

Teaching reform of English Intercultural Communication course based on PBL

Zhixiang Gao

(School of Foreign Languages, Institute of Disaster Prevention, Langfang 065201, China)

Abstract: From the perspective of quality-oriented education reform, higher requirements are put forward for college English teaching, that is, teachers can use a variety of teaching methods to deepen students' understanding and internalization of cross-cultural communication knowledge, so as to help students build knowledge system, improve problem-solving ability, and finally promote their all-round development. Therefore, teachers can carry out curriculum teaching reform based on the PBL (problem-oriented) concept, and set a series of questions to strengthen students' cross-cultural communication cognition, emotion, behavior and other aspects of training, so as to give full play to the educational value of this advanced method and achieve good results in English teaching. How to promote the English intercultural communication curriculum examination reform based on PBL is an important issue for teachers to solve at present. This paper will carry out an in-depth exploration around this issue, hoping to be of benefit to teachers.

Key words: colleges and universities; PBL; English Intercultural Communication course; Teaching reform

Introduction

In 2018, the Ministry of Education promulgated the National Standards for the Teaching Quality of Undergraduate Majors in regular Institutions of Higher Learning, which states that students should have the ability to use foreign languages, cultural appreciation and analysis, cross-cultural ability, critical thinking ability, research ability, innovation ability, technology application ability and independent learning ability. Therefore, the intercultural communication curriculum needs to assume the function of cultivating students' intercultural communication ability. In addition, in the Declaration on the Construction of New Liberal Arts issued by the Ministry of Education in 2020, the concepts of "integrating modern information technology to enable liberal arts education" and "actively adapting to and taking advantage of modern information technology means to achieve high-quality and high-level development of liberal arts education" are expressed, so as to cultivate students' domain knowledge and practical ability. Language is an important carrier of culture, and the purpose of language learning is to master language knowledge and skills to complete effective communication. In view of this, in the teaching process of college English intercultural communication, teachers can explore appropriate opportunities and practical paths to introduce PBL teaching method, aiming at restructuring the curriculum system, innovating teaching methods, enriching teaching content, and constantly improving the effectiveness of curriculum teaching. Among them, PBL teaching method is based on question-based students' independent learning method, that is, teachers need to carry out teaching activities according to the concept of "self-oriented" education, and students need to solve learning problems in groups or individuals. In the teaching process of different courses at different stages, the application of this teaching method has achieved remarkable application results. In the process of introducing cultural background into teaching and cultivating students' awareness and ability of intercultural communication, teachers need to use PBL teaching method to enhance students' cultural self-confidence and stimulate their sense of inquiry, so that they can solve practical problems smoothly in mutual discussion. At the same time, students can acquire basic knowledge and practical skills at the same time. Their cultural accomplishment, cooperation ability and inquiry ability can be effectively improved, laying a solid foundation for their subsequent further study and career selection.

1. The origin and connotation of PBL teaching method

PBL is a new educational model implemented by Western Medical College of the United States in the 1950s, and gradually extended to the school of education, business school and engineering school and other fields. Barrows, an American professor of neuroscience, introduced PBL into medical education at McMaster University in Canada in 1969, and it has now become popular all over the world.

PBL is a constructivist approach to teaching in which teachers set learning questions for students ahead of time, allowing them to gather material and integrate information as they search for answers to those questions. In this process, students can take the way of group cooperation and inquiry to fully discuss the questions set in advance, and then give effective answers. Based on this teaching mode, students can solve the above problems together in a group, understand the knowledge contained in these problems, and deepen their analysis of the problems and understanding of knowledge.

In the traditional sense, there exists a relationship between teachers and students of "one day as a teacher, one life as a father", which focuses on the authority of teachers, which leads to the passive learning state of students. In modern education, the relationship between teachers and students is a cooperative and interactive relationship, that is, the relationship of "teaching and learning, common development". Among them, teachers can realize the transformation from "teacher-centered" to "student-centered" through the use of PBL teaching method, which changes the identity and rights of teachers and students from the appearance, but in essence, it is necessary to focus on cultivating students' awareness of independent learning and innovative ability, so as to maximize the subjective initiative of students. At the same time, it can stimulate students' learning demand and motivation (no problem, so that they can actively cooperate and help each other to learn, construct a new knowledge system, and use existing knowledge and experience to raise questions and solve problems, and finally enable

students to actively participate in exploration and practice, get rich experience and perception. In this process, teachers need to respect students' personal ideas and subjective consciousness, guide them to make the right decision, and participate in the practice of exploration, and finally achieve good teaching results.

In view of the advantages of PBL teaching method mentioned above and the actual conditions of college English teaching, this advanced method can be applied in courses with strong cultural characteristics, so as to effectively supplement and appropriately extend traditional teaching, and finally effectively cultivate students' intercultural communicative competence.

2. The practical path of teaching reform of English intercultural communication course based on PBL

Problem-based teaching mode is applied to English intercultural communication courses, which can be effectively applied in pre-class introduction, class explanation and after-class reflection, so as to give full play to the application value of this teaching method. Based on problem-oriented learning, the main line of problems runs through the whole teaching process. In the pre-class introduction process, teachers can guide students to actively discover problems by creating problem situations; Then, in class explanation, students need to analyze problems in group form and solve problems through cooperation; Finally, in the reflection session after class, students can evaluate the learning effect through scientific testing. Meanwhile, teachers can adjust the teaching plan and mode setting according to the teaching reflection, which can finally fully improve the effectiveness of English intercultural communication teaching.

1. Optimize the pre-class lead-in process based on PBL

In the process of pre-class introduction, English teachers can design pre-class activity elements and teaching content based on students' cognitive level, basic level and practical needs, as well as the curriculum outline and teaching objectives, and integrate high-quality resources according to the teaching objectives. On this basis, teachers can set questions to introduce the teaching theme of this class, stimulate students' awareness of independent learning and mobilize their subjective initiative. Among them, teachers should fully realize that pre-class introduction is the beginning of understanding and internalizing knowledge, and the essence is to preview the new course content, so that students can enter the cross-cultural context in advance, discover and explore problems, and finally solve problems. In the pre-class preparation, teachers can rely on the network platform to collect teaching elements, make ppt courseware and record micro-class videos, which lays a solid foundation for the subsequent classroom teaching.

2. Deepening the classroom explanation based on PBL

In the process of classroom teaching, teachers need to explain in-depth on the basis of online preview and classroom introduction. In this process, teachers need to set multiple learning tasks and small goals according to the overall goal of a unit or a lesson, and convert them into a series of questions. Which includes basic problems (should know should know), key problems (reading to find the answer), comprehensive problems (thinking to find the answer), practical problems (using the knowledge to solve the problem), expansion problems (enlighten thinking answers). In this way, it can effectively trigger students' in-depth thinking, and enable students to solve problems cooperatively in group under the drive of curiosity. With a series of questions as the center, students as the center, group discussion, and problem analysis. The teacher answers the questions and explains the difficulties and problems that the students are facing in the online teaching. By watching teaching videos, playing audio, organizing culture-related situation simulation; By carrying out cross-cultural communication case analysis, cross-cultural situation simulation and other situational simulation experiments, to create an opportunity for students to show their English language learning and cultural knowledge accumulation, provide a platform for students to communicate and exchange, let students discuss together, enrich their understanding of Western culture and enrich their language practice. In the teaching process, teachers and students mainly ask questions and communicate with each other. Through the setting of the problem situation and the setting of the problem combination, students can have a clear understanding trend and a clear emotional resonance in the problem situation.

Such as teachers to explain communicative competence and intercultural communicative competence this unit, then it is necessary to define the learning goals of the unit, which requires students to master the concept of communicative competence and cultivating intercultural communicative competence. Based on this, teachers can set a series of questions for students: "What is communicative competence? What is intercultural communication competence? Why should intercultural communication competence be formed? And how to cultivate intercultural communication competence? How do students understand this concept?" This allows students to work in small groups to explore different issues in depth and encourages them to ask more questions. After this, the teacher should supervise the students to complete the group discussion and exploration, and finally analyze and find the best solution to the problem.

3. Establish an evaluation system based on PBL

In the reflection stage after class, teachers need to build a teaching evaluation mechanism to evaluate students' learning results and their own teaching effectiveness scientifically and fairly, so as to provide a clear direction for the subsequent adjustment of teaching plans and to make up for students' knowledge loopholes. To be specific, teachers can give full play to the role of teaching evaluation application by improving teaching evaluation standards and innovating teaching evaluation methods. Among them, teachers need to set after-class tasks for students to effectively evaluate their knowledge mastery and skill application level. The forms of homework can be online tests or written assignments, so as to help students' learning progress and effect. And help them to form good learning habits. For online tests, teachers can rely on the network platform to set comprehensive questions for students, so as to trigger their thinking and exploration. For written assignments, teachers can ask students to make mind maps and problem-solving flow charts around the problems after class, so as to realize the effective integration of outcome evaluation and process evaluation. In addition, teachers can also encourage students to participate in

self-evaluation, group mutual evaluation, teacher-student evaluation and other evaluation activities, so as to give real feedback on their class participation, task completion, and specific performance of the group, and finally realize the evaluation to promote learning and teaching.

4. Complete the summary reflection based on PBL

Under the new situation, teachers can also introduce advanced technology and equipment to assist in teaching activities, so as to build a diversified teaching model and provide students with more basic cultural knowledge, cross-cultural communication concepts, verbal and non-verbal communication and cross-cultural adaptation and other related content. In addition, teachers can use their own practical actions to imperceptibly influence the formation and development of students' intercultural communication ability, and finally promote their all-round development.

In this case, the role of teachers has changed into a process of promoting and guiding students, and teachers need to have high teaching design and teaching organization abilities. In cultural guidance, teachers need to mobilize students' enthusiasm and autonomy, and try to closely combine classroom explanation with practical activities. For example, teachers can organize students to watch videos and have cultural exchanges with students, so that they can take the initiative to participate in social practice, thus improving their perceptual cognition, unconsciously deepening their impression of different cultures, and enabling them to understand other civilizations more quickly.

Epilogue:

All in all, in order to adapt to the development of modern education and teaching under the new background, college English intercultural communication course teachers need to carry out teaching reform on the basis of the original teaching mode, and PBL teaching method can be introduced to achieve this teaching goal. To be specific, teachers can create oral communication scenarios for students based on PBL by optimizing pre-class lead-up, deepening classroom explanation, establishing evaluation system, completing summary reflection, etc., and guide students to think and explore deeply through questions, which can ultimately enable students to internalize basic knowledge, master communication skills, and finally achieve good teaching results. And promote the reform of curriculum teaching.

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