Research on the Flipped Classroom Model of Business Foreign Language based on Production-oriented Approach

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Abstract

With the expansion of China's foreign trade scale year by year, the social demand for business foreign language talents is more and more urgent. There are some problems in traditional business foreign language teaching, such as lack of classroom practice and guidance, lack of students' business ability, unclear teaching objectives, and so on. Given the existing problems, this paper constructs a business English flipped classroom model based on POA (production-oriented approach) and carries out a semester-long teaching practice. The experimental results show that the new teaching mode can effectively improve students' language ability and business skills, which proves that the experiment has achieved the expected good teaching effect.

Keywords

POA; Flipped classroom; Business foreign language

Introduction

Over the past 40 years of reform and opening-up, China's opening-up scale has been expanding continuously, which has ensured sustained and rapid economic development. According to the statistics of China's National Bureau of Statistics, by the end of 2019, the scale of China's foreign economy has reached 31544.6 billion yuan, continuing to stabilize its position as the world's second-largest economic entity. In the process of foreign trade, there is an increasing demand for business foreign language talents. There is an urgent need for compound talents with a solid foreign language foundation and excellent business skills. Therefore, as the training base of business foreign language talents, the teaching quality of relevant courses directly affects the supply of such talents. In recent years, the number of colleges and universities offering business foreign language majors or courses has increased year by year. As an independent undergraduate major approved by the Ministry of education, business English has officially begun to recruit students in 2009, and the enrollment scale has been expanding. Besides, as a branch of Japanese, French, and other secondary foreign language disciplines, the business has been attached great importance to foreign language majors in Colleges and uni-

versities and has made certain progress.

However, there are still some problems in business foreign language teaching in Colleges and universities, leading to the graduates' ability unable to meet the needs of social employers, resulting in an embarrassing situation in which graduates can not find jobs with a high degree of professional matching and enterprises can not recruit suitable talents. There are four problems in business foreign language teaching in Colleges and universities. Firstly, teachers are weak and lack professional teachers with excellent foreign language proficiency and rich business practice experience (Jin, 2016); secondly, the curriculum objectives are not clear, most courses are mainly language teaching, and lack business-related knowledge teaching; thirdly, due to the lack of effective classroom practice and teacher guidance, teachers are unable to take into account the teaching progress and students' business practice due to limited classroom time; fourth, students lack the ability of cross-cultural communication and problem-solving (Li, 2011). The existence of the above problems has seriously affected the teaching efficiency of the business foreign language course, resulting in students unable to apply their knowledge to practice, teachers' curriculum objectives can not be achieved, business foreign language majors can not meet the social standards for business foreign language talents. Therefore, the birth of the production-oriented approach theory system and the rise of the flipped classroom provide a new way to solve the above problems.

The Emergence and Development of POA

Production-oriented approach is a foreign language learning theory with Chinese characteristics. Its prototype is the "production-oriented hypothesis" put forward by Professor Wen Qiufang in 2008. It was first applied to the curriculum reform of English majors, and then gradually extended to college English teaching. In 2014, it was officially named the Production-oriented approach. This theory mainly aims at the middle and advanced foreign language learners and defines " production-oriented " as professional skills such as speaking, writing, interpreting and translating. This teaching concept mainly takes "learning-centered principle (LCP)", "learning-using integration principle (LUIP)" and "whole-person education principle (WPEP)" as the guiding ideology; takes "output-driven hypothesis (ODH)", "input-enabled hypothesis (IEH)" and "selective learning hypothesis (SLH)" as theoretical support; carries out relevant curriculum teaching with the process of "motivating → enabling → Assessing", which makes teachers play an important intermediary role in the whole teaching process.

In recent years, research on the output-oriented approach has been increasing. Yang Lifang (2015) and Zhang Ying (2016) introduced micro lecture resources into the "motivating" link before class, enriching task motivating and enabling means; Qiu Lin (2017) conducted process design and argumentation analysis on language "facilitation" link, and pointed out that the gradual, accurate and diverse task design should be paid attention to in the process of enabling; Wen Qiufang (2016) and Sun Shuguang (2017) created a new evaluation form of "teacher-student cooperation evaluation", which solved the problem of timely and effective evaluation of output tasks in the teaching process. In terms of teaching application, Zhang Wenjuan (2017) carried out a two-week teaching experiment in College English writing teaching. The quantitative research results show that the language ability of the experimental group is significantly higher than that of the control group. Zhang Lingli (2017) through a semester-long teaching experiment in a College English course, found

that the listening and writing abilities of the experimental group students were significantly improved, and the students' English learning motivation was significantly enhanced. Qi pin (2016) researched the effect of POA based English audiovisual oral course. The study pointed out that the new teaching mode stimulated students' desire to apply language knowledge, enhanced their confidence in language use, improved their oral output ability, and strengthened their awareness of thinking, communication, and cooperation. The above research shows that this new teaching theory has certain advantages in improving students' language ability and humanistic quality, and promoting the development of students' professional skills. This paper intends to refer to the design requirements and process design mentioned above, and introduce the POA into the flipped classroom of "basic Japanese" in the business direction of Japanese majors in Colleges and universities, and explore new solutions to the existing problems in business foreign language teaching.

The Feasibility of Introducing POA into business Japanese Teaching

First of all, like a new language teaching theory, the POA has been proved to be effective in improving students' language production ability and personal overall quality in English majors and college foreign language courses. As a special-purpose foreign language, business Japanese belongs to the foreign language discipline. It has common characteristics with English and other languages in language acquisition rules. It can be used as the guiding theory of business Japanese courses and provide an important reference for curriculum design.

Secondly, at the level of teachers, the theoretical system of POA designs the teaching process of "motivating → enabling → assessing" according to the teaching assumptions of ODH, IEH, SLH, emphasizing the intermediary role of teachers in teaching, such as guidance, design, and scaffolding. Business Japanese course, as the main course for senior Japanese majors, is generally born in Japanese major. Most of the lecturers have the experience of learning in Japan. They have excellent language foundation and cross-cultural communication experience. They can lead students to explore learning points, design reasonable output tasks, and play a supporting role in helping students learn language knowledge and cross-cultural communication knowledge. Although there is a lack of experience in business skills and other aspects, we can also make up for these shortcomings through Internet online courses (Cloud classroom of Netease, LiZhi micro class, etc.), enterprise learning, and other ways, to achieve effective guidance for students' learning.

Thirdly, at the student level, business Japanese courses are mostly set up in the second and third year of University. At this time, students have enough language foundation, belong to the advanced foreign language learners, can meet the requirements of the POA, can complete the curriculum output tasks through personal efforts, and the language ability to evaluate peer output tasks. At the same time, students at this stage generally have certain autonomous learning ability through two years of college study, which can ensure the smooth and effective development of selective learning.

Fourthly, flipped classroom realizes the efficient use of classroom time through the process of knowledge transfer and knowledge internalization, which can release a large amount of classroom time for teachers to guide students' business practice, solve the time limit of classroom teaching under the traditional teaching model, and provide sufficient guarantee for the application of POA in Business Japanese course. To sum up, the business Japanese course under the flipped classroom model can meet the needs of the POA for teaching

each link, and it can be introduced into the course as a guiding theory.

The Practice of Business Japanese Course under the Guidance of POA

The practice of this course is mainly carried out in the basic Japanese course of business direction of Japanese major in the School of Foreign Languages of Zhangqing University. The course has 8 class hours per week, of which 2 class hours are the minor courses of business-oriented courses, which mainly teach business Japanese conversation related content, and this practice is mainly carried out in this part of class hours. The course is designed for business students majoring in Japanese in 2017, which will be held in the second semester of their sophomore. This is because the students of this grade have been studying Japanese for one and a half years, and have certain language abilities, which meet the requirements of intermediate and advanced foreign language learners in the POA. The practice lasted for 16 weeks. Eight output tasks were set up, and the frequency of completing one output task every two weeks was 2 class hours per week. The teaching content was mainly focused on business Japanese conversation. Taking "business telephone communication" as an example, this paper briefly introduces the flipped classroom teaching process of business foreign language under the guidance of POA.

Teaching Theme

This teaching practice mainly focuses on the theme of "business telephone communication". The practical theme is in line with the professional background of Japanese business students and has a strong communicative value. It belongs to the common working scene of students' future workplace work. At the same time, this topic has dual requirements for language useability and cross-cultural communication ability, which is conducive to the overall improvement of students' ability.

Teaching Objectives

The teaching goal of this practice consists of language goals and communicative goals. Language goal mainly includes two parts. First, master the common vocabulary of telephone communication (going out, busy, telling the truth, etc.); second, mastering the common sentence patterns (self-reporting home, looking for someone, leaving a message, etc.). The cultural goal is to cultivate students' business practice ability and cross-cultural communication ability, which mainly includes three parts. First, the basic dialing and answering methods of business calls; second, the communication methods under special circumstances (absent, busy, not in charge, listening to the other party's message, etc.); third, the wording and cultural characteristics of telephone communication (self humility, solemnity, respect for the other party, confirmation of content, self-reporting when delivering messages, etc.).

Task Design

The final task of this practice is to simulate the telephone communication scene of the company's employees in the form of video, including the display of basic communication scene and special communication scene. The demonstration video is recorded in groups with 2-3 people in each group. Before the formal presentation

in class, each group needs to submit video files and relevant conversation texts. Due to the wide range of subject tasks involved, the teacher decomposes the general task into the following sub-tasks to help students master language knowledge and skills. For example, the basic method of answering a phone call; the method of answering the phone in the situation of late answering, receiving a call from other departments, receiving a call not under their management, and not being able to hear the phone clearly; the method of answering the scene in which the party concerned cannot answer the phone (absent, receiving guests, going out, making a call); and the method of conveying a message to the party in the context of business transmission (message and transmission).

Teaching Process

(1) Motivating

The POA points out that in the output drive stage, the warm-up and introduction activities organized by teachers mainly aim at stimulating students' interest and knowledge background, to prepare for better accepting "input". Based on this theoretical guidance, in this classroom practice, the teacher first shows students the telephone communication situation in daily office through Chinese TV drama fragments, to stimulate students' knowledge background of daily telephone communication, to understand the communication scenes that may be encountered in future work, and feel the communicative value and cognitive challenge of this topic. After that, the teacher organized some students to try to translate the basic terms of telephone communication according to the video and guided the students to think about whether there are differences in telephone communication between China and Japan under different cultural backgrounds, to help students realize their lack of cultural knowledge and language ability, create a "hungry state", stimulate their learning desire and strengthen their sense of urgency. Finally, the teacher should explain to the students the teaching goal and the final output task of the course practice. There are three teaching objectives: first, to master the basic language and sentence patterns of company telephone communication (telephone language, common words, sentence patterns, etc.); second, to master the cultural characteristics of Japanese company telephone communication (self modesty, formality, respect for each other, confirmation of content, and self-reporting of home when sending a message); third, to master the basic language and sentence patterns of telephone communication in companies in Japan, master the professional skills of business communication (telephone response method, message method, reporting message method). The output task consists of a review task and a transfer task. The review task is: students complete the Japanese Chinese translation of daily business telephone communication language and sentence patterns in class. In addition, it also includes a migration task to record analog telephone communication videos in groups, including basic communication scenes and at least one special communication scene. Each group of 2-3 people will submit the electronic text of the conversation content before the practical course starts.

(2) Enabling

In the input facilitation stage, due to the obvious differences in language and expression habits between China and Japan in business telephone communication, students have insufficient cognition in completing the output task. Therefore, the teacher first decomposes the output task into several small subtasks so that students can understand the steps of completing the task and the specific requirements of each step. Through subtasks,

students can learn selectively step by step. The specific subtask content includes the following two types.

The first subtask is to master the business skills and habits of Japanese business telephone communication. Japanese business conversation course mainly teaches students workplace language and daily business skills. If you can't master the Japanese style communication mode and culture, even if you master the business language, the effect in communication will be greatly reduced. The output-oriented approach also points out that content learning should be before language learning in promoting students' selective learning. Therefore, the study of business habits and skills will be given priority in this course. In the learning of this task, the teacher guides students to explore the cultural expression and body language of Japanese company employees in business telephone communication through the broadcast of business communication video in Japanese drama and discusses the similarities and differences in business telephone communication between Chinese and Japanese under different cultural backgrounds. In this process, teachers should play an intermediary role in affirming the students' accurate cognition, correcting, and supplementing the deficiencies. After the discussion and explanation, the students should summarize and show the four problems needing attention. First, in the telephone communication, we should nod, bow, and another body language to show respect; second, we should confirm the content and inform the other party's own name and department; third, when answering the phone, we should take the initiative to inform ourselves of our own name, not just a simple "hello" similar to the Chinese cultural communication habits; fourth, when encountering the special circumstances such as the low voice of the telephone and the absence of the telephone party, we should give priority to the other party and use self humble language or expression form to express the requirements of the other party. Students' selective learning around this task can be completed by video clips provided by teachers before class. The discussion and practice exercises should be completed in class under the guidance of teachers.

The second subtask is to master the basic vocabulary and sentence patterns of Japanese business telephone communication. This task mainly focuses on the form of language expression and discourse structure. In this task, the teacher first provides relevant video materials, and requires students to complete the listening and memorizing training of video content in groups before class, and sort out sentence patterns and common vocabulary related to business telephone communication. Based on checking the pre-class practice of each group, the teacher provides the micro lecture explanation video, vocabulary and explanation text of all business telephone communication terms and sentence patterns for students to carry out selective learning according to their needs. Before the start of the course, teachers can check the students' learning situation through the network, and provide personalized guidance for their selective learning. Due to the limited class hours, students are required to complete this part of the selective learning task before class. In the classroom, teachers organize students to discuss the key points and difficulties of language knowledge, and give key tips and explanations to common language knowledge difficulties, to play the role of teacher scaffolding. On this basis, the students complete the review tasks such as the Japanese Chinese translation exercises of telephone communication terms on different levels. The teacher immediately comments on the students' completion and explains the errors, to evaluate whether the students can complete the output tasks.

(3) Assessing

The evaluation part mainly tests the students' task completion and whether they have the task output ability. At the same time, explore the existing teaching deficiencies, to provide a reference for teaching reform. The

investigation of classroom practice is mainly divided into a review task evaluation and transfer task evaluation. The teacher is responsible for the review task evaluation, which mainly evaluates the students' mastery of language structure and expression forms, and provides targeted guidance for the existing problems. The evaluation of the transfer task is completed by teachers and students. In this practice, since the task video and conversation text has been uploaded to the online learning space of the class in advance, students can complete the evaluation of the completion of other group tasks before class, and also need to complete the self-evaluation of their group. The evaluation of opinions and scores are summarized through the network. The evaluation criteria mainly include: whether the communication task is completed, whether the language text is accurate, whether the cross-cultural communication is in place. In the classroom, the teacher plays a video of each group's task. After the video of each group is played, the evaluation of other groups is displayed, and the teacher completes the final comment. Based on highlighting the advantages, the teacher puts forward targeted modification suggestions. The completion of the migration task is recorded in the usual grade of the course. This part of the score consists of three parts: Teachers' evaluation, others' evaluation, and personal evaluation.

The Effect of New Teaching Model

At the end of the whole course practice, the teacher investigated the teaching effect of the new teaching model through a questionnaire. The results showed that students' language ability and business professional ability was improved, learning efficiency and learning pertinence were improved (See Figure 1).

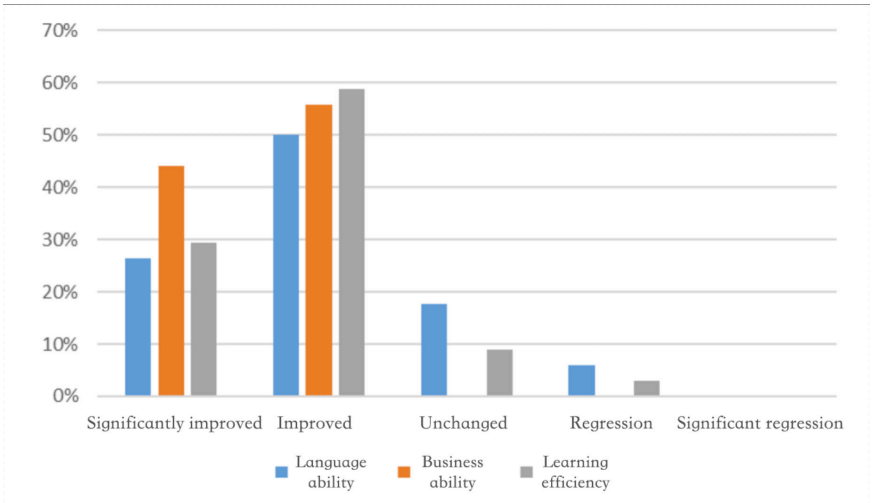


Figure 1. The effect of new teaching model

(1) Language ability

In terms of language ability, 76.47% of the students think that their personal ability has been improved, of which 26.47% have greatly improved and 50% have greatly improved; 17.65% and 5.88% have no change and decline respectively. The data show that students have improved their language ability through the new teaching model. This data further validates the conclusion of the previous study that the theory of output-oriented approach can improve learners' language competence. The output-driven hypothesis proposed in the

output-oriented approach holds that output is the goal of language learning, which helps to drive students to learn. Swain's (1985) theory of language output hypothesis also points out that output helps to strengthen language fluency, verify learners' original language hypothesis, and fill in the individual language gap. In this course practice, the teacher takes output as the curriculum goal and requires students to complete the output task with a strong purpose. The concept and requirements of "output" are always throughout the whole teaching process. Students not only carry out selective learning with output as the guidance but also carry out daily exercises and final homework completion with output as the goal, to timely apply the contents learned in the course to daily use, language practice opportunities and output times have increased significantly, which plays a positive role in the improvement of language ability. At the same time, Long M. H. (1983) pointed out that corrective feedback in the process of activities can help learners acquire correct language forms. In the process of completing output tasks, teachers' and students' immediate comments and targeted explanations on review tasks and transfer tasks can also help students find and correct their language problems as soon as possible and complete the acquisition of correct language forms. On the other hand, the learning materials provided by teachers according to the output tasks enrich the range of students' selective learning materials, facilitate students to expand their existing knowledge and language system, and push the output level to a new level.

(2) Business ability

In terms of business ability (such as negotiation, reception, work arrangement, etc.), 44.12% of the students thought that their ability had been greatly improved, and 55.88% of the students thought it had been improved, and there was no answer that there was no change or decline. The results show that the new teaching model has a positive impact on the improvement of students' business professional skills. The theory of whole-person education put forward in the theory system of POA points out that curriculum teaching should pay attention to the humanistic goal of higher education, and pay attention to improving students' critical ability and comprehensive cultural literacy. Under the guidance of this theory, business Japanese conversation course has changed the traditional teaching mode, which only pays attention to the language structure learning and ignores the cultivation of students' cross-cultural communication ability. In the teaching process, it takes the output task as the guidance, and provides it with the optimal materials to serve the output task, and guides the students to pay attention to the mastery of the cultural elements and the learning of business ability required for completing the task. In the teaching process, students learn relevant business skills through real business cases displayed by video, learn business-related language knowledge through micro class and text, and practice the organic combination of the two in the output task, which has a positive impact on the improvement of personal business Japanese comprehensive ability.

(3) Learning efficiency

In terms of learning efficiency, the results of the questionnaire survey showed that 88.24% of the students said that their learning efficiency had improved, and 11.76% of the students said that there was no change or decline. The data show that new teaching mode plays a positive role in improving students' efficiency. The new teaching mode under the guidance of POA is to carry out teaching and practice based on output task, guide students to explore and solve the key to complete the task, learning objectives are more targeted, students can focus more on the language knowledge and professional skills required to complete the task, reduce

the interference of unrelated learning content, and improve learning efficiency. On the other hand, in teaching, teachers provide students with abundant learning materials, which avoids the disadvantage that students cannot select effective learning materials due to insufficient ability when they choose learning materials by themselves. It helps students carry out selective learning according to their output needs and personal abilities, and selects the useful parts of materials for deep processing, practice, and memory, realizes the social authenticity of learning. This approach is in line with the theory put forward by Hanten (2007) that successful learners often choose important information from a variety of information they are exposed to for processing and memorizing, which plays a positive role in improving learning efficiency.

Problems Needing Attention in the Practice of New Teaching Mode

Based on the above teaching practice, referring to teachers' feedback and Reflection on students' behavior, this paper summarizes the problems existing in the new teaching mode guided by the theory of POA.

First of all, the teachers' design level of output tasks needs to be further improved. The theory of the output-oriented approach emphasizes the importance of the output task and points out that it is the most creative part of the theory. It needs to present the communication scenes that students may encounter in their future work and study so that they can feel the challenge to their knowledge. In the process of curriculum practice, teachers set up eight output tasks, such as daily greetings, self-introduction, instructions and requests, apology and defense, opinions and suggestions, business reception, negotiation promotion, and rejection, urging and protest, etc., but some of the output tasks are too simple to stimulate students' learning enthusiasm. At the same time, the other part of the topic is too professional (such as the promotion and rejection of business negotiations, urging and protest, etc.), which makes students fear difficulties and anxiety, and harms input facilitation and selective learning. In the future teaching, teachers still need to improve the personal quality related to business skills, to decompose the output task into sub-tasks suitable for students' ability, guide them to carry out effective selective learning, and improve the learning effect. At the same time, in the output task design, teachers should set the task difficulty in the "proximal development area" according to the students' ability, to reduce the learning anxiety caused by the task being too difficult. We can also try to set up hierarchical output tasks according to students' level differences, to stimulate the learning potential of students with different abilities.

Secondly, the number of learning tasks should be adjusted according to the objective situation. In this practical teaching, students need to complete the cognitive understanding of each subtask after class, carry out personalized selective learning and language training, complete the video recording of the final output task, and evaluate the output task videos of other groups. After the practice, some students reported that although they gained a lot, they spent too much time (2-3 days a week on average) in selective learning, completing output tasks and others' evaluation due to a large number of learning materials before class, the uncoordinated time of group members, and the delay in uploading videos by other groups, which affected the learning of other courses. Because of this problem, in the future teaching, teachers can try to optimize the content and quality of learning resources before class, reduce the number of students' evaluation tasks by others, change the form of output tasks, and reasonably arrange the amount of learning tasks after class for students to carry out personalized learning of other subjects.

Third, there is still room for expansion in the selection of enabling materials. The input facilitation materials used in this practice mainly include the teacher's explanation of the knowledge needed to complete the output task, the micro lecture, the vocabulary list, and the fragments of Japanese original sound film and television works related to the output task. Although in quantity, it can meet the students' selective learning needs. However, some students still feedback that the teacher's explanation has the limitations of Chinese teachers and the content of video clips is not professional enough. They hope to obtain more original Japanese professional textbooks or materials, to understand and master more professionally and more in line with the Japanese cultural habits of business communication skills based on learning more authentic Japanese expressions. In this regard, teachers can try to further enrich the range of selective learning materials, optimize the quality of learning materials, and provide support for students to achieve effective input by going to Japanese enterprises for further study, communicating with Japanese professional teachers, and purchasing books online. On the other hand, it needs to be pointed out that in the production of selective materials, teachers spend a lot of time recording micro-lessons and exploring and editing film and television materials related to the output task, which has seriously exceeded the scope of daily work. In the future teaching practice, it is suggested to carry out this work in the form of curriculum division and cooperation, to reduce the work intensity of teachers.

Finally, in the process of teacher-student evaluation of output tasks, it is necessary to enhance the enthusiasm and purpose of students' mutual evaluation. As an important part of classroom teaching, evaluation is helpful for students to find their problems. At the same time, it can also give feedback to teachers, help teachers understand students' ability, and determine teaching objectives in the next stage. This teaching practice is completed in the form of teacher-student mutual evaluation, and students evaluate the videos and texts of other groups after class. However, due to the limited personal language ability of students, inaccuracy of scoring standards, insufficient attention, and obstruction of classmates' feelings, students' overall evaluation of other people's task completion did not achieve the expected effect, failed to provide enough opinions and suggestions to the task completion personnel, and some students even gave full marks to others. There is a big deviation from the expected evaluation. In view of this situation, teachers should appropriately adjust the proportion of evaluation scores, further help students clarify the evaluation criteria, guide them to reflect on their task completion ability and language ability through the evaluation of other people's tasks, explore the advantages of others, absorb other people's suggestions, and seriously treat the opportunity of mutual evaluation to improve their language production ability.

Conclusion

Given the common problems in business foreign language teaching in colleges and universities, this paper constructs a flipped classroom teaching mode under the guidance of POA and carries out teaching practice for one semester. The experimental results show that the new teaching mode improves students' language ability, business foreign language professional skills, and learning efficiency, and achieves a good teaching effect. But at the same time, there are some problems, such as single output task design, the large amount of learning task, limited facilitation materials, low efficiency of peer evaluation, which need to be further adjusted and improved in the follow-up practice and research.

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