Action Research on Improving Intercultural Competence through Online Teaching

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Abstract

Through the student-centered teaching design, this study establishes the teaching objectives that meet the needs of students, develops learning channels, reconstructs teaching content, structurizes teaching process, diversifies teaching evaluation and feedback, and implements online teaching under the guidance of POA theory. The results show that the design has achieved high participation and efficient teaching output, and students' intercultural communication ability has been significantly improved.

Keywords

Online Teaching; Intercultural Communication; Action Research.

1. Introduction

Intercultural communication ability is becoming more and more important in the era of frequent interaction. According to the requirements of the foreign language teaching guide of the Ministry of education in 2018 and the guidance of the teaching concept of students centered and output oriented, the traditional teaching needs to be changed mainly by teachers and students lack of interaction; The teaching materials are the blueprint, the content is old and outdated: the major class teaching is the main problem, the students' personality development is insufficient [1-3], constantly adjust and perfect the teaching design, design the teaching mode of students' high participation and high efficiency output, so as to further improve the students' intercultural communication ability.

During the epidemic, online teaching provides students with more opportunities for classroom participation and can better conduct personalized learning and feedback. At present, many teachers practice online teaching in the way of action research, reflect the demands of students in the natural and real teaching environment, solve the actual problems in teaching, and continuously improve teaching [4-7]. Based on the previous research, the teaching mode is improved, and the online teaching platform is built by learning and nail direct broadcasting under the guidance of Poa theory. The online teaching with high participation is designed. The students' pre-school preview, interaction between teachers and students in class and homework feedback are integrated organically. The practice in College English 3 effectively improves students' intercultural communication ability.

Table 1. Design of Teaching Objectives

Capacities	Teaching Objectives	Examples of Objectives
Knowledge	Master the expression related to output, and be able to state the characteristics of Chinese and Western cultures under a certain theme.	Master the relevant expressions about smart phones and state the development of smart phones in China.
Skills	Make accurate and appropriate oral and written expression, and use communication strategies according to communication needs.	Be able to grasp the different consumption habits of China and the west, and sell mobile phones to Chinese and American customers respectively.
Attitude	Find cultural differences and maintain a positive, respectful and tolerant attitude towards different cultures.	Be able to explain the advantages and disadvantages of smart phones in written form.
Awareness	When communicating with people with different views or cultures, they can deal with the differences in culture and values.	Be able to debate the pros and cons of mobile phones.

2. Set up Teaching Objectives and Meet the Needs of Students

The study selects 128 sophomores in a university in Liaoning Province as the research object. According to Byram's quartering method on the elements of intercultural communication ability, language objectives and cultural objectives are integrated organically, and teaching objectives are formulated so that students can improve their intercultural communication ability while learning language. During the epidemic, online teaching was practiced, and the smart phone, unit 6 of new version of College English 3, was taken as an example to make a specific explanation.

3. Developing Learning Channels and Reconstructing Teaching Contents

At present, although there are many kinds of College English textbooks, various forms and rich contents, they are all old, shallow and piled up. Specifically, they pay less attention to the new development and frontier of the times, especially the English expression of Chinese culture; There is too much knowledge on the surface of the teaching material and lack of profound cultural analysis. Students know what it is and don't know why it is after reading; Most of the arrangement of cultural knowledge is based on stacking, which is lack of systematic carding. Students can't form an organized knowledge system through fragmented learning, which is not conducive to the transformation of knowledge into ability [9-11].

In order to solve these problems, this study uses network resources and learning platform to open up learning channels and build learning content for students. It includes building teaching material channel, courseware channel, video channel, exercise channel and discussion channel on the learning platform for learning. In the teaching material channel, teachers summarize the topics, opinions, related vocabulary and sentence patterns to help students reduce the burden. Students can quickly understand the relevant topics and information according to the curriculum arrangement, and quickly grasp the key points of knowledge. In the courseware channel, teachers make courseware for learning Chinese and Western cultures, including life customs, political economy, social norms, way of thinking, history, religious beliefs, values and non-verbal communication. These themes can supplement the shortage of textbooks and enable students to have a general understanding of Chinese and Western cultures. The video channel has purchased high-quality MOOCS resources for students and linked CCTV-News to help students obtain the latest social information and pay attention to cutting-edge developments. In the exercise channel, the language knowledge is sorted out for the students according to the theme, and the cultural knowledge is sorted out for the students according to the historical time, especially the English expression of Chinese culture. On the premise of establishing the knowledge system, students' learning situation is detected through exercises. Discussion channel, launch hot topics or learning experience discussion, students can elaborate their own views, or follow or learn from others' views, deepen their understanding of culture in the analysis and thinking, and form dialectical thinking.

4. Structured Teaching Process, Increasing Classroom Participation

Increasing classroom participation can effectively transform knowledge input into capability output. Students actively participate in the classroom under the guidance of teachers and complete the communication tasks, and can apply knowledge to real communication immediately, and learn and use them. In order to improve the participation of students and realize effective output, according to POA theory, the teaching process is divided into three parts: driving, promoting and evaluating[12].

4.1 Driving Step

The driving step will release the unit output objectives and total output tasks on the learning platform three days before class. This task is challenging for the students' current level, so as to stimulate students' interest in learning, and to use the learning channel to learn relevant information, including video, cultural materials and language expression, to obtain useful information for completing the task. The overall task setting fully considers the students' life needs and future career fields, sets up the real scene, and completes the meaningful output task.

Under the smartphone theme, you set up a scenario for future work. If you are a smartphone salesman in China, please write a sales report according to different consumption characteristics between China and the United States, and sell the products to American and Chinese customers in the appropriate way. Through analyzing the task requirements, students make clear that to complete the task, they need to check the development and functional characteristics of Chinese mobile phones, the list of mobile phone sales in China and the west, the feedback of consumers on the use of mobile phones, the vocabulary about mobile phone performance and English expression of sales. And sub groups completed the preliminary dialogue output, online submission.

The driving step makes the students clear the learning objectives and learning tasks, and understands the gap between themselves and the final goal. With the help of solving doubts and seeking to improve the mentality, the students can start the class participation learning, which can better stimulate the students' initiative and enthusiasm. The online preview can enable teachers to master the learning situation in advance and set up scaffolding for students in a targeted way. Online learning channel is convenient for students to quickly find relevant resources and grasp the key and difficult points of learning. Group interaction is conducive to the mutual evaluation and reference between groups, forming good learning habits and improving learning efficiency.

4.2 Promotion Step

The key to the process is to complete the teaching in the nail direct broadcast classroom, students participate in the task, and the teacher provides help to finish the output. The teacher divides the total task into two easy sub tasks, decomposes the difficulty of the total task, and continuously sets up scaffolding for the students in the process of completing the sub tasks, and advances step by layer, deepening the depth of thinking, and helping students achieve high output from a low starting point. It makes students learn interesting, have thoughts, learn and use them, and learn with a certain demand. The construction of teacher scaffolding is divided into three steps: View promotion, language promotion and communication promotion.

In the view promotion stage, students watch CCTV-News video "5G era of Chinese mobile phones", and briefly describe the characteristics of Chinese mobile phones in groups. Then the students complete the first sub task: please open the scene in the form of dialogue and recommend Chinese mobile phones to an American student who loves to play games. Teachers comment on the completion of the group and propose suggestions for modification. Next, students complete the second sub task: to debate the advantages and disadvantages of mobile phones. In the process of participation, students' thinking is deepening and their ability is also improved. In the stage of view promotion, students can think dialectically on a topic, but in terms of vocabulary use and sentence pattern expression, they need to be further polished.

The language promotion stage is to provide the students with the corresponding expression mode, improve the students' lack of language expression in the completion of two tasks. "The theme of smart phone provides students with a comparative rhetoric, which helps students to dialectically expound their views. Students with the correct and rich language expression, can better out the overall task. In the language promotion stage, students should write the first draft of mobile phone sales plan and submit it to the learning platform. Teachers will evaluate and evaluate each other among groups.

In the stage of structure promotion, teachers explain the first draft of mobile phone sales plan, help students to clarify the writing ideas, pay attention to rhetoric and use writing materials reasonably. After each group understands the example, it proposes a modification plan for its own plan, and uploads the revised second draft to the learning platform in the form of homework.

The promotion step is implemented in a variety of activities, such as teacher-student interaction, group interaction and group interaction, so as to achieve full coverage of interaction and increase the number and time of individual students participating in learning. Especially, the network submission and communication, students have little psychological burden, and students are more brave to participate in and show themselves.

4.3 Evaluation Step

In the evaluation process, teachers and students jointly evaluate the completion of the overall and sub tasks [13]. First, teachers make clear the evaluation standards and make evaluation demonstration. Then, students evaluate each other and self-evaluation according to the standards and examples. Finally, the teacher carries on the overall evaluation. The evaluation methods are various, such as design of evaluation topics such as practice speaking, case review, discussion and debate, project exploration, teacher led student performance, etc., and multi-directional and multi-channel evaluation of students' performance. The evaluation process focuses on promoting learning by evaluation, and students reflect and improve after evaluation, and gradually improve themselves. The evaluation link also promotes the teaching of teachers. Teachers adjust the learning progress and improve the teaching content and teaching methods through the feedback of students.

5. Diversified Teaching Evaluation and Comprehensive Testing of Learning

After a semester of teaching, the online teaching mode is evaluated in a multi-directional and three-dimensional way to test the teaching effect and students' learning effect. The assessment collected four aspects of content. First, the scale is used to evaluate students' intercultural communicative competence, and the front and back tests are compared [14-16]; Second, record the use of learning platform resources, classroom interaction and learning task participation; Third, evaluate the students' learning log and homework; Fourth, collect the feedback questionnaire, including some problems in teaching, difficulties in learning and suggestions for improvement.

The scale test found that the average score of students' intercultural communication ability increased by 18 points in the knowledge dimension, 17 points in the attitude dimension, 23 points in the skill dimension and 22 points in the consciousness dimension. Through the analysis of students' online performance, task participation, learning log and homework, it is found that students are more familiar with the English expression of Chinese culture and the connotation of Chinese culture. Students are most interested in the online courseware of the comparison of Chinese and Western cultures. They say that "the comparison of Chinese and Western cultures broadens my vision and enables me to view the same problem from multiple perspectives"; In the aspect of attitude, students show positive attitudes towards different views and values in the dialogue; In the dimension of skills, students dare to talk, are willing to talk, have the courage to learn, and actively use flexible communication strategies; In the dimension of consciousness, students are more willing to pay attention to current events and news, such as the influence of Huawei mobile phones in the world, and can treat imported products and domestic brands dialectically, and will not worship foreign countries or be arrogant.

According to the questionnaire, 92% of the students are satisfied with the teaching design. Students said that the online teaching method can provide more opportunities for each student to participate, and each student's learning situation can be concerned; The teaching content keeps up with the times and broadens the field of vision; The setting of teaching tasks is novel and in line with the actual needs; Teaching links from shallow to deep, easy to learn, and improve quickly. The teacher's instruction is focused and effective. There is a sense of satisfaction and gain in the learning process. Some students feel that they don't have a good grasp of the methods of autonomous learning and the timeliness rate of online learning is low.

6. Conclusion

This study is a new attempt to cultivate intercultural communicative competence through online teaching. This way is conducive to updating knowledge, systematizing teaching content, facilitating students' personalized learning, and promoting students' thinking and participation. Through the implementation of teaching design, it is found that students' intercultural communication ability has been greatly improved. However, due to the short time of online teaching and the small number of samples, a larger range of research and analysis is needed in the future.

Acknowledgments

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