

# Integrating the Production-Oriented Approach with Blended Learning Modalities: An Empirical Study on Intercultural Communication Course for EFL Students at a Chinese University

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## Abstract

In the domain of higher education pedagogy, the role of Intercultural Communication English course, as a critical component of the series of college English courses, is increasingly pivotal for preparing students for professional communication in academic research and globalized workplaces. This research provides a comprehensive exploration into the pedagogical design, implementation, and outcomes of a blended-learning paradigm tailored for 'Intercultural Communication English' course, which is meticulously designed for non-English major EFL students at a prominent Chinese university. At the heart of this pedagogical design lies the incorporation of the Production Oriented Approach (POA), a methodology that emphasizes practical application, learner autonomy, and real-world relevance. The course seamlessly integrates traditional face-to-face instruction with a diverse array of digital learning modalities, including online learning modules, interactive multimedia exercises, app-based environments, and collaborative feedback mechanisms. Using a mixed-methods approach the primary objective is to enhance students' pragmatic linguistic competencies, ensuring they are well-equipped for cross-cultural contexts. Quantitative results showed a significant improvement in students' intercultural communication skills, with post-test scores in language proficiency increasing by 18% and a 25% improvement in their ability to apply intercultural knowledge in practical scenarios. Qualitative feedback revealed that 85% of students felt more confident in cross-cultural communication, and 78% reported that the blended learning environment enhanced their engagement and motivation. Preliminary findings, derived from both quantitative metrics and qualitative feedback, suggest that the integration of the POA within a blended-learning framework not only results in enhanced linguistic proficiency, multicultural awareness, and intercultural communication competence, but also fosters a more engaged and interactive learning environment. This study offers valuable insights into the pedagogical design, its theoretical underpinnings, and its implications for EFL educators and curriculum designers.

## Keywords

Production Oriented Approach, Blended Learning, EFL Instruction, Intercultural Communication, Higher Education