, the importance of core literacy is highlighted, which is in line with the requirements of contemporary China for the comprehensive quality of teenagers.

b) The teaching process

The teaching process includes “motivating”, “enabling” and “evaluation”, which can stimulate students' motivation and increase learning desire through the driving link, and help students to complete the output tasks in the Enabling link. In the final evaluation link, student evaluation and teacher and student evaluation are used as the supplement of the classroom.

c) The teaching hypothesis

The teaching hypothesis includes “output driven”, “input facilitated”, “learning by choice” and “learning by evaluation”. The “output-driven hypothesis” and “input-enabled hypothesis” are related to each other in teaching. The former

means that learners should try to output, so as to understand their own shortcomings and increase hunger and stimulate learning motivation, while the latter means that input should serve clear output goals. "Selection learning hypothesis" specifically refers to the selection of knowledge needed by learners from input materials according to the needs of output objectives. "Assessment to promote learning hypothesis" advocates that under the guidance of teachers' professional, students should evaluate and learn while learning, and take evaluation as the intensive and in-depth stage of learning. In the concrete teaching practice, the teaching process may carry on the continuous cycle of these three links according to the different teaching contents. The whole teaching process is carried out on the basis of the teacher's leadership and the participation of teachers and students. When POA is specifically applied to teaching practice, teachers carry out teaching design under the guidance of teaching concepts and teaching assumptions, and enable students to learn selectively through output driven and targeted input, so as to promote efficient output and finally promote the all-round development of students.

Production oriented method as a new foreign language teaching method, which has the Chinese characteristic extremely the development after more than ten years of improvement and modification, not only inherits the advantages of education thought, and absorbed the essence of foreign education theory, POA teaching theory has achieved some research results in the practice of English curriculum reform in recent years, but there are not many high school English intercultural communication teaching design based on POA theory.

3. The importance of intercultural communication teaching in compulsory courses of high school English

Under the reform of English curriculum in Chinese senior high schools, more and more attention has been paid to the deep integration of modern information technology and curriculum teaching. In school education and teaching, teacher's, teaching model and learning style should make full use of information technology and enrich curriculum resources according to the characteristics of English learning in the information environment. At the same time, under the background of the integration of teaching and information technology, it is very urgent to gradually improve students' intercultural communication ability.

English as a key subject in high school, teachers focus on cultivating students' cross-cultural communication ability, to help the students to learn the essence of international culture, encourage students' enthusiasm of learning English, not only can consolidate the students learned the basics of, also can effectively improve students' ability to use English and oral English ability and develop the students' knowledge.

English belongs to the Indo-European language family, as the most widely used language in the world, its profound international cultural knowledge is self-evident. If teachers dig deep into the international cultural knowledge in the teaching materials and carry out cross-cultural penetrating education based on the differences between Chinese and English historical and cultural backgrounds, they can not only promote students to broaden their cultural horizons, it can also cultivate students' ability to find cultural differences.

In intercultural communication teaching, teachers can make good use of communication training teaching activities, not only to train students' correct grasp of English grammar and word meaning, but also to correct students' inappropriate and wrong expressions in time, and carry out intensive training. Develop students' thinking of cross-cultural communication and improve their English literacy. The improvement of students' international communication ability can also promote the improvement of teachers' teaching efficiency.

4. Design of high school English intercultural communication teaching based on production oriented method

English Curriculum Standards for Senior High Schools was published in 2017 and revised for the second time in 2020. Its guiding ideology points out that it is necessary to promote the reform and innovation of talent training mode, so that students can strengthen their cultural confidence, expand their international vision, enhance their international understanding, and gradually improve their cross-cultural communication ability. As a course of learning and using English language, the compulsory course of English for ordinary senior high school emphasizes the comprehensive cultivation of students' language ability, cultural awareness, thinking quality and learning ability. At the same time, the teacher-centered production-oriented method not only enables teachers to integrate the instrumentality and humanism in the teaching process, but also further enhances students' intercultural communication ability and creates good conditions for students to absorb the essence of world culture and spread Chinese culture.

4.1 Teaching background and objectives

This study took a class activity in Unit 5 “Languages Around the World”, the first book of compulsory English courses in senior high school, as an example, and applied the three core links of production-oriented teaching process in the intercultural communication teaching of senior high school English courses. The cross-cultural teaching content involved in this teaching activity is to build cultural confidence, but also to realize that Chinese characters are the essence of Chinese culture.

4.2 Teaching process

The teaching process of production oriented method consists of three parts:

a) First, the “motivating” link

Teachers design appropriate communication scenarios and explain output tasks;

b) The second is the “enabling” link

The teacher provides the necessary input materials for the output task, and guides the students to screen the materials and complete the output task according to their own situation.

c) The third is the “assessing” link

When students complete the assigned or related output tasks, teachers should make immediate evaluation and supplement teaching.

● “Motivating” link

In this link, the teacher must design a suitable communication scene, students begin to complete the communication activities, and then the teacher starts to explain the teaching objectives and output tasks. According to the teaching background and objectives, the communication scene is presented in the form of micro video: One of your foreign friends saw some calligraphy and paintings on oracle bones, such as animal pictures and characters, and became very interested in Chinese characters. He wants to come to China to learn Chinese characters and understand the history of Chinese characters culture. The teachers invents the students to discuss and think about how to introduce Chinese characters in English, how to help your foreign friends understand the meaning and importance of Chinese characters, and how to introduce Chinese traditional culture. This is the first time for students to complete the output task, which prompts students to find the “vacancy” in their own language system from the perspective of mental language. To stimulate the learning needs of students, and students lack of knowledge about their own, more clear and in-depth learning and selection of input materials. Teachers' questions in this section help students understand the direction of output goals, and are more conducive to students' selective learning of knowledge.

● “Enabling” link

Video: Evolution of Chinese Character. The teacher shows the video. (Use video to catch students' attention. Expand their horizons and spark their interest). In this link, the teacher proposes subtasks for the output target:

Subtask 1: How did written Chinese unity Chinese people means by my dialects?

Subtask 2: How does Written Chinese Connect Chinese people today with those of the past?

Subtask 3: The Chinese writing system is one factor that has helped the Chinese language and culture survive. What do you think are some of the other factors?

Teachers act as scaffolding in this process, providing input materials for the output tasks. Guide students to select input materials according to their own knowledge level. When providing input materials, teachers can choose reading materials and articles, and provide professional names in the development process of Chinese characters. To supplement the teaching of communication skills by selecting language forms or discourse structures from texts or articles. Teachers should encourage students to use language to express themselves and develop their individuality. The excellent works of students should be displayed and commented in time. The degree of teacher's “scaffolding” in this link decreases with the improvement of students' ability.

For instance, the following is a case that contributes to instructional design.

Teacher explains the meaning of the new words, and asks students to translate the meaning of the whole sentence.

- Systematic-----The system of funding for higher education is unsatisfactory.
- Based-----Please do remember that success is based on hard work.
- Despite of -----Despite his cries, no one came to his assistance.
- A variety of-----Susan's idea of freedom was to have variety in her life style.
- By no means-----For most people, the car is still their main means of transport.
- Major-----There is a major problem with parking in London.
- Regarded as-----We all have high regard for our English teacher.

➤ Appreciation ----- I would greatly appreciate it if you could give me a hand.

Step1: To understand the meaning of the words in context.

Step 2: To choose the right word or phrase to fill in the blanks and pay attention to the right form.

Step 3: To paraphrase the sentences with the words or phrases in the article.

Design intention 1: The teaching is slightly different from the textbook. First, the students understand the unfamiliar words in the context, so that the students do not directly get the Chinese meaning.

Design intention 2: The teacher uses a short passage to put these words into context.

Designintention3: By observing these words, students can realize that they are cognate words, understand the different parts of speech of knowledge, and better explain English in English. Therefore, the ultimate goal is to guide students to choose input materials according to their own knowledge level. When providing input materials, teachers can choose reading materials and articles, and provide professional names in the development process of Chinese characters.

● “Assessing” link

In the production-oriented method, the evaluation of teacher-student cooperation in this link can be divided into timely evaluation and delayed evaluation. Different from the traditional evaluation mode, teachers play an intermediary role in this process. Teachers should select typical samples for evaluation when students first complete the output task, and then conduct student evaluation. The output products are verbal expressions, and the comments should be divided into five levels based on pronunciation, intonation, grammatical errors, coverage of key content and fluency of expression, with a full score of 100. After the teacher’s comments, the students will make mutual comments based on the teacher's comments. The cooperative evaluation between teachers and students can promote students' comprehensive quality and help students appreciate the rich international culture.

5. Suggestions on the application of production-oriented approach in intercultural communication teaching of senior high school English courses

5.1 Pay attention to the rationality of classroom teaching link design

In production oriented method under the guidance of high school English teaching of cross-cultural communication, teachers in three respective stages that is “drive - contribute - evaluate” : set different tasks, in each link set tasks, teachers need to pay attention to the consistency between tasks and compact, the set of tasks is not so diverse, and consistency is to achieve their goals, the teaching activities of a series of needs to have a common thread, urge students to grasp the trunk, complete the output task.

5.2 The selected input materials should fit the theme

When designing the communication scene, teachers should pay attention to fit the theme and make students understand the requirements of the output task easily. The choice of communication scene should be close to the living environment of students, so as to make students hungry for knowledge when completing the output task. The selection of input materials by teachers in the facilitation process should be reasonable, appropriate and easy to understand. According to the theoretical requirements of the recent development area, when selecting input materials to facilitate the completion of students’ output tasks, the selection of materials should not only meet the development of students’ current level, but also improve students' language expression ability.

5.3 Integration of language skills

In high school English courses, intercultural communication teaching is not only to cultivate students’ language table ability, but also to pay attention to the integration of reading, writing, reading and other language skills. Basic language knowledge and skills can help students absorb more intercultural communication knowledge, and also help students improve their communication ability and understanding ability.

6. Conclusion

Production-oriented method of three teaching links: drive, facilitate, evaluation. Under the guidance of the new curriculum reform, combined with the intercultural communication teaching in the ordinary high school English curriculum, it gives full play to the scaffolding role of teachers and embodies the humanistic core quality of English subject in the new curriculum standard. It has changed the traditional teachers only pay attention to the cultivation of students’ basic skills such as listening, speaking, writing and translation, and improved students’ cross-cultural communication ability. Intercultural communication teaching is a new high school teaching concept, which can not only effectively

improve the teaching efficiency of teachers, but also enable students to closely combine international cultural knowledge and English expression ability to apply in communication activities. When teachers dig deep into the cultural connotation of textbooks, they combine with the basic requirements of core English literacy in teaching, so as to meet the requirements of the new curriculum standards and cultivate students into comprehensive international talents.

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