International Journal of Engineering, Management and Humanities (IJEMH)
Volume 6, Issue 5, Sep.-Oct., 2025 pp: 282-285 ISSN: 2584-2145 www.ijemh.com

# Applying the Production-Oriented Approach to Vocational Business English Teaching in the Context of Cross-Border E-Commerce

Cuidujuan

Date of Submission: 11-10-2025 Date of Acceptance: 24-10-2025

**Abstract:** This paper first clarifies the definition of the Production-Oriented Approach (POA). Subsequently, it discusses the current state of Business English teaching in the context of cross-border e-commerce. Based on this analysis, it proposes specific application principles and innovative implementation strategies for applying POA in Business English teaching. The aim of this study is to provide fresh insights into the development of Business English pedagogy, making it more aligned with the demands of the modern business environment.

**Key words:** POA ,Business English Teaching ,Cross-Border E-Commerce , Application

With the rapid development of Internet technology and social productivity, cross-border e-commerce is becoming the latest mode of international economic exchange in China. Cross-border e-commerce places high demands on the English proficiency of business professionals. Business talents must possess essential communication skills for transactions and be familiar with the relevant processes of cross-border e-commerce. This imposes higher requirements on the cultivation of Business English professionals. The Production-Oriented Approach (POA), as an influential English teaching methodology today, aligns well with the training requirements for Business English professionals in the context of cross-border e-commerce, effectively enhancing the quality of talent development.The Production-Oriented Approach (POA) closely integrates theoretical knowledge with practical application, effectively avoiding the common issue of "disconnection between learning and usage" seen in traditional teaching models. From the perspective of actual classroom implementation, POA can effectively address the problems of insufficient knowledge retention, low classroom engagement, and unclear teaching effectiveness among Business English students, demonstrating its value for widespread adoption. Based on the context of cross-border e-commerce, the author will further elaborate on the specific applications of POA.

## I.The definition of POA

The Product-oriented Approach is a foreign language teaching theory proposed by Professor Wen Qiufang and her team for reforming the English teaching method in China.It is the first English teaching concept combining with the Chinese characteristics,its purpose is to “overcome the disadvantages of ‘paying more attention to learning than application, and ‘paying more attention to application than learning in the process of English teaching.The production-oriented method is based on the concept of the"production-driven hypothesis.

The POA consists of three essential components including a) teaching principles, b) teaching hypothesis, and c) teacher-mediated teaching process. The teaching principles of the POA set that language learning should be ‘language-centred’, ‘learning-using integration’, and ‘whole-person education’.The teaching hypothesis of the POA posited that English teaching should be ‘output-driven’, ‘input-enabled’, and ‘selective learning’. In return, the processes of English teaching include three stages that consist of motivating, enabling, and assessing,

## II.Current State of Business English Teaching in the Cross-Border E-Commerce Context

Business English is a specialized English that combines language proficiency with commercial expertise. With the increasing maturity of the e-commerce environment, the teaching models of Business English must undergo corresponding transformations to better adapt to the current business landscape and provide enhanced communication services for commercial activities. Business English education requires students to improve their language skills while mastering key aspects of business and economic activities, such as operational logic in e-commerce management, internet-based social

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etiquette, and cultural practices of other countries.

At present, most vocational colleges have recognized the impact of cross-border e-commerce on Business English teaching. They have incorporated internet-based elements into instruction and increased the proportion of practical activities. However, overall, the prevailing teaching model still relies heavily on textbooks, with knowledge delivered unilaterally by instructors. Teacher-student interaction remains minimal. Additionally, many vocational institutions face a severe shortage of qualified Business English teachers. Some instructors, while linguistically proficient, lack formal training in business disciplines. Their unfamiliarity with the contemporary e-commerce environment has led to a decline in the overall quality of Business English education.

## III. Basic Principles of the Production-Oriented Approach (POA) in different Stages of Business English Teaching

Professor Qiu Fang believes that English teaching should be a teaching model that coordinates and combines organization, planning, and efficiency. Based on the theory of integrating learning with application, in the actual business English teaching process, students should not only learn English but also use English to complete necessary business activities, thus removing language barriers for the operation of cross - border e - commerce. This teaching concept is also in line with the learner - centered theory in the Production - Oriented Approach (POA). The specific application principles of the POA in each stage are as follows:

3.1 Application Principles in the Motivation Stage

The motivation stage of the POA is the initial stage of business English teaching activities. At this stage, teachers need to help students clarify all the contents of business English learning, that is, the output goals and tasks of teaching, to ensure that students clearly recognize their own learning tasks and stimulate an internalized driving force within them. In addition, in the motivation stage, teachers need to give full play to their guiding role and vividly demonstrate the specific communication scenarios in cross - border e - commerce activities to students in detail, leaving out no details. After the demonstration, students need to conduct communication practice based on the actual content provided by the teachers. After all the above work is completed, teachers should systematically explain the teaching goals and specific tasks to students, enabling them to truly understand the real purpose of their learning.

3.2 Application Principles in the Facilitation Stage

The purpose of the facilitation stage is to achieve a deep - seated drive for teaching activities. At this stage, teachers should clarify their responsibilities and play a leading role, providing students with input information in business English. Subsequently, students will start from their own needs and learn relevant knowledge content, ultimately improving their actual learning effects. This stage specifically includes the following aspects:

Teacher - led aspect : Teachers demonstrate the specific learning tasks for the output of business English knowledge to students.

Student - led aspect 1 : Students conduct selective learning according to their own actual needs, and teachers guide students on the problems that arise during their learning process.

Student - led aspect 2 : Students complete the practical work of business English output, initially transforming the learning content into practical skills.

3.3 Application Principles in the Assessment Stage

The assessment stage is the last application stage of the POA in Business English teaching. At this stage, teachers should make a comprehensive assessment of the actual teaching activities. The actual assessment work consists of two parts: the first part is immediate assessment, and the second part is delayed assessment. The focus of immediate assessment lies in the facilitation stage. During the process of students' selective learning and practical exercises, teachers conduct real - time assessment and guidance on students. Delayed assessment mainly takes place after the in - class tasks are completed. Teachers assign after - class tasks and make practical assessments based on the completion of students' exercises.

## IV. Innovations in the Application of the Production-Oriented Approach in Business English Teaching

4.1 Optimize the curriculum settings comprehensively

In terms of curriculum setting, relevant teaching staff in vocational colleges should first ensure its overall relevance to cross - border e - commerce. Cross - border e - commerce involves multiple aspects, including Internet marketing, computer technology, and cross - cultural communication. To break through the limitations of business English teaching, relevant teaching staff in vocational colleges can use online teaching software to popularize relevant knowledge of e - commerce English for students online. This can effectively

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address the problem of students' insufficient business English knowledge reserves and relieve the pressure caused by a large number of students' in - class practice.

In addition, vocational colleges should fully align with the specific requirements of economic globalization for talent development to enhance the quality of learning during the teaching stage. Vocational colleges can engage in in - depth cooperation with cross - border e - commerce enterprises and arrange enterprise - based practical training courses. Vocational colleges with the necessary conditions can establish practical training bases in collaboration with enterprises. In the practical training teaching, market demands should be appropriately incorporated, and certain positions should be provided for students. This helps them steadily improve their comprehensive abilities through practical operations and enables students to understand the extent of the enterprise's demand for their professional knowledge. Schools can also adjust the curriculum settings in real - time according to the specific requirements of enterprises and society to avoid the waste of talent.

4.2 Clarify teaching objectives and tasks

The ultimate goal of business English teaching is to help students communicate effectively in the e - commerce environment. For example, in cross - border e - commerce business communication, business English professionals need to raise practical questions or provide answers according to the relevant content of e - commerce work and conduct corresponding communication activities independently, such as business negotiations. This requires business English teachers to recognize the value of teaching objectives and tasks, give full play to their guiding role, and maximize the driving force of teaching.

In the teaching process, teachers can take e - commerce negotiation skills as an example. Before starting the teaching work, they should help students master the professional phrases used in e - commerce negotiations. After class, students need to search for relevant materials to understand the specific process of negotiation activities in advance and get familiar with the skills to be mastered during the negotiation process. Then, teachers need to explain issues related to business etiquette and cultural integration to ensure the authenticity and scientific nature of teaching. Finally, teachers should summarize the teaching activities.

4.3 Create real Business scenarios for teaching

Situational teaching is an important application form of the Output-driven Approach in business English teaching. In teaching, teachers need to set up a real scenario for students. During the process of setting up the scenario, teachers should ensure its authenticity and try their best to restore every detail of the business environment. When presenting the scenario, teachers need to explain the professional business English vocabulary and sentences in real - time, so that students can clearly understand the accurate expressions of various types of sentences.

In addition, teachers can adopt the method of group simulation, allowing students to independently conduct practical exercises on business English knowledge. This helps students master relevant learning content more firmly, brings novel experiences to students, enhances their enthusiasm and initiative in learning, and encourages them to actively learn business English.

## V. Conclusion

In conclusion, the POA is a new type of teaching method that has a positive impact on promoting students' English learning. When teachers apply this teaching method to the business English courses in vocational colleges, it presents significant advantages and is of great importance for cultivating compound business English talents in China.

In practical application, teachers should comprehensively optimize the curriculum, clarify teaching tasks and objectives, and recreate real - life application scenarios. By doing so, they can enhance students' enthusiasm for learning and encourage them to actively participate in actual teaching activities.

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