

**Teaching Strategies to Improve Intercultural
Competence of Business English Major Students in
Jiangxi Province of China**

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ABSTRACT

The purpose of this study was to find out the barriers and obstacles that the business English teachers encounter in intercultural education of business English majors in central part of China, and explore the teaching strategies that teachers are using to tackle those barriers. The teaching strategies were offered by a group of teachers in a university located in the capital city of Jiangxi province and useful for constructing a teaching strategy model to serve as assistance to intercultural competence cultivation.

The process and procedures used to validate the data and information were interviews with six business English teachers and questionnaires of forty-six students of business English program. The interviews were designed and conducted to collect information of the teaching barriers and strategies concerning intercultural teaching. Teachers dissected the challenges and corresponding countermeasures to develop students' intercultural competence. They generated description of the concept and elements of intercultural competence and made explanation of the cultivation of intercultural competence of business English students. Two rounds of questions were communicated with the same group of students through questionnaires. Students provided self-evaluation of their attitudes and understandings of intercultural competence. They also show their evaluation of intercultural teaching and provide some suggestions for teaching.

Conclusions made from this study include the identified barriers of intercultural teaching and intercultural teaching strategies for developing business English major students' intercultural competence. The primary barriers include lack of understanding of the importance of intercultural competence, lack of consensus on the definition of intercultural competence, and lack of full confidence in teaching competence and teaching environment. The strategies thought of by teachers cover how to define IC teaching objectives, how to enhance intercultural knowledge, how to foster critical cultural awareness, how to develop intercultural attitudes, how to retain intercultural willingness, how to improve intercultural skills, and how to integrate diversified activities. An intercultural teaching strategy model with an example of a teaching plan, based on the findings and the teaching context of the business English programme, is presented to guide intercultural competence cultivation of business English learners.

Contents

Declaration	i
ABSTRACT	ii
List of Tables	vi
List of Figures	vii
Abbreviations	viii
Chapter 1 Introduction	1
1.1 Research Context	1
1.2 Research Purpose	3
1.3 Current Research Status	4
1.4 Research Significance	8
1.5 Thesis Layout	9
1.6 Chapter Summary	10
Chapter 2 Literature Review	11
2.1 Chapter Introduction	11
2.2 Intercultural Competence	11
2.3 IC Models	16
2.3.1 Byram's Four-dimension Model	17
2.3.2 Ting-Toomey's Facework Model	19
2.3.3 Fantini's Pinwheel Model	21
2.3.4 Deardorff's Process Model	23
2.3.5 UNESCO's Intercultural Competence Tree	25
2.3.6 Council of Europe's Competence Model	27
2.3.7 Models from Chinese Scholars	30
2.4 Foreign Language Teaching Strategies	31
2.4.1 Macro Teaching Strategy	31
2.4.2 Micro Teaching Strategy	35
2.5 Intercultural Competence Teaching Strategy	37
2.6 Intercultural Teaching Competence	49
2.7 Intercultural Teaching in Business English	50
2.7.1 Business English	50
2.7.2 Business English Teaching	51
2.7.3 IC Teaching in Business English Teaching	52
2.8 Theoretical Framework for This Study	58
2.8.1 Definition of Intercultural Competence in This Study	58
2.8.2 Dimensions and Components of IC in Education	58
2.8.3 Dimensions and Components of IC Teaching Strategy	59
2.9 Chapter Summary	61
Chapter 3 Research Design and Methodology	63
3.1 Chapter Introduction	63
3.2 Research Questions	63
3.3 Mixed Methods	64
3.3.1 Research Purpose	64
3.3.2 Research Paradigm	68

3.3.3 Rationale for the Interview Approach	68
3.3.4 Rationale for the Questionnaire Approach	70
3.3.5 Rationale for the Action Research	71
3.4 Interview	72
3.4.1 Interview Design	72
3.4.2 Selection of Interviewees	73
3.4.3 Data Collection	74
3.4.5 Data Analysis	75
3.5 Questionnaire	76
3.5.1 Questionnaire Design	76
3.5.2 Selection of Students	81
3.5.3 Selection of Course	81
3.5.4 Data Collection	85
3.5.5 Data Analysis	85
3.6 Research Credibility	86
3.6.1 Role of the Researcher	86
3.6.2 Reliability of the Research Methods	88
3.6.3 Validity of the Research Methods	89
3.6.4 Ethical Issues	91
3.7 Chapter Summary	93
Chapter 4 Research Findings	95
4.1 Chapter Introduction	95
4.2 Interview Data	96
4.2.1 Teachers' Cognition of Competence and Intecultural Competence	98
4.2.2 Teachers' Perception of IC Teaching	112
4.2.3 Teachers' Action in Intecultural Competence	117
4.3 Questionnaire Data	128
4.3.1 Students' Self-Cognition of Intercultural Competence	128
4.3.2 Test Results of Students' Intercultural Competence	139
4.3.3 Students' Teaching Satisfaction Concerning IC	141
4.3.4 Students' Suggestions and Needs	146
4.4 Chapter Summary	150
Chapter 5 Discussion	153
5.1 Chapter Introduction	153
5.2 Barriers to Developing Business English Major Students' Intercultural Competence	155
5.2.1 Lack of Understanding of the Importance of Intercultural Competence	155
5.2.2 Lack of Consensus on Theoretical Concept of Intercultural Competence	158
5.2.3 Lack of Full Confidence in Teaching Qualification and Intercultural Environment	163
5.3 Application of Strategies in Developing IC of Business English Majors	168
5.3.1 Defining Intercultural Competence Objective	168
5.3.2 Enhancing Intercultural Knowledge	171
5.3.3 Fostering Critical Cultural Awareness	175
5.3.4 Developing Intercultural Attitudes	177
5.3.5 Retaining Intercultural Willingness	178
5.3.6 Improving Intercultural Skills	179
5.3.7 Integrating Diversified Class Activities	181

5.4 Transforming the Role of Teachers in IC Cultivation	183
5.5 A Teaching Strategy Model with an Example of Teaching Practice	187
5.6 Chapter Summary	192
Chapter 6 Conclusion	195
6.1 Research Summary	195
6.2 Implications for Teaching Practice	201
6.3 Implications for Further Research	207
6.4 Limitations	211
6.4.1 Methodological Constraints	211
6.4.2 Researcher Insider Status Constraints	213
6.4.3 Unconscious Cultural Biases	213
6.5 Recommendations	214
6.5.1 To Improve Teachers' Competences in IC, IC Teaching and IC Research	214
6.5.2 To Address Deeper Systemic and Structural Issues	218
6.5.3 To Drive Transformative and Pedagogical Paradigm Shifts	221
6.6 Chapter Summary	224
References	225
Appendices	241
Appendix A Information Sheet for the Institution	241
Appendix B Consent Form for the Institution	245
Appendix C Participants Information Sheet for Interview	246
Appendix D Participants Informed Consent Form for Interview	251
Appendix E Participants Information Sheet for Questionnaire	252
Appendix F Participants Informed Consent Form for Questionnaire	252
Appendix G Interview Outline	258
Appendix H Questionnaire One of Intercultural Competence	259
Appendix I Questionnaire Two of Intercultural Competence	266
Appendix J Transcripts of One Interview	273
Appendix K Codebook of One Interview	288

List of Tables

Table 1.1 Overview of Researches with “Intercultural Competence” in the Title Published in China from Jan. 2008-Dec. 2022	7
Table 2.1 Byram’s Four-dimension Model	18
Table 2.2 Intralingual and Crosslingual Teaching Strategies	32
Table 2.3 Characteristics Associated with Analytic-experimental Strategy Dimension	33
Table 2.4 Explicit-implicit Strategy Dimension	34
Table 2.5 Hofstede's Cultural Dimensions	39
Table 2.6 Unit Framework for Intercultural Competence	41
Table 3.1 Basic Information of Interviewees	73
Table 3.2 Conceptualizing Frame of Interview Date Analysis	76
Table 3.3 Dissection of Intercultural Competence in Different Courses	82
Table 4.1 Themes and Codes	97
Table 4.2 Competences of Business English Majors Mentioned by the Teachers	99
Table 4.3 Components of Intercultural Competence Mentioned by the Teachers	107
Table 4.4 Ways to Develop Students’ IC	110
Table 4.5 Teaching Barriers and Challenges	113
Table 4.6 Teaching Strategies Mentioned by the Teachers	117
Table 4.7 Teaching Activities Recommended by the Teachers	118
Table 4.8 Students’ Self-assessment of Intercultural Knowledge	129
Table 4.9 Students’ Self-assessment of Intercultural Willingness	130
Table 4.10 Student’s Self-assessment of Intercultural Skills	132
Table 4.11 Student’s Self-assessment of Intercultural Awareness	134
Table 4.12 Scores of Four Dimensions of IC in the Two Questionnaires	137
Table 4.13 Scores of Students’ Intercultural Competence	140
Table 4.14 Percentage of Teaching Satisfaction in Questionnaire One	142
Table 4.15 Percentage of Teaching Satisfaction in Questionnaire Two	143
Table 4.16 Scores of Teaching Satisfaction	144
Table 4.17 Correlations of IC and Teaching Satisfaction in Questionnaire One	145
Table 4.18 Correlations of IC and Teaching Satisfaction in Questionnaire Two	145
Table 5.1 A Teaching Plan of Intercultural Skills	189
Table 6.1 An Overview of Critical Research Issues	199

List of Figures

Figure 1.1 Numbers and Trend of Researches with “Intercultural Competence” in the Title Published in China from Jan. 2008-Dec. 2033.....	6
Figure 2.1 Intercultural Communicative Competence and Intercultural Competence.....	17
Figure 2.2 Facework-based Model of Intercultural Competence	20
Figure 2.3 Fantini’s Intercultural Competence Dimensions	22
Figure 2.4 Process Model of Intercultural Competence.....	24
Figure 2.5 UNESCO Intercultural Competence Tree	26
Figure 2.6 Competence Model of Council of Europe.....	28
Figure 2.7 Culture Onion: Manifestations of Culture at Different Levels of Depth.....	56
Figure 2.8 Crosslingual-intralingual Dimension.....	59
Figure 2.9 Research Theoretical Framework.....	60
Figure 3.1 Research Paradigm and Research Methods.....	67
Figure 3.2 Classifications of Questions in Part I of Questionnaire.....	78
Figure 4.1 Data Distribution of IC Self-assessment	138
Figure 4.2 Comparisons of IC Self-assessment between Two Questionnaires.....	138
Figure 4.3 Data Distribution of IC Self-assessment plus Test.....	146
Figure 4.4 Word Frequencies of Students’ Advices in Questionnaire One and Two.....	146
Figure 4.5 Word Frequencies Given by Students in Questionnaire One.....	147
Figure 4.6 Word Frequencies Given by Students in Questionnaire Two.....	148
Figure 4.7 Students’ Language Choice in Writing Suggestions.....	149
Figure 5.1 The Business English Curriculum.....	171
Figure 5.2 Cultural Layers and Elements.....	174
Figure 5.3 An IC Teaching Strategy Model of Business English.....	188
Figure 6.1 A Framework for IC Teaching Planning.....	201

Abbreviations

Abbreviation	Stands for
AI	Artificial Intelligence
RQ	Research Question
CET-4	College English Test-Band 4
CNKI	China National Knowledge Infrastructure
COVID-19	Corona Virus Disease 2019
ESP	English for Specific Purposes
IC	Intercultural Competence
ICC	Intercultural Communicative Competence
ITC	Intercultural Teaching Competence
LTO	Long Term Orientation
STO	Short Term Orientation
TBLT	Task Based Language Teaching
TEM-4	Test for English Majors-Band 4
TESOL	Teaching English to Speakers of Other Languages
UNESCO	United Nations Educational, Scientific and Cultural Organization
UWTSD	University of Wales Trinity Saint David

Chapter 1 Introduction

1.1 Research Context

With the rapid growth of the global economy and advancements in science and technology, particularly the rapid development of information technology, various aspects of our world, such as the economy, trade, politics, culture, education, and daily life, have all embraced internationalization, globalization, and diversification. Throughout these processes, ethnic groups continuously surpass the cultural boundaries of their nations. Different cultures affect, permeate, complement, and integrate with one another as intercultural communication and exchanges become increasingly prevalent. However, in intercultural communication, individuals from different cultural backgrounds possess distinct values, ways of thinking, and behaviors, which present new challenges and problems to us. Simultaneously, intercultural communication brings forth fresh experiences and opportunities. In China, there exists a strong desire to enhance the quality and efficacy of intercultural communication in order to promote mutual understanding and cultural integration. As Sun (2017), Liao and Li (2023) claimed, Chinese foreign language education holds the responsibility to cultivate students' intercultural competence to meet these needs.

Intercultural competence plays a crucial role in international business, as it helps business people adapt and navigate different cultural contexts in business worlds, thus increasing the opportunities of successful transactions. The importance of intercultural competence in international business activities has been recognized and discussed by Emmerik, Gardner, Wendt & Fischer (2010), Bruyaka & Prange (2020), and Paparoidamis, Tran & Leonidou (2021) in their researches. A statement given by UNESCO clarifies the importance of intercultural competence in the increasing diversified world:

The costs of intercultural incompetence are so high, including all the dangers of conflict and war ... just as our future depends upon actions taken today, so the future of cultural diversity respectful of human rights in our social world depends upon our ability to gain and demonstrate intercultural competence today.

Intercultural competence is an important prerequisite for successful international operation and business of enterprises. It is seen as a guarantee of the important factors of the success of intercultural communication, which is also viewed as an important premise to improve personal ability in the workplace.

It needs to be emphasized that the deepening of globalization in politics, economy and social life and the growth of frequent of communication between different cultures do not mean that people's intercultural competence can develop automatically. Some studies by Hofstede (2001), Porter (2004), Eggert et al. (2018), Weintraub & Pinkleton (2015) and Guénier (2020) proved that intercultural cooperation among enterprises are impacted greatly by culture diversities. Different cultural backgrounds pose significant obstacles to intercultural business, management and cooperation, which are unlikely to diminish quickly despite ongoing collaboration. Therefore, if students' intercultural competence can be developed during their university years, they will be ready and able to overcome intercultural barriers more quickly when they enter into international job positions.

The establishment and development of the business English major in China aims to tackle the challenge of limited intercultural competence among professionals in international business. Students majoring in this programme are cultivated to acquire crucial skills in business communication, writing, speaking, negotiating, and intercultural communication. Additionally, they are educated to develop a solid foundation in business English knowledge and proficiency. These competencies are indispensable in various domains related to global business, such as international trade, multinational company management, and international marketing. Through the study of business English, students will gain a deep understanding of the challenges posed by the international business environment and enhance their ability to navigate intercultural interactions. This, in turn, will improve their efficiency in collaborating with foreign customers and partners.

However, the interdisciplinary nature of the business English major presents challenges for

foreign language teachers in fostering intercultural competence among students, such as how to involve integrating intercultural objectives into the curriculum, how to incorporate intercultural competence development into classroom teaching, and how to distinguish it from traditional language instruction. As such, business English teachers must carefully control their teaching strategies to ensure the effectiveness of intercultural teaching.

1.2 Research Purpose

This study attempted to find some pedagogical solutions to the barriers in intercultural competence education of business English major. It aimed to respond to the following six research enquiries: RQ1. What are the barriers in developing Chinese business English major students' intercultural competence in higher education? RQ2. How do teachers perceive the concept of intercultural competence? RQ3. How do teachers choose and use teaching strategies in intercultural teaching? RQ4. What are students' perceptions and levels of intercultural competence? RQ5. How do students' perceptions and competence change after a period of action research? RQ6. How to design a teaching plan that reflects intercultural teaching strategy to improve students' IC?

According to the research questions, the study conducted investigation and analysis to achieve the following six research aims through the whole action research process:

- (1) To discover the barriers teachers are encountering in developing business English students' intercultural competence.
- (2) To explore teachers' perceptions of intercultural competence.
- (3) To identify the teaching strategies applied by the educators and teachers in business English classes for developing students' intercultural competence.
- (4) To discover students' perception of intercultural competence and their general intercultural competence level so as to know students' needs for planning intercultural competence teaching.
- (5) To find out the changes that happens on students when the innovation has been carried out in the course for one term so as to check out whether their intercultural competence have been improved.

(6) To work out a teaching plan sample based on intercultural competence teaching strategies.

The study used mixed methods of qualitative approach and quantitative approach. Through qualitative research interviews, this study first summarized the main obstacles encountered by teachers in cultivating intercultural competence. Subsequently, it explored teachers' cognition and understanding of intercultural competence, identified commonly used teaching strategies under the political, economic, and cultural background of Jiangxi province, and proposed measures and suggestions for cultivating intercultural competence in the current social conditions. Through the quantitative research of the questionnaire, learners' cognition and level of intercultural competence were explored. The quantitative approach was used to elaborate two research hypotheses: (1) Students' intercultural competence will improve if teachers implement certain intercultural teaching strategies in business English instruction; and (2) students with high satisfaction in intercultural teaching have higher intercultural assessment levels compared to students with lower teaching satisfaction.

1.3 Current Research Status

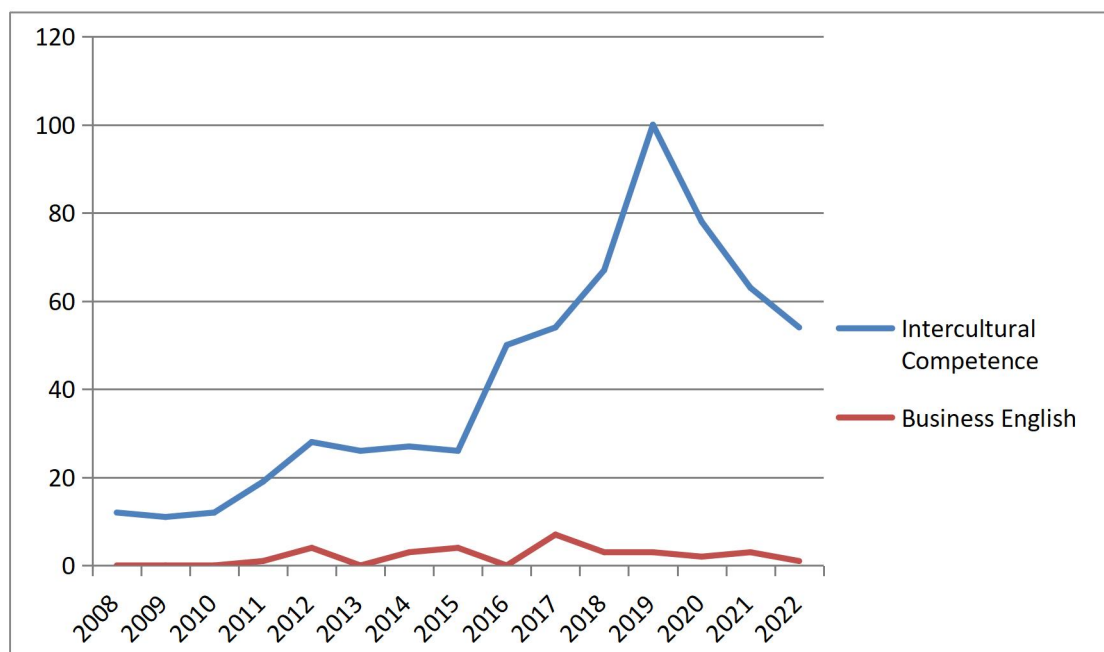
In the past 50 years, the academic field has yielded a wealth of valuable research findings on intercultural competence. It explored its conceptual foundations as defined by Ruben (1976), Imahori & Lanigan (1989), Lambert (1994), Bennett (1993), Byram (1997), Fantini (2001), Ting-Toomey (2005), Deardorff (2004), Spitzberg (2009), Sun (2016), Gu (2017), and Wang (2019). Moreover, it examined the cultivation of intercultural competence, as explored by Byram (2008), Feng (2009), Tomalin (2009), Jack (2009), Romanowski & Bandura (2019), Deardorff (2020), Hall (2020), and East et al. (2022), as well as the methods for its evaluation, as researched by Koester & Olebe (1988), Ting-Toomy & Kurogi (1998), Byram (1997), Ting-Toomy & Kurogi (1998), Byram (2000), Hammer, Bennett & Wiseman (2003), Deardorff (2004, 2006, 2015), Fantini (2000, 2006, 2009), Peng, Wu, & Fan (2014), Zhang (2018), Sun (2016, 2017, 2019), and Puntì & Dingel (2021).

Among these research results, those that can provide first-line foreign language teachers with practical and operable teaching and learning guidance are insufficient. Rauschert & Byram (2018, p. 353), and East et al (2022, p.33) found out that many teachers agree with the importance of intercultural competence cultivation, but they are facing multiple challenges when implementing intercultural dimensions into teaching practice. Moloney (2008, p. 11) and Siqueira (2017, p.391) argued that teachers are lacking in specific guidance of teaching theories and methods. Teachers may be confused, helpless and powerless in daily intercultural teaching due to the lack of instructions. Therefore, it is urgent to strengthen the research on intercultural teaching difficulties and teaching strategies of front-line teachers. This study made an attempt to discuss the problems in IC teaching and provide some possible instructions for teaching practices.

The topic of intercultural competence has aroused wide attention and research in China. Some scholars investigated the current situations of intercultural competence for different subjects, such as international business people by Wang (2015), students by Wang (2011), teachers by Wei (2008), medical staff by Liu (2010), Zhang (2015), and public servants and librarians by Tang & Song (2011). Other scholars such as Yang & Zhuang (2007), Yan (2016) and Ming (2016) studied the conceptual composition of intercultural competence. At the same time, scholars and teachers have carried out extensive research on the cultivation of intercultural competence. Among them, Zhang (2012), Hu (2013), Ge & Wang (2016), Sun (2016), Yan (2018), and Zhang (2022) made discussions on the objectives, principles, approaches and other topics of intercultural competence cultivation in foreign language teaching. Kong & Luan (2012), Sun & Xu (2014) and Gu (2017) invented theoretical models and practical models for the cultivation of intercultural competence in foreign language teaching. There are also empirical studies on intercultural teaching in different foreign language courses, including Chang & Zhao (2012)'s study on *College English* for non-English majors, Huang (2015), Fu & Zhang (2017), and Zhang & Zhao (2018)'s study on *Integrated English* for English majors, Yan (2018)'s study on *English Newspaper Reading* and Zheng & Li (2016)'s study on *Language, Culture and Communication* for English and translation majors. This study searched research results on CNKI (China National Knowledge Infrastructure) with "intercultural competence" as a key

word in the titles and unearthed a total of 627 articles between January 2008 and December 2022. The overview of numbers and trends of IC research results in China is illustrated in Figure 1.1.

Figure 1.1 Numbers and Trend of Researches with “Intercultural Competence” in the Title Published in China from Jan. 2008-Dec. 2022



The diagram above shows the number of research on intercultural competence has been increasing since the year of 2008. It reached to the summit in 2019 with a total of 100 articles, and then declined in the following years due to COVID-19 pandemic. Through sorting the Chinese academic database, it was found that there is a scarcity of literature regarding intercultural teaching within the realm of Chinese business English. These publications were diverse in nature, comprising 409 academic journals, 78 dissertations, 14 conference papers, 1 book, 1 publicly published achievement, and 9 academic journals, along with 117 characteristic journals as classified by CNKI. The research endeavors encompass a wide array of domains, including basic theory study, empirical research, education and teaching, and business English. The details are as shown in Table 1.1.

**Table 1.1 Overview of Researches with “Intercultural Competence”
in the Title Published in China from Jan. 2008—Dec. 2022**

Year	Number	Theory Review		Empirical Research		Education and Teaching		Business English	
2022	54	5	9%	14	26%	37	69%	1	2%
2021	63	39	72%	8	13%	53	84%	3	5%
2020	78	9	17%	6	8%	67	86%	2	3%
2019	100	2	4%	4	4%	92	92%	3	3%
2018	67	5	9%	2	3%	62	93%	3	4%
2017	54	8	15%	4	7%	50	93%	7	13%
2016	50	6	11%	4	8%	46	92%	0	0%
2015	26	2	4%	2	8%	25	96%	4	15%
2014	27	1	2%	2	7%	26	96%	3	11%
2013	26	1	2%	2	8%	26	100%	0	0%
2012	28	7	13%	0	0%	27	96%	4	14%
2011	19	3	6%	1	5%	19	100%	1	5%
2010	12	1	2%	2	17%	11	92%	0	0%
2009	11	3	6%	0	0%	9	82%	0	0%
2008	12	2	4%	1	8%	9	75%	0	0%
Total	627	94	15%	52	8%	559	89%	31	5%

From Table 1.1, it can be seen that most of the researches are related to the intercultural education and intercultural teaching with a highest percentage of 89%. The percentage of researches dealing with the recognition and understanding of the concept of intercultural competence is 15%. Only 5% of the research results show their concern of intercultural competence in business English. In-depth exploration of these literature sources reveals that the current research exhibits limitations in two key areas. Firstly, there is a scarcity of studies on the practical implementation of intercultural competence teaching. Secondly, there is a lack of research on fostering intercultural competence in business English majors.

However, the establishments and development of business English majors in different universities grow fast in Jiangxi province and other areas in recent China. Based on the list of newly registered undergraduate majors released by the Ministry of Education of the People’s Republic of China (2021), eleven universities established business English majors in the year of 2021 in China. Two of the eleven new universities are in Jiangxi province: Jiangxi Institute of Fashion Technology and Nanchang Institute of Technology. By the end

of year 2022, there are twenty one universities having business English programmes in Jiangxi province with a total of 415 universities in China according to Business English Teaching and Research (2022). However, in the year of 2021 there are only three published research articles on the cultivation of intercultural competence in business English teaching. There are few researches on the cultivation of intercultural competence of business English majors. It is a challenge and an urgent need for business English teachers and researchers to study IC in business English teaching.

1.4 Research Significance

This study delves into the concept of intercultural competence, provides comprehensive insights into intercultural competence and provides suggestions in IC teaching. By addressing these issues, the study makes some contributions to business English teaching and IC teaching in the academic research. This study's development and findings help to distinguish related concepts such as intercultural competence, intercultural communicative competence, and business English more effectively.

Furthermore, it bridges the gap between theoretical concepts and practical applications in the realm of business English education. It puts forward some feasible suggestions for the cultivation of international business talents in Jiangxi Province, China. The suggestions provide some inspiration and implication for intercultural competence education to colleges and universities in similar cultural environments. Specifically, there are six implications for teaching practices. First, this study raises awareness of IC teaching among business English teachers, which helps teachers make a shift of teaching objective from traditional pure language competence to multi-competence. Second, in addition to business English teaching, other disciplines and majors in arts such as literature and linguistics can obtain benefits from this study through a shift of teaching objective and refining of teaching strategy in these disciplines. This can greatly promote the intercultural education of arts majors in China. Third, through the research and the practice of IC teaching, teachers can gradually recognize the specific content of intercultural competence, such as the basic four-dimensional system of IC: knowledge, skills, attitudes and awareness.

Fourth, a clearer understanding of concepts and a clearer recognition of problems can help teachers increase their self-confidence in IC teaching. Fifth, the teaching strategy model and teaching plan example in this study can provide useful reference for business English teachers in teaching design practices. Last but not least, proper intercultural teaching can help teachers prepare students' readiness and confidence in future intercultural communication.

1.5 Thesis Layout

This thesis consists of six chapters. The first Introduction Chapter discusses the importance and necessity of the study of business English majors' intercultural competence in the context of globalization. At the same time, it points out the main limitations of China's intercultural competence research and the basic context of intercultural competence teaching in Jiangxi Province. It also proposes the research objectives, research methods and thesis framework. The second Literature Review Chapter focuses on the representative studies on the concepts of intercultural competence, the theoretical model of intercultural competence, intercultural education, language teaching strategies, intercultural teaching strategies, intercultural teaching competence and intercultural teaching of business English. The third Research Methodology Chapter is about the research methods, focusing on rationale of research methods, research design, research process, and ethical issues. The fourth Research Findings Chapter presents the research findings. Through analysing the statistics and collation of the interview data, it summarizes the specific details of business English teachers' interview results on three aspects of intercultural competence teaching: cognitive level, perceptual level and action level. Through analysing the statistics and collation of the questionnaire data, this paper analyzes the findings of business English majors in three aspects: cognition, assessment and teaching satisfaction. The fifth Discussion Chapter is the discussion section. It analyzes barriers in developing business English majors' intercultural competence, and application of teaching strategy of intercultural competence in details. It concludes the discussion with a teaching strategy model. The sixth Conclusion Chapter is the conclusion of the whole paper, summarizing the main research results of this study. It makes reflection on the research limitations and

proposes some suggestions for intercultural teaching and further research.

1.6 Chapter Summary

In summary, this chapter primarily serves to introduce the background of intercultural competence research. Previous studies in China have primarily concentrated on defining and highlighting the significance of intercultural competence. However, there is a noticeable lack of research specifically addressing the cultivation of intercultural competence among business English majors. Thus, the objective of this study is to fill this research gap by exploring effective teaching strategies to develop intercultural competence among business English majors. By conducting this research, valuable contributions might be made to both the theory and the practice in this field, ultimately facilitating the optimization of intercultural competency training for business English majors.

Chapter 2 Literature Review

2.1 Chapter Introduction

To comprehensively explore the perception and interpretation of intercultural competence in the context of business English teaching and learning, this literature review delves into the various implications of intercultural competence within specific educational settings. Through the examination of established theories, this section reviews some intercultural competence models and pedagogical strategies used by educators to foster intercultural competence among foreign language learners. Furthermore, it scrutinizes theories and practices in business teaching, as well as intercultural teaching in business English. The scope of this literature review involves an extensive analysis of seminal works and established theories on intercultural competence by researchers, institutions, and organizations. The structure of this review is centered on seven key themes: intercultural competence, intercultural competence models, language teaching strategies, intercultural competence teaching strategies, intercultural teaching competence, intercultural teaching in business English education, and the theoretical framework that underpins this study.

2.2 Intercultural Competence

This study underscores the imperative of cultivating students' intercultural competence, thus necessitating a clear understanding of its conceptual framework and essence. Intercultural competence stands as a cornerstone in the realm of intercultural communication, extending its significance across diverse disciplines including linguistics, education, business, and psychology. Since the 1970s, scholars have dedicated considerable effort to defining this term, enriching our comprehension and accuracy regarding its essence. Various perspectives have emerged from the academic discourse surrounding intercultural competence, reflecting the complexity of its interpretation.

The origin of the concept of IC can be traced back to 1970s when Ruben (1976) advocated his communication theory with seven components related to intercultural competence in different cultural contexts. Ruben (1976) analyzed intercultural competence from the

perspective of behaviorism. He saw intercultural competence as a set of identifiable communication skills. From his view respect, empathy and tolerance for ambiguity are the three key elements of intercultural competence. After that, numerous different terms and definitions were proposed by scholars and educators. Schauer (2023) found some scholars use IC and intercultural communicative competence interchangeably. Moeller and Osborn (2014) viewed IC same as intercultural communicative competence. Witte and Harden (2011) expanded the perspectives and tried to make a universal definition of IC.

Among the scholars, Michael Byram is a well-known figure in the field of intercultural competence. Schauer (2023) pointed that his works are frequently cited in publications on L2 language learning and teaching. Byram clearly defines the intercultural competence and intercultural communicative competence in his study and publication. Jackson commented that

Byram's (1997) model of intercultural communicative competence has had a major impact on intercultural pedagogy and second/foreign language teaching, especially in Europe.

(Jackson, 2019, p.482)

Michael Byram's definition is the most widely recognized and most influential conception of intercultural competence in the field of English language teaching in China, as Wang (2016), Zheng (2018), and Wu (2022) claimed. Wang writes, "As of 21st July (2016), there are 570 papers in the CNKI database citing the works of Michael Byram" (Wang, 2016, p.12).

Byram (1997, 2021) believed that IC is the basis of intercultural communicative competence. In his opinion, intercultural competence, linguistic competence, sociolinguistic competence and discourse competence interact with each other and work together to achieve communication goals. He (1997, 2021) emphasized that being intercultural should become the aim of foreign language education. "Being intercultural" meant by Byram (2012) is to create a third space for intercultural dialogue rather than only to acknowledge the existence of the other culture and have a dialogue in the other language.

It is enlightening if we can understand that only by this way can communicators keep their own cultural identity as well as show respect to other cultures.

Byram's intercultural competence model set a solid theoretical foundation for many researchers such as Schauer (2023), Jackson (2019), Wang (2016), Zheng (2018), and Wu (2022). Their researches are based on Byram's theory. Byram (1997)'s theory of IC is constructed from the perspective of foreign language education, and it defines the competent intercultural communicators as intercultural speakers who have the language capacities and sociocultural knowledge, and are competent to coordinate with each other in different cultural systems. Due to its systematic logic in the relationships among language, culture and intercultural communication, it is adopted as the core theory for constructing the research frame in this study. However, it should be noted that Byram's intercultural theory is constructed based on European and western contexts. It has been practiced and applied by many researchers and educators in the context of China, but the definition of intercultural competence needs to be reexamined to consider the Chinese culture and local intercultural contexts.

To promote the development of intercultural dialogue and peace, UNESCO carried out intercultural programmes and issued *Intercultural Competencies: Conceptual and Operational Framework*. It defined intercultural competence as:

having adequate relevant knowledge about particular cultures, as well as general knowledge about the sorts of issues arising when members of different cultures interact, holding receptive attitudes that encourage establishing and maintaining contact with diverse others, as well as having the skills required to draw upon both knowledge and attitudes when interacting with others from different cultures .

(UNESCO, 2013, p.16)

The above definition given by UNESCO covers elements in three aspects: knowledge, attitudes and skill. Knowledge in the definition refers to understanding of particular cultures and general understanding of culture interactions. Attitudes refer to willingness to establish and maintain contact. Skills here, acting as a connection of knowledge and

attitude, are about how to utilize knowledge and attitude to achieve communication process. This definition explains intercultural competence from three aspects: knowledge, attitudes and skills. This explanation of three dimensions makes general public understand intercultural competence easily.

However, this definition focuses more on knowledge of cultural differences and has not yet incorporated how to handle cultural differences. This definition can help people recognize the importance of cultural differences, but it does not present fundamental attitudes and skills for handling them, such as respect and critical thinking. Therefore, this definition is somewhat partial and lacks comprehensiveness. How to handle cultural differences should be a core part of intercultural competence.

In *Reference Framework of Competences for Democratic Culture* Council of Europe explains intercultural competence as follows:

Interculturally competent behavior is viewed as arising from a dynamic and adaptive process in which an individual responds appropriately and effectively to the constantly shifting demands, challenges and opportunities that are presented by intercultural situations.

(Council of Europe, 2018, p.35)

This elaboration refers intercultural competence as a responding behavior to intercultural situations. It virtually points out the attributes of IC in the communication process and presents the roles of IC in real interaction. The key terms used in this definition are abstract and general, offering limited reference value for individuals and organizations seeking to cultivate intercultural competence. For instance, terms like “demands”, “challenges”, and “opportunities” fail to provide a clear understanding of the actual requirements of intercultural communication.

The above two definitions from the western unions are based on a high level of multilingual and multicultural social context. For many nations in Asia, foreign language acquisition is processed in schools. Students learn foreign language from primary schools

to universities, but they hardly have any chances to use foreign languages in work or society. Students in central part of China currently have limited opportunities to engage in intercultural communication with individuals from foreign cultures, both in face-to-face settings and online platforms. The social foundation and ecology for intercultural competence development in those regions is poor.

Some Chinese scholars delved into the conceptual framework of intercultural competence. Yang and Zhuang (2007) incorporated global awareness, knowledge, practical practice, and cultural adaptation into the components of intercultural competence. Yan (2016) pointed out that intercultural competence should include three components: communicative competence, communicative motivation, and knowledge accumulation. Ming (2016) proposed a similar view that intercultural competence has three main components: communicative motivation, knowledge, and skills. Wang defines intercultural competence as: “Cognitive-level intercultural knowledge; linguistic fluency at the functional level; creativity and proactivity at the behavioral level; and sense of responsibility and critical thinking in intercultural communication” (Wang, 2019, p. 47). Some scholars such as Wei (2008), Liu (2010), Wang (2011), Tang & Song (2011), Wang (2015), and Zhang (2015) investigated the situation and status of intercultural competence from different intercultural subjects of international business people, students, teachers, medical staff, public servants and librarians.

Some other scholars in China conducted researches on one or some specific components of intercultural competence. The researches mainly focus on specific elements of knowledge, awareness, attitudes, and intercultural skills. In terms of knowledge, Zhao (2016) emphasized the importance of introducing culture into foreign language teaching. He pointed out that cultural teaching is conducive to cultivating students' intercultural competence. In terms of attitudes, Du (2015) explored the relationship between cultural identity and identity anxiety among foreign language learners. In terms of cultural sensitivity, Li (2015) conducted an intercultural sensitivity survey on 757 students from Northern Polytechnic University. The survey found that students' intercultural sensitivity in

the university is at a moderate level. The survey also found that students majored in art have higher intercultural sensitivity than students majored in science. In terms of intercultural adaptation, Hu (2016) analyzed the intercultural adaptation of university students. These studies provide useful reference for Chinese teachers and academics to recognize and develop students' intercultural competence in school settings.

Chinese scholars have made significant strides in understanding and conceptualizing intercultural competence. However, there are some limitations in these studies. Firstly, there is a lack of consensus. While there are multiple proposed frameworks for intercultural competence, there doesn't seem to be a consensus on the exact components or definitions. Each scholar presents their own perspective, which can lead to confusion and inconsistency in research and teaching. Secondly, there is a limited scope. Many studies focus on specific aspects or components of intercultural competence, such as knowledge, attitudes, and skills. They may overlook the holistic nature of intercultural competence. Overall, while Chinese scholars have made valuable contributions to the study of intercultural competence, there is still room for further research to address these limitations and enhance our understanding of this complex phenomenon.

2.3 IC Models

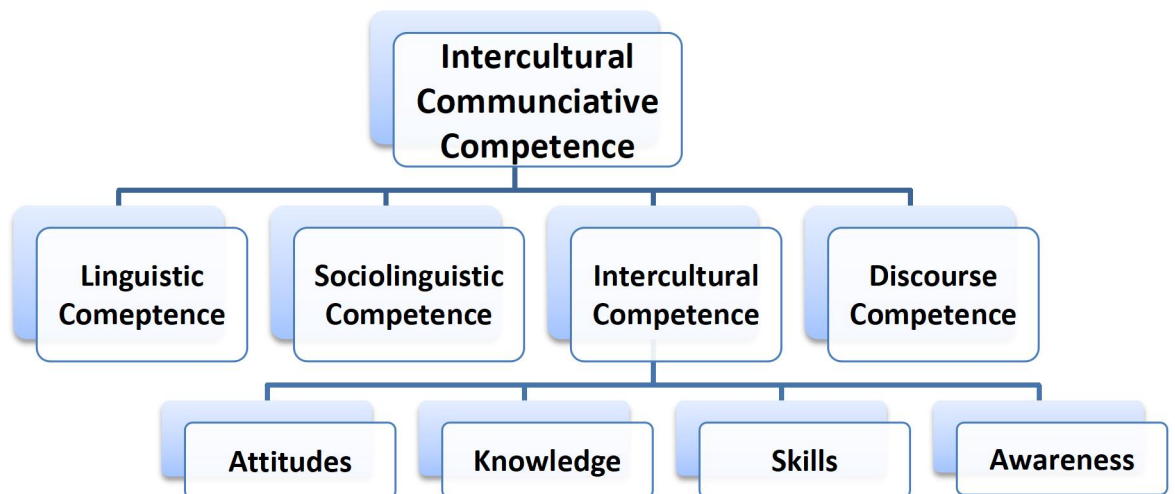
A variety of models were created to construct the systematic theory of intercultural competence. Regarding the specific needs of intercultural teaching practice of business English, this part selects and analyses six well-recognized educational models: four-dimensional model of Byram (1997, 2021), facework model by Ting-Toomey (1998), pinwheel model of Fantini (2001), process model of Deardorff (2006), the competence tree model created by UNESCO (2013) and the intercultural competence model provided by Council of Europe (2018). They are introduced to support the construction of the scheme of intercultural competence theoretical system. The detailed explanation and illustration of the six models provides theoretical support and understanding for this research and constructs a part of the theoretical system of this study.

2.3.1 Byram's Four-dimension Model

Michael Byram invented two models relevant to intercultural competence: intercultural communicative competence model and intercultural competence model. The former is the basis of the latter; and the latter is the complement and upgrading of the former.

Byram (1997) firstly established and developed the intercultural communicative competence (ICC) model. Different from exploring the competence in a practical and social angle, it is constructed from the perspective of foreign language education. It has been verified in numerous empirical studies and has been most widely used. It has become one of the classic intercultural theories. The model of intercultural communicative competence is composed of four dimensions: “(1) linguistic competence; (2) sociolinguistic competence; (3) discourse competence; (4) intercultural competence” (Byram, 1997, pp. 47-48). The following diagram Figure 2.1 presents the key points of Byram's theories of ICC and IC and their relationship.

Figure 2.1 Intercultural Communicative Competence and Intercultural Competence



From figure 2.1, we know that in Byram's theory IC is an essential part of ICC. Byram's ICC models explicitly distinguish four different categories of competences. Although it still highlights the importance of linguistic competence and put it at the first place, it expands the scope of language education from traditional language proficiency—linguistic

competence to include intercultural competence.

The second model proposed by Byram (1997) is IC model. It takes knowledge, skills, attitudes and awareness as the main dimensions. The four dimensions and descriptions are presented in Table 2.1 below.

Table 2.1 Byram’s Four-dimension Model

Model	Dimension	Description
Intercultural Competence	Attitudes	curiosity, openness, readiness to suspend disbelief about other cultures, belief about one’s own culture
	Knowledge	knowledge of social groups, products, practices, the general processes of societal and individual interaction
	Skills	interpreting, relating, discovery, interaction
	Awareness	critical cultural awareness/ political education, self-awareness, sociolinguistic awareness

Adapted from Byram’s IC model (Byram, 1997, pp.34-38)

From the middle column of the above table, we can find Byram’s four dimensions of intercultural competence: (1) attitudes; (2) knowledge; (3) skills; and (4) awareness. In the right column, a variety of specific factors comprising each dimension. The Knowledge Dimension includes the cultural knowledge of one’s own country and that of other countries, such as social politics, religion, history, geography, social etiquette, behavior norms, living customs and values. The Skills Dimensions are divided into two categories: one is interpretation and connection, that is, the ability to explain, understand, connect, observe, analyze, evaluate cultural differences or conflicts and effectively coordinate the differences or solve the conflicts; the other is discovery and interaction, that is, the ability to learn new cultural knowledge, attitudes and consciousness through verbal or non-verbal communication and interaction. Attitudes Dimensions include respect, openness, curiosity, optimistic acceptance and tolerance. The Awareness Dimensions include critical cultural awareness, self-awareness, and sociolinguistic awareness.

Byram’s ICC model and IC model are completely two different models, but they have a close correlation between each other. The ICC model redefines the ultimate goal of foreign

language education. Foreign language education is not just about developing language users, but about cultivating intercultural communicators. The IC model is an interpretation of one dimension of the ICC model and provides a comprehensive interpretation of what intercultural competence entails. The two models provide theorists with new perspectives and establish a theoretical foundation to reconsider the purpose and approaches of foreign language education. However, as Matsuo (2012) and Hoff (2014) pointed out in their research, it hardly offers practical assistance for practitioners - teachers - in making decisions and taking actions.

In this study, the four dimensions in Byram's IC model are used as a reference to construct a strategy model of intercultural competence teaching, which provides a basic theoretical basis for the research methods and processes. Then how to set the specific factors in each dimension as specific teaching objectives to direct teaching is the focus of this study.

2.3.2 Ting-Toomey's Facework Model

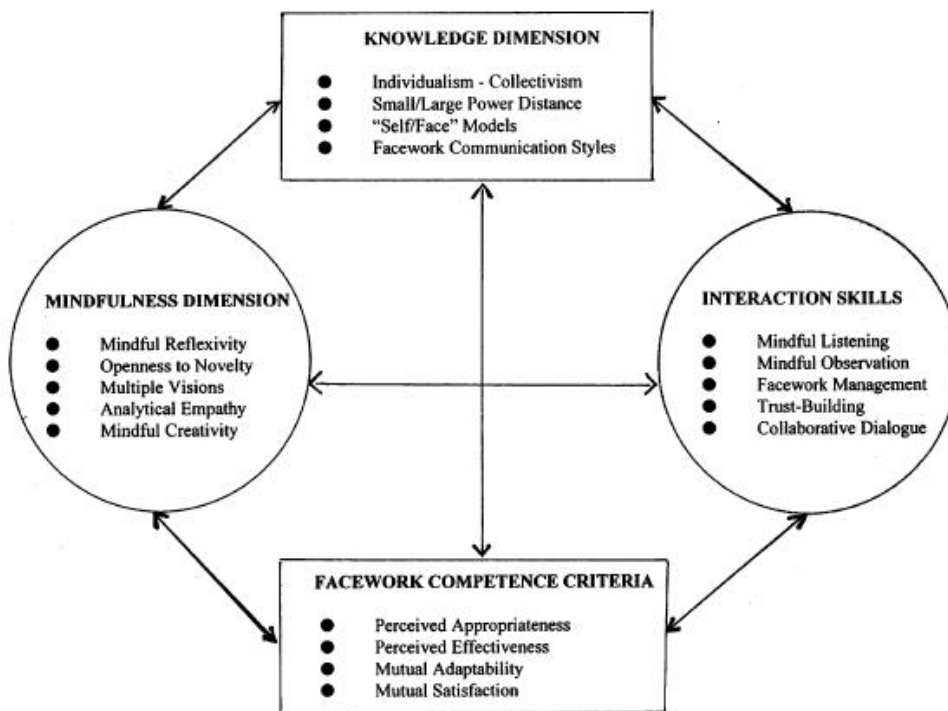
Ting-Toomey and Kurogi (1998) established a facework-based model of intercultural competence. It is composed of four dimensions: knowledge dimension, facework competence criteria, interaction skills and mindfulness dimension. It is featured with facework competence and mindfulness, which is distinguished from other intercultural competence. Facework competence is defined as "an optimal integration of knowledge, mindfulness and communication skills in managing self's and other's face related concerns" (Ting-Toomey and Kurogi, 1998, p.200). Facework competence can be evaluated by the appropriateness, effectiveness, adaptability and satisfaction during interaction. Another distinctive dimension is the mindfulness. It involves mindful reflexivity, openness to novelty, multiple visions, analytical empathy and mindful creativity. The concept of mindfulness dimension is a nascent term to many teachers and students in China. Ting-Toomey and Kurogi explained it as follows:

Mindfulness means attending to one's internal assumptions, cognitions and emotions and simultaneously attuning attentively to the other's assumptions, cognitions and emotions while focusing the five senses.

(Ting-Toomey and Kurogi, 1998, p.203)

So, mindfulness can refer to assumptions, cognitions and emotion. It works with other dimensions to form the facework model. It is displayed in Figure 2.2.

Figure 2.2 Facework-based Model of Intercultural Competence



Source: Ting-Toomey and Kurogi, 1998, p. 211

In the above Figure 2.2, it is found that the facework model is constructed on a relative interactive base of reality. It examines the flexibility and management skills of the communicators, which have not been mentioned and discussed by other models. Flexibility and management skills are difficult to be trained for the students who have not gained enough social and work experience. More details are shown in the following diagram.

On the base of the facework based model, Ting-Toomy and Kurogi (1998) proposed four training solutions of developing and improving intercultural competence. In order to utilize the facework competence model, the four aspects including training objectives, audience analysis, program design and training methods/activities were clarified in the program. The training objectives are clearly stated in their solutions, which covers eight aims such as the ability to define culture, understanding the impact of power distance on the meaning of

face and facework, recognizing the role of facework. For the audience analysis part, they stated the necessity to figure out trainees' backgrounds, expectations, experiences, motivations, strengths, limitations and preparations. After setting up the objectives and analyzing the audiences, the trainers can set out to construct and design the program. In the program, a variety of training methods were introduced such as "presentation, facework parables, frame games, self-assessment, critical incidents, contrastive role-play, video clips and various intergroup simulations" (Ting-Toomy and Kurogi, 1998, pp. 187-225). In addition, more specific activities were presented with exact scenes such as business cards exchange, Chinese dinner scene, and interaction among peers, superiors & subordinates. The model and training practice brought great insights for intercultural education in business English. The program can be applied to reduce the stress of business people with intercultural communication barriers and improve their skills of facework communication.

Ting-Toomey's model and program have some limitations. The project targets at specific research subjects, requiring participants who have possessed some real intercultural experience. Furthermore, the project's duration is brief, spanning only two days. Whether such short-term projects are suitable for nurturing the understanding of cultural dynamics among university students remains uncertain. Additionally, the model and project demand highly skilled instructors, raising a question that whether teachers can meet these rigorous requirements.

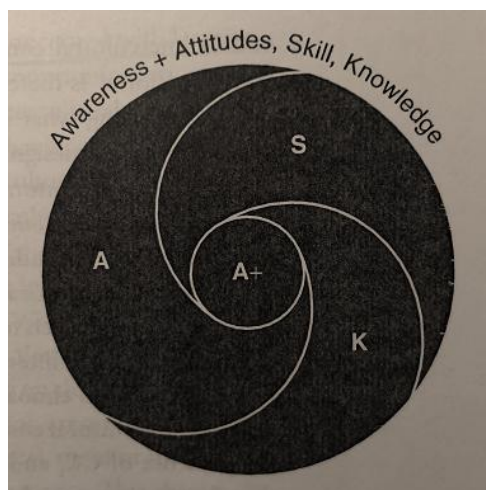
2.3.3 Fantini's Pinwheel Model

Fantini (2001)'s study is a continuity of Byram's four-dimensional model. He defined intercultural competence as "complex abilities that are required to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself" (Fantini, 2009, p.458). According to Fantini (2009), intercultural competence should cover three kinds of special competences: the competence to establish and maintain relationships; the competence to communicate with a minimum of loss or misunderstanding; and the competence to accomplish things involving common interests through writing. Fantini's model of intercultural competence extends into the realm of psychology by incorporating additional interpersonal traits and personality elements such

as flexibility, humor, patience, openness, curiosity, empathy, and tolerance for ambiguity. Fantini (2001) posited that the development of intercultural competence in communicators typically entails a lengthy and ongoing evolutionary process.

According to Fantini (2009)'s model, the development process goes through four levels: Level I - Educational Travelers, which refers to participants in short-term exchange programs (1-2 months); Level II - Sojourners, those who engaged in long-term cultural exchange; Level III - Professionals, i.e., individuals suitable for working in a intercultural or multicultural context; Level IV - Intercultural/Multicultural Specialists, i.e., teachers and educators suitable for training, educating, advising or advising students from multiple countries. Based on the evolutionary process, he formed a framework for a holistic view of intercultural competence with components of five parts: "various attributes, three areas, four dimensions, target language proficiency, and developmental levels" (Fantini, 2009, p.458). The four dimensions explain the basic constituent parts of the framework: knowledge, attitude, skills and awareness, which are displayed in the following figure.

Figure 2.3 Fantini's Intercultural Competence Pinwheel



Source: Fantini, 2009, p. 459

Figure 2.3 is Fantini's pinwheel model. In the form of a pinwheel, it attempts to illustrate the relationship among the four dimensions of knowledge, attitudes, skill and awareness. They are not split to play the roles respectively, but function as a part of the whole. They are marked by their initials: A, A+, S, and K. A is the short form of attitude. A+ is used to

refer to awareness, which is distinctive for the plus mark in order to avoid repetition of A. Another reason of using A+ is to show its core place in the structure. According to this dimensions model, the knowledge, attitudes and skill work together to improve the foster of the awareness, while the development of awareness stimulates the evolvement of the other three dimensions. The shape and the lines in the pinwheel adequately reflect the interdependence among the four dimensions.

Fantini's model emphasizes the relationships between various elements, but whether the interpretation of these relationships has practical implications for education remains unknown. Its spinning shaped structure highlights the significance of intercultural awareness, placing it at the core of the model. However, the reasons behind placing intercultural awareness at the core and the significance of its placement remain unexplained.

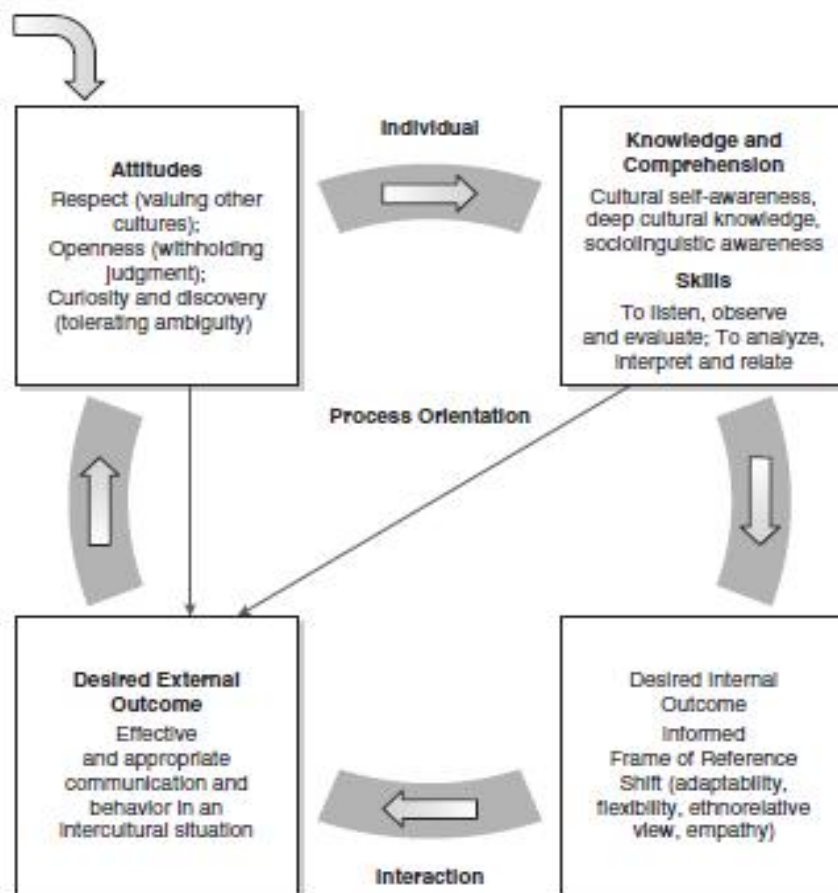
2.3.4 Deardorff's Process Model

Deardorff's Process Model features its uniqueness with the innovative method, which was not used by other intercultural academics. Deardorff (2006) invited twenty-three scholars with the highest citation rate in intercultural communication studies to discuss the concept of intercultural competence and its composition. She used the Delphi method to look for consensus among these scholars on what constitutes intercultural competence. Her research shows that scholars believe that intercultural competence is the ability to develop a positive attitude, to use intercultural knowledge and skills, and to communicate effectively and appropriately. In terms of attitudes, scholars believe that communicators should have curiosity, openness and respect for other peoples' culture. In terms of cognition, scholars hold the view that communicators should have necessary cultural knowledge, comparative and critical thinking and cognitive flexibility. In terms of skills, major scholars agreed on the opinion that communicators need to develop the ability to read, connect, listen, observe, and adapt. The biggest consensus among those scholars is that the understanding of other people's world view plays an important role in cultivating intercultural competence.

Deardorff (2006) further compared IC and ICC in their connection, similarities, and

differences. She defined intercultural competence as “the ability to communicate effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills, and attitudes” (Deardorff, 2004, p.194). Her intercultural competence model is based on a recycling process orientation: the competence starts to develop from attitudes, then evolves from knowledge, become shaped and formed in the internal outcome, is finally established in the external outcome and returns back to make influence on attitudes. The following diagram Figure 2.4 displays the core concepts of her intercultural competence.

Figure 2.4 Process Model of Intercultural Competence



Source: Deardorff, 2009a, p.33

In Figure 2.4 a distinctive feature of the process model can be found. It does not only depict the static components but also displays the dynamic and ongoing developing process as well as relationship among different components. In this model, the arrows and ring

form depict the continual process of improvement. The starting arrow is pointed at “Attitudes”, which highlight the fundamental role of attitude in intercultural competence. Both individual status and interaction relationships among communicators are demonstrated in the model, and the desired external outcome is arrowed by the other three components. However, both desired internal outcome and desired external outcome are difficult to identify and evaluate. The differences between the two outcomes are unrecognizable. For example, the element “adaptability” in internal outcome and the concept of being “appropriate” are very similar to each other. The values of putting them into two different categories are worth rethinking. Deardorff wanted to demonstrate the real way of how intercultural competences function, but the model does not clarify the position of interaction in IC.

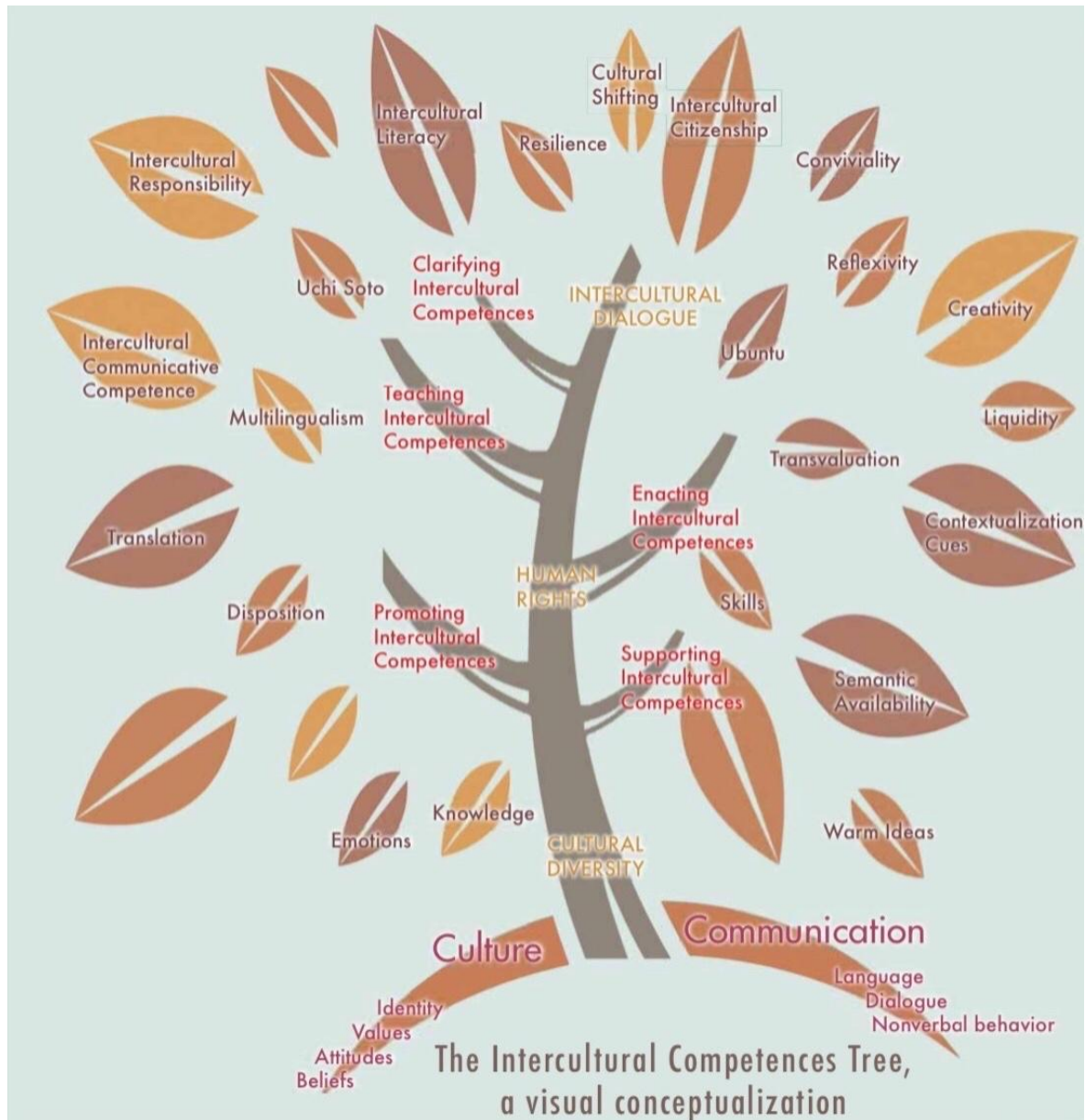
2.3.5 UNESCO’s Intercultural Competence Tree

UNESCO (2013) invented an Intercultural Competence Tree to combine all the relevant concepts to intercultural competence. Four sectors compose the tree: roots, trunk, branches and leaves. Like a real tree in ecological nature, this intercultural competence system consists of cultural roots, cultural diversity, cultural communication and cultural evolution. The cultural roots and diversity endows human beings with individuation and diversification. The cultural communication endows human beings with belonging and sharing. The cultural evolution presents the development of human beings. The two roots are the driving forces of intercultural communication, which enrich the meanings of human living. The tree presents all the concepts together as an organic system. It has

Culture and Communication as its roots, Cultural Diversity, Human Rights and Intercultural Dialogue as its trunk; and five operational steps as the branches. The leaves represent the various manners in which the intercultural competences can be understood or articulated in concrete contexts.

(UNESCO, 2013, p.22)

Figure 2.5 UNESCO Intercultural Competence Tree



Source: UNESCO, 2013, p.22

The above figure shows the organic system of the intercultural competence tree. In this organic system, the bottom roots are composed of culture and communication. Culture root includes beliefs, attitudes, values and identity, and communication root covers language, dialogue and nonverbal behavior. The middle trunk refers to cultural diversity, human rights and intercultural dialogue. The linking branches are the operational steps of clarifying, teaching, promoting, supporting and enacting intercultural competences. The scattered leaves are the various concepts of intercultural responsibility, intercultural literacy, resilience, cultural shifting, intercultural citizenship, conviviality, reflexivity, creativity,

liquidity, contextualization cues, transvaluation, ubuntu, semantic availability, warm ideas, skills, uchi soto, multilingualism, disposition, emotions, knowledge, translation, and intercultural communicative competence.

UNESCO lists nearly all the terms and explains their meanings to examine the specific aspects of intercultural competence for not being ignored by us. For example, some of the terms presented in the leaves are not often used and discussed. One of them is “resilience”. It refers to the ability that helps us to “adapt to different ecosystems and to invent ways of living together” (UNESCO, 2013, p.18). Another example is “conviviality”. Conviviality is provided for “autonomous and creative intercourse among persons and the intercourse of persons with their environment” (UNESCO, 2013, p.22). And “transvaluation” is another interesting term. It is used by Frye to refer to “the ability to look at contemporary social values with the detachment of one who is able to compare them in some degree with the infinite vision of possibilities presented by culture” (1957, cited in UNESCO, 2013, p.18). Ubuntu and uchi soto are more distinct. Ubuntu is an African word for valuing the reciprocal relationships among people. Uchi soto is a Japanese concept to show different norms and rules between in-groups and out-groups. The collection of different terms from different cultures shows the culture diversity.

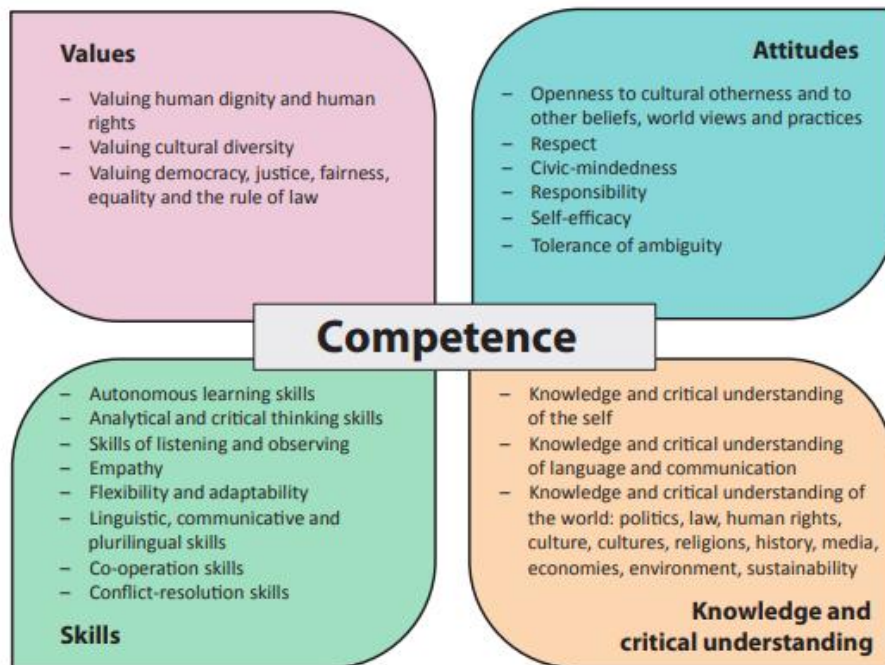
The content of the intercultural tree is rich and intricate, with a multitude of information points. The key issue is that the intercultural tree fails to distinguish between IC and ICC, merging the two concepts together. It combines all concepts related to IC into one. However, its interpretation of IC itself is neither sufficiently clear nor systematic.

2.3.6 Council of Europe’s Competence Model

In 2018, the Council of Europe introduced a competence model for democratic culture, which aims to offer guidance to educators to empower learners in adopting democratic and intercultural behavior and actions. The model constructs its framework with four subdivisions of values, attitudes, skills, knowledge and critical understanding. It adopts twenty concepts of competences to amplify the four subdivisions. The model shapes and exemplifies the qualifications and competences for an intercultural citizen in Europe.

Among the four subdivisions, the first value dimension is more about the beliefs about democracy, justice, fairness and equality. And the other three subdivisions are descriptions of cultural related and intercultural elements.

Figure 2.6 Competence Model of Council of Europe



Source: Council of Europe, 2018, p. 38

In Figure 2.6, the flower shape and multiple colours of the model can represent the diversified cultures from different areas. Each of the four groups of competences, as well as all the details of the individual competence is described in enumeration. Council of Europe explains the diagram as follows:

The model proposes that, within the context of democratic culture and intercultural dialogue, an individual is deemed to be acting competently when he or she meets the demands, challenges and opportunities that are presented by democratic and intercultural situations appropriately and effectively by mobilising and deploying some or all of these 20 competences.

(Council of Europe, 2018, p.38)

The value dimension is the most distinctive characteristic of this model, with other three dimensions being the same as other models. It is worth noting that values include

deeper cultural factors, such as democratic values. According to Diamond (2008), and Inglehart & Welzel (2005), some cultures believe that democracy is a universal value applicable to all countries and regions because it represents people's pursuit of freedom and equality. While, according to Fish (2011), some other cultures consider democracy as a regional value, and different cultures and historical backgrounds may influence the acceptance of democratic institutions. Therefore, this issue involves different views on the definition and evaluation criteria of democracy. Different democratic values may pose some challenges in intercultural communication, but they can also promote a more open, equal, and democratic communication atmosphere. Respecting the rights and opinions of others, treating others equally, and advocating open and transparent communication can help facilitate smooth intercultural communication. Therefore, respect is an attitude and ability, while values themselves are not.

Value education is a priority in the education systems of many countries at all levels as proved by Chowdhury (2016), Setyono & Widodo (2019), and Kilic & Yesiltas (2021). For instance, China set ideological and political classes as the core classes in the curriculum system in education at all levels from primary schools to universities as stated by Hou & Qian (2021), and Ma & Chen (2023). Although the diagram and its explanation have all been written from a European perspective, the promoting of value education in intercultural education is a noteworthy and important aspect.

The biggest issue with this model lies in its treatment of the relationship between value and intercultural competence. Intercultural competence is often described as a skill set that can be learned, practiced, acquired and enhanced over time. Unlike value, which are deeply ingrained and may be resistant to change, intercultural competence can be developed through education, training, and exposure to diverse cultural experiences. Individuals can acquire intercultural skills without necessarily undergoing a transformation in their own core values. Values play a fundamental role in shaping ethical behaviors, but intercultural competence extends beyond ethical considerations to encompass a broader range of skills and attitudes for viewing different values. Intercultural competence involves not only understanding and respecting cultural differences but also effectively managing conflicts,

building trust, and fostering positive relationships across different values. Here, values refer to valuing, which actually means what kind of attitudes we should hold towards different values.

2.3.7 Models from Chinese Scholars

Some Chinese scholars focus on the constituent elements of intercultural competence teaching. For example, Sun and Xu (2014) proposed a Progressive Interactive Training Model, which includes five components: motivation, knowledge, skills, globalization context, and effectiveness. Some scholars like Sun & Xu (2014), Gao (2014), Sun (2016), and Gu, (2017) made attempts to construct intercultural competence models. Sun (2016, pp.17-21) constructed a six dimensional intercultural competence model based on the perspective of Chinese foreign language education, including: (1) respect, empathy and critical consciousness; (2) intercultural analysis methods; (3) being familiar with cultures and their similarities and differences; (4) skills of interpreting and evaluating different cultural phenomena and products; (5) ability to effectively and appropriately engage in intercultural communication; (6) capable of assisting others from different language and cultural backgrounds for an effective communication. This model digs into the elements of intercultural competence but does not involve techniques related to teaching those elements. Gao (2014) put forward another model Unity of Knowing and Acting. This model decomposes intercultural competence into two interrelated and complementary systems: “knowing” and “acting”. Knowing encompasses knowledge, consciousness, and speculation. Acting encompasses attitudes, skills, and strategies. Gu (2017)’s Interaction Theory Model includes three dimensions: attitude, knowledge, and skills. Based on a global perspective, these Chinese models combine elements of traditional Chinese culture and integrate western theories, thereby developing on the foundation of western theories. They opened up new perspectives for us to understand and study intercultural competence.

However, we can see that the logics among the various elements in these models are not systematic enough. Although it is delighting that some Chinese models incorporate Chinese traditional ideas such as “knowledge and action are one” (Gao, 2014, p.85-96) into the intercultural model, the traditional Chinese cultural elements involved are not

illustrated systematically. Therefore, as for the roles of these models in specific teaching practices for the first line teachers, the influence is not broad and the guidance is not strong.

2.4 Foreign Language Teaching Strategies

Teaching strategy is a generalized plan for a lesson necessary to implement the lessons. It includes structure, instructional objectives and an outline of planned tactics. This study divides teaching strategies into two categories: macro teaching strategy and micro teaching strategy. Macro teaching strategy refers to an overall consideration of teaching approaches adopted to achieve specific language teaching objectives. Micro teaching strategy refers to specific methods and procedures used to achieve learning objectives. Under different teaching conditions, different teaching approaches and methods need to be adopted and then different teaching results will be achieved. The following part discusses some researches from perspectives of macro teaching strategy and micro teaching strategy.

2.4.1 Macro Teaching Strategy

Byram (1990) believed that the combination of language teaching and culture teaching could promote the acquisition of both language and culture competences simultaneously with the integration of each other. He (1990) probed into the issue of linking language and culture in education and put forward some strategies of combining and integrating language teaching and culture teaching in secondary school in Britain. He pointed out that the teaching of the foreign language plays the role of medium of experience of foreign cultural phenomenon as well as the role of the subject of language teaching (Byram, 1990, p. 19). Byram has been endeavoring to promote intercultural competence education and also he insists on integrating it with language teaching. By deconstructing modern language education, he simultaneously constructed it by abstracting and integrating intercultural competence into the process.

Hall (2020, quoted in Deardorff, 2020) believed intercultural competence teaching should adopt a learner-centered strategy. Hall commented the characteristic of intercultural

competence learning as: “It is important to view the acquisition of intercultural competences as a learner-centered process” (2020, quoted in Deardorff, 2020, p.5). He used the word “acquisition” to refer to the obtaining of the competence and emphasized the importance of the learner-centered teaching in the learning and teaching process.

Stern’s book *Issues and Options in Language Teaching* systematically summarizes the problems to be dealt with in language teaching and the choice of language teaching strategies (Stern, 1992). Stern argued that pedagogical strategy is not another term for pedagogical method. He used three corresponding strategy groups to analyze language teaching strategies in his argumentation system, “The instructional options to be considered can be represented as three groups of techniques: (a) intralingual-crosslingual; (b) analytic-experiential; (c) explicit-implicit” (Stern, 1992, p.278). According to the data from Google Scholar search, the number of citations for this book is 3358.

The first intralingual-crosslingual strategy pair focuses on the roles of both L1 and L2 in L2 learning. The intralingual-crosslingual dimension can be presents in Table 2.2.

Table 2.2 Intralingual and Crosslingual Teaching Strategies

Intralingual	Crosslingual
Intercultural	Crosscultural
L2 used as reference system	L1 used as reference system
Immersion in L2/C2	Comparison between L1/L2, C1/C2
Keeping L2 apart from L1	
No translation from and into L2	Practice through translation from and into L2
Direct method	Grammar translation method
Co-ordinate bilingualism	Compound bilingualism

Adapted from Stern, 1992, p.279

The above table tells the degree and range of the use of L1 and L2 in language teaching. To the intralingual side, more L2 is used in teaching; while, to the crosslingual side, more L1 is more often used as reference system in teaching. For intralingual stands with

intercultural stance, more L2 use means more benefit for foreign language learners. For the areas lacking in social L2 environment, class is virtually the major source of foreign language input. So the strategies including immersion, keeping L2 apart from L1, no translation, direct method and coordinate bilingualism should be set as the priorities. They are listed in the intralingual and intercultural side.

The second analytic-experiential strategy is illustrated in Table 2.3.

Table 2.3 Characteristics associated with Analytic-experiential Strategy Dimension

Analytic	Experiential
objective	subjective
focus on code	focus on communication
non-communicative	communicative
medium centered	message centered
observation	participation
usage	use
focus on language	focus on topic/purpose
formal	informal
abstract	concrete/realistic
decontextualized	contextualized
skill-getting	skill-using
language practice	language use
predictability of response	information gap
reaction to code	reaction to message
isolated utterances	incorporation of preceding utterances
controlled/restricted language forms	unrestricted/natural language forms
emphasis on accuracy	emphasis on fluency
linguistic interaction	interpersonal interaction
deliberate/systematic/structured	realistic/authentic/genuine

Adapted from Stern, 1992, p.279

The analytic-experiential strategy in Table 2.3 refines the roles of language code and message in teaching content and sequence. The distinction can be expressed that analytic strategy focus on language forms and accuracy, while experimental focuses on message and communication. It is hard to draw a dividing line between analytic strategy and experimental strategy because language barriers will hinder a smooth communication.

Nevertheless, it is recommended that more experimental strategy used in business English class. The over analysis of language forms and rules in class will interrupt the absorption and digestion of business information and discourage students to use English in class.

The third explicit-implicit strategy deals with the consciousness of language and language learning in the process of language learning accomplishment. The following Table 2.4 clearly expresses the key examples of the explicit-implicit strategy dimension.

Table 2.4 Explicit-implicit Strategy Dimension

Explicit ←	→ Implicit
rational/formal/intellectual	intuitive
conscious	automatic/latent
conscious learning	subconscious acquisition
consciousness-raising	automatization
monitoring	
reflective	unreflective
deliberate	incidental
studial capacities (Palmer 1922)	spontaneous capacities (Plamer 1922)
problem-solving	analogy
analysis	global understanding
cognitivism	behaviourism
abstract	practical
rule learning	
metacognitive and metalinguistic strategies	
inferencing	mimicry and memory
rationalist approach	empiricist approach
systematic study	exposure to language in use

Adapted from Stern, 1992, p.327

The above table of explicit-implicit strategy group demonstrates the distinction between two strategies in learners' awareness of language. Both of the two strategies are widely accepted in schools. This study holds the view that, for young learners and beginning learners of pure language acquisition program and courses in school setting, it is preferred that students are exposed to both strategies equally because students are influenced strongly by their mother language due to lack of English environment in family and society.

As for business English, the question which strategy is more beneficial needs to be observed and investigated.

Stern's strategy model does not look at the diverse needs and learning styles of language learners. By classifying strategies into categories, it elaborates teachers' behaviors. It does not account for the individual preferences, backgrounds, and abilities of students, which may potentially limit the effectiveness of teaching methods. Furthermore, while Stern's research identifies the characteristics and attributes of language teaching, it does not offer solutions or guidance for addressing the challenges in language teaching. Teachers may find it difficult to translate these theoretical frameworks into actionable teaching practices due to a lack of specific guidance or examples in his research.

In the context of current lingual environment of China, English is a student-using language rather than an official language in the society. Students learn English and use English in schools, and they never use it after graduation from school. That means the cultivation and improvement of intercultural competence lacks the nourishing from the society, especially in the central area of China. The improvement of students' intercultural competence largely depends on the level of teachers' intercultural teaching. Shen (2017) and Li (2015) noted whether the language teaching is separate from teaching about culture often depends on teachers' individual choices. He & Yang (2013) pointed out that foreign language teaching in China is examination-oriented. And examination-oriented foreign language teaching in many areas in China require teachers to emphasize more on language forms in order to help students get high marks in the examinations. However, the efforts and contribution of the schools and teachers have achieved positive effect on learners' performance. Wu wrote, "Teachers who have a master of controlling and managing their teaching activities of intercultural competence education are able to promote the development of learners' intercultural abilities and skills" (Wu, 2022, p.1).

2.4.2 Micro Teaching Strategy

Deardorff's publication of *Manual for Developing Intercultural Competence* "is an operational plan that outlines five steps for implementing intercultural competence,

including clarifying, teaching, promoting, and enacting intercultural competencies with specific activities that could be undertaken under each step” (Deardorff, 2020, p.5). In this manual, she made a review of the approaches and tools for developing intercultural competence. Six types of intercultural training tools are categorized and compared in details. The tools are the class activities of simulations, role plays, case studies, group activities, online tools and coaching. These class activities fall into interactive and communicative teaching methods. Those communicative activities create good interactive situations for students to practice intercultural thinking and communication.

Some other researches investigate and study specific methods and techniques in language teaching. Willis (1996) researched the method of task-based learning in foreign language education. MacIntyre, Baker, Clement, and Conrod (2001) explored how to tap and maintain students’ willingness in their learning. Lundeberg & Yadav (2007), Herreid (2007), and Cliff & Curtin (2007), Lundeberg & Yadav (2007), Herreid (2007), and Cliff & Curtin (2007) explored the value and application of case study in teaching. Ellis (1994) discovered the benefits of group work in teaching. Frendo (2005) and Harmer (2010) explored the function and application of role play in teaching. Svinicki (2014) discussed the importance of discussion in teaching. Evans (2013) discussed the use of simulation in business English teaching. However, it’s difficult to see the integration of intercultural elements and linguistic elements in these strategies. The application steps of these strategies may be more suitable for multicultural countries where English is the lingua franca.

Numerous studies have investigated the various strategies practitioners employ to bolster intercultural competence in China. Zhang and Zhou (2019) conducted an analysis of 31 intervention studies that were published from 2000 to 2018. The analysis review categorizes intercultural interventions into two distinct types: overseas immersion programs and pedagogical interventions. Specifically, the examination of pedagogical interventions highlights four sub-categories of interventions within the educational context, including culture-based teaching materials, classroom activities, instructional methods, and comprehensive intercultural programs. Zhang and Zhou (2019) synthesized six micro

teaching strategies from the literature they have reviewed. They identified a psychological education model, a reflective learning model, a reflective development model, a flipped classroom teaching model, a reflection-guiding method, and a cooperative learning approach in their analysis (Zhang and Zhou, 2019, p. 36). However, their review stops short of providing an exhaustive and in-depth description of each strategy, opting instead for a concise summary of the six methodologies. Additionally, their study leaves an unaddressed question, namely, what are specific intercultural competencies that students can develop in classroom and school settings.

2.5 Intercultural Competence Teaching Strategy

As Sercu et al. (2005), Sun (2017) and Gu (2017) argued, culture teaching does not gain equal importance as lingual teaching in language education, but a group of scholars, experts and educators have made unremitting exploration and innovation in the field of intercultural teaching.

Corbett (2003) proposed a concept of intercultural approach to English language teaching, which theoretically consists of intercultural curriculum and intercultural classroom. Rather than including the “near-native mastery” of L2 in the curriculum, he set the intercultural speakers as the intercultural teaching and learning objective. Another distinctive view proposed by him is that “language learners’ knowledge of different languages and cultures makes them more skilled than monolingual native speakers” (Corbett, 2003, p. 40). The view increases learners and educators’ confidence greatly in language teaching and learning. His intercultural approach also puts emphasis on the tasks of the intercultural classroom. For setting intercultural classroom, it is beneficial to design task-based teaching. The six components of the task are further clarified by Corbett as “task goal, task input, task activities, learner’s role, teacher’s role and settings” (Corbett, 2003, p. 41-42). First, task goals refer to pedagogical purpose of the task in the intercultural classroom. It combines the objectives of intercultural exploration and linguistic developments. Exact examples of task goals for intercultural classroom might be: “to describe the patterns of behavior of professional business people; to explore the cultural message conveyed by

visual images; and to investigate how the individual's status in a group is negotiated" (Corbett, 2003, pp.41-42). The second component is input, which refers to the stimulus of the task for the learning to occur. The usual forms of the input include a text, a visual image and a media. Both authentic material such as newspapers and unauthentic material such as an outline of an interview are believed to be constructive for intercultural classroom. And then the learner's role and the teacher's role are discussed respectively according to the different developing stages of intercultural competence. At the early stages, the learner needs the support and the teacher provides guidelines and constructs tasks. At the later stages, the learner constructs the tasks and the teacher guide. The sixth and final factor is the setting for the class. There is a variety of class settings in his teaching frame from individual work, pair work, and group work to whole-class activities. Learners can benefit from the different settings with different work and interaction mode in the same course. The six-step method is based on a personal experience, so it lacks theoretical and general applicability. It endeavors to depict the essence of intercultural classrooms, but the outcomes fall short of expectations. Upon examination of what is labeled as his purported intercultural classroom, there appears to be no discernible distinction from traditional classrooms which emphasize basic language drills.

Michael Byram integrated intercultural competence research with foreign language education. His representative works on intercultural competence teaching include *Cultural Studies in Foreign Language Education* (1989), *Culture and Language Learning in Higher Education* (1994), *Teaching and Assessing Intercultural Communicative Competence* (1997), *From Foreign Language Education to Education for Intercultural Citizenship: Essays and Reflections* (2008), *The Intercultural Speaker and the Pedagogy of Foreign Language Education* (2009) and *Teaching and Assessing Intercultural Communicative Competence: revisited* (2020). His works and contributions make a great influence on the field of foreign language education in Europe, America and Asia and brought much insight for other researchers.

In his study *From Foreign Language Education to Education for Intercultural Citizenship: Essays and Reflections* (2008), he methodically developed the notion of intercultural

competence rooted in the idea of global citizenship. His research results provide a theoretical basis for the idea of global citizenship education. By delving into the pedagogy of intercultural competence, the book effectively transits from the traditional paradigm of foreign language teaching to a broader framework of foreign language education. Traditionally, foreign language instruction primarily emphasized linguistic and communicative competencies, but with the integration of intercultural competence as a key educational objective, a significant evolution has come into form to foster global citizenship through language education. At the same time, the intercultural teaching objectives and teaching framework proposed by him in the book are also highly operable in practice. He systematically combined intercultural competence, language competence and instructional design to form a set of operational procedures that can be applied to teaching practice.

Byram (2008) drew on a framework of a unit planning to ensure the addressing of teaching objectives to educate intercultural citizenship. The framework has a great implication in its link of intercultural competence with pedagogical practices. It provides the insights of the possibility and feasibility of involving intercultural competence into syllabus and teaching plans. It also clarifies the objectives of foreign language learning and teaching.

Table 2.5 Unit Framework for Intercultural Competence

Teaching Orientation	Intercultural Competence Contents	Descriptions	Class Activities
Cognitive Orientation	Knowledge Contents	Of social groups and their products and practices; Of social interaction.	Reading; Video viewing.
		Of the world; Of the principles and values.	Consider the importance.
Evaluative Orientation	Attitudes	Curiosity, openness, readiness, respect, acceptance, recognition.	Compare presentations; Recognize and reflect on a representation.
	Critical Awareness	Critical evaluation	Make evaluative analysis.
Action Orientation	Skills of Discovery and	Elicit concepts and values, identify references and processes	Search information.

	Interaction		
	Practical Instrumental competence	Cooperate	Reflect on use of language and the implication.
Comparative Orientation	Skills of interpreting and relating	Identify ethnocentric perspectives, areas of misunderstanding; mediate between conflicting interpretations.	
Linguistic Orientation	Linguistic competences	Apply knowledge of rules	
	Sociolinguistic competences	Give meaning	
	Discourse competences	Produce and understand texts	Compare the linguistic tools.

Adapted from Byram, 2008, p. 216

From above Table 2.5, we can see that the framework is constructed on the basis of Byram's core theory of intercultural competence model. Therefore, the core and middle part of the framework is constituted by knowledge, attitudes, awareness and skills. The left column is designed to cover five items with different orientations: cognitive orientation, evaluative orientation, action orientation, comparative orientation and linguistic orientation. The third columns are explanations of the four dimensions in details of description of knowledge, attitudes, critical awareness and skills. The fourth and last column is the real teaching objective for the specific unit. Although the original frame is lacking in the subtitles at the top of the table, it clearly illustrates the logic and rational of the applying of intercultural dimensions into teaching planning practice. Firstly, the four dimensions are further divided into ten categories. The knowledge dimension is falling into knowledge contents of social aspects and individual aspects. The attitude dimension and critical awareness dimension are described with one category respectively. The fourth skill dimension is divided into three categories. And finally at the bottom of the diagram Byram added linguistic competence in order to support the language teaching unit as a whole. The following Table 2.6 can be a simplified format of the framework.

Table 2.6 Action-oriented Class Activities of Intercultural Dimension

Intercultural Dimension	Class Activities on IC Skills
Knowledge; Skill	obtaining information
Attitude; Skill	comparing and analyzing information
Critical awareness; Skill	judging and evaluating information
Skill	generating information

This simplified Table 2.6 can be conveniently included in the teaching plan when teachers are designing unit teaching plans. The four activities on the right are the basic content of teaching intercultural competence. These four activities can also be summarized into two major categories: the process of information collection and the process of information processing. The last three activities can all be categorized as part of the information processing process.

Byram (2018) highlighted the dearth of theories pertaining to targeted teaching methods and strategies for cultivating intercultural competence. By referring to “the underdeveloped nature of the aims and objectives of the cultural dimension in language teaching has meant a lack of clarity on which theories or even what kind of theories are needed ” (Byram, 2018, p.146), Byram emphasized the lack of clarity regarding necessary theories or the types of theories required. The findings revisit and clarify the concept and essence of intercultural competence, while also underscore the significance of foreign language educators and learners reassessing their identities. Additionally, he emphasized the importance of interdisciplinary language teaching in conjunction with other disciplines.

Byram proposed a comprehensive framework for intercultural teaching objectives and instructional design, but there may be challenges in translating these ideas into practical teaching methodologies. His works provides valuable insights into understanding the relationship between intercultural competence education and language education, but it does not propose recommendations for interdisciplinary teaching or specific teaching methods. Educators may struggle with operationalizing Byram’s theoretical concepts into actionable steps within the classroom setting, potentially hindering the adoption of intercultural teaching approaches.

Feng (2009) reviewed the “thirdness” theory of culture in his research. The study explores how to achieve the growth of intercultural competence in the context of the third culture. His research has provided enlightenment for intercultural teachers to think about how to position the intercultural teaching situation and teaching objectives. The thirdness theory implies that learning a foreign language and living abroad requires facing unfamiliar situations. According to Feng’s view, the ability to deal with problems in unfamiliar situations provides opportunities and space for personal growth and development. Feng used the classroom observation method to conduct an empirical study on a group of students from the Confucian cultural background who were currently studying in a British university. It is found that both international students and teachers are aware of the differences between the Confucian learning culture and the native Socratic learning culture in the process of teaching. Facing the collision of two cultures, both sides have run in the process of learning and teaching. Teachers and students completed their teaching in a third cultural space that is different from both the Confucian culture and the Socratic culture. According to Feng’s research results, these international students expanded their knowledge and gained the growth of intercultural competence. The “thirdness” theory explores a new perspective of ultimate teaching goal which may have a positive influence on teachers’ comprehension of the teaching objectives for intercultural competence. Cultivating intercultural competence does not necessitate learners reaching the same level as individuals from other countries. Instead, it requires the establishment of a unique language competence and literacy framework that diverges from both their own country’s standards and those of other countries.

But there comes a question. Is the theory of the “thirdness” applicable to intercultural teaching in the context of their local culture rather than in foreign contexts? Because the research is carried out in the context of foreign culture, the explicit influence of foreign culture can have a strong effect on the learners’ perception and understanding of foreign culture, and internalize it into their own intercultural competence. However, the adaptability of the theory of the thirdness will be different for the in-school learners who learn foreign culture in their own country. For the university students who are studying in their own country, the native culture is stronger than the foreign culture in the third space.

At this time, how teachers schedule teaching strategies and teaching methods will directly affect learners' understanding and mastering of foreign culture.

Tomalin (2009) developed and applied a range of training tools for intercultural competence. Concrete training tools put intercultural theories of international business into intercultural training. They can translate intercultural theory into teaching practice. Tomalin's training tools change the thinking modes of trainees and promote intercultural adaptation of business behaviors. Tomalin also uses the learning cycle theory to standardize the basic processes and activities of business intercultural training. First of all, business training should follow the learning cycle, which is divided into four stages: activity, analysis, summary and application. Secondly, reflection and action, training and guidance are also essential links in business training. In his research, the author introduced three kinds of intercultural experiential activities: Barnga, The Towers of Deurdia, and Exclusion Zone. These experiential activities are easy to operate in the classroom and focus on developing learners' understanding, analytical and communication skills (verbal and non-verbal). Finally, the activities can enhance the ability of the trainees to adapt to intercultural situations. More significantly, Tomalin applies some principles and tools from the business field into intercultural training. These principles and tools include: The 80/20 Principles, The Radar System, Neel-to-Know, Personal Interviewing, and the Consultant's Circle. Tomalin's work on intercultural competence training, while innovative and practical, has some limitations. Although he introduced effective training tools and experiential activities to promote intercultural adaptation, there may be a lack of depth in addressing the complexities of intercultural dynamics. Additionally, while Tomalin applied principles and tools from the business field into intercultural training field, there may be challenges in ensuring their relevance and effectiveness across diverse cultural contexts.

Lundgren (2009) discussed how to improve students' intercultural competence through a study of a Swedish university course *Intercultural Teacher*. Based on Byram's theoretical framework of intercultural competence, the study puts forward the intercultural teaching objectives of the course, emphasizing the comprehensive development of students' knowledge, skills and attitudes. The study proposes four modules of teaching activities:

“Module 1: Introduction of Theoretical and Practical Tools, Module 2: The Teacher as Ethnographer: Field studies, Module 3: significance studies and Module 4: Final written assignment” (Lundgren, 2009, pp.135-136). This study emphasizes the systematic combination of theoretical learning and experiential learning. Each of the four modules is related to each other. Module 1 helps students acquire the theories and methodological tools. Module 2 offers students the opportunity to observe and analyse the daily life and educational conditions. Module 3 focuses on the studies of some specific areas. Module 4 permits “the student to inquire into a selected area of personal interest, which is prepared in module 1, investigated in module 2 and further developed in module 3” (Lundgren, 2009, p.136). Lundgren’s work on improving students’ intercultural competence through the *Intercultural Teacher* course offers valuable insights but has limitations. While it proposed intercultural teaching objectives and emphasized a systematic combination of theoretical and experiential learning, practical application may be challenging. Furthermore, while the course’s structure facilitated students’ inquiry into personal interests, it may lack specific guidance for effective independent research. Overall, Lundgren’s work contributes to intercultural education, but further refinement for practical application may be necessary.

Holme (2014) demonstrated the close correlation between language and culture and stressed cultural objective in language teaching. According to Holme (2014), The classification of categories and primitives is different in culture, so the determination of special category primitives must have different impacts on language learning. It is necessary to construct the consciousness of cultural teaching and combine cultural infiltration with language teaching in foreign language education. For example, in vocabulary teaching, the integration of culture background introduction is necessary. To some extent, culture determines the differences in meaning. Therefore, students’ ability to distinguish differences in word meaning should be cultivated in teaching. In teaching, teachers should not only pay attention to the grammar and words, but also pay attention to the meaning of words and the cultural stories behind the words. Holme emphasized the inseparability of language and culture, but the practical implementation of cultural teaching in language education may pose challenges. Additionally, while cultural background integration in vocabulary teaching was advocated, ensuring students’ ability to distinguish

subtle differences in word meaning remains a complex task within teaching practice.

Wendt (2014) discussed the influence of cultural and contextual factors on cognitive construction. He described the process of human perception as meaning construction in the context of education and culture. According to constructivists, “reality” is the inner subjective construction of actions in external reality. His research explores how to transform thought processes into real contexts from the perspective of cognitive constructivism. Language is learned in the environment, a social or a school environment. With technology advancement, teaching methods have shifted to real-life situations using software and the internet. Students with access to internet can now engage directly with English speakers online, accessing a wide range of resources and learning tools for a comprehensive study experience. Wendt (2014)’s constructivism emphasized situational learning in language education, highlighting the impact of cultural and contextual aspects on cognitive development for adapting to diverse real-world scenarios. However, there may be challenges in effectively implementing this approach within traditional educational frameworks. Additionally, the reliance on software and the internet may raise concerns about access and equity for all students.

Fleming (2014) discussed drama, a valuable form of intercultural education, in his article. He discussed in detail how to develop intercultural teaching and learning through drama approach in order to improve learners’ intercultural awareness. He summarizes five approaches in which drama promotes cultural awareness and intercultural awareness. The five approaches include:

Exploring other cultures through their drama and theatre traditions; participating in theatre in other languages/using drama in the modern language classroom; exploring cultural differences through drama activities; Exploring aspects of one's own culture is a kind of drama; Exploring the concept of ‘other’ in drama.

(Fleming, 2014, pp. 88-93)

At the same time, he used Wittgenstein’s concept of “life form” to demonstrate the relationship between drama and interculturalism. Language, as part of a life form, is

embedded in human behavior, such as drama. The meaning of language is deeply influenced by the special situations of human activities and interactions. Learners, as participants and observers of the drama, are able to experience and reflect on the intercultural situations and themes created by the drama. Drama itself is an intercultural experience. Fleming's (2014) exploration of drama as a tool for intercultural education is insightful. He identified five approaches through which drama promotes cultural awareness, but there may be challenges in effectively implementing these approaches in diverse educational settings. Additionally, the practical application of virtual situations in drama may not adequately address the complexities of real-life intercultural encounters.

Davcheva (2014) described a Bulgarian intercultural project in the UK where university students teach culture courses in schools. This initiative aids teacher students in crafting teaching plans, conducting classes, and gaining intercultural experience and sensitivity. Through analysis of student diaries, researchers noted growth in intercultural awareness, teaching attitudes, and professional development. The Bulgarian education system now emphasizes cultural aspects in language teaching, integrating research and training projects. The program enhances students' intercultural awareness, teaching concepts, and cultural reflections, serving as a model for university intercultural training. This approach fosters students' skills through internships and research beyond traditional teaching settings. The program aimed at enhancing intercultural sensitivity through practical teaching experiences, but there may be limitations in effectively assessing and measuring the impact of these experiences on students' intercultural awareness. Additionally, while the project provided a model for intercultural teaching, there may be challenges in replicating its success in different cultural contexts and educational settings.

Weber (2014) presented a framework for developing intercultural competence, focusing on interaction and negotiation in a business context. The concept of "mindful identity negotiation" is emphasized in teaching, encouraging learners to analyze successful intercultural interactions through designed tasks. Learners were urged to move beyond analytical understanding by actively engaging in intercultural simulation activities, promoting reflection on interactions. A teaching experiment at a vocational school was

conducted, utilizing role-play and case studies to simulate intercultural communication. Methods like Flipchart questions, Virtual Classroom, and Partner Schools Abroad were suggested to aid learners in simulating and reflecting on intercultural interactions effectively. Weber's (2014) framework for developing intercultural competence in the business context offers valuable insights, but it may oversimplify the complexities of intercultural interaction and negotiation. There are challenges in effectively implementing these methods in diverse educational settings and cultural contexts.

Ryan (2014) examined the potential for individuals to develop intercultural awareness in educational settings. The study contrasts two subjects: one who has never traveled abroad but learned multiple languages, and another who has lived in various countries and learned languages throughout life. Results suggest language education can shape intercultural development, dependent on learners' initial attitudes. Classroom language teaching can influence learners' attitudes, thus impacting intercultural education effectively. Ryan's (2014) examination of becoming an intercultural person in the classroom context highlighted the potential impact of language learning education on intercultural development. However, it does not identify the complex factors influencing learners' attitudes and experiences.

Some studies explored how learning patterns influence IC development from learners' standpoint, which helps to introduce fresh perspectives and possibilities for cultivating intercultural competence. Woodin (2018) conducted research that delved into the role and significance of tandem learning in fostering intercultural competence. This learning approach revolves around the dialogue between native and non-native speakers, harnessing its interactive nature to foster mutual understanding and construct cultural identities within intercultural communication. Nagy (2018) discovered the motivations that promote the development of IC.

Some other studies focused on the difficulties encountered by teachers in practice including Diaz (2013), Walton et al. (2013), Wagner et al. (2017), Naidu (2020) and East *et al.* (2022). The major findings of difficulties include how to put theories of IC into practice

found by Díaz (2013), how to integrate intercultural teaching with language teaching found by Walton et al. (2013), and how to help teachers to understand the complex concepts such as interculturality found by Naidu (2020). East *et al.* (2022) accounted intercultural teaching conducted by five teachers of languages in New Zealand and the challenges in teaching. The recognition of the difficulties and challenges helps us think more clearly the situation we are in, but the strategies and tactics to solve those problems are not identified. Some other scholars endeavored to explore the online sources for intercultural education such as Peiser (2015), and Yates & Fellingner (2016), and Leng, Fang & Li (2021).

In China, Ministry of Education of the People's Republic of China (2022) has included IC into *Curriculum Standards for Compulsory Education*. Some intercultural competence teaching models have been established to explore how to cultivate intercultural competence in teaching context. A model proposed by Kong & Luan (2012) explores basic strategies for intercultural teaching. This model builds intercultural competence strategies on awareness, knowledge, and practical abilities, covering a total of 12 relevant elements. Another CREED intercultural teaching principles is proposed by Sun (2016, p.19). CREED is composed of five letters, which are initials of five principles. They are Criticizing, Reflecting, Exploring, Empathizing, and Doing. This teaching principle model emphasizes students' exploratory experiential learning. Gu (2017)'s teaching practice model explores the classroom teaching process from the perspectives of teaching processes and activities. It requires students to connect, compare, analyze, synthesize, and evaluate knowledge and information so as to complete speculative learning. And it also requires students to communicate with others, listen to each other's viewpoints, and negotiate with each other to complete interactive learning. Zhang, Yu & Shen (2018) investigated the evaluation of IC in contests in China. Zhang (2022), Yue & Zhuang (2022), and Zhang, Xu & Qiang (2022) investigated and studied the ideological and political education in China, which are essential part of intercultural education.

Overall, these models in Chinese context do not provide corresponding suggestions for the main problems in intercultural competence cultivation, such as how to integrate intercultural competence objectives with different disciplines and how to implement the

intercultural teaching process in different courses.

2.6 Intercultural Teaching Competence

The application of teaching strategies is directly related to teachers' intercultural teaching competence (ITC). Some scholars focused on exploring and studying intercultural teaching competence, such as Zeichner and Melnick (1996), McCalman (2007), Zhang (2007), Deardorff (2009b), and Zhao (2022). Deardorff (2009b) extensively investigated the concept of interculturally competent teaching by emphasizing the crucial importance of teachers' intercultural teaching abilities in multicultural classrooms and providing a framework for enhancing teachers' intercultural teaching competence. Dimitrov and Haque (2016) defined ITC as the ability of teachers to facilitate students to engage in learning within diverse backgrounds and effectively engage in global learning. They categorized ITC into "foundational competencies, facilitation competencies, and curriculum design competencies" (Dimitrov and Haque, 2016, p.439) from a teaching skill perspective, and proposed ideas on how to enhance ITC across different disciplines. Their study elaborated in detail on what ITC entails. Estaji and Rahimi (2018) found that teachers' recognition of IC make direct influence on their language teaching instruction. Zhang (2007) and Zhao (2022) advocated that ITC should be fundamental training in pre-service and in-service teachers programs in China. However, it does not delve into or explore the pathways and methods for assessing teachers' ITC and for enhancing teachers' ITC. Some scholars like Kramsch & Zhang (2018), Cushner (2007), Marx & Moss (2011), Rodriguez (2011), Walters et al. (2009), He et al. (2017), and Chen and McConachy (2021) discovered the relations of teachers' oversea experience and their intercultural teaching, and Wu (2022) discovered the influence of indirect intercultural contacts on teachers' IC.

However, the current research does not sufficiently explore how teachers can effectively leverage native speakers in their instruction. Moreover, it fails to address how to facilitate dialogue and interaction between native speakers and foreign language learners while meeting teaching requirements. Therefore, further exploration is needed to understand the strategic role and position of teachers in utilizing native speakers as a valuable tool in

formal education.

2.7 Intercultural Teaching in Business English

2.7.1 Business English

Business English were explored from various perspectives by some researchers. Ellis and Johnson (1994) pointed out that the study of business English encompasses specific English content in various industries and work fields, as well as general communication skills in business environments. The distinction between business English and general English lies in its focus on the appropriateness and efficiency of language use in economic activities, the adherence to economic terminology norms, and the effective structuring of economic texts.

According to Hutchison and Waters (1987), business English is considered as a branch of ESP. On the other hand, Dudley Evans and John (1998) viewed it as a variant of English. Wen's (2009) study classified it as a trade language. Zhang (2009) considered it as a new type of interdisciplinary subject. Zhang (2014) discussed it in the context of major construction and disciplinary development in China.

The aforementioned studies focused on the concepts and characteristics of business English. Based on previous literature, the definition and characteristics of business English can be summarized as follows: business English is a lingua franca in the realm of economy and international business activities. It encompasses a distinctive structural and operational system, in addition to the conventional features of phonemes, meanings, morphemes, words, sentences, paragraphs, and texts like general English. For instance, when the English words "interest" and "rate" are combined to form "exchange rate", they become typical business English terms that convey business-related concepts within the context of business.

It is important to acknowledge that in today's globalized world, business English has become a means of information transmission and business communication across different

countries and cultures. Due to cultural exchanges, business English in different contexts will naturally exhibit cultural attributes. Hence, interculturality is an inherent characteristic of business English; however, this aspect has not been extensively addressed in previous literature.

2.7.2 Business English Teaching

The teaching of business English encompasses distinctive features that set it apart from general English and academic English teaching, although they have some common teaching principles. Evans (2013) pointed out that business English teaching incorporates well-established methods such as communicative teaching, situational teaching, and task-based teaching. Business English teaching has its own unique characteristics. Wang and Ai (2019) emphasized the functional and practical aspects of language in a business context as emphasized by. It places considerable emphasis on the teaching of essential vocabulary, concepts, and background knowledge specific to business English. Zhu and Liao (2008) claimed that business English focuses on developing key business skills.

Researchers and educators have made substantial progress in intercultural teaching within the field of business English, providing valuable insights and discoveries. For instance, Evan (2005) proposed the inclusion of culture-specific training in business English instruction and the utilization of cultural dimensions in teaching. Deng, Zhu, & Elizabeth (2016) explored the concept of intercultural business communication competence and investigated its integration with business English teaching. Apriyanti (2018) investigated and found out the features of technology-based google classroom in English business writing class. Ai (2019) explored cultivating intercultural competence of business English majors of China. Li (2019) discussed the curriculum of business English program in Jiangxi province. Xie (2023) discovered the characteristics and effectiveness of simulation teaching in business English courses.

Existing studies categorize business English within the realm of ESP and has generated a certain amount of research results. However, there is a notable lack of research examining teaching objectives and assessing learning outcomes in business English from the

perspective of intercultural communication.

2.7.3 IC Teaching in Business English Teaching

Business English program aims to train learners to acquire intercultural communicative skills for their future jobs and careers, so that the culture and intercultural elements may be implicitly arranged in the teaching process. It is not a vague concept, but an explicit teaching objective. It cannot be acquired automatically, but can be achieved with precise design and execution. Generally speaking, the learning process will become more sophisticated when it is in an intercultural business background. As Hofstede says,

As soon as certain patterns of thinking, feeling, and acting have established themselves within a person's mind, he or she must unlearn these patterns before being able to learn something different, and unlearning is more difficult than learning for the first time.

(Hofstede, 2010, p.4)

This means the L1 language system and culture substantially influence the acquisition of L2 language and culture of language learners. So, for business English learners, they should forget some usual practices in general English and then learn new business English in a different paradigm. Hofstede's model might provide some help.

Drawing on existing research, Weber (2014) highlighted several constraints associated with intercultural training in the business sector in his study *A Framework for Teaching and Learning Intercultural Competence*. According to Weber (2014), these limitations manifest in five key areas: firstly, over 50% of business professionals report suboptimal performance; secondly, inappropriate behaviors by business professionals can result in adverse outcomes; thirdly, merged organizations often experience misunderstandings and disruptions; fourthly, tensions among employees from diverse cultural backgrounds may lead to an unproductive working environment; lastly, training programs within intercultural corporations are perceived as lacking and unsatisfactory. Accordingly, he offered some reasons of the limitations to explain the failure of the intercultural training. The first reason he mentioned to the failure is the courses are lacking in explicit intercultural description.

He stated the second is because of the shortage of a holistic theory of describing and analyzing the intercultural competence. The third reason is the inadequate training time. The fourth is about the design of the course, which is traditional model and not set in a broader intercultural programme. And the final reason he emphasized is the neglect of the dynamic and developing status of the culture, conditions and interactions among persons. Weber (2014)'s examination identified key areas of constraint such as suboptimal performance, inappropriate behaviors, and tensions among employees, but the analysis may oversimplify the complexities of intercultural dynamics in the workplace. Additionally, while offering reasons for the failure of intercultural training, the proposed explanations may lack nuance and fail to address the multifaceted nature of intercultural competence development.

Corbett (2003) discussed the necessity of teaching culture explicitly in an ELT programme to try to figure out the question by many teachers because they hold the view that culture "is already implicitly there in the lessons" (Corbett, 2003, p. 33). According to his analysis, the explicit culture teaching may encourage language learners become active analysts and interpreters of culture. As for how explicit a cultural component should be in a language course, he claimed that there was no definite answer.

Knowledge about how a community's beliefs and values are linguistically constructed and negotiated might well be a higher priority for learners who are likely to have direct contact with the L2-speaking community. For others, for whom the L2 is only ever likely to be a school subject, explicit cultural training might be treated as a lower priority.

(Corbett, 2003, p. 34)

The above conclusion made by Corbett proves again that the teaching purpose determines the teaching strategy and teaching process.

Hofstede's research of six dimensional culture framework of power distance, individualism versus collectivism, femininity versus masculinity, uncertainty avoidance, long term orientation (LTO) versus short term orientation (STO), and indulgence versus restraint help

business English teachers and learners understand the roots and logics of culture differences.

Hofstede defines power distance as “the extent to which the less powerful members of institutions and organizations within a country expect and accept that power is distributed unequally” (Hofstede, 2010, p. 61). The power distance varies in different countries due to different cultural backgrounds of social class, education level and occupation. Power distance is a dimension that explains the differences in equality, hierarchical system, salary range and decision making of different countries. The individualism versus collectivism is mainly embodied in the loyalty and management of an organization. The masculinity and femininity dimension affects the ways of handling conflicts in an organization. In masculine cultures such as Britain and the United States, there is a common sense that “conflicts should be resolved by a good fight” (Hofstede, 2010, p. 166) in an organization. In feminine cultures such as in Sweden and in Denmark, “there is a preference for resolving conflicts by compromise and negotiation” (Hofstede, 2010, p. 166). Another distinct deference of masculinity and femininity lies in the reward system. Organizations in masculine cultures try to reward employees according to their performance which is realized on the basis of equity. But the organizations in feminine societies prefer to reward employees according to their needs which are executed on the basis of equality. The fourth dimension is uncertainty avoidance. In high uncertainty-avoidance societies, “people like to work hard or at least to be always busy” (Hofstede, 2010, p. 210); while in low uncertainty-avoidance society, “people are able to work hard if there is need for it, but they are not driven by an inner urge toward constant activity” (Hofstede, 2010, p.211). And high uncertainty-avoidance cultures dislike ambiguity and need precision; low uncertainty avoidance cultures view ambiguity and chaos as conditions for creativity. The fifth dimension is LTO versus STO dimension. LTO “stands for the fostering of virtues oriented toward future” (Hofstede, 2010, p.239), and STO “stands for the fostering of virtues related to the past and present” (Hofstede, 2010, p.239). The sixth dimension is indulgence versus restraint. Indulgence “stands for a tendency to allow relatively free gratification of basic and natural human desires related to enjoying life and having fun” (Hofstede, 2010, p.281), and restraint stands for “a conviction that such gratification needs to be curbed and

regulated by strict social norms” (Hofstede, 2010, p.281). Hofstede’s cultural dimensions are summed up in the following table.

Table 2.7 Hofstede’s Cultural Dimensions

Egalitarian	-	Power Distance	+	Hierarchical
Individualistic	-	Individualism versus Collectivism	+	Collectivist
Feminist	-	Femininity versus Masculinity	+	Masculine
Comfortable	-	Uncertainty Avoidance	+	Anxiety
STO	-	LTO versus STO	+	LTO
Restraint	-	Indulgence versus Restraint	+	Indulgence

Adapted from Hofstede, 2010, pp. 55, 94, 138, 195, 239, 281

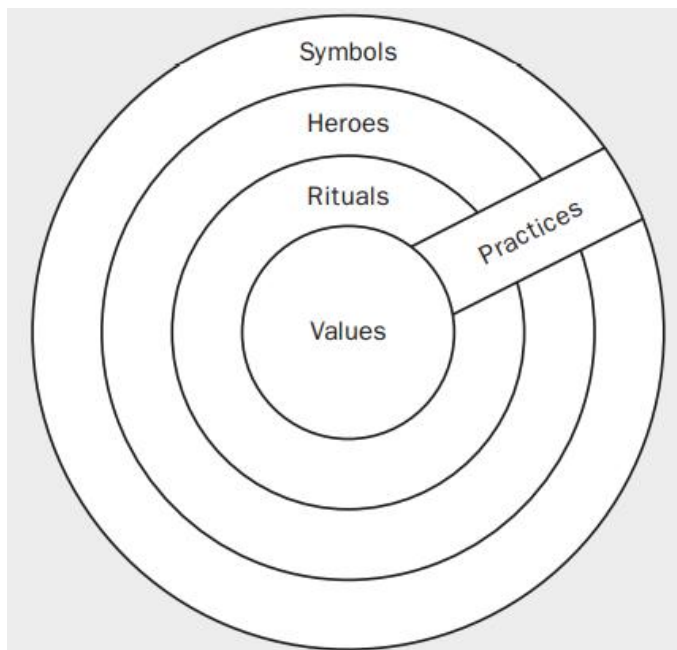
Table 2.7 describes the two opposite extremes of each dimension. The degree of power distance varies from the egalitarian to the hierarchical. The second dimension shifts from the individualistic to the collectivist. The dimension of the social and emotional implications of being a boy or a girl ranges between the feminist and masculine. The dimension of uncertainty is identified in the terms of the feeling between being comfortable and being anxious. LTO versus STO dimension varies from short term to long term orientation, reflecting people’s views on the past, the present and the future. The last indulgence and restraint dimension reflects people’s attitude towards subjective happiness and enjoyment.

Hofstede’s cultural dimensions explain the cultural roots of different modes of business communication and management among different individuals and organizations from different cultures. It is beneficial for business English teachers and students to be aware of the deep cultural causes of the cultural conflicts and cultural unacclimatization in intercultural business communication. Understanding the differences in these dimensions among different countries helps us better understand the characteristics of their intercultural business communication. Therefore, adding discussions or other learning activities related to these dimensions in courses and projects may be beneficial for learning business English. However, Hofstede did not incorporate different educational backgrounds into his research on cultural dimensions. Exploring how to integrate his model into the practice of business English teaching is an area that requires further

exploration in the future.

The Onion Diagram, another distinctive diagram proposed by Hofstede (2010) about culture elements is also enlightening for us to understand the fundamental basis of teaching intercultural knowledge. The diagram is named as the Onion Diagram because of its onion shape as Figure 2.7 presents. Onion Diagram displays manifestations of culture at different levels of depth.

Figure 2.7 Culture Onion: Manifestations of Culture at Different Levels of Depth



Source: Hofstede G., Hofstede G.J. and Minko M., 2010, p. 8

From Culture Onion we know that the core part of the total concept of culture is **Values**. So for business majors, the corresponding teaching objectives should cover the values. Values, as the core of the onion, set a solid foundation for other relatively superficial layers, namely, rituals, heroes and symbols. When carrying out intercultural education, teachers themselves should also be aware of the differences in values, rituals, heroes and symbols, because those differences in values, rituals, heroes and symbols are virtually the original causes of the differences in behaviors, languages and understandings of people from intercultural organizations. To achieve these teaching objectives of values, it is necessary to raise the cultural literacy and teaching capabilities required of foreign language teachers.

Tucker et al (2014) investigated intercultural competence among global organization leaders, CEOs, General Managers, Function Heads, and those with Profit and Loss responsibility for their businesses. The components of intercultural competence for those business people discussed in the investigation involves open-mindedness, lifetime learning of culture, instilling trust, adapting socially, flexibility, patience, even disposition, navigating ambiguity, locus of control and leadership theory. More elements of personal attributes are introduced into intercultural competence. For example, disposition is an effective advantage to make interpersonal communication. Being calm and having a good sense of humor facility the communication among different cultures. Navigating ambiguity is the trait to deal with the unknown situation. It is not advisable to seek “white or black” answers in the business world but to seek cooperation or solution. Another rarely used term in intercultural competence by Tucker et al is locus of control. By this term, he wants to elaborate the competence to “take the initiative and control events that affect them” (Tucker et al, 2014, p.5). It’s the ability to balance the relationship between the internal mind and external environment. Their research on intercultural competence holds significant reference value for business English teaching practices concerning management. However, their theories primarily focus on interpersonal communication, which makes teaching a challenge to implement their theories in foreign language teaching.

Chinese frontline business English teachers conducted some explorations in teaching intercultural communicative competence. For example, Liu (2018) researched the cultivation of intercultural communicative competence in the *International Business Negotiation* course. However, the relevant research on the cultivation of intercultural competence in the business English major is still relatively lacking. For business English intercultural competence education in China, the first step should be to clarify the teaching objectives of business English major and courses. The Higher Education Guidance Committee of the Ministry of Education pronounced the *National Teaching Quality Standards for Undergraduate Majors* and stressed the importance of intercultural education in business English programmes (Higher Education Guidance Committee of the Ministry of Education, 2018, p. 93). The establishment of teaching objectives is of vital importance to business English curriculum and syllabus. Teaching objectives determine the

choices of teaching content and methods. For developing and improving the intercultural competence, business English curriculum shall cover the essential elements of language scheme and intercultural competence scheme. Some basic intercultural issues in business should be covered in the content of business English courses, such as Hofstede's Culture Onion theory and culture dimension theory.

2.8 Theoretical Framework for This Study

2.8.1 Definition of Intercultural Competence in This Study

Based on previous discussion, this study defines IC in its own way. In this study, intercultural competence refers to multilingual users' capacities to realize appropriate and effective intercultural communication. It includes one's knowledge, attitude, skills and critical awareness for connecting and interacting with people from different cultures.

2.8.2 Dimensions and Components of IC in Education

The business English IC teaching model in this study is established based on the core elements of Byram's four dimensions of IC because Byram's IC model is strongly set in an educational background. Byram's four-dimensional model is the cornerstone of many experts' and scholars' research and development of intercultural competence.

Byram (1987) mentioned that a learner with foreign language competence is only a bilingualist and biculturalist, rather than an intercultural speaker. According to his point of view, intercultural speakers are not only people who have the ability to speak two or more languages, but people who are able to realize the similarities and differences between cultures and can coordinate two or more cultures, beliefs, values and behavior patterns. This kind of coordinator is an achievable result of formal schooling. That is, through the cultivation of learners' potential to behave in different cultures in school environment. Schools play important roles in the process of student socialization. Schools should not only transmit the common culture and values of the community, but also present a multicultural culture and present the differences between different cultures. The goal is to train students to become intercultural speakers who can respect cultural differences and to

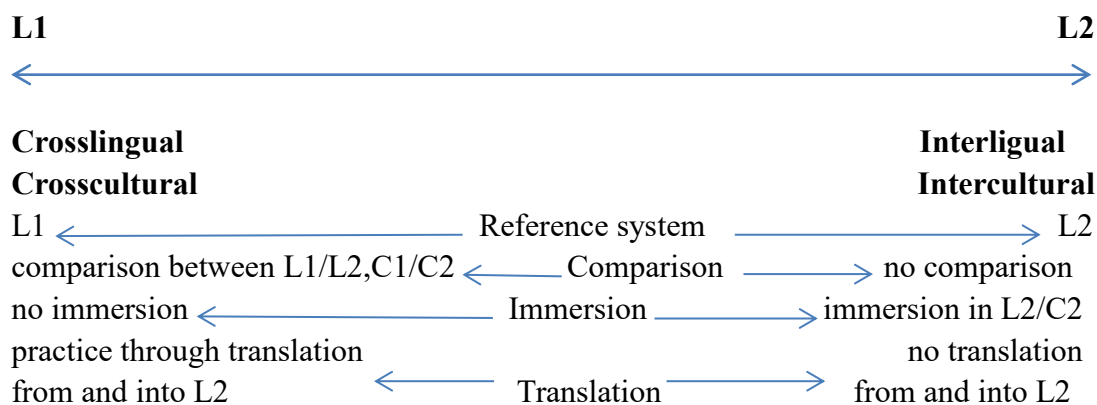
be good at dealing with cultural conflicts.

Based on Byram's four dimension model, this study investigated and discussed knowledge, attitudes, skills and awareness. The first essential element of intercultural competence is attitude, or more specifically speaking, positive attitude. A positive attitude is a prerequisite for effective communication. It involves curiosity, openness, suspension of doubt and judgment, and the ability to empathize with others. The second element is knowledge. Knowledge falls into two categories: the knowledge about our and other people's cultures and the knowledge of human and social interaction. The third element is skill. Intercultural skills are the skills of interpreting and building relationships, as well as the skills of discovery and interaction. The fourth factor is critical cultural awareness, the ability to critically evaluate the behaviors and outcomes of both communicators from the cultural perspectives of self and others. Critical intercultural awareness enables communicators to distinguish and interpret the values of themselves and others from foreign backgrounds, to analyze their perspectives and evaluation criteria, to judge what is acceptable to what extent, and to use their knowledge, attitudes and skills to coordinate and interact with each other.

2.8.3 Dimensions and Components of IC Teaching Strategy

Based on Stern's core views and concepts of language teaching, this study draws a diagram of degree of lingual teaching and intercultural teaching as follows.

Figure 2.8 Crosslingual-intralingual Dimension

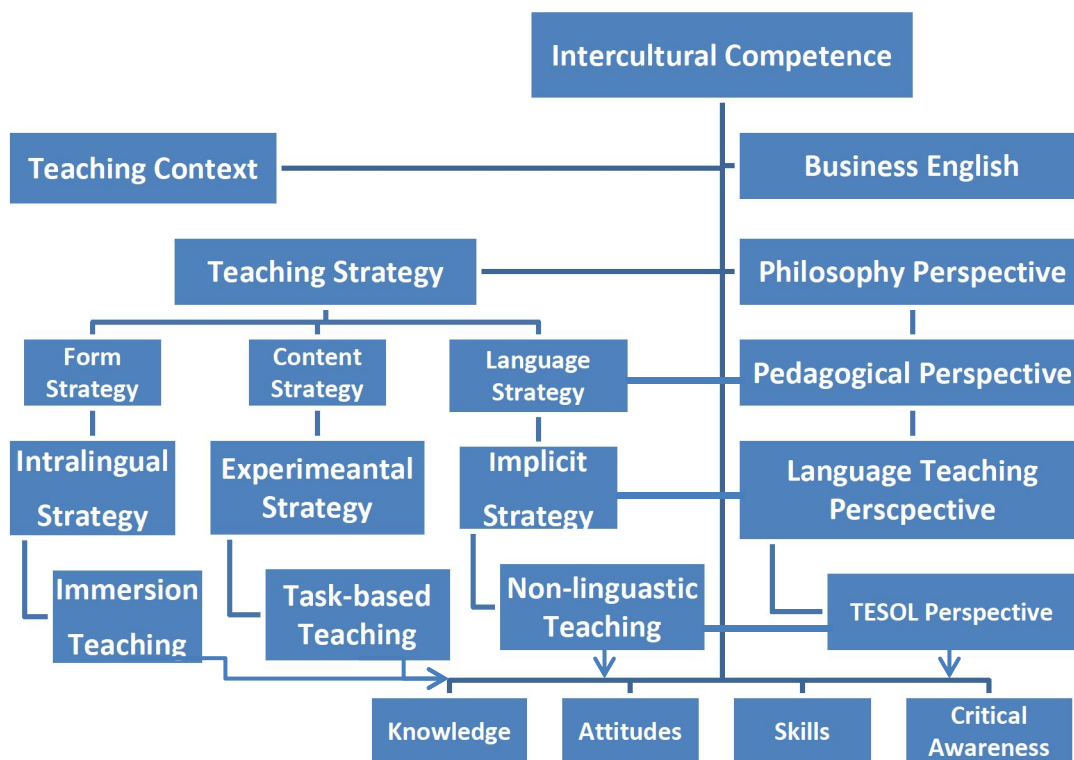


Adapted from Stern's intralingual-crosslingual dimension (Stern, 1992, p279)

By comparing the characteristics of crosscultural and intercultural approaches in the above figure, this study makes four major assumptions of IC teaching: (1) the reference system of the teaching process tends to be L2 rather than L1; (2) The less direct comparison between two languages and cultures during the teaching process, the higher the degree of intercultural communication; (3) The more thoroughly degree of immersion in L2 and C2, the more effective intercultural strategies are; (4) The less translation is used in teaching, the higher the level of intercultural teaching.

Then, combining the above four assumptions with Byram's four dimensional model of intercultural competence, this study constructed a research theoretical framework displayed in Figure 2.9 for intercultural competence cultivation.

Figure 2.9 Research Theoretical Framework



As Figure 2.9 displays, this study looks into teaching strategy from three levels: pedagogical perspective, language teaching perspective and TESOL perspective. These

perspectives help to find the relations of different strategies. Business English teaching is different from traditional English teaching in the form, content and language. The focus transit from the forms of language to competence requires teachers to discover more strategies. The intralingual strategy, experimental strategy and implicit strategy will help to rethink and reconstruct teaching strategies.

This framework provides alternative teaching strategy combinations and guiding principles for cultivating intercultural competence of business English students. The feasibility and effectiveness of this strategic theory model were demonstrated through empirical research in the later stage of this study. The above literature review and theoretical framework assumptions constructed the theoretical research foundation for this study. The research hypotheses concerning the strategies are: (1) students' intercultural competence will improve if teachers implement certain intercultural teaching strategies in business English instruction; and (2) students with high satisfaction in intercultural teaching have higher intercultural assessment levels compared to students with lower teaching satisfaction.

2.9 Chapter Summary

Overall, significant research progress has been made in intercultural education and business English, with researchers and educators providing valuable insights and findings. For instance, Byram (1997) developed a noteworthy dimensional model of intercultural competence. Evan (2005) proposed a method for introducing culture-specific training and incorporating cultural dimensions into business English teaching. Deng, Zhu, and Elizabeth (2016) explored the concept of intercultural business communication ability and its integration with business English pedagogy.

Nevertheless, current research still faces limitations and challenges. Firstly, despite the benefits of using cultural dimensions, teachers may encounter difficulties in accurately comprehending and applying these dimensions. Therefore, the focus of this study lies in effectively integrating these dimensions into instructional design and implementation. Secondly, intercultural education naturally confronts the challenge of addressing diverse

societal and pedagogical needs arising from varied backgrounds and contexts in intercultural communication. Thus, this research aims to explore the difficulties and practical challenges central Chinese provinces encounter in intercultural teaching through interviews and questionnaires.

Consequently, this study seeks to address the aforementioned two issues and investigate effective means to enhance students' intercultural competence in business English teaching. Through thorough investigation and exploration of these matters, we can better comprehend and meet the intercultural demands within business English education context, ultimately contributing to global business communication.

Chapter 3 Research Design and Methodology

3.1 Chapter Introduction

This chapter discusses the rationale and process of research methods. The study takes the intercultural teaching of business English major in a university in Jiangxi province in the central part of China as a case study. An investigation and an empirical study were conducted in the university. Qualitative method and quantitative method were used. Interviews with business English teachers and questionnaires with business English students in the university were carried out. By conducting semi-structured interviews with six full-time teachers of the business English program of the institute, the data for qualitative analysis of the research data were collected. By conducting two rounds of questionnaires of forty-six third-year business English majors, data for qualitative analysis of the research were collected. The interviews and questionnaires were carried out within the authentic teaching and learning environment that focused on the intercultural competence of both university teachers and students. These two research approaches are interconnected and complement each other, with one providing insights from a teaching standpoint and the other from the students' point of view. Together, they collaborate to advance the primary objective of this study.

The chapter is divided into seven parts. The first part briefly introduces the content and purpose of this chapter. The second part is a restatement of the research questions of this study. The third part is the theoretical and practical basis of the research methodology. The fourth part is the explanation of the interview approach including interview design, data collection, data collation and data analysis. The fifth part is the explanation of the questionnaire approach including questionnaire design, data collection, data collation and data analysis. The sixth part is about the normative function of academic ethics and morality in this research. The seventh part is a summary of this chapter.

3.2 Research Questions

For the purpose of knowing and understanding teachers' teaching strategies of intercultural

competence, the data of interviews and questionnaires were analyzed qualitatively and quantitatively in this study in order to find out: the actual problems in intercultural competence teaching, teachers and students' perception of IC, teachers' perception of IC teaching, and teachers' and students' reflection of IC teaching. The main objective of this study is to answer the following six questions:

RQ1. What are the barriers in developing Chinese business English major students' IC in higher education?

RQ2. How do teachers perceive the concept of intercultural competence?

RQ3. How do teachers choose and use teaching strategies in intercultural teaching?

RQ4. What are students' perceptions of IC and levels of intercultural competence??

RQ5. How do students' perceptions and competence change after a period of action research?

RQ6. How to design a teaching plan that reflects intercultural teaching strategy to improve students' IC?

The first three questions focus on data gathered about teachers' viewpoints and actions in fostering students' intercultural competence. The next two questions aim to explore students' perception of intercultural competence and their changes after the action research. The last question is for the teaching practice of the research. The six research questions can be categorized into two groups: teachers' perspective and students' perspective. The two perspectives are a two-directional approach to examine teaching strategies because teaching strategy involves the relationship between teachers and students. It is crucial to involve both teachers and students because teaching strategy revolves around how teachers interact with students through various teaching activities to address specific contexts and needs. In essence, teaching strategy is an art of nurturing the relationship between teachers and students.

3.3 Mixed Methods

3.3.1 Research Purpose

The study carried out mixed methods and an empirical study in a university in Jiangxi Province of China in order to check and practice the intercultural teaching strategies. The

ultimate purpose of the research is to improve students' intercultural competence and improve teaching outcome of intercultural education in high education in Jiangxi province of China. During the research process, qualitative method of interview and quantitative method of questionnaire were used to collect and analyze the data. This study includes six aims:

(1) To explore the essential elements of intercultural competence to be covered in the curriculum and teaching content for business English major students.

(2) To identify the teaching strategies applied by the educators and teachers in business English classes for developing students' intercultural competence.

(3) To discover teachers' perceptions of IC and the specific problems faced by them in practice.

(4) To discover students' perception of IC and their general IC level to know students' needs in IC learning.

(5) To create an intercultural teaching strategy model and an intercultural teaching plan aiming at improving students' intercultural competence with the guideline of the strategy model.

(6) To initiate innovation and check out whether students' perception of IC will change and whether their IC will be improved.

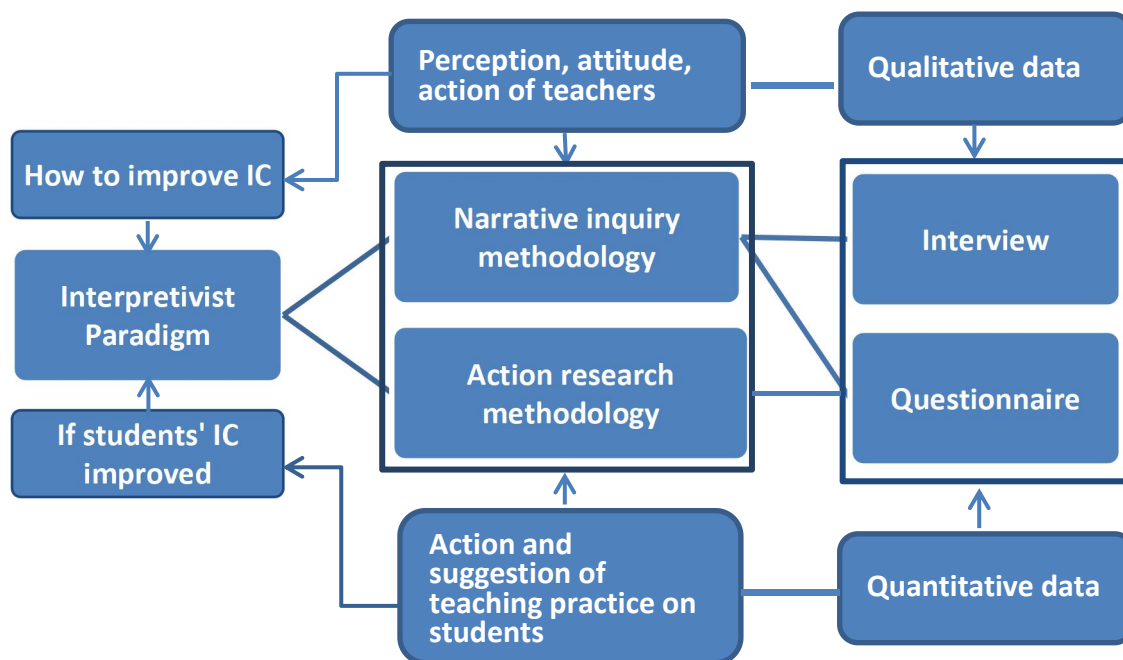
3.3.2 Research Paradigm

This part elucidates the relationship between the research values and methodologies employed. The focus of this investigation is on fostering intercultural competence among undergraduate business English learners in China. It examines the obstacles and strategies that business English educators at a central Chinese university encounter. It investigates their thoughts and methods for developing students' intercultural skills in practical teaching scenarios. As the landscape of foreign language education in China swiftly evolves, with both concepts and methodologies being continuously updated, this study uncovered how Chinese educators navigate pedagogical shifts amidst rapid societal transformations. With Jiangxi Province as the backdrop and a case study of a university that inaugurated its business English program in 2016, this research engaged in teacher interviews to uncover the challenges and teaching strategies. Additionally, through student questionnaires, it

assessed students' current capabilities and needs in this area. Moreover, this study delved into the underlying causes of these challenges, estimates the strengths and weaknesses of various teaching strategies, and identified effective methods to enhance students' intercultural competence. It aimed at offering some actionable recommendations to educational institutions and instructors for fostering intercultural competence, thereby preparing business English students who are well-equipped to navigate the demands of evolving societal contexts.

The research adopted narrative inquiry and action research methodologies within the "interpretivist paradigm" (Waring, 2021, p. 18) framework. It utilized interviews and questionnaires to obtain a comprehension of the obstacles and approaches in nurturing intercultural competence. Qualitative research through interviews places emphasis on understanding and interpreting the research subject. On the other hand, quantitative research, employing questionnaires, prioritizes the measurement and statistical analysis of societal data. As Creswell and Creswell (2018) stated it can generalize and replicate the findings. By integrating these two methods, this study compensated for the limitations of each approach and presented research conclusions that are more comprehensive and enriched. The goal was to develop a teaching model specifically tailored for cultivating intercultural competencies among undergraduate business English students. The relations of the research methods are displayed in Figure 3.1.

Figure 3.1 Research Paradigm and Research Methods



From the diagram above, we can see that the research was based on an interpretivist paradigm and it aims to research how to improve IC and if students' IC improved. It employed both narrative inquiry methodology and action research methodology. Narrative inquiry was achieved through interview and questionnaire. Action research data was achieved through questionnaire. Qualitative data and quantitative data were collected. So, qualitative approach and quantitative approach were applied. The qualitative approach involved the description and analysis of aspects including teachers' intercultural recognition, the use and perception of teaching strategies, and students' feedback on intercultural learning. On the other hand, quantitative approach focused on analyzing and discussing aspects like students' levels of intercultural competence, intercultural learning satisfaction, and the relationship between satisfaction and intercultural proficiency levels. The qualitative analysis and quantitative analysis complemented each other. Qualitative approach provided rich detail and in-depth understanding by delving into descriptions and analyses of aspects like teachers' intercultural recognition, use and perception of teaching strategies, and students' feedback on intercultural learning. Meanwhile, quantitative approach utilized data analysis to quantify students' levels of intercultural competence, satisfaction, and their relationship. Qualitative approach offered theoretical support and

deep explanation, and quantitative approach provided objective data support and summary conclusions, thereby making the research results more comprehensive and credible.

As Council of the British Educational Research Association requires, “researchers must employ methods that are fit for the purpose of the research they are undertaking” (Council of the British Educational Research Association, 2011, p.9). For this project, mixed methods were applied to collect and analyse data for achieving the research purpose of intercultural competence education. Furthermore, the Council states,

researchers must, within the context and boundaries of their chosen methods, theories and philosophies of research, communicate the extent to which their data collection and analysis techniques and the inferences to be drawn from their findings are reliable, valid and generalizable.

(Council of the British Educational Research Association, 2011, p.9)

Therefore, in order to construct a reasonable intercultural competence teaching strategy model for business English majors in the university, it is necessary to understand and investigate the teaching situation in the project. The teaching situation in this project mainly refers to teachers, students, teaching content, methods and relationships among all these aspects. Information on the teaching situation was obtained through mixed methods of qualitative method and quantitative method.

3.3.3 Rationale for the Interview Approach

The interview data in this study give the researcher an opportunity to further deepen her understanding of how teachers choose and apply teaching strategies to develop students' IC, and to explore the challenges and barriers faced by teachers in IC education. Interview, as a qualitative research method, allows for more flexible in-depth communication and discussion based on the respondents' answers as agreed by Gray (2022, p.408-409), Creswell & Poth (2018, p.162), Taylor, Bogdan & Devault (2016, p. 102), and Foddy (1993, p. 22). Particularly in the case of unstandardized interviews, researchers can explore related topics more flexibly based on the respondents' answers, thus obtaining richer research results according to Lune & Berg (2017, p.68). As some researchers like Kvale

(1996, p. 6), Seidman (2006, p. 14), and Cresswell (2018, p.53) commented, the interview method can obtain reliable and real information through in-depth communication and conversations. Open questions were used in interviews because they do not suggest any hints of answers. As Bryman states, “respondents’ levels of knowledge and understanding of issues can be tapped” (Bryman, 2012, p. 247) through open questions.

This study employed semi-structured interviews. Bryman referred semi-structured interview to

a context in which the interviewer has a series of questions that are in the general form of an interview guide but is able to vary the sequence of questions. The questions are frequently somewhat more general in their frame of reference from that typically found in a structured interview schedule.

(Bryman, 2012, p. 716)

The interview was carried out with a total of eight questions. The sequence of questions was determined by interviewees’ answers to the previous questions. The questions were asked in a more flexible way in order to guide a smooth interview completion. During the interview, the focus was put on information mining, facts exploration, ideas discovery, and perceptions probing.

The interview data were sorted out and statistically analyzed through using qualitative research method. Qualitative analysis is characterized by an exploratory research method. It is helpful for researchers to have a deeper understanding of the orientation and initiation of the research problems. As Ezzy argues, qualitative analysis is “good at examining and developing theories that deal with the role of meanings and interpretations” (Ezzy, 2002, p. 3). Qualitative analysis was employed to discovery the meaning of IC and teaching strategy. Due to the small size of samples selected, qualitative analysis was manually completed through application of Word processor’s sort functions. Selection and categorization of the keywords were made according to the research questions. Coding and theming were then conducted according to research purposes.

3.3.4 Rationale for the Questionnaire Approach

Two rounds of questionnaires were carried out to students. A first round questionnaire was conducted to give the researcher an opportunity to understand how students recognize intercultural competence and what students' intercultural competence levels are. Another purpose is to explore students' needs in and expectation of developing their intercultural competence. A second round questionnaire was conducted at the end of the term. It provided an opportunity to know how students' intercultural competence levels have changed after a term period of teaching and learning with the business English program.

Quantitative method was used to collect data from the questionnaire survey. Quantitative analysis was made through some basic statistical methods: mean value, percentage and frequency. They were adopted to discover students' intercultural level and degree, as well as the change of intercultural competence level after the teaching and learning of three months. Minimum score, maximum score, mean score, median score, and mode score were used to identify the IC level and change, and P value was analysed to show the relation between IC and teaching satisfaction. Then, qualitative analysis was also used with data from the open-ended questions in the questionnaire to investigate and discover students' suggestions for intercultural teaching.

Self-assessment questions were used in the questionnaire. Noonan & Duncan (2005) and Ross (2006) pointed out that self-assessment methods are widely used in the research and education fields. Rose (2006) believed that self-assessment can provide students with personal subjective views and feedback. It helped the researcher understand information related to students' awareness of their abilities and performance. Through self-assessment, students can better understand their strengths and weaknesses, which also contribute to personal growth and development as Bandura (1997) discussed. However, as Karpen (2018) found out, self-assessment is influenced by factors such as students' subjective consciousness, self-esteem, and self-awareness, leading to potential assessment biases. There may be tendencies for students to inflate or underestimate themselves in self-assessment, reducing the objectivity of the evaluation results. Therefore, in this study, paper materials introducing the assessment contents were distributed to students before

evaluation. Detailed explanations and interpretations of the assessment questions in the questionnaire were provided orally at the evaluation site, with a detailed explanation of the impact on evaluation results. This approach helped maximize the advantages of self-assessment while mitigating its drawbacks.

Quantitative approach in this study was used to test the two research hypotheses: (1) students' intercultural competence will improve if teachers implement certain intercultural teaching strategies in business English instruction; and (2) students with high satisfaction in intercultural teaching have higher intercultural assessment levels compared to students with low teaching satisfaction.

3.3.5 Rationale for the Action Research

The rationale for conducting an action research lies in its ability to empower teachers and organizations to address real-teaching challenges and make meaningful improvements. Nelson and associates described the value of action research as: "From action research, we recognize the value of engaging other stakeholders and of using research findings to inform intervention decisions" (Nelson et al, 1998, p. 885). By engaging in a process of making inquiry and reflection, the action research in this study allowed the researcher to actively participate in problem solving and decision-making processes. It fostered a collaborative approach, involving teachers and students to collectively identify issues, set goals, design interventions, and evaluate outcomes. Moreover, action research promoted a deep understanding of the research context, as it grounded its findings and recommendations in the specific conditions and dynamics of the situation being studied. Four stages composed the action research: planning, acting, questionnaire and reflecting. Overall, the rationale for action research stems from its potential to generate locally relevant knowledge and create positive change.

The action research was done with a three month program in a course named *Advanced Integrated Business English* in the University during the spring term. With intercultural competence as one of the teaching objectives, this program designed group discussion, case study, presentation and role play embedded with intercultural elements with the

guidance of intralingual/ intracultural, experimental and implicit teaching strategy. The teaching objectives of the program are to train students' comprehensive abilities including intercultural competence with the input of language and business related information. In the course, students are provided with six long English articles excerpted from economical and business journals including *The Economist*, *Financial Times*, *Wall Street Journal*, and *Harvard Business Review*. The topics for these articles mainly cover: business ethics, business management, economy watch, executive caliber, money & investment, and clean energy. Two rounds of questionnaires were sent to students before and after the program for collecting data of students' perception and change of intercultural competence and their teaching satisfaction. "As action research requires analysis and reflections on data collected at each stage of the project to be used to inform the next stage" (Munn-Giddings, 2021, p.88), data from the questionnaires were used to make teaching planning and improve teaching planning. Action research provided benefits for both obtaining first-hand information and making timely adjustments to intercultural teaching strategies.

3.4 Interview

3.4.1 Interview Design

In order to have a comprehensive understanding of the teaching operation in the business English program on the improvement of intercultural competence, the interview outline was mainly designed in three perspectives: cognition of IC, perception of IC teaching and action of IC teaching.

First, questions to examine teachers' cognition of IC include: (1) As a business English teacher, what do you think are the basic competences business English students need to develop in Business English courses? (2) Could you please tell me what is your understanding of intercultural competence? (3) What do you think are the basic components of intercultural competence? (4) How do you think can teachers cultivate students' intercultural competence? The first four questions were used to discover teachers' cognition of business English, IC and approaches to develop IC.

Second, questions to examine teachers' perception of IC teaching include: (5) What challenges and barriers have you met in cultivating students' intercultural competence in teaching? (6) What do you think are students' perceptions and attitudes towards intercultural competence teaching? The two questions were used to discover teachers' feelings towards IC teaching barriers and their understandings of student attitudes.

Third, questions to discover teachers' actions of teaching include: (7) What teaching strategies you adopt to develop students' intercultural competence? (8) What kind of class activities do you use to develop students' intercultural competence? These last two questions were used to help teachers reflect on their IC teaching actions.

3.4.2 Selection of Interviewees

The interviewees chosen in this study are full-time business English teachers in the university. They teach business-related English courses in the program. Two are associate professors and four are lecturers. One is male teacher and five are female. They agreed and signed to participate in the research and were interviewed in semi-structured interviews. The average length of interview was around 40 minutes. To protect the privacy of the interviewees, the samples were marked with A, B, C, D, E, and F according to the interview sequence (see Table 3.1). By anonymity, research data and results can be protected and the discussion can be more objective. The researcher is familiar with the teachers, so the anonymous processing of scripts will reduce the influence of the subjective judgement from the researcher.

Table 3.1 Basic Information of Interviewees

Sample No.	Title	Age	Seniority	Education	Overseas Experience	Overseas Period	Gender
A	Associate Professor	55	31 years	Master Degree			Male
B	Lecturer	41	18 years	Master Degree			Female
C	Associate Professor	43	20 years	Master Degree	Russia	Two weeks	Female
D	Associate Professor	45	20 years	Master Degree			Female

E	Lecturer	40	17 years	Master Degree	Finland	A year	Female
F	Lecturer	40	18 years	Master Degree			Female

From Table 3.1 we know that all these teachers have been teaching business English courses for more than seventeen years with one of them having more than thirty years. They are familiar with the local intercultural context, the campus intercultural environment, the current situation of students' English level and the teaching status of business English major in the university. They can provide rich information on their understanding of intercultural competence and teaching practices.

3.4.3 Data Collection

The process of collecting interview data contained obtaining interview consent forms, developing interview outlines, arranging and conducting interviews, recording interview data, organizing the collected data, and providing feedback. To begin, the interview consent form (see Appendix D) was used to inform the interviewees about the main purpose and content of the study, as well as their rights and freedoms as subjects. This helped ensure their understanding of the research and agreement to participate in it. The interview outline focused on intercultural teaching for teachers and consisted of three main aspects: their cognition and understanding of intercultural competence, their cognition and feelings towards intercultural competence teaching, and their understanding of intercultural learning for students. The interview outline contained 8 questions (see Appendix G), designed to ensure the relevance and coherence of interview to the research purpose.

To ensure a smooth interview process, a simulated interview test was conducted in the venue with the assistance of a teacher from the institution who was not a study participant. This test evaluated the flow of conversation, the comfort of the interview venue, and the testing of recording equipment.

When the necessary preparations were completed, data collection began by arranging and conducting interviews. The researcher made specific arrangements and notifications

according to the availability of the interviewees. Before the interview began, the interviewer gave the interviewee a verbal introduction to the project again. During the interviews, the researchers established good communication and interaction with the interviewees, showing full respect to them. To ensure accuracy and completeness, two recording devices, a professional recording equipment of brand Iflytek and a mobile recording function of Apple phone, were used simultaneously. After the interviews, the recordings were transcribed and thoroughly checked for accuracy. The transcripts were then reviewed and confirmed by the interviewees themselves, ensuring the reliability of the collected data and providing researchers with valuable information and insights.

3.4.5 Data Analysis

3.4.5.1 Documentation and Transcription

The research interviewed six business English teachers and recorded the whole processes of all interviews. All the recordings were transcribed into texts in both versions of Chinese and English. The texts files were named as Interview Teacher A, B, C, D, E, and F. Then the texts were sorted and filed by using the Microsoft Word functions. With Microsoft Word, the interview transcriptions were marked and analysed manually. Firstly, the researcher read carefully the entire text (see Appendix J Transcripts of One Interview) and used the highlight function in Word to annotate the codes related to the theme; then, the researcher used the “New Comment” function in Word to annotate it next to them, using a code+number annotation method, but due to the requirement of the thesis format, the Comments cannot be shown in Appendix J. After labeling, all the codes then were sorted out to a codebook (see Appendix K) for a second coding. Second coding was completed on the basis of the themes of the research.

3.4.5.2 Conceptualising, Coding and Categorising

Based on the research questions, this study identified a three-categorical framework for qualitative data analysis. It consists of three categories of teachers’ cognition, perception, and action. This theme framework was used to understand and analyze the teacher’s assumptions of, attitude towards, and actions taken or to be taken concerning intercultural teaching. Each category covers several themes. Themes are deductive. The logic

framework of this qualitative analysis approach is presented in Table 3.2.

Table 3.2 Conceptualizing Frame of Interview Data Analysis

No.	Subject/Overall theme	Different Categories	Themes
1	IC Teaching Strategy	Cognition	competence
			intercultural competence
			components of intercultural competence
			ways to develop intercultural competence
2	IC Teaching Strategy	Perception	barriers and challenges
			students' attitude
3	IC Teaching Strategy	Action	macro teaching strategy : teaching strategies
			micro teaching strategy : class activities

As can be seen from Table 3.2, the first cognition category includes four themes: competence, intercultural competence, elements of intercultural competence, and ways to cultivate intercultural competence. It examines teachers' understanding of intercultural competence and intercultural competence teaching. The second perception category includes: barriers & challenges, and students' attitude. It mainly covers barriers and challenges that teachers are encountering in daily intercultural teaching. And it also touches teachers' reflection on students' attitude toward intercultural learning. The third action category includes: macro teaching strategy, and micro teaching strategy. The strategies are sorted into macro teaching strategy for a general control of the intercultural teaching and micro teaching strategy for a specific selection of teaching methods. The eight themes mentioned above were developed based on the six research questions of the study. After identifying eight themes according to research questions, the researcher reviewed the data and identified meaningful units of information and assigned descriptive labels and codes to them in a codebook (see Appendix K).

3.5 Questionnaire

3.5.1 Questionnaire Design

A questionnaire was designed with multiple choices tasks and an open-ended question task according to the research purpose of knowing students' intercultural competence and teaching satisfaction. The questionnaire was written in both English and Chinese with a

purpose of elimination of misunderstanding by students. The uses of two languages help students understand better the questions in different languages and enhance their intercultural awareness. The questionnaire checks the self-evaluation of students' intercultural competence and the evaluation of intercultural teaching.

The multiple choices questions in this questionnaire are derived from three researches conducted by Zhang (2017), Cheng (2011) and Yang (2009). The relevant question items related to the four IC dimensions were selected from their questionnaires. The reliability and validity of the three questionnaires were tested in their studies respectively. The using of established questionnaires is based on the following grounds: (1) These questionnaires have been used in previous researches and have undergone validation, ensuring their credibility and validity; (2) Using pre-validated questionnaires can enhance the reliability of the data collection process, avoiding the potential design flaws and biases that might arise from creating a new questionnaire; (3) Utilizing existing questionnaires saves the time and resources required for designing and testing new ones, allowing for more efficient research; and (4) By selecting questions pertinent to my research, I can ensure that the questionnaire content is directly relevant, better serving the needs of my study. Overall, these questionnaires are highly relevant to my research content and can effectively gather the necessary data.

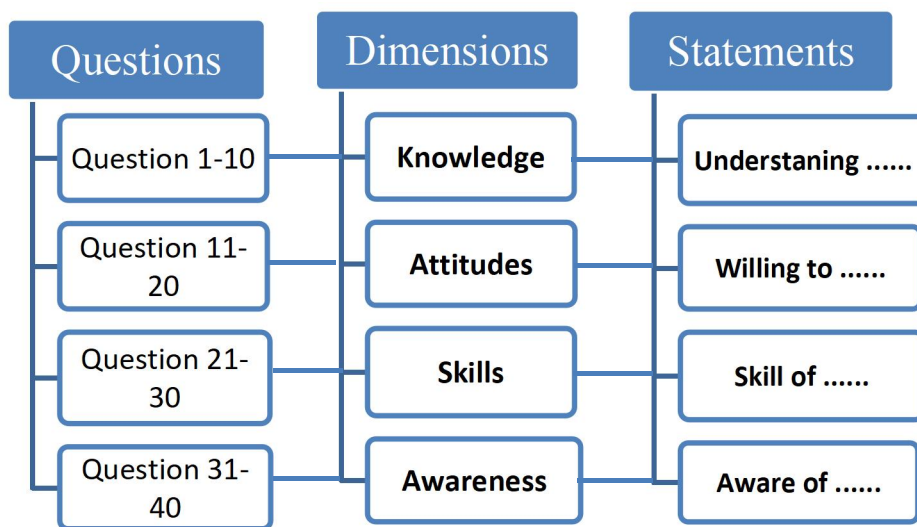
There are three alterations made to the questions. First, the sequence of the questions was altered and decided according to the different difficulty level of the four dimensions. The second alteration is that the questions and all the text in the questionnaire use two languages of Chinese and English while the original questionnaires are all in one language. Third, the last open question for collecting students' suggestions was modified into a business English teaching context.

The final questionnaires consist of three parts. The first part is to learn students' understanding of intercultural competence. The second part investigates students' current level of intercultural knowledge. The third part is designed to collect their opinions and suggestions on intercultural teaching in previous and current business English courses.

Part I contains 40 multiple-choice questions to examine students' cognition of their intercultural competence. It uses short and descriptive statements to indicate the status and level of IC. They are easy to be understood by the participants. For example, item 1 "Understanding history, geography and politics of home country" lead to direct and prompt judgement from the participants. Scale questions are used to measure the variable. The Likert scale is used to indicate how strongly students agree or disagree with the statements. As Dörnyei states, Likert scale is "the most commonly used scaling technique" (Dörnyei, 2010, p.27). For each statement, there are five options of rating from 5 to 1 standing for students' intercultural competence status, indicating from "very high" to "very low".

The distribution and the sequence of the forty questions were decided on their corresponding intercultural dimension, which is presented in the following figure 3.2.

Figure 3.2 Classifications of Questions in Part I of Questionnaire



As Figure 3.2 shows, the questions were put in a sequence of difficulty levels from knowledge to attitudes to skills and finally to awareness. Gray pointed out that "there should be a logical flow to the sequence of questions" (2022, p. 385). So, the first ten questions about knowledge are most easily to be answered by the Chinese students. The last ten questions of awareness are about identity, diversity and value, which are deep culture issues and relatively harder to answer.

Questions 1 to 10 investigate students' understanding of the basic knowledge of intercultural competence. It mainly includes self-evaluation of the degree of understanding of the culture, geography, history, values, religion, politics, taboos, norms and behaviors of the country and other countries. Questions 11 to 20 investigate the degree to which students are willing to participate in intercultural communication. It mainly includes the willingness to participate in intercultural communication, wished to respect the other countries' culture, willingness to master the foreign language, willingness to learn other countries' culture, willingness of the intercultural communication, willingness to study other countries' culture, willingness to stand in the position of others in intercultural communication, willingness to apply foreign language to communicate, willingness to deal with frustration in intercultural communication, willingness to adjust one's behavior according to the situation in intercultural communication. Questions 21 to 30 focus on students' evaluations of their own intercultural communication skills. This part mainly includes the explanations in the intercultural communication skills and negotiation skills, use of nonverbal communication skills, application of foreign language communication skills, politeness skills, skills of avoiding offending the other persons, techniques of avoiding bias, skills of avoiding the invasion of privacy, skills of the application of intercultural perspective brought to the analysis of events in other countries, skills of applying strategies to learn other languages and cultures, skills of conducting self-reflection and solving intercultural misunderstandings and conflicts. Questions 31 to 40 examine students' self-assessment of their level of intercultural awareness. Intercultural awareness includes the awareness of cultural similarities and differences, the awareness of differences in cultural styles and language use, the awareness of differences in cultural identities, the awareness of how foreigners view you and the reasons why foreigners have stereotypes about you, and the awareness of cultural diversity in foreign cultures. This part is used to check if they have realized the different cultural situations and the need to use different communication strategies. Their values will affect how they deal with and handle intercultural challenges. The view that the individual words and deeds are deemed as national behavior is not reasonable and not proper, but different cultural styles and languages application habits will affect intercultural communication and work collaboration.

Part II consists of 10 multiple choice questions, which test the level of intercultural knowledge of students' intercultural competence. The first two questions aim to understand whether students have intercultural experience and intercultural communication barriers. Questions 3-10 were selected based on common daily life and daily work scenarios to examine students' understanding and treatment of specific intercultural phenomena. It includes business situations of visiting art exhibitions, gestures, handling and understanding of embarrassing situations, opening of negotiations, daily etiquette, dealing with others' mistakes in work, dealing with excessive attention and concern for friends in Chinese culture, and introducing information sources in business cover letters.

Part III is a survey of students' teaching satisfaction with intercultural competence. There are two parts. The first part consists of 7 multiple-choice tasks to know students' satisfaction with the current intercultural teaching of business English. They are about teaching content, teaching materials, teaching method, teaching interaction, class involvement, teaching effect and overall satisfaction. The second part is an open question for students to answer: "What suggestions would you like to provide for developing students' intercultural competence in business English classes?" It is hoped that constructive opinions on business English teaching can be obtained from students.

The differences between the two rounds of questionnaires lie in the teaching satisfaction part. The first round questionnaire was distributed before the programme began and the second was given when the programme ended. One purpose of the second questionnaire is to examine how students' intercultural competence changed with the development of business English program and the deepening of their study. Three different aspects of the questionnaire are added in Part III: class activities (presentation and answering questions), teaching language, and teaching procedure. The content of the added part mainly examines the teaching satisfaction of task-based teaching activities. In addition to this change, the last open question of "What suggestions would you like to provide for developing students' intercultural competence in business English classes?" was amended as "What suggestions would you like to provide for developing students' intercultural competence in *Advanced Integrated Business English*?" This question is used to help students review the teaching

process of the specific course.

3.5.2 Selection of Students

The business English program comprises four grades. Grade 1 students receive basic language skill training, covering listening, speaking, reading, and writing in English. Grade 2 students study business courses in Chinese, such as *Introduction to Economics* and *Introduction to Management*. Grade 3 students are engaged in English-taught subjects like *International Trade*, *International Negotiation*, and *International Business Etiquettes*. Finally, Grade 4 students focus on writing their graduation thesis and pursuing internships. Grade 3 students were chosen as participants due to their involvement in the most representative business English courses. In this study, a “non-probability sampling method” (Bryman, 2012, p. 176) was employed to focus on a specific group of students who are studying business English and developing intercultural competence. This group consists of junior students enrolled in the business English program. Junior students demonstrate strong language skills and cultural knowledge. Additionally, they exhibit a high level of cooperation, initiative, and willingness to participate in activities and researches. The total number of third-grade students in this business English programme is 46, all of whom have agreed to take part in this research project.

The students participating in the research are in the second semester of their third year in the business English program at the Institute of Foreign Languages of the University. Over the past two and a half years, they have developed a strong foundation in business knowledge within their home country as well as English-speaking countries. These students are advanced English learners, demonstrating proficiency in listening, speaking, reading, writing, and translation skills. The majority has successfully passed both the TEM-4 (a test for English majors) and CET-4 (a test for college students). Furthermore, they have a high desire to enhance their intercultural competence and possess direct experiences of intercultural teaching and learning within the context of business English.

3.5.3 Selection of Course

The course system of the business English program in this study is composed of seven

sectors: ① general education courses(compulsory); ② discipline-based courses(compulsory); ③ major-based courses(compulsory); ④ major-based courses(optional); ⑤ career-oriented courses(compulsory); ⑥ career-oriented courses(optional), and ⑦ comprehensive practical courses(compulsory). Those sectors involve some intercultural competence elements. The courses related to language education and business and the possible focus of intercultural elements are listed in the following Table 3.3.

Table 3.3 Dissection of Intercultural Competence in Different Courses

No.	Course Name	Sector	Intercultural Content Focus
1	Second Foreign Language	General Education Courses(compulsory)	Skills
2	Basic English	Discipline-based Courses (compulsory)	Skills
3	English Listening		Skills
4	English Reading		Skills
5	English Speaking		Skills
6	English Pronunciation		Skills
7	Integrated Business English	Major-based Courses (compulsory)	Awareness, Attitudes, Knowledge, Skills
8	Business English Reading		Awareness, Attitudes, Knowledge, Skills
9	Business Translation		Awareness, Attitudes, Knowledge, Skills
10	Business English Writing		Awareness, Attitudes, Knowledge, Skills
11	Introduction to Linguistics		Awareness, Attitudes, Knowledge, Skills
12	Academic Writing and Research Methods		Awareness, Attitudes, Knowledge, Skills
13	Management		Knowledge
14	Economics		Knowledge
15	Business Ethics		Knowledge
16	An Introduction to Business		Knowledge
17	Introduction to Chinese Culture		Knowledge
18	Introduction to English Literature	Knowledge	
19	English Grammar	Major-based Courses (optional)	Knowledge
20	English Speech and Debate		Awareness, Attitudes, Knowledge, Skills
21	English Rhetoric		Knowledge

22	Cambridge Business English		Awareness, Attitudes, Knowledge, Skills
23	Encyclopedic Knowledge		Awareness, Attitude, Knowledge
24	Intercultural Business Communication		Awareness, Attitude, Knowledge
25	English Interpretation		Awareness, Attitudes, Knowledge, Skills
26	International Trade and Practices	Career-oriented Courses (compulsory)	Knowledge
27	International Business Negotiation		Knowledge
28	Business English Correspondence		Knowledge, Skills
29	Electronic Commerce		Knowledge
30	Documents for Foreign Trade		Knowledge, Skills
31	International Business Culture and Etiquettes	Career-oriented Courses (optional)	Awareness, Attitudes, Knowledge, Skills
32	International Finance		Knowledge
34	International Marketing		Knowledge
35	Internship	Comprehensive Practical Courses(compulsory)	Awareness, Attitudes, Knowledge, Skills
36	Graduation Thesis		Awareness, Attitudes, Knowledge, Skills

According to Table 3.3, the curriculum system includes a total of 36 courses related to language teaching and business teaching (some courses like physical education are not included in the table). In the general education sector, the *Second Foreign Language* course introduces a second foreign language and its culture to students. The basic discipline-based courses sector aims to improve students' English reading, speaking, listening, and writing skills through courses such as Basic English, English Listening, and English Speaking. The Discipline-based Courses sector integrates English with business. In these courses teachers teach advanced language knowledge and business-related language competence. Discipline-based Courses offer students the chance to further study and develop advanced linguistic knowledge and competence, such as *English Rhetoric* and *Encyclopedic Knowledge*. Career Orientation Courses focus on professional knowledge in business and trade. These content-based language courses are taught in English, immersing students in the language and business-related content. Career Orientation Courses strengthen students'

business abilities in specific fields like marketing, financing and accounting, tailored for specific occupations. Comprehensive Practical Courses provide students with hands-on opportunities to practice and refine their skills. Overall, the curriculum system offers a wide range of courses to enhance intercultural competence and equip students with essential language and professional skills.

Advanced Integrated Business English is chosen in the study because it is a core course of the program and course system of business English major. It emphasizes the instrumental nature of language and the ideological attribute of humanities. It cultivates students' comprehensive abilities in the aspects of language skills training, logical thinking training, business skills training and intercultural communication training. It aims to achieve the improvement of business English language competence and intercultural competence of students.

Furthermore, *Advanced Integrated Business English* is set as the course context in the study because it offers abundant opportunities for intercultural thoughts and communication, covering four major fields: economics, management, finance, and culture. It consists of six topics for a term: business ethics, business management, global economy, financial banking, new energy, and human resource management. Each topic requires six hours of teaching time, with two-week duration for each unit. The teaching procedure includes four steps: lead-in, discourse analysis, difficult sentences analysis, and exercises. The lead-in section aims to engage students through various warm-up activities using pictures, audio, video, comics, and short stories. Discourse analysis involves a thorough reading of a lengthy article, during which students work on activities such as paragraph division, identifying the main idea, paraphrasing, answering questions, and engaging in discussions and debates. The exercise section consists of two parts: language skills and intercultural thinking. Language skills exercises involve tasks like sentence and text completion, error correction, sentence and paragraph translation, dictation, and writing. Intercultural thinking exercises include impromptu speeches, presentations, discussions, debates, role plays, argumentative writing, and practical writing. All exercises are designed and conducted within an intercultural context. For instance, students are encouraged to

participate in debates on topics like the pros and cons of globalization.

3.5.4 Data Collection

After identifying the students and the course, the questionnaire was arranged in the university. Before the distribution of the questionnaire to the participants, two senior students from the same business English program were invited to participate in the trial test. They have similar learning and social backgrounds as the participants. They had completed all campuses courses, and were in the stage of internship learning. By distributing and collecting questionnaires to them online, the completeness of the questionnaire content and the accuracy of the online questionnaire operating system were tested. The researchers obtained handwritten consent forms from the students. Both rounds of questionnaires were made into online forms and sent to students via mobile phones. The questionnaire was distributed and collected with the online survey tool Wenjuanxing (<https://www.wjx.cn>). It is a professional and most widely used online survey platform in China. This platform allows users to send and receive the survey through any kind of online media such as emails, Wechat, QQ and mobile message. This survey was distributed to students by QQ, which is one of the most accepted social media for work and study in China. The questionnaires were completed online via mobile phones with the participation and witness of the researcher. Before sending the questionnaire, the researcher briefly introduced the research background and research purpose. The researcher was present when the students were answering the questionnaires. The researcher was staying there during the whole process, being ready to answer any question the students might have. After collecting all the students' questionnaires, the researcher then left the classroom. For both rounds of the questionnaires, a total of 46 questionnaires were issued, 46 questionnaires were collected and 46 questionnaires were valid. The validation rate is 100%.

3.5.5 Data Analysis

A “quantitative approach” (Clark, 2021, p32) was used in the analysis process. After completing the surveys, the data gathered from the questionnaires was subjected to statistical analysis by using SPSS. The purpose of this analysis was to evaluate the students' intercultural competence, their proficiency in intercultural communication, as well as their

satisfaction with intercultural teaching. To fulfill the research objectives and support the arguments put forth in the thesis, the results obtained from the original data were presented through textual explanations, numerical values, and “charts” (Clark *et al.* 2021, p. 327).

The data analysis process encompassed two stages: firstly, sorting and categorizing the data; and secondly, conducting in-depth analysis. During the initial stage, emphasis was placed on aggregating, classifying, and performing basic calculations on the “raw data” (Kumar, 2014, p.294). In the subsequent stage of in-depth analysis, the variables then were measured on “a nominal scale” (Kumar, 2014, p.297) and two main components were examined. The first component involved descriptive statistical analysis, which entailed investigating “the mean values” (Bryman, 2021, p.337) and “the distribution of the data” (Kumar, 2014, p.313-314). This analysis sought to understand and explore the various dimensions of students’ intercultural competence levels and their satisfaction with intercultural teaching. The second component of quantitative analysis focused on correlation and difference analysis, which aimed to assess the relationship between students’ intercultural competence and intercultural teaching by analyzing the variations in their intercultural competence and teaching satisfaction.

3.6 Research Credibility

3.6.1 Role of the Researcher

The researcher played multiple roles in this study. The *Ethical Guidelines for Educational Research* (Council of the British Educational Research Association, 2011) states that the role of researcher is more than researching. The researcher in this study is also a teacher in the university in China. The respondents are her students and interviewees are her colleagues. The position of an insider of the case leads to some convenience to the researcher. It reduces some barriers of communication in conducting surveys. For example, it costs less time in communication with respondents because they are familiar with each other and the teacher know what kind of explanation could be clearly understood by students. It reduces risks in misunderstanding by people from totally different backgrounds.

However, it also brings some hardship. She needs to separate her teaching role from the researching role completely. She must be certain that she was bearing two respective roles.

Researchers engaged in action research must consider the extent to which their own reflective research impinges on others, for example in the case of the dual role of teacher and researcher and the impact on students and colleagues. Dual roles may also introduce explicit tensions in areas such as confidentiality and must be addressed accordingly.

(Council of the British Educational Research Association, 2011, p. 5)

The statement claims the dual roles of a researcher in pedagogical researches. Some special cautions and measures should be taken to maintain the smooth of teaching as well as the confidentiality of the research. The researcher in this study took some measures to ensure the fairness of the teaching evaluation process and prevented students' grades from being affected by their survey responses. It is essential for her to convey to students that the survey will not have any impact on their performance results in the course. Their final evaluations were based on a standardized written test and a set of assignments. Students were told their final results of the course were not examined on the base of the self-evaluation and self-assessment in the questionnaire. This information was explicitly conveyed to students in information sheet distributed to all students. She tried to prevent any tension or unease among the students arising from the survey. During the process of taking the questionnaire, she stayed in the questionnaire venue and waited there for offering answers and assistant until all participants finished their questionnaires.

As it is in the context of an intercultural research project, it's important to consider the identity of an intercultural researcher. Like Fischer and Poortinga (2018) claimed, it is necessary to acknowledge the unique methodological difficulties and challenges of the intercultural research. In the realm of intercultural research, it is difficult but imperative to maintain a stance of cultural neutrality, striving for impartiality and objectivity towards cultural issues. First, this entails awareness from the researcher of potential variations in educational ideologies and practices across diverse cultural backgrounds and academic contexts, while also showing reverence for distinct cultural traditions and values. Second,

intercultural research necessitates transcending linguistic and cultural boundaries, because language barriers often present significant obstacles. The researcher in this study is mindful of linguistic and cultural disparities and employs bilingual versions in all interview and questionnaire materials. Third, ethical considerations hold particular significance in intercultural research. The researcher respects and adheres to the values and behavioral norms of diverse cultural contexts in both Britain and China, ensuring the legitimacy and morality of the study in both countries. Fourth, in terms of methodology, the researcher also needs to address unique challenges stemming from diverse cultural backgrounds. In China's context, there tends to be a greater emphasis on following authority and pursue unified theories and practices, and utilizing measures from existing researches is generally seen as sufficient within one's own study sample and objectives.

3.6.2 Reliability of the Research Methods

The research methods are determined by the research object and the research purpose. This study needs to probe into the teaching and learning ecological system among teachers and students in a business English program. Silverman clarifies that reliability is “the degree of consistency with which instances are assigned to the same category by different researchers or by the same researcher on different occasions” (Silverman, 2001, p. 232). Briefly speaking, as Ezzy states, reliability refers to “the ability to repeat the research and find the same results” (Ezzy, 2002, p. 52). Therefore, reliability should be observed through standardized procedures of interview and questionnaire to gather necessary information. When it will be done again in the same situation, same results can be produced.

As for research instruments, the interview outline were sent for reviewing to two business English teachers in the universities in Jiangxi province. The questionnaire questions were identified through analyzing and studying Byram (1997)'s four dimensions and sent to two students for a testing before the questionnaire. The study strictly obeyed the rule of using the same format, same sequence of words and questions for each interviewee, and also using open-ended questions to enable them to demonstrate their own perception of the situation. Before analyzing the data, the completeness and accuracy of the data were

checked. The significance of data collection and analysis techniques is to generate accurate and meaningful findings and ensure the reliability and validity of the results.

The reliability of the data was ensured through some measures. Firstly, a standardized interview schedule was used to ensure that all participants would have a clear understanding of the questions. According to John and David (2018), qualitative reliability can be checked through specific procedures, such as reviewing transcripts and maintaining consistent coding. In this study, the interviews were recorded and then converted into text using an online application called Xunfei. Subsequently, the converted texts were thoroughly checked for accuracy, with each sentence being manually reviewed. Throughout the analysis process, the research plan was closely followed to ensure consistency in coding.

3.6.3 Validity of the Research Methods

Bryman distinguished research validity into four main types: measurement validity, internal validity, external validity and ecological validity (Bryman, 2012, p. 47). The following part accounts for the validity of the research on the structure of Bryman's four types: (1) Measurement Validity; (2) Internal Validity; (3) External Validity; and (4) Ecological Validity.

(1) Measurement Validity

This study used a questionnaire to measure students' intercultural competence and teaching satisfaction. The questionnaire was designed on the bases of three questionnaires from three existing researches by Yang (2009, pp. 144-161), Zhang (2017, pp. 61-63) and Cheng (2011, pp.51-56). The order of questions in the questionnaire was adjusted on the basis of Byram (1997)'s four intercultural dimensions. For each dimension, ten self-evaluation questions are decided and made with scaled options from "very high" to "very low". Questions from 41-50 are self-assessment tasks that check how students respond to certain intercultural circumstances. The questions and concepts appear in the questionnaire are closely related to the concepts that the study aimed to investigate.

As Karpen (2018), Mabe & West (1982), Vazire & Mehl (2008) and Biesanz & West (2004) argued, achieving completely unbiased self-awareness and self-evaluation is both unattainable and unadvisable. Therefore, the questionnaires in this study ask students to respond to “specific and measurable questions” (Karpen, 2018, p. 443) to ensure less positive bias of self-assessment. The test questions from 41-50 are specific intercultural cases to collect students’ measures when facing intercultural issues rather than offering students options for degrees of difficulty in dealing with intercultural problems. For example, in question 48, the question is, “If your British colleague has made a mistake at work, what do you think is the best way?”. It is more specific and may lead to less bias than using a question such as “do you think you have a way to solve an intercultural communication problem between you and your British colleagues?” or “do you think it is difficult to solve an intercultural communication problem between you and your British colleagues?”.

(2) Internal Validity

As for internal validity, it is concerned more with relations of independent variables and dependent variables. In this study, Part III of the questionnaire checked the correlation of teaching and students’ intercultural competence. It showed the impact of teaching on students’ intercultural competence. Students were asked to rate their teaching satisfaction objectively. Additionally, two teaching satisfaction surveys were conducted with the students, one before the course began and another after it ended.

(3) External Validity

The third dimension of validity is external validity. It “is concerned with the question of whether the results of a study can be generalized beyond the specific research context” (Bryman, 2012, p. 47). There are more than twenty universities in the same province and more universities in the neighboring provinces that operate business English majors. The situation and condition are similar for those universities, including less social intercultural communication environment, less foreigners and less international students than first tier cities. Students are learning intercultural communication through campus communication and online communication. Furthermore, in those areas teachers’ attitudes toward

intercultural teaching bear some common features. Teachers may encounter some common problems in teaching such as how to encourage intercultural learning motives. The research findings about the challenges and strategies can be generalized to a wider range of area beyond the university and the province.

(4) Ecological Validity

The fourth ecological validity is concerned with the social application of the research findings. The survey was conducted in a real university, a real business English program, a real class and a real institute rather than a laboratory or simultaneous teaching situation. It investigates the tasks and procedures encountered by teachers and students in their daily teaching activities. The research was designed and carried out based on real-world conditions. Therefore, the research context is real and data are authentic. The findings of the search can be applied to other similar teaching contexts.

3.6.4 Ethical Issues

3.6.4.1 Informed Consent

According to Council of the British Educational Research Association, informed consent is a must for starting the research which involves subjects. It is claimed as,

the Association takes voluntary informed consent to be the condition in which participants understand and agree to their participation without any duress, prior to the research getting underway.

(Council of the British Educational Research Association, 2011, p. 5)

All participants involved in this study participated on a voluntary basis. The participants of this study include an institute, six teachers and forty-six students. The study was conducted with the consent of the institute. Prior to conducting the interviews and questionnaires, the institution and the participants were fully informed about the purpose and objectives of the research. Their consents were obtained before commencing the data collection process. The participants also granted permission for the use of the gathered information and findings from the research.

“Participants’ autonomy and freedom” (Hammersley, 2021, p. 61-64) were respected and upheld throughout the entire process. On the questionnaire, participants were given the choices to skip any questions they did not wish to answer and complete other sections that they felt more comfortable to respond. Moreover, participants had the freedom to either provide concise responses or expand on any open-ended follow-up questions. During the interviews, participants were given the opportunity to terminate the interview and have the recording deleted if they desired to. The recordings of the interviews were conducted using a professional recording device and a smartphone at the same time, with the explicit consent of the participants.

3.6.4.2 Privacy and Confidentiality

Hammersley (2021) emphasized protecting privacy is an important principle. In the research process, the researcher strictly adhered to the laws and regulations of China and the United Kingdom to ensure the compliance of the data confidentiality process. These laws and regulations include the Personal Information Protection Law and the Data Security Law, together with a series of implementation regulations and administrative rules in China, as well as UWTSD’s data protection documents, including the Data Protection Act 2018 and the General Data Protection Regulation 2016.

To uphold confidentiality, the researcher employed a multitude of measures. These encompass obtaining informed consent from participants, implementing data encryption and access controls, establishing secure systems for data storage and transmission, and devising appropriate plans for data retention and disposal. Interviews were conducted within a private setting, wherein a dedicated conference room was utilized. Furthermore, all research data were securely stored in password-protected cloud storage within the University Office 365 system. Any data shared were strictly done in accordance with academic policies. Additionally, USB sticks employed for data storage and transfer were password protected. A unique identifier was assigned to each participant and securely stored within a password-protected folder to ensure confidentiality. All data transfers undergone encryption and password protection. Data was retained in a secure manner until the project was completed, after which it will be deleted as per protocol. Compliant with

the Data Protection Act 2018, participants have the right to access their associated data and can request its immediate deletion, in which case the data will not be used in the project. Information and materials provided by research subjects were anonymized within the dissertation. The researcher strictly abided by ethical guidelines, respected the privacy and data rights of the participants, and protected the ethical feasibility of the research. Through these measures, the researcher ensured the reliability and security of data protection.

3.6.4.3 Accuracy

Audio data were transcribed and shown to participants to check accuracy of reporting. Feedback of interviews were given to participants in a written form for participants to know the main points mentioned and discussed in the interview with a purpose of enhancing their understanding of the concept and strategy. The feedback was given in a form of short report in thirty days after the interview. Feedback of questionnaire was given to the participants at the end of data collection period. Students were given a written form feedback for them to know their personal status and levels of intercultural competence at the beginning of the following term. As for the feedback of the whole project, there was no final report sent to every participant but the email address has been given to the participants for them to contact the researcher for enquiry of the final research results.

3.7 Chapter Summary

In conclusion, the chapter on research methodology aims to provide a comprehensive overview of research paradigm, approach and methods used in conducting the research. It highlights selecting an appropriate research design, ensuring validity and reliability, and implementing ethical considerations.

The researcher chose the interview approach and the questionnaire approach to address the research questions in order to achieve the desired outcomes: to understand what strategies teachers adopt to develop students' intercultural competence during the process of the construction of a rapidly developing major, and based on this, to attempt to establish an intercultural competence teaching strategy model.

This study attempts to describe some educational changes and the efforts made by the teachers in education within a small teaching ecosystem. Under the research framework of “interpretive paradigm” (Waring, 2021, p. 18), the narrative inquiry methodology and action research methodology were used for data collection and analysis. Qualitative method was adopted to find out teachers’ perceptions, cognitions and actions of IC and IC teaching as well as students’ learning needs. Quantitative research, as an auxiliary tool, provided support and evidence for the feasibility and effectiveness of action research. Creswell and Crewel stated, “The integration of qualitative and quantitative data yields additional insight beyond the information provided by either the quantitative or qualitative data alone” (Creswell and Creswell, 2018, pp. 41-42).

This chapter emphasizes the need for ethical considerations in research including obtaining informed consent, protecting participant confidentiality, and avoiding any potential harm. Adhering to ethical guidelines ensures the integrity of the research and safeguards the well-being and rights of the participants as Hammersley (2021) and Bryman (2012) emphasized.

Chapter 4 Research Findings

4.1 Chapter Introduction

In the context of globalization, the teaching of intercultural competence in business English plays a crucial role in cultivating business English majors as Sun (2017) emphasized. Bruyaka & Prange (2020) and Paparoidamis, Tran & Leonidou (2021) stated International business activities are increasingly involving exchanges and collaborations among individuals from diverse cultural backgrounds. Researchers have identified certain limitations and challenges in teaching intercultural competence to business English students. Firstly, the teaching objectives and curriculum design for business English majors do not align with the requirements for developing business English talents as argued by Ai (2019) and Li (2019). Moreover, Li (2019) pointed out the existing teaching content and methods often fall short in fostering students' intercultural competence in business English as by, Zhou & Guo (2018) and Deng, Zhu & Elizabeth (2016). Thirdly, there is a lack of research on evaluating the effectiveness of intercultural competence enhancement in business English. While some educational practices have achieved certain outcomes in cultivating students' intercultural competence in business English, further research to assess the extent of their improvement is needed.

Consequently, this study aims to identify and explore the usage and shortcomings of intercultural teaching strategies among business English majors. Therefore, the objectives of the study include: investigating the current issues and challenges in teaching intercultural competence in business English; understanding teachers' understandings of teaching abilities, intercultural competence, and intercultural competence instruction; gaining insights into the levels of students' intercultural competence from four dimensions; learning students' satisfaction with intercultural competence teaching, and students' needs of intercultural competence of business English majors; analyzing the adaptability of various teaching methods and activities to foster intercultural competence; and proposing a teaching strategy model with IC improvement measures. Through interviews and questionnaire surveys, this study collected and analysed data to reveal the current state and

effective teaching strategies related to intercultural competence development in business English.

This chapter presents and analyzes the data of the interview survey of business English teachers and the data of the questionnaire survey of business English students. First, through the data of teacher interview this chapter presents and reflects on three aspects of teachers' cognition, perception and teaching action concerning intercultural competence. Cognition data lets us know how teachers understand the IC-related concepts. Perception data shows how teachers feel and respond to the situation. Action data presents how teachers take action in designing and teaching. These three aspects are designated as categories for a qualitative analysis. And the three categories are further abstracted into more themes. For each theme, the original expression are identified from teachers' scripts and marked as lower-level codes. Second, the data from students' questionnaire survey reflect the current situation of students' IC and their demand for intercultural teaching. The data from the two rounds of questionnaire help the researcher understand students' IC level and their need of IC learning for the purpose of proposing an ideally applicable model of teaching strategy. Questionnaire data prove a positive relation between IC teaching satisfaction variable and IC level variable. The relation is computed by SPSS software and displayed in graphs. The data of the mixed methods survey can provide a real basis and reference for the research of intercultural competence teaching strategies. The following two parts presents the key research findings from interview data and questionnaire data.

4.2 Interview Data

The objective of interview data was to collect teachers' views on intercultural related issues and make qualitative analysis. Qualitative analysis was used to find out the following research questions: RQ1. What are the barriers in developing Chinese business English major students' intercultural competence in higher education? RQ2. How do teachers perceive the concept of intercultural competence? RQ3. How do teachers choose and use teaching strategies in intercultural teaching? and RQ6. How to design a teaching plan that reflects intercultural teaching strategy to improve students' IC? Through face to face

interviews with the six business English teachers respectively, data were collected successfully and abundantly with a transcription of 63,700 words in total in Chinese. The transcriptions then were translated into English. The following parts present the overview data and analyze the distinguished features of the data.

Data were coded into three categories: cognition of IC, perception of IC teaching and action of IC teaching. For each category, different themes were identified based on a predefined coding frame derived from the research questions of the study including competence, intercultural competence, basic components of intercultural competence, ways to cultivate students' IC, barriers and challenges, students' perception, students' attitudes, teaching strategies and class activities. The data that fits these pre-established themes were put into the codes of the study. Codes are the key information, namely, the key words used by the interviewees to express their ideas. The categories, themes and codes are displayed in the following Table 4.1.

Table 4.1 Themes and Codes

No.	Categories	Themes	Codes
1	Cognition	Competence	Language
			Business
			Communication
			Cooperation
			Automation
			Job Skill
			Innovation
			Adaptation
			Intercultural competence
		Intercultural competence	Communication
			Among cultures
			Different cultures
			Understanding
			Integration
		Components of IC	Knowledge
			Attitude
			Consciousness
			Understanding
Language			
Communication Skill			

			Awareness
		Ways to cultivate students' IC	Information Technology
			Culture Atmosphere Creation
			Culture Explanation
			Communication with Foreigners
			Practical Training Platform
			Awareness Raising
			Multimedia Resources
			Participation in Research Projects
2	Perception	Barriers and challenges	Teaching Ability
			Environment
			Examination System
			Need
		Students' attitudes	Positive
			Relatively Active
Not That Positive			
3	Action	Teaching strategies	Exercises
			Supplement Materials
			Change Learning Styles
			Increase Students' Interest
			Modular Teaching
			Mind Map
			Bilingual Teaching
			Case Study
			Task Driven
			Autonomic Learning
			Simulative Teaching
			Student-centered Teaching
			Communicative Teaching
		Class activities	Case study
			Grouping
			Roleplay
			Discussion
			Simulation

As depicted in above Table 4.1, the qualitative analysis was carried out by utilizing the framework of categories, themes, and codes. The categories listed in the table were identified during the design of the questionnaire. The themes in the table were abstracted from the questionnaire questions. The codes in the right column of the table were derived from the interview scripts from the teachers. The following section provides a detailed description and discussion of the three categories and the eight themes in details.

4.2.1 Teachers' Cognition of Competence and Intercultural Competence

To discover the results to RQ2: How do teachers perceive the concept of intercultural competence?, the interview questions examined intercultural competence from the perspective of the cognitive level through four interview questions: (1) As a business English teacher, what do you think are the basic competences business English students need to develop in Business English courses? (2) Could you please tell me what is your understanding of intercultural competence? (3) What do you think are the basic components of intercultural competence? (4) How do you think can teachers cultivate students' intercultural competence?

According to the core elements of the above questions, the information and data of teachers' cognition are sorted out and analyzed into declarative statements from the following four aspects.

(1) Competences of Business English Students

The first interview question was used to understand teachers' view on what kind of competences should business English majors cultivate. According to the interview data, the six teachers mentioned ten types of competences in total as shown in Table 4.2 below.

Table 4.2 Competences of Business English Majors Mentioned by the Teachers

No.	Teacher						Codes	
	Types of Competences	A	B	C	D	E		F
1	Language Competence	✓	✓	✓		✓	✓	Language
2	Business Knowledge	✓				✓	✓	Business Knowledge
3	Business Skills	✓	✓	✓				Business Skill
4	Intercultural Communicative Competence			✓				Communication/ Communicative
5	Independent & Cooperative Learning Competence				✓			Learning Competence
6	Occupational				✓			Job Skill

	Competence							
7	Communicative Competence				✓			Communication/ Communicative
8	Innovative & Adaptive Competence				✓			Innovation/ Adaptive
9	Team Spirit					✓		Cooperation
10	Intercultural Competence						✓	Intercultural Competence

As we can see from the above Table 4.2, ten types of competences are listed in an order of frequency: language competence (5 teachers), business background knowledge (3 teachers), business skills (3 teachers), intercultural communication competence (1 teacher), independent & cooperative learning competence (1 teacher), occupation competence (1 teacher), communicative competence (1 teacher), innovative & adaptable competence (1 teacher), team spirit (1 teacher), and intercultural competence (1 teacher). Most teachers believe language competence is the utmost essential competence for the business English majors. Five of six teachers mentioned it when asked about the basic competences of business English majors. Both business knowledge and business skills are mentioned by three of the teachers. All the other items including intercultural communicative competence, independent & cooperative learning competence, occupational competence, communicative competence, innovative & adaptive competence, team spirit and intercultural competence are just mentioned by one teacher.

Only one teacher mentioned “intercultural competence”. Most of them have not paid much attention to intercultural competence. Throughout China’s long history, English has been taught and learned predominantly for standardized written examinations. As He and Yang commented that “Exam-oriented education has long been one of the most prominent teaching concepts in China and it is still popular nowadays” (He & Yang, 2013, p.99). This research finding aligns with the teaching realities in China, particularly in the central regions, where all English-related programs and courses, language competence and proficiency are regarded as the primary objectives. Within the Chinese examination system, however, enhancing students’ intercultural competence is not prioritized by teachers.

Teacher A thought that business English competence should include three aspects: language competence, business knowledge and business skills. For language competence, he expressed it like this, “*The first basic competence is language skill. We mainly focus on the student’s skills of listening, speaking, reading, writing and translation, which is the most basic ability. Then other competence can be progressively developed. So we generally focus on language ability when we train business English students.*” In his opinion, language ability is the focus of cultivation of competence for business English majors, and it is also the foundation for developing other abilities. The second ability is the mastery of business knowledge, such as knowledge of “*marketing*”, “*finance*”, “*interborder e-commerce*” and other professional knowledge. The third is business skills. As for the business skill, Teacher A pointed out two forms of communication skills. One is in written and another is oral: “*business correspondence writing skill*” and “*business negotiation skill*”. These two business skills are also the two skills that the business English program focuses on in teaching practice in most universities and colleges. The training system of the program includes two relevant courses: *Business Practical Writing* and *International Business Negotiation*. According to the *National Teaching Quality Standards for Undergraduate Majors* compiled by the Higher Education Guidance Committee of the Ministry of Education, *Business English Writing* and *International Business Negotiation* are the core courses for business English majors (Higher Education Guidance Committee of the Ministry of Education, 2018, p. 93). And *International Business Negotiation* is viewed as a basic course for business English programmes in many universities. As Liu described,

International Business Negotiation is a core course for undergraduates majoring in Business English. It is interdisciplinary, practical and applicable, and integrates the knowledge of linguistics, management, economics, sociology, psychology and other disciplines.

(Liu, 2018, p.16)

Teacher B considered the question from both language and business perspectives. First of all, business English major students should have language competence. That is, they should have solid listening, speaking, reading and writing skills. In the teacher’s words, it

is, *“To be able to communicate fluently with others in English; and to express your basic idea or intention.”* Second, business English major students should have business competence. As for business competence, teacher B specifically mentioned *“business English writing competence”, “basic knowledge and concepts of business”* and *“telephone English”*. In terms of business English writing ability, the teacher mainly talked about *“letter writing”* and *“secretary writing”*. About the basic knowledge and concepts of business, the teacher talked about *“international trade”* and *“interborder e-commerce”*. Regarding *“telephone English”*, the teacher said, *“Our students may be engaged in some of this kind of basic job when they just graduated from university, so I think their telephone English and this kind of competence for communicating with other people (is necessary).”*

Teacher C believed that students majoring in business English should develop three aspects of competences. First is the competence to express oneself in English, that is, the basic ability of listening, reading and writing. The second is the practical business competence. The third is intercultural communicative competence. The first competence to express oneself should speak *“fluently and know how to express oneself in English”*. Secondly, business application ability refers to some *“specialized areas”* in business, such as *“bill filling in international trade”*. Thirdly, intercultural communicative competence means *“understanding another culture without obstacles”* and *“communicating with others effectively, appropriately and efficiently”*.

Teacher D mentioned three basic competences in the interview. The first aspect of competence is the ability of autonomous cooperative learning. Students should learn to learn by themselves, but also have the ability to cooperate with teachers and students to learn. The second area of competence is related to business positions. The teacher emphasized the basic knowledge of *“finance and accounting, and computer skills such as Word, Excel and PPT making”*. The third area of competence is communication, adaptability, innovation and team spirit. *“[Students] should have strong communicative skills, flexibility, innovation and team spirit,”* he said, referring to his one-year working experience in a company and teaching experience in international marketing. She added, *“For example, we need to improve those skills in this marketing class. In the marketing*

class, we're talking about selling products and selling services. So marketing is very important. If you have a good product and you don't know how to promote it, who is going to know your products?"

Teacher E thought that the competences required by business English majors are “*similar*” to that by English majors. Business English competence is also the competence of “*listening, speaking, reading, writing and translation*”. She explained, “*First of all, the listening is to listen and understand some business related knowledge. Then the speaking means you must be able to communicate with foreigners, especially business people in business occasions, that is, oral communication. The competence of reading is also important. As for writing, I think students' writing competence needs to be improved because I teach writing, which is more about business practice writing. Furthermore, some translating skill is needed. There is some translation task of some business materials.*” It can be seen from the teacher's explanation that her understanding of business English competence can be summarized as: the competence to listen, speak, read, write and translate in a business context.

Teacher F held the same view as teacher E. Teacher F believed that business English majors should develop the competences of “*listening, speaking, reading and writing*”. Teacher F thought that “*background knowledge was very important*”. And then she mentioned intercultural competence. “*It's probably really about the intercultural competence,*” she said, “*Because different languages, different countries, have different values for this, for example, the knowledge of this culture, and a religious belief. Therefore, we should strengthen the improvement of intercultural competence.*”

To sum up, data from interviews show that teachers pay great importance to language competence and business competence. Among the ten types of competence to be developed for students, intercultural competence was only mentioned once only by one teacher. Intercultural competence is not regarded by most teachers as the basic and essential competence for business English majors to develop. For business English teachers, they firmly believe that the main objective is to develop students' language skills and

business acumen. The importance of intercultural competence appeared to be overlooked by the educators. It is noteworthy that the university students have undergone six to eight years of English language study prior to entering college. As a major in higher education, should language proficiency truly take precedence? This issue poses an opportunity for teachers and educators in China to ponder and reflect upon.

(2) Understanding of Intercultural Competence

The second interview question was to survey the teachers' familiarity with the concept of intercultural competence. The interviewer presented the concept of intercultural competence and asked the teachers how they understood it.

Teacher A believed that *“intercultural is about communication among cultures. To realize the communication among culture, it is necessary to have the intercultural competence”*. Therefore, he referred intercultural competence to *“the ability to handle the differences between two cultures well”* and *“the ability to communicate appropriately and effectively”*.

Teacher B thought intercultural competence is intercultural communication competence. She believed that intercultural communication competence is *“essentially a communication competence”*. She further analyzed that this kind of intercultural ability *“on the one hand, can help you communicate with others more easily in language. On the other hand, it enables you to master the other cultures and communicate in the way the other person thinks and acts.”*

Teacher C mentioned intercultural communication competence initiatively in the interview and then equated the concept of intercultural communication competence with intercultural competence. She believed that intercultural competence means *“understanding another country's culture without barriers. And then, it means to communicate effectively, properly and efficiently.”*

Teacher D believed that the *“connotation of intercultural competence is very rich”*. In her opinion, intercultural competence includes *“the ability of multilingualism, cultural*

understanding, cultural integration, as well as an open and tolerance spirit and cooperation”.

Teacher E thought that intercultural competence is literally conveying its meaning. Specifically speaking, *“it is the ability to communicate with foreigners whose language or cultural background is different from one’s own. It is about how to communicate effectively and overcome cultural shock, or cultural conflict. Then achieve an effective communication and communication process. I think if you can do that, you have an intercultural capability.”*

Teacher F believed that intercultural competence covers communicative competence. She said intercultural competence is *“your ability to communicate with students or people or things from different cultures”*. This ability *“is equivalent to saying that we need people from different cultural backgrounds to be able to use the same language and way of thinking to express the same things, which is its intercultural ability.”*

From the data presented above, it can be concluded that most teachers (five out of six) do not distinguish precisely the two concepts: intercultural competence and intercultural communication competence. They usually use the two phrases interchangeably or alternatively. Teachers interviewed in the research held the view that intercultural competence is about the competence of communication. From their expressions of IC, we can see that their concept of IC is about how to communicate with people from different cultures. They focus more on the practical communicative skills. Only one teacher refers intercultural competence as the competence of multilingualism, cultural understanding, cultural integration, tolerance and cooperation. The common belief of IC in practitioners’ eyes is not consistent with the mainstream interpretation of the academic world. The lack of a unified understanding of IC among teachers may be attributed to a scarcity of education and training of the academic knowledge of IC on them. The general understanding among teachers brings two questions to our attention. Firstly, how can the knowledge related to intercultural teaching in the academic field be effectively communicated to frontline teachers, in order to enhance IC teaching effectiveness?

Secondly, what is the impact of the varying levels of teachers' cognition of intercultural competence on the development of students' intercultural abilities?

(3) Basic Components of Intercultural Competence

In order to further explore teachers' thinking and cognition of intercultural competence, the interviewer raised the question about the components of intercultural competence: What are the specific aspects of intercultural competence?

Teacher A thought that intercultural competence consists of four elements. The first is the *"reservation of cultural knowledge"*; the second is *"language skills"*; the third is *"the positive attitude towards foreign culture"*; Fourth, *"be conscious to communicate with others"*.

Teacher B thought that there are three basic elements of intercultural competence. The first is *"to have a better understanding and mastery of their mother language"*; the second is *"the understanding of culture"*; the third is *"basic literacy,"* which means *"having good literacy"* and *"be polite and disciplined in intercultural communication."*

Teacher C viewed that intercultural competence consists of five elements. The first is basic language literacy – *"language and vocabulary"*; the second is the basic knowledge literacy – *"social culture knowledge"* ; the third is the understanding — *"understanding different cultures and values"*; the fourth is *"expressive ability"*; and the fifth is *"communication"*.

Teacher D thought that the elements of intercultural competence include *"awareness, attitude, knowledge and skills"*. She explained the four elements as follows: consciousness means *"having intercultural consciousness"*; attitude means keeping an *"open attitude"*; knowledge includes *"language knowledge as well as cultural knowledge"*; and skills are *"communicative skills"*.

Teacher E held the view that there are three basic elements in intercultural competence: the first is the ability to *"speak a foreign language"*; the second is to *"have cultural*

knowledge”; the third is “a sense of intercultural”. She said, “With this intercultural awareness, people will try to avoid some taboos in some cultures, and then pay attention to some etiquettes that must be paid attention to in some cultural occasions, as well as some social distancing issues”.

Teacher F thought that intercultural competence consists of three elements. The first is knowledge. Knowledge level includes “language knowledge” and “cultural knowledge”. The second is the emotional level. It is “in control of your emotions”. The third is skill. That is the skill to “express” and the ability to “communicate”.

In total there are thirteen elements mentioned by the teachers. All the thirteen components of IC are listed in the following Table 4.3.

**Table 4.3 Components of Intercultural Competence
Mentioned by the Teachers**

Item No.	Teacher Components	Teacher						Codes
		A	B	C	D	E	F	
1	Culture Knowledge	✓	✓	✓	✓	✓	✓	Culture
2	Language Skills	✓		✓		✓		Language
3	Attitudes toward Foreign Culture	✓	✓		✓			Attitude
4	Awareness to Communicate	✓			✓			Awareness
5	Understanding and Mastery of Mother Language		✓					Understanding of Language
6	Understanding of Culture		✓	✓				Understanding of Culture
7	Literacy		✓					Language
8	Expressive Ability			✓			✓	Express /Expressive Skill
9	Understanding of Value					✓		Understanding of Value
10	Communicative Skills		✓	✓	✓		✓	Communication Skill
11	Language Knowledge				✓		✓	Knowledge

12	Intercultural Awareness				✓	✓		Awareness
13	Emotions Control						✓	Communication Skill

Components listed in the above Table 4.3 present the elements of intercultural competence in teachers' eyes. As we discovered in the previous section of interview, teachers are not certain about and familiar with the recognized concept of intercultural competence, but teachers are expressive to describe the elements of intercultural competence according to their own knowledge and experience. Those thirteen types of elements are abstracted from the interview scripts. Although they are not strictly in accordance to the widely acknowledged theories, the thirteen types covers the basic four elements proposed by Byram (1997), which are awareness, attitudes, knowledge and skills. The other nine elements are concerned with language and communication, such as language literacy and communicative skills. Therefore, according to above analysis in this part, the elements of intercultural competence in the teachers' mind covers more elements than the academic theory in the intercultural competence field. It is understandable that teachers have not reached an agreement on the basic elements of intercultural competence. After all, academia has not yet reached a consensus on this issue, neither. Witte & Harden (2011), Moeller & Osborn (2014), and Schauer (2023) pointed out that many researchers regard the concepts of IC and ICC as one concept.

(4) Ways to Develop Students' Intercultural Competence

The fourth interview question aimed to explore teachers' perspectives on the most effective ways to enhance and develop students' intercultural competence.

Teacher A proposed that students can get more *“information of culture by reading and watching”*. He thought that *“the use of the Internet can broaden the channels for students to make more contacts with foreign culture”* and *“creating a cultural atmosphere through debates and competitions is conducive to students' language expression”*.

Teacher B thought that students' intercultural competence could be improved from four

aspects. The first is to “*combine culture in class to explain the class content*”. The second is to “*provide some quality learning resources to students*”. Here, the “*quality learning resources*” usually refers to some authentic and business-related materials and contents for meaningful input to students. The third is to encourage students to “*communicate with foreign teachers in schools*”. Fourth, the “*practical training platform equipped in the university allows students to exercise their intercultural ability*”. The training platform in the lab can provide students with more intuitive feelings.

Teacher C believed that “*careful design*” should be carried out in teaching. Teachers “*create a cultural environment for language*” in class and “*guide students to read more relevant materials after class*”.

Teacher D believed that students’ intercultural competence should be cultivated from three aspects. The first is to “*improve students’ intercultural awareness*”. The second is “*the emphasis on intercultural communication courses*”. The third is to “*make full use of various resources, such as multimedia resources and library resources to carry out fragmented learning in Internet era*”. The “*fragmented learning*” talked about by the teacher is the latest term of learning mode discussed in current China. As the spread and popularization of mobiles and online learning applications, learning is not restricted to certain places, certain times and certain knowledge systems any more. People can learn whenever and wherever they want. Therefore, people are found learning when they are waiting in a queue, sitting in a bus and resting during work breaks.

Teacher E suggested enhancing students’ intercultural competence from three different angles. One is to increase English “*language input to improve students’ English language level and ability*”. The second is to “*increase the explanation of culture-related phenomena in the teaching process, and let students understand some etiquette in business occasions*”. Thirdly, “*cultivate students’ cultural consciousness*”.

Teacher F presented this issue by examining classroom instruction and the role of teachers. In terms of classroom teaching, teachers should break through and build on the mode of

“traditional teaching and start with the teaching methods of case study and situational teaching to make intercultural teaching more vivid, more comprehensive and easier to understand”. From the perspective of teachers’ role, teachers need to participate in *“improving their professional skills of business English”*, *“participating in intercultural related research projects”* and *“improving their own cultural awareness”*.

In total, five types of ways to improve students’ IC can be concluded from the interview data: input of culture content, atmosphere creation, teaching design, encouraging students for communication and tapping channels. For each category, some special ways were proposed by the teachers to develop students’ IC. The key points are presented in the following Table 4.4.

Table 4.4 Ways to Develop Students’ IC

No.	Category	Codes for Specific Ways
1	Input of Culture Content	reading more about culture
		watching more about culture
		accessing authentic materials
2	Atmosphere Creation	debates
		competitions
3	Teaching Design	culture-contented teaching
		explaining culture-related phenomena
		improving students’ intercultural awareness
		cultivating students’ cultural consciousness
4	Encouraging Students to Communicate	communicating with foreign teachers
5	Tapping Channels	use of internet
		use of training platform with applications
		multimedia resources
		library

Table 4.4 summarizes the ways to develop students’ intercultural competence in business English mentioned by the teachers. Firstly, they focus on the input of culture content by encouraging students to explore cultural topics through extensive reading and watching authentic materials. These resources expose students to diverse cultural perspectives and help foster a broader understanding of different customs and traditions. Secondly, teachers think an atmosphere conducive to intercultural learning by organizing debates and

competitions can prompt students to engage in discussions and exchange ideas. These activities promote critical thinking and the development of intercultural communication skills. Teaching design is another essential aspect whereby teachers design lessons that integrate cultures into the curriculum. Culture teaching includes explaining culture-related phenomena and their significance in business contexts, thereby raising students' intercultural awareness. Moreover, the teachers advocated cultivating students' cultural consciousness by encouraging them to embrace different cultures and have global mindset. Additionally, they recommended students be encouraged to communicate with foreign teachers or native speakers for obtaining more practical opportunities to apply their intercultural communication skills. Lastly, they suggested utilizing various channels such as the internet, training platforms with applications, multimedia resources and libraries to provide students with a wide range of cultural information.

In conclusion of the cognitive part, four points can be summed up. First, teachers are not aware of the increasing importance of intercultural competence for business English majors. They keep on attaching great importance to language proficiency teaching, regardless of the social communication function of business English. Second, teachers are not reaching an agreement on the concept of intercultural competence. Each teacher has his/her own view of IC. They are confident in their understanding of the terminology of intercultural competence while they are not well informed of the academic and pedagogical meaning of intercultural competence. Third, teachers have many ideas of the components of intercultural competence. The scope of the summed up elements are larger than the general academic identification of the elements of IC. Due to the shortage of academic intercultural competence knowledge, teachers are not clear about the basic elements of intercultural competence for teaching. They have many ideas of intercultural competence, but they may not achieve effective results in intercultural competence teaching. It is hard for them to set objectives and design activities. Fourth, teachers are confident of the ways they can use to improve students' intercultural competence. It is inspiring and encouraging that teachers are all confident of using a variety of ways to develop students' competence. They are well trained in teaching methods and have rich experience in organizing teaching activities, which are also practical for teaching intercultural competence. If they gain

opportunities to be educated and trained in intercultural competence knowledge and intercultural teaching, they will have clearer vision of intercultural competence and then teach intercultural competence more properly and successfully.

4.2.2 Teachers' Perception of IC Teaching

The objective of the interview data from the perception perspective was to learn teachers' feelings and teachers' understanding of students' conditions. It is for answering RQ1. What are the barriers in developing Chinese business English major students' intercultural competence in higher education? There are two specific interview questions about this aspect: What challenges and barriers have you met in cultivating students' intercultural competence in teaching? and What do you think are students' perceptions and attitudes towards intercultural competence teaching? Data abstracted from the interview answers are analysed in the following three aspects.

(1) Teaching Challenges and Barriers

The interviewer and six teachers discussed the difficulties and obstacles they faced in practical teaching. In total, they mentioned 12 difficulties: teachers' qualification, lingual environment, multi-culture environment, oversea experience, students' awareness, overall exam-oriented logic, social need, student need, intercultural competence assessment system, curriculum system, business knowledge and language competence of teachers and students.

What teachers mentioned most was the improvement of "*teachers' own quality*". Five teachers mentioned that the deficiency of teachers' own quality is the biggest challenge to the cultivation of students' intercultural competence. According to the data, teachers' own quality refers to "*cultural understanding*" (Teacher A), "*knowledge which is keeping pace with the time*" (Teacher B), "*business knowledge*" (Teacher C), "*intercultural competence*" (Teacher C and Teacher D) and "*empathy competence*" (Teacher F). They pointed out that the shortcomings in these aspects make them unable to effectively carry out intercultural teaching. It is clear that teachers have shown evident concerns about their intercultural teaching abilities.

Both “*multi-culture environment*” and “*student need*” were mentioned two times. Teacher A believed that “*neither the city’s intercultural environment nor the campus’s intercultural environment is enough to form a sufficient cultural abundant environment*”. This increases the difficulty for teachers to implement intercultural teaching in the classroom. Teacher E thought that “*students lack real intercultural experience*”. This leads to “*very abstract teaching*”. Teacher B and Teacher D believed that “*students have a low demand for improving their own intercultural competence, which affects the development of intercultural teaching*”. Teacher B mentioned that “*senior students have a stronger practical demand for postgraduate entrance examination and professional certificates, which will greatly reduce the investment of teachers and students in intercultural competence cultivation: time investment and energy investment*”. Teacher D believed that “*students’ academic tasks are heavy and they are faced with many tests, exams, competitions and projects*”. The limitation in allocation of time and energy makes students pay more attention to those learning activities that can bring them more short-term benefits.

Lingual environment, oversea experience, student awareness, exam-oriented logic, social need, intercultural competence assessment, curriculum system, business knowledge and language competence were all mentioned by only one teacher respectively. Teacher A believed that Nanchang, the city where the school is located, is an inland city with insufficient “*foreign language environment*” and foreign language is only used in class. He believed that Nanchang’s insufficient “*lingual environment*” is an obstacle to intercultural ability cultivation instead of a stimulus.

The key points summed up from above data analysis are listed in the following Table 4.5.

Table 4.5 Teaching Barriers and Challenges

No.	Teacher							Codes
	Barriers & Challenges	A	B	C	D	E	F	
1	Teacher Qualification	✓	✓	✓	✓		✓	Teaching Competence
2	Multi-cultural	✓				✓		Environment

	Environment							
3	Student Need		✓		✓			Need
4	Lingual Environment	✓						Environment
5	Oversea Experience		✓					Teaching Competence
6	Student Awareness of IC		✓					Need
7	Exam-oriented Logic		✓					Exam System
8	Social Need		✓					Need
9	Intercultural Competence Assessment			✓				Exam System
10	Curriculum System			✓				Curriculum System
11	Business Knowledge					✓		Teaching Competence
12	Language Competence						✓	Teaching Competence

As Table 4.5 shows, teachers are not confident in their teaching qualifications for teaching intercultural competence. When asked about the challenges and barriers, teachers primarily reflect more on their limitation in intercultural competence than objective conditions. They perceive their current qualification status as a weakness rather than strength when it comes to teaching intercultural competence. The second most cited barrier is the lack of a multicultural environment and students' lack of need in motivation for intercultural learning. Other comments regarding challenges and barriers scattered across various perspectives including lingual environment, oversea experience, student awareness, exam-oriented logic, social need, IC assessment, curriculum system, business knowledge and language competence. These key points can be classified into five codes relevant to barriers, namely teaching competence, environment, need, exam system and curriculum system.

In the final part of the interview, the interviewer investigated teachers' perceptions on students' cognition and attitude towards learning intercultural knowledge and skills. For this part, the question is: What do you think are students' perceptions and attitudes towards

intercultural competence teaching? The data of the answer from the teachers are analyzed from the following two aspects: perceptions and attitudes.

(2) Students' Perceptions

Teacher A believed that “*students nowadays are more tolerant to different cultures*”, but did not think they do have a deep understanding of the concept of intercultural competence. Teacher A said, “*They don't have broad concepts cognition*”. According to the teacher, the competence that students associate with foreign languages are “*listening, speaking, reading and writing*”.

Teacher B believed that students “*may not know what intercultural competence is and then what its importance is. They don't have the knowledge and understanding at the concept level.*”

Teacher C held the belief that students possess a robust intercultural competence. According to her observations, students exhibit greater acceptance, tolerance, and appreciation for diverse cultures. She noted that “*students are more accepting, more tolerant and more diverse*” about different cultures. While the teacher did not directly address students' awareness and cognition, her depiction of their attitudes and reactions towards different cultures suggested a clear indication of students' interest and curiosity.

Teacher D thought it is impossible to give a direct answer. She said she was “*not sure*” about students' perceptions. She said she has no idea of students' ideas.

Teacher E thought that students' cognition of intercultural competence is “*somewhat existing*”, but “*limited*”. “*They don't really know what intercultural competence means,*” she said. She continued, “*They have a limited understanding of what it involves, what it consist of and how to improve it.*”

Teacher F said, “*as long as students learn knowledge of different cultural backgrounds, their intercultural cognition will be formed*”. She continued, “*A student's perception is got*

as soon as he learns about (international) business activities and business cultures. I think he should know what intercultural is.”

(3) Students' Attitudes

Teacher A believed that students' attitude towards improving intercultural competence is positive. He believed that *“business English majors have strong learning motivation and the overall learning atmosphere is relatively active”*.

Teacher B believed that students' learning attitude is greatly influenced by teachers' guidance. Her students were called *“passive learners”* by her. In other words, *“students learn what the teacher teaches”*. She described students' learning attitudes as *“not that positive”*.

Teacher C thought students are very interested in learning different cultures. She noted that students often act *“being surprised”* in class when she introduced a completely different culture. She did not give a direct answer to the students' attitude towards improving their intercultural competence.

Teacher D felt that students' attitude towards improving intercultural competence was *“very positive”*. She mentioned that when she used *“case studies”* in her classes to show *“cultural differences”*, students showed *“a lot of love”*.

Teacher E thought that students' attitude towards intercultural competence is *“very positive”* and *“that positive attitude can be felt obviously”*.

Teacher F also thought that *“students' attitude towards improving intercultural competence is good”*. Students *“are learning that intercultural competence is important”*. However, the teacher felt that students' willingness to improve their intercultural skills was *“not so urgent”*. She felt that students *“don't feel in their hearts that intercultural skills are an urgent need to be learned or acquired right now”*. She described students' learning mindset as: *“If I can speak, read and write well, I can learn this course successfully”*. She thought

that the student “*has no urgency in his heart and thinks that the intercultural competence is a must. Or maybe someday when he picked it up in his career, he will feel he have to pay special attention to it*”.

From teachers’ views, we learn that in teachers’ eyes students are not aware of the concept of IC. Students are sensitive to different cultures and active to learn different cultures, but they do not have a clear understanding of the concept and components of IC. Students are open to learn foreign language and foreign culture. Overall speaking, teachers hold the view that students have a positive attitude towards IC learning. Most teachers are confident in students’ attitudes.

4.2.3 Teachers’ Action in Intercultural Competence Teaching

When the interview went to the last stage, teachers were asked the following questions:

- ① What teaching strategies you adopt to develop students’ intercultural competence? and
- ② What kind of class activities do you use to develop students’ intercultural competence?

This part is used to discover the results to RQ3: How do teachers choose and use teaching strategies in intercultural teaching? The strategies talked about by teachers are listed in the following Table 4.6.

Table 4.6 Teaching Strategies Mentioned by the Teachers

Item No.	Teaching Strategies	Teacher A	Teacher B	Teacher C	Teacher D	Teacher E	Teacher F
1	Exercises	✓				✓	
2	Supplement Materials	✓					
3	Change Learning Styles	✓					
4	Increase Students’ Interest		✓				
5	Modular Teaching			✓			
6	Mind Map			✓			
7	Bilingual Teaching			✓			
8	Case Study				✓		
9	Task Driven				✓		

10	Autonomic Learning					✓	
11	Simulative Teaching					✓	✓
12	Student-centered Teaching						✓
13	Communicative Teaching						✓

As shown in Table 4.6, in total, there are thirteen teaching strategies provided by teachers. The top two strategies are exercises and simulative teaching, mentioned by two teachers. The rest strategies are all mentioned by only one interviewee. Teachers expressed the opinion that effective intercultural learning is an active learning process with students playing the leading roles. Some teachers believe that effective teaching forms should stimulate students' learning initiatives.

The teaching activities mentioned in the interviews are mainly five forms, including case study, grouping, roleplay, discussion and scenario simulation, as shown in the following Table 4.7:

Table 4.7 Teaching Activities Recommended by the Teachers

Teacher	Case Study	Grouping	Roleplay	Discussion	Scenario Simulation
Teacher A	✓	✓			
Teacher B	✓	✓	✓	✓	
Teacher C	✓	✓	✓	✓	✓
Teacher D	✓	✓		✓	
Teacher E	✓		✓		
Teacher F	✓	✓	✓		✓

As can be seen from the above Table 4.7, case study is the most frequently used form by teachers in business English courses being followed by grouping, roleplay, discussion and scenario simulation. The data of each teaching activity are sorted out and analyzed as follows one by one.

(1) Case Study

Case study is the teaching method mentioned most by teachers in interviews. The cases here are mainly typical events involved in business issues.

Teacher A mentioned that “*there are many typical cases in each unit*” in the textbooks of courses such as *General Business English* and *Introduction to Business English*,

Teacher B mentioned that in *International Business Negotiation*, “*we can let them know that intercultural communication is an interesting topic by comparing such cases, right? We can know, for example, jokes. British jokes cannot be understood by Americans and Chinese or American jokes cannot be understood by Japanese, right? It’s just because of cultural differences and different ways of thinking mode. So we might sometimes use some of these examples in my class. But the first step is to make the students interested. The second is to inspire their exploration.*”

Teacher C mentioned her operation of case analysis in the course of *International Trade*: “*Case study may involve some intercultural knowledge in analysis. Then you can conduct guidance in the culture part, and then analyze the business case. It may be more effective.*”

Teacher D also mentioned that she often uses case study in teaching and mentioned a very interesting example: “*We often use case study in teaching. So I often mention that cultures in two regions and countries are different. Let me give you a very simple example, diapers. I remember that students are very impressed. German mums insist on regular changes, and they like large diapers. Chinese mums think that diapers should be changed frequently because they think it’s better for the baby’s skin. Chinese mothers’ demand for capacity is not as high as that of German mothers. So the same product is not sold well in Germany, but it is sold very well in China. That is because our minds are different. Ah, it’s an intercultural thing, but I didn’t point out it directly when I was lecturing. I said it’s a difference.*” Interesting cases can greatly arouse students’ interest in learning.

Teacher E mentioned her specific example of using the case study in *International Business Etiquette*: “*I tell my students to do case studies after I set some business settings...*

For example, there is a young man in a foreign trade company in China. He went to receive his client, and then when he was drinking at a dinner party, he prepared the client a full glass of red wine, because he felt he thought it will show his full sincerity. However, in Western dining culture, the glass of wine is usually not filled to the brim.” The difference between Chinese and western culture are clearly reflected in this case.

Teacher F also used case study in teaching to improve students’ intercultural competence. She mentioned, *“Through some case studies, students can find such background information by themselves. And then to understand that the background knowledge is different, or different, across cultures. Then, through self-study and the combination of self-study and case study, students are allowed to improve his intercultural competence.”*

The reason for being listed as Top One by teachers may be due to the special attributes of case study: authenticity and interestingness, just as suggested by Lundeberg and Yadav. They wrote:

One effort to improve the learning of science is through case study teaching. Teachers use realistic or true narratives to provide opportunities for students to integrate multiple sources of information in an authentic context, and may engage students with ethical and societal problems related to their discipline.

(Lundeberg and Yadav, 2007, p. 407)

It is true that the typicality and authenticity of case study can strengthen the close connection between business English teaching and intercultural practices. Viewing “story” as the essence of case study teaching, he states:

So what was the essence of case studies? I decided to make it simple. ‘Case studies are stories with an educational message’; while, interestingness is the magic of the stories in my mind.

(Herreid, 2007, p. xiv)

The interestingness of the case can stimulate students’ interest and enthusiasm. The openness and inspiration of the case can expand students’ thinking, and cultivate students’

competences of looking at problems from multiple angles, analyzing problems and thinking critically. Just as Cliff and Curtin (2007) mentioned, case study is a reconciliatory strategy for business English teachers to reduce risks of class teaching for the content-rich business English subjects but to encourage critical thinking. They wrote in the article that:

Teachers of content-rich courses, however, often resist incorporating active-learning methodologies into their classrooms because of the perceived risk to the substantive content of the course. To achieve a satisfactory reconciliation, instructors need an active-learning strategy that deepens and reinforces knowledge of the subject matter as it promotes the process of higher-order thinking. The directed case study is one such strategy: a case method designed primarily to enhance the student's understanding of the essential concepts of a course and secondarily to encourage critical thinking.

(Cliff and Curtin, 2007, p. 301)

Therefore, if business courses with intense business content were not carried out with the help of the case studies, the knowledge of the course would become abstract concepts, which are too difficult to be understood by students. Business English courses should be constructed under nearly real business situations; otherwise the objectives of business English courses cannot be achieved.

(2) Grouping

Grouping and group activities ranked the second among the teaching activities mentioned by teachers. Teachers believe through group activities that they can cultivate students' team awareness and teamwork ability. From the data of the interview we can also find that the results or the output of students' group work can be presented in the form of "*written reports, paper presentations, oral presentations in class, and videos*". Group work and group task are usually combined with other class activities mainly including "*case studies, role plays, discussions, research projects and competitions*". More details given by the interviewers about how to combine grouping with other activities are elaborated as follows.

For example, teacher A mentioned combining group activities with case studies: "*In case studies, sometimes we basically assign tasks to students in groups as group tasks. Assign*

tasks before class and ask them to prepare. In class, since they are ready, ask them to show as a group. What else can you do with other students in class? To share.”

Teacher B also mentioned her teaching practice of combining group model with role play and class discussion: *“Role play should base on the total number of students in the class. The number of group members is about 4 to 8 (in groups).”* She also talked about the language used among the group members: *“The group discussions are mostly conducted in English. For business negotiations, group discussions are done in English.”*

Teacher C believed that group activities are the normal activities of business English teaching. Business activities are organized in groups. For example: *“We will run some activities. When we have the international trade class, we often divide the students into small groups. Then according to some of the students’ personal characteristics of the bar, the class is divided into different groups. Assign each group. The students will then be asked to conduct simulation training. They will be assigned role-play tasks at the same time. In a group, maybe a few students act as the importer and a few students act as the exporter.”*

Teacher D mentioned that she would ask students to complete research projects in groups: *“For each chapter, I will combine the theme of the chapter and give them project practice training. That is, they work in small groups. So the students are going to have to work as a team. After the assignment, students work in the whole week before next class. Then in class, students present accomplishments in their groups. There will be also some intergroup reviews in class. Finally I conclude.”*

Teacher E teaches business English translation courses. She did not mention the teaching activity of group activities in the interview.

Teacher F recommended combining competition with group interaction to improve the interest and vitality of classroom teaching. The specific implementation strategy is: *“In the normal teaching activity, you can do some such competition. These are just small-sized contests. In the actual activities of classroom teaching, it is difficult for us to carry out such a large competition. I’ll do this competition in groups. Or I’ll do some of these online.”*

Then ask the students to submit their work of the assignments as a group. Then a contest will be run out for demonstration of their work. So that they can improve their intercultural competence through this form of competition, and also improve their interest and competitiveness.” She also mentioned the group’s task of making videos: *“We did videos, too. And we set different background scenes and then assign different videos content for the students. Then we can let them see how well their group did. For example, we set the whole thing from business story to business dressing, and then to negotiating, and some other kinds of these activities. The students are asked to record the videos themselves. Then in class I will ask students to watch the video.”*

The strategy of combining group cooperative learning with competition has an advantage to stimulate students’ motivation and enthusiasm for learning. By working collaboratively in groups, students can be stimulated to explore and solve problems together, share knowledge and experiences with each other, and enhance mutual learning. Additionally, this strategy is helpful to cultivate intercultural awareness and communication skills, because through group cooperation, students from diverse cultural backgrounds can exchange and share their cultural experiences, thus fostering intercultural understanding. Through making good use of competitive activities, students can apply their learned knowledge and skills in simulating intercultural situations, enhancing their responsiveness in intercultural communication. However, it is crucial to note that implementing this strategy requires careful instructional design and guidance. Teachers should ensure that the focus of the competition is not solely on the results but rather on the learning and growth of students during the process. Furthermore, teachers should provide appropriate support and guidance to ensure that every student can actively participate and benefit from the strategy, minimizing anxiety and stress that may arise from competitions. This integrative teaching strategy can effectively simulate real-life scenarios in a business context, allowing students to cultivate both competitiveness and cooperative spirit.

Why do teachers like to use grouping in business English classes? Teacher C gave a reasonable answer. She pointed out that *“business is activities run in different groups”*. Groups have the exact same form in the real business world. In addition to the natural

attribute of groups, group teaching has the benefits of improving class effect in the following ways. It increases the communication opportunities in class for students to output their target language. Ellis describes group work as “essential feature of communicative language teaching” (Ellis, 1994, p.610). He concluded from previous studies that, group work “increase language practice opportunities, it improves the quality of students talk, it helps to individualize instruction, it promotes a positive affective climate, and it motivates learners to learn” (Ellis, 1994, p.610). Group work reduces the stress of students expressing themselves in public more specifically speaking in front of class. It produces more relaxing environment for students to express themselves and share their opinions among group members, just as Ellis described — “it promotes a positive affective climate” (Ellis, 1994, p.610). Their viewpoints show the advantages of grouping and totally agree with participants’ ideas interviewed in this study.

(3) Role-play

Four teachers mentioned role-play in the interviews. Teacher B mentioned her teaching practice of using role play: “*Some subjects such as business negotiation, such as price negotiation, or such as exhibition, are chosen by me to organize role-play. Or use other topics such as talking about payment methods and so on. I also use these topics as the theme of a role play as much as possible in order to promote their communication skills and that ability across cultures.*” Teacher C mentioned that role play should be put after the case study to further deepen students’ understanding and mastery what they need to learn. She said, “*After the analysis of case study, the students did a role play with the backup of the context from the case study. In such an environment, students understand how they should deal with the relationship with the customers, or how to establish diplomatic relations with customers, how to negotiate, and then make a deal of the business. This is a series of tasks for getting orders in a business.*” Teacher E also mentioned that if this kind of difficult knowledge is encountered, it is obscure and difficult background knowledge, and students are also asked to do role play activities. “*To have them go through the process, I will divide the students into four groups,*” she said, “*And let them be one buyer side and one seller side. And then there’s the third group who is the opening bank and then there’s the fourth group who is the negotiating bank. ... Then tell*

them to demonstrate how the letter of credit is processed. It is an interaction between different groups. Then they will know how the letter of credit works step by step in international trade. What are the steps? Then they can have a clearer understanding.” Teacher F also mentioned the use of role-playing. *“Teach them by role-play,”* she says, *“And then make sure that they can use it to improve their language skills and to improve their communication skills.”*

This study defines role-play used in business English class as placing students in simulated practical international business communication scenarios so that students can play corresponding roles. Whether in the context of international business or intercultural situations, cultural differences are common factors. This is because different countries and regions have varying values, beliefs, and behavioral norms, which can impact business communication and decision-making. Intercultural competence can be rapidly enhanced through engaging in communication within international business contexts. Harmer explains the functions of role plays like this, “the students are given particular roles—they are told who they are and often what they think about a certain subject. They have to speak and act from their new character’s point of view”(Harmer, 2010, p. 125). Role-play can improve students’ intercultural competence through their own experience and feelings. For example, in the course of *International Business Negotiation*, the negotiation of price can be organized and guided to prepare and rehearse in groups. After that, students are invited to perform the negotiation in class, and their performances are evaluated and analyzed. Frendo thinks that role plays “allow the development of non-linguistic negotiating skills, as well as providing opportunities to practice relevant language” (Frendo, 2005, p. 78). For business situation, role-play is often adopted by teachers to let students experience business backgrounds and situations.

(4) Discussion

Three teachers in the interviews believed that in order to achieve better results in this form, teachers should give students enough time to prepare for the discussion. Teachers need to ask students to collect and prepare materials before class. Teacher B mentioned that in the course of *International Business Negotiation*, dialogue samples related to the topic of

negotiation will be improved or redesigned and provided to meet the needs of the teaching groups of students, so that students can discuss and analyze the professional knowledge and negotiation skills involved in the dialogue. She said, *“The group discussions were mostly in English. For business negotiation, group discussion is done in English. If you do it in English, but because some students are relatively weak in the basic knowledge of business, and sometimes they may not have taken professional business courses, they may encounter huge difficulties. I usually give them some teaching materials called dialogue samples. Just give them a sample of some conversation (for their reference).”* Teacher C also mentioned that she used the teaching method of discussion when she taught about the professional knowledge of international trade process. *“We just put the chart out there and talked about it in small groups,”* she said. She added, *“I want you to talk to each other in groups.”* Then she commented, *“Then the students had a very lively discussion. Some students they like that. Finally, students form their own solutions and they finally understand. Then each group of students went forward in front of class to explain their solution.”* Teacher D concluded that the most common teaching method she used was discussion. In terms of the specific operation details of the discussion, she mentioned a problem, *“when I use the discussion, I find that students discuss in Chinese in the groups. They explain more in Chinese. But if you ask them to give a presentation to the class, they can express themselves in English.”*

Discussion here refers to guiding students to discuss a business related topic around culture or intercultural communication. In real teaching, organizing a successful discussion is more challenging than lecturing in classes, especially for normal large classes in China with more than forty students. Larger sized class is very common in China. However, teachers still endeavor to make best use of discussion to make classes more effective and productive. As Svinicki (2014) states, discussion can help students learn to think in depth, to evaluate in logic, to formulate applications, to develop motivation and to practice interaction. Teachers in the interview believe that discussion can promote students' inquiry-based intercultural learning. At the same time, it can also cultivate students' intercultural thinking ability by practice of interaction with group members over talking and conversation.

(5) Situational Simulation

Two teachers said they would use simulation to develop students' intercultural competence. Teacher C mentioned in the interview that she usually “*let the students do simulation training*” after grouping. Teacher F mentioned that compared with traditional lecture-based teaching, situational teaching is more suitable for business English majors. She said, “*For business English students, when we teaching in the classroom, we may not be able to use the traditional method. ... So maybe it's more about setting up some situational settings. ... That's typical of the real life and the real situation. Establish the particular real situation in teaching environment. So maybe when they are in this situational teaching environment, they have chance to feel this cultural differences. And then the language can really be put together for them to solve some nearly real problems.*”

Although simulation does not enjoy a great popularity among teachers due to the complexity of execution in big-sized class in China, it has its distinct advantages for improving students' intercultural competence. For example, it involves students in a real world situation to arouse their passion and creation, which is beneficial for their learning output. In addition, in simulated situations students can practice their language and business skills to solve a variety of problems. Evans noted that there is a need in business English teaching. He explained that in simulation,

students with clearly defined and differentiated roles in a particular business context work quickly and collaboratively to investigate and resolve problems. They would work towards this objective by processing and producing interdependent text types, such as emails and reports, and by participating in speech events, such as meetings and telephone conversations, that are stimulated by English language texts.

(Evans, 2013, p.291)

The above qualitative data, from the perspective of teachers, provide ample information on intercultural competence cognition and teaching practices for this study. The interview data are obtained based on the experience and cognition of the teachers. Interview and qualitative research data also reveal the intercultural teaching barriers and strategies in specific business English teaching contexts.

On the other hand, students' questionnaires and a certain amount of quantitative research can provide specific quantitative data and statistical results. The quantitative data help validate learners' intercultural competence levels and needs, and provide a more comprehensive and objective support for the development and improvement of teaching strategies. The following section presents and interprets the data from the intercultural questionnaire surveys conducted to the students.

4.3 Questionnaire Data

Questionnaire approach is used to answer RQ5. How do students' perceptions and competence change after a period of action research? The two objectives for the questionnaire are to probe into students' intercultural competence status and to discover the changes in intercultural competence after they undertook a course with a purpose of improving students' intercultural competence. The latter objective is to test the research two hypotheses: (1) Students' intercultural competence will improve if teachers implement certain intercultural teaching strategies in business English instruction; (2) Students with high satisfaction in intercultural teaching have higher intercultural assessment levels compared to students with lower teaching satisfaction.

Forty-six students completed the questionnaire with three parts of tasks: self-evaluation of intercultural competence, test of communication skills and teaching satisfaction of intercultural competence. The following section presents and explains the collected questionnaire data, including (1) the ratio variable: students' IC scores, and (2) the ordinal variable: teaching satisfaction, as well as (3) the correlation analysis between them.

4.3.1 Students' Cognition of Their Own Intercultural Competence

This part is about the ratio variable of students' IC scores in understanding of the culture, geography, history, values, religion, politics, taboos, norms and behaviors of the country and other countries. Table 4.8 below shows the rates of the different levels of students' understanding in the two questionnaires. The items/options are the key words extracted from questions 1-10 in the questionnaire.

Table 4.8 Students' Self-assessment of Their Intercultural Knowledge

No.	Item\Option	Round	5 Very high	4 High	3 Medium	2 Low	1 Very low
1	Understanding history, geography and politics of home country	first	2(4.4%)	17(37.0%)	21(45.6%)	6(13.0%)	0(0%)
		second	2(4.4%)	25(54.4%)	18(39.1%)	1(2.1%)	0(0%)
2	Understanding lifestyles and shared values of home country	first	10(21.7%)	27(58.7%)	9(19.6%)	0(0%)	0(0%)
		second	7(15.2%)	24(52.2%)	14(30.4%)	1(2.2%)	0(0%)
3	Understanding social etiquette and culture of home country	first	6(13.0%)	23(50.0%)	17(37.0%)	0(0%)	0(0%)
		second	4(8.7%)	31(67.4%)	11(23.9%)	0(0%)	0(0%)
4	Understanding history, geography and politics of foreign countries	first	0(0%)	0(0%)	25(54.4%)	19(41.3%)	2(4.3%)
		second	1(2.2%)	13(28.2%)	23(50.0%)	9(19.6%)	0(0%)
5	Understanding lifestyles and shared values of foreign countries	first	0(0%)	2(4.4%)	25(54.4%)	18(39.1%)	1(2.2%)
		second	0(0%)	16(34.8%)	22(47.8%)	8(17.4%)	0(0%)
6	Understanding social etiquette and culture of foreign countries	first	0(0%)	3(6.5%)	29(63.0%)	13(28.3%)	1(2.2%)
		second	0(0%)	15(32.6%)	25(54.4%)	6(13.0%)	0(0%)
7	Understanding cultural taboos of foreign countries	first	0(0%)	1(2.2%)	20(43.5%)	24(52.2%)	1(2.2%)
		second	2(4.4%)	7(15.2%)	23(50.0%)	13(28.2%)	1(2.2%)
8	Understanding basic norms and behaviors in different cultures	first	1(2.2%)	5(10.9%)	23(50.0%)	15(32.6%)	2(4.4%)
		second	1(2.2%)	16(34.8%)	19(41.3%)	10(21.7%)	0(0%)
9	Understanding basic concepts of intercultural communication	first	0(0%)	14(30.4%)	24(52.2%)	6(13.0%)	2(4.4%)
		second	4(8.7%)	20(43.5%)	17(36.9%)	5(10.9%)	0(0%)
10	Understanding skills and strategies for successful intercultural communication	first	1(2.2%)	3(6.5%)	20(43.5%)	19(41.3%)	3(6.5%)
		second	0(0%)	17(37.0%)	21(45.7%)	8(17.3%)	0(0%)

From above Table 4.8, we know that for each item among the ten questions, most students think that they are at the medium level and above medium level. So students think that their IC for understanding of the culture and knowledge are at a relatively high level. It is worth mentioning that students give relatively lower ratings to three specific aspects when

evaluating their mastery of cultural knowledge. These three aspects are: (1) understanding history, geography and politics of foreign countries, (2) understanding lifestyles and shared values of foreign countries, and (3) understanding cultural taboos of foreign countries. This research finding can help teachers to make appropriate adjustments to the content of knowledge-based teaching. For instance, enriching the content and tasks related to foreign history, geography, politics, lifestyles, values, and cultural taboos can enhance students' improvement in intercultural knowledge. By comparing the percentage of the first and second questionnaire, we find more students choose "high" and "medium" level in the second questionnaire than in the first questionnaire. It shows that students think their IC develops to a higher level. However, it is interesting that there is still one item —Item 2 gaining less "high" in the second round than in the first round. It is "understanding lifestyles and shared values of home country". Maybe the reason is that in the business English class more knowledge about target-language countries is taught to students, while knowledge about home country has not been introduced much in English to students.

The following Table 4.9 presents the data of the ratio variable of students' IC scores gathered from Questions 11 to 20. It shows the degree to which students are willing to participate in intercultural communication, including the willingness to participate in intercultural communication, to respect other countries' culture, to master the foreign language, to learn other countries' culture, of the intercultural communication, to study other countries' culture, to stand in the position of others in intercultural communication, to apply foreign language to communicate, to deal with frustration in intercultural communication, and to adjust one's behavior according to the situation in intercultural communication. The details are in Table 4.9 as follows:

Table 4.9 Students' Self-assessment of Intercultural Willingness

No.	Item\Option	Round	5 Very high	4 High	3 Medium	2 Low	1 Very low
11	Willingness to engage in communication with foreigners	first	16(34.8%)	12(26.1%)	17(37.0%)	1(2.1%)	0(0%)
		second	17(37.0%)	17(37.0%)	9(19.6%)	3(6.5%)	0(0%)

12	Willingness to respect foreigners' lifestyles, sense of value and customs	first	33(71.7%)	13(28.3%)	0(0%)	0(0%)	0(0%)
		second	20(43.5%)	20(43.5%)	4(8.7%)	2(4.3%)	0(0%)
13	Willingness to master foreign languages	first	32(69.6%)	13(28.3%)	1(2.1%)	0(0%)	0(0%)
		second	21(45.7%)	17(37.0%)	7(15.2%)	1(2.1%)	0(0%)
14	Willingness to learn more about foreign cultures	first	29(63.0%)	15(32.6%)	2(4.4%)	0(0%)	0(0%)
		second	19(41.3%)	23(50.0%)	2(4.3%)	2(4.3%)	0(0%)
15	Willing to learn from foreigners from different cultures in intercultural communication	first	26(56.5%)	18(39.1%)	2(4.4%)	0(0%)	0(0%)
		second	18(39.1%)	23(50.0%)	3(6.5%)	2(4.3%)	0(0%)
16	Willing to put yourself in the other person's shoes in intercultural communication	first	22(47.8%)	18(39.1%)	6(13.0%)	0(0%)	0(0%)
		second	16(34.8%)	23(50.0%)	5(10.9%)	2(4.3%)	0(0%)
17	Willing to try your best to communicate with foreigners in their mother tongue	first	20(43.5%)	22(47.8%)	4(8.7%)	0(0%)	0(0%)
		second	15(32.6%)	27(58.7%)	4(8.7%)	0(0%)	0(0%)
18	Willing to deal with the possible frustration of communicating with people from different cultures	first	15(32.6%)	24(52.2%)	7(15.2%)	0(0%)	0(0%)
		second	13(28.3%)	25(54.4%)	7(15.2%)	1(2.1%)	0(0%)
19	Willing to play different roles appropriately according to different cultural situations (such as students or learners)	first	14(30.4%)	23(50.0%)	8(17.4%)	1(2.1%)	0(0%)
		second	14(30.4%)	23(50.0%)	8(17.4%)	1(2.1%)	0(0%)
20	Willing to adjust your behavior in order to communicate properly with foreigners	first	18(39.1%)	20(43.5%)	8(17.4%)	0(0%)	0(0%)
		second	15(32.6%)	24(52.2%)	7(15.2%)	0(0%)	0(0%)

As Table 4.9 presents, for this part, most students, in both rounds of questionnaires, nearly 70% chose to have “very high” willingness and “high” willingness to communicate intercultural. It shows that students are very willing to learn intercultural content and participate in intercultural communication. Students are very eager and open to be involved in intercultural environment and play roles in international social communication. But there is an interesting result when comparing the two rounds of questionnaires; I find that students’ “very high” willingness decreases a lot in nine items among the ten items. Only Item 20 “Willingness to engage in communication with foreigners” gains an increase by only an increase of 1% for “very high”. Most students shifted to option of “high” in the second round of questionnaire from “very high” in the first round of questionnaire. I cannot figure out the real reasons for this with the current collected data. Maybe it can tell us that students are more enthusiastic and willing to learn and study at the beginning of the term than at the end of the term. Students are entering into a psychological tiring stage at the end of the term.

The next Table 4.10 is about data of the ratio variable of students’ IC scores from Questions 21 to 30. It focuses on students’ evaluations of their own intercultural communication skills, covering intercultural communication skills and negotiation skills, use of nonverbal communication skills, application of foreign language communication skills, politeness skills, skills of avoiding offending the other persons, techniques of avoiding bias, skills of avoiding the invasion of privacy, skills of the application of intercultural perspective brought to the analysis of events in other countries, skills of applying strategies to learn other languages and cultures, skills of conducting self-reflection and solving intercultural misunderstandings and conflicts. The details are shown in Table 4.10 as follows:

Table 4.10 Student’s Self-assessment of Intercultural Skills

No.	Item\Option	Round	5 Very high	4 High	3 Medium	2 Low	1 Very low
21	Skill of explaining and negotiating when misunderstanding	first	0(0%)	8(17.4%)	22(47.8%)	15(32.6%)	1(2.2%)
		second	1(2.2%)	19(41.3%)	19(41.3%)	6(13.0%)	1(2.2%)

	occurs in intercultural communication						
22	Skill of non-verbal communication	first	1(2.2%)	14(30.4%)	20(43.5%)	11(23.9%)	0(0%)
	when there is difficulty in verbal communication	second	4(8.7%)	18(39.1%)	19(41.3%)	4(8.7%)	1(2.2%)
23	Skill of communicating successfully with foreigners in foreign language	first	0(0%)	6(13.0%)	25(54.4%)	13(28.3%)	2(4.3%)
		second	2(4.3%)	18(39.1%)	16(34.8%)	9(19.6%)	1(2.2%)
24	Skill of being polite in communication with foreigners	first	1(2.2%)	14(30.4%)	27(58.7%)	4(8.7%)	0(0%)
		second	5(10.8%)	23(50.0%)	17(37.0%)	0(0%)	1(2.2%)
25	Skill of avoiding offending foreigners with inappropriate words or behaviors	first	2(4.3%)	13(28.3%)	24(52.2%)	6(13.0%)	1(2.2%)
		second	6(13.0%)	19(41.3%)	18(39.1%)	3(6.5%)	0(0%)
26	Skill of avoiding prejudice against foreigners	first	4(8.7%)	16(34.8%)	19(41.3%)	7(15.2%)	0(0%)
		second	8(17.4%)	19(41.3%)	17(37.0%)	2(4.3%)	0(0%)
27	Skill of avoiding violating foreigners' privacy	first	4(8.7%)	16(34.8%)	20(43.5%)	6(13.0%)	0(0%)
		second	8(17.4%)	16(34.8%)	17(37.0%)	5(10.9%)	0(0%)
28	Skill of analyzing incidents in foreign countries from multiple cultural perspectives	first	2(4.3%)	8(17.4%)	19(41.3%)	14(30.4%)	3(6.5%)
		second	4(8.7%)	23(50.0%)	15(32.6%)	4(8.7%)	0(0%)
29	Skill of adopting various methods, skills and strategies to learn foreign language and cultures	first	1(2.2%)	13(28.3%)	27(58.7%)	4(8.7%)	1(2.2%)
		second	3(6.5%)	20(43.5%)	19(41.3%)	4(8.7%)	0(0%)
30	Skill of making self-reflection and seeking appropriate solutions to	first	1(2.2%)	17(37.0%)	20(43.5%)	8(17.4%)	0(0%)
		second	4(8.7%)	18(39.1%)	21(45.7%)	3(6.5%)	0(0%)

cultural misunderstandings or conflicts							
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From Table 4.10, we can see that students are not so confident in their skills with only a few students choosing “very high” of intercultural communication skills. Most students chose “medium” for their intercultural skills. In the first round, there are even several students choosing “very low” for 5 items including “skills of explaining and negotiating, skills of communicating with foreigners, skills of offending foreigners, skills of analyzing incidents, skills of adopting various methods, skills and strategies to learn foreign language and cultures”; and in the second round, there are still students who chose “very low” for 4 items including “skills of explaining and negotiating, skills of non-verbal communication, skills of communicating with foreigners, and skills of offending foreigners”. As students are continuously trained in the courses of the business English program, students increase their confidence in skills they gained, with a slight growth in the rate of “very high” level in all the ten items from 21 to 30 in the second round of questionnaire.

The final Table 4.11 in this section displays data of the ratio variable of students’ IC scores from examining students’ self-assessment of their level of intercultural awareness. The items/options are the key words extracted from the questionnaire questions 31-40. The percentages are listed in Table 4.11 as follows:

Table 4.11 Student’s Self-assessment of Intercultural Awareness

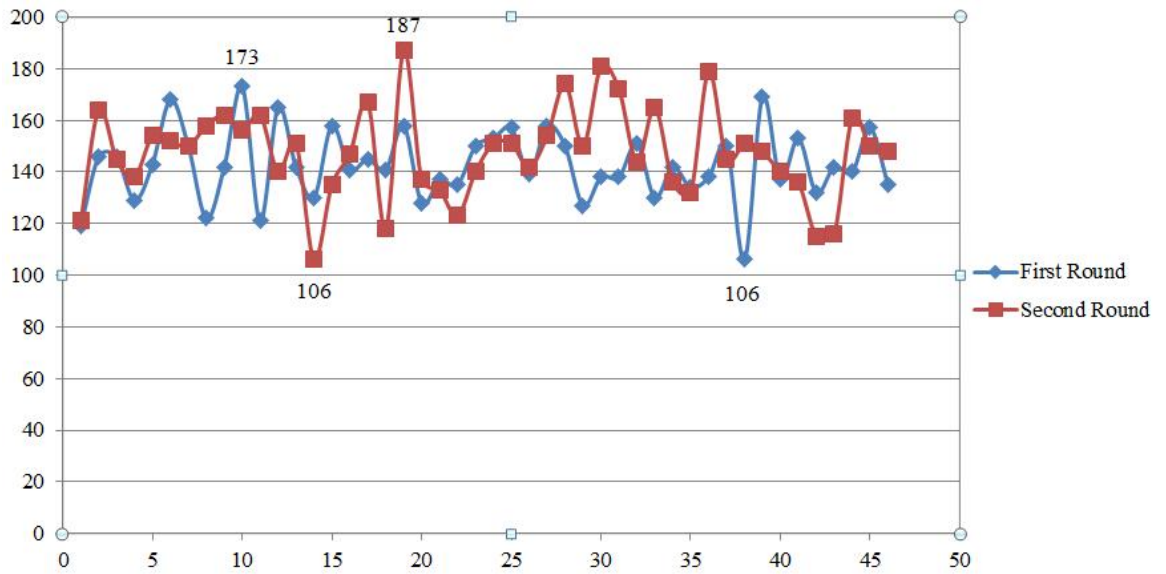
No.	Item\Option	Round	5 Very high	4 High	3 Medium	2 Low	1 Very low
31	Aware of cultural similarities and differences when communicating with foreigners	first	8(17.4%)	27(58.7%)	10(21.7%)	1(2.2%)	0(0%)
		second	10(21.7%)	18(39.1%)	13(28.2%)	5(10.9%)	0(0%)
32	Aware of differences in culture styles and language uses	first	10(21.7%)	21(45.7%)	15(32.6%)	0(0%)	0(0%)
		second	8(17.4%)	22(47.8%)	14(30.4%)	2(4.4%)	0(0%)
33	Aware of differences	first	9(19.6%)	24(52.2%)	12(26.1%)	1(2.2%)	0(0%)

	in cultural identities when communicating with foreigners	second	8(17.4%)	20(43.5%)	15(32.6%)	2(4.3%)	1(2.2%)
34	Aware of how foreigners perceive you and why they may stereotype you	first	5(10.9%)	13(28.2%)	25(54.4%)	2(4.3%)	1(2.2%)
		second	1(2.2%)	20(43.5%)	21(45.7%)	4(8.7%)	0(0%)
35	Aware of the diversity that exists in foreign cultures, such as differences in race, gender and age	first	12(26.1%)	23(50.0%)	9(19.6%)	2(4.4%)	0(0%)
		second	9(19.6%)	18(39.1%)	17(37.0%)	1(2.2%)	1(2.2%)
36	Aware of the need to adapt communication strategies to the specific context of different cultures	first	10(21.7%)	22(47.8%)	10(21.7%)	4(8.7%)	0(0%)
		second	6(13.0%)	24(52.2%)	14(30.4%)	1(2.2%)	1(2.2%)
37	Aware of your cultural values influence how you respond to and resolve difficult situations	first	11(23.9%)	27(58.7%)	6(13.0%)	2(4.3%)	0(0%)
		second	7(15.2%)	27(58.7%)	9(19.6%)	2(4.3%)	1(2.2%)
38	Aware of the fact that it is unreasonable and improper to generalize the behavior of an individual foreigner to the whole culture as a group	first	19(41.3%)	18(39.1%)	6(13.0%)	3(6.5%)	0(0%)
		second	10(21.7%)	17(37.0%)	18(39.1%)	1(2.2%)	0(0%)
39	Aware of the impact of different cultural styles and language use on communication and work situations	first	13(28.3%)	24(52.2%)	7(15.2%)	1(2.2%)	1(2.2%)
		second	8(17.4%)	24(52.2%)	8(17.4%)	5(10.9%)	1(2.2%)
40	Aware of your intercultural level and that of your counterpart	first	10(21.7%)	23(50.0%)	11(23.9%)	2(4.3%)	0(0%)
		second	5(10.9%)	19(41.3%)	19(41.3%)	3(6.5%)	0(0%)

The above Table 4.11 shows that students have a high assessment of their intercultural awareness. Choices are mostly distributed at “high” and “very high” options. Among the items of intercultural awareness, Item 38 gains the largest proportion of 41.30% in “very high” option. 19 students thought they had very high level of awareness “of the fact that it is unreasonable and improper to generalize the behavior of an individual foreigner to the whole culture as a group”. This number shows that most students are very clear about the difference between individual behavior and national behavior. Students today are rational of their perception of another culture without prejudice against different behaviors. Item 34 gets the lowest percentage in “very high” option. Only a few students are confident in their awareness of foreigners’ perception on Chinese. Majority of the choice are distributed at the medium option, with a percentage of 54.35% and 45.65% respectively in Round One and Round Two. In future, more investigation on foreigners’ perception on Chinese can be conducted to expand Chinese knowledge of “how foreigners perceive you and why they may stereotype you”.

After presenting the data of the ratio variable of students’ IC scores in separate dimensions, the following part analyses IC self-evaluation as a whole. The data are transferred into scores for us to better understand the level of IC in each round and the trend between the two rounds. The five options are given with scores from 5 to 1 to options from “very high” and “very low”. Therefore, for each dimension, the full score is 50, and for the overall IC level, the full score is 200. Figure 4.1 below displays the data distribution of the two questionnaires. Spots in blue and diamond are data from the first questionnaire and spots in red square are data from the second questionnaire.

Figure 4.1 Data Distribution of IC Self-assessment



In the above Figure 4.1, the basic distribution of the two rounds of data can be observed. The first round of questionnaire data shows that the highest self-assessed score by students is 173 and the lowest is 106, with most students' self-assessed scores ranging from 120 to 173. The area with the highest data concentration is around 140. The second round of questionnaire data indicates that the highest self-assessed score by students is 187 and the lowest is 106, with most students' self-assessed scores ranging from 120 to 180. The area with the highest data concentration is around 150.

The following Table 4.12 shows the average scores of different dimensions as well as the overall IC as a whole for each round of questionnaire.

Table 4.12 Scores of Four Dimensions of IC in the Two Questionnaires

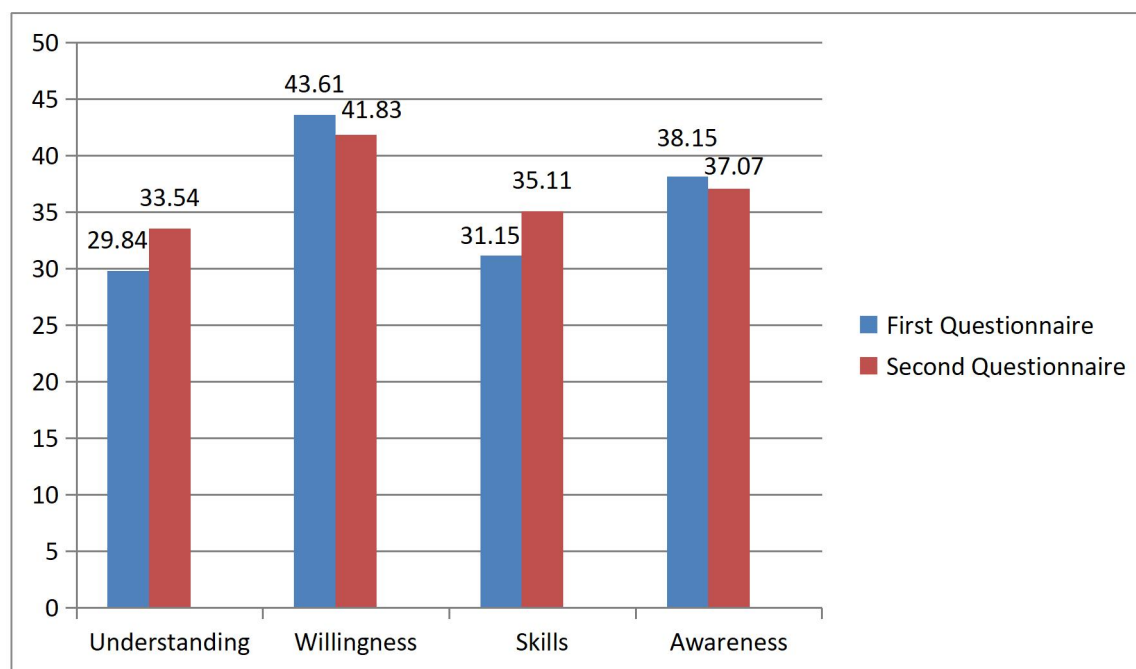
Round No.	Understanding	Willingness	Skills	Awareness	Total
First Round	29.84	43.61	31.15	38.15	142.72
Second Round	33.54	41.83	35.11	37.07	147.54

From the Table 4.12 we may conclude that students are at a fairly high level of IC with an overall score of 142.72 and 147.54 for Round One and Round Two respectively, as a full score of 200. The total score of Round Two increases by 4.82. Among the four dimensions of understanding, willingness, skills and awareness, the willingness dimension gets the

highest score of 43.61 in the first round and 41.83 in the second round. The awareness places at top 2 with a score of 38.15 and 37.07. The skill dimension is at the third place with a score of 31.15 and 35.11. The understanding competence gains the lowest score among the four with 29.84 and 33.54. From the data, it is clear to find that the students are very willing to have intercultural communication while they are not satisfied with their culture knowledge and intercultural knowledge.

To explore the evolution of students' IC levels as they engage in their learning activities, Figure 4.1, displayed below, is created to illustrate the pattern of this change.

Figure 4.2 Comparisons of Four Dimensions of IC between Two Questionnaires



From the above bar chart Figure 4.2, we find that the dimension of understanding and skills part displays an increasing tendency, while dimension of willingness and awareness shows an opposite declining tendency. Maybe the reasons behind the rising and falling mainly lie in the content of teaching and learning. The knowledge part for understanding and the communicative practices part for skills are comparatively easier to design and operate in the classes. It is hard to find feasible strategies to teach intercultural willingness and awareness in classes.

Another important figure need to be pointed is that, among the four dimensions in the chart, the willingness dimension is placed top 1 in both of the two rounds, while understanding dimension is evaluated at the lowest level. In another word, although students' self-evaluation of willingness decreases a lot, they are still having a high willingness of intercultural communication; and although students develop a lot in knowledge, they are still not satisfied in their knowledge of IC, with a continuous pursuit of knowledge learning.

According to the above bar chart 4.2, we find that the results of IC self-assessment increases a little bit, with an average score of 4.82. It shows that as students learn, they believe that their IC develops gradually. Three months of teaching and learning is too short to incur dramatically change on students' performance and competence, but students increase their self-evaluation so that they can gain confidence in their IC competence. Aiming at developing IC, students and the teacher and researcher in the study spend effort of revising the course plan and carrying it out in the class, which leads to a beneficial result. The strategy of "interlingua, implicit, experimental and intercultural" teaching adopted by the researcher is relatively beneficial for teachers to complete the teaching.

4.3.2 Test Results of Students' Intercultural Competence

This is a separate part of the ratio variable of students' IC scores with ten questions from 41 to 50 to collect how students solve problems in intercultural communication under certain circumstances. The options to each question provide students with four possible answers or solutions to choose the most appropriate one from the four. The data from the choices help us know partly students' critical thinking ability when they encounter intercultural problems and learn partly students' intercultural skills when they are asked to finish intercultural tasks orally or in writing.

Four each question, scores of 4, 3, 2, and 1 is valued to the options of A, B, C and D for SPSS statistics. Theoretically, the full score is 40 and the lowest score can be 10. The following Table 4.13 shows the distribution of students' scores.

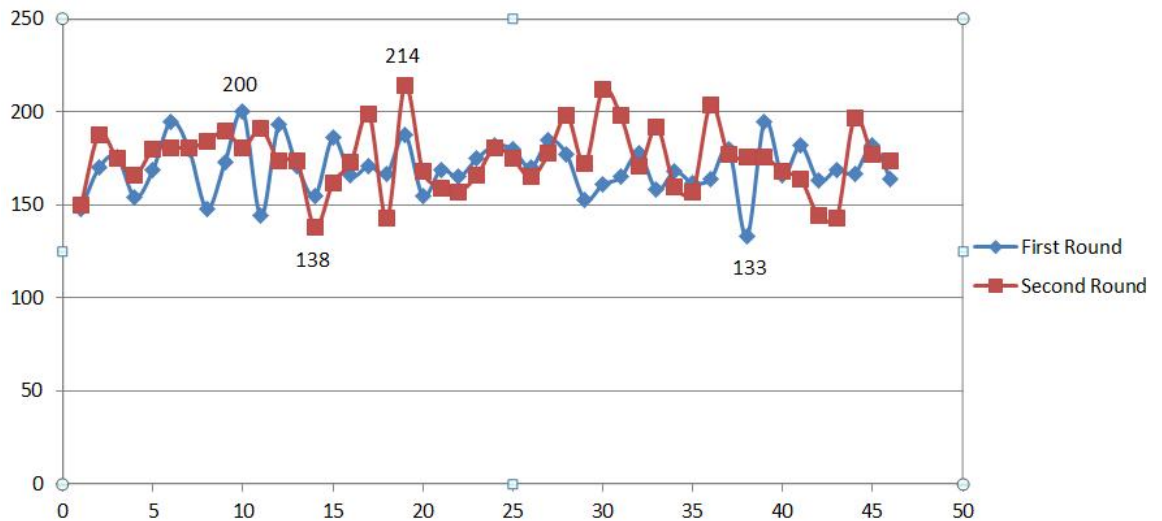
Table 4.13 Scores of Students' Intercultural Competence

No.	Item	Round One	Round Two
1	Minimum Score	23.00	22.00
2	Maximum Score	32.00	36.00
3	Mean Score	27.33	27.52
4	Median Score	27.00	27.00
5	Mode Score	27.00	26.00

The above Table 4.13 displays the features of data with the minimum score, the maximum score, the mean score, the median score, and the mode score of students' intercultural competence. From the mean core of the table, it is found that there is no significant difference in students' overall performance between the two questionnaires, with a number of 27.33 and 27.52 respectively, and being a slight difference of 0.19. So, it seems that short-term program on campus is not so rewarding for increasing intercultural competence apparently. Maybe there is a need in social practice to achieve noticeable development in real society rather than in class and on campus. Or maybe it asks for a longer term to make the cultivation of students' four dimension competence fruitful. However, according to the figure of maximum score, some students have achieved prominent improvement. The maximum score increases to 36.00 in the second questionnaire from 32.00 in the first questionnaire, with a rise of 4.00 points. The reason may lie in the sensitivity and acceptability of the certain group of prominent students. Those students who achieved the success are due to their talent and sensitivity with the help of school education.

After adding each student's self-assessed score and test score together, an overall score is achieved and the overall data distribution is shown in Figure 4.3 as follows.

Figure 4.3 Data Distribution of IC Self-assessment plus Test



From this chart, it can be seen that the highest score increased from 200 in the first round of the survey to 214, and the lowest score increased from 133 to 138. Although the increase is minimal when measured by the average scores of self-assessment and test scores, the total score, combining both, shows a clear upward trend in both the highest and lowest scores. To sum up, the progress of students is not very significant, but the development and implementation of an IC-oriented teaching plan in this study ensured the integration of intercultural competence with current textbook content.

4.3.3 Students' Teaching Satisfaction Concerning IC

Data in this part is the ordinal variable of students' teaching satisfaction. The teaching satisfaction part of the questionnaire was designed to collect students' feedback and responses regarding IC teaching and learning. The first questionnaire aims to gather information on students' opinions and experiences from previous courses, and it is administered at the beginning of the term before the action research. The second questionnaire is conducted at the end of the term to gather information on students' opinions and experiences specifically related to the course *Advanced Integrated Business English*. The Table 4.14 presents the teaching satisfaction data taken prior to the action research.

Table 4.14 Teaching Satisfaction in Questionnaire One

Item\Option	5 Very high	4 High	3 Medium	2 Low	1 Very low
51. Teaching content	7(15.22%)	19(41.3%)	18(39.13%)	2(4.35%)	0(0%)
52. Teaching materials	5(10.87%)	18(39.13%)	20(43.48%)	3(6.52%)	0(0%)
53. Teaching method	8(17.39%)	14(30.43%)	20(43.48%)	4(8.7%)	0(0%)
54. Teaching interaction	9(19.57%)	13(28.26%)	18(39.13%)	5(10.87%)	1(2.17%)
55. Class involvement	11(23.91%)	11(23.91%)	20(43.48%)	4(8.7%)	0(0%)
56. Teaching effect	4(8.7%)	17(36.96%)	17(36.96%)	8(17.39%)	0(0%)
57. Overall satisfaction	5(10.87%)	22(47.83%)	16(34.78%)	3(6.52%)	0(0%)

As Table 4.14 tells us, the most highly satisfied item chosen by students among the seven items is “class involvement”. Then, the other satisfied items listed in descending order are: teaching interaction (top 2), teaching method (top 3), teaching content, teaching material and overall satisfaction (top 4), teaching effect (top 5). The two items with relatively low satisfaction are teaching interaction and teaching effect with a percentage of 13.04% (10.87%+2.17%) and 17.39% respectively.

In order to improve teaching interaction and teaching effect, the researcher applied interactive methods in the following teaching months in the class before the second round of questionnaire. A lot of attempts of activities for interaction were made by the researcher among the students in classes.

To make the second questionnaire tailored to the specific course and teaching strategy, three additional items were included compared to the first questionnaire. These three added items are: Item 55. Class activities (Presentation & Answering questions), Item 56. Teaching language, and Item 57. Teaching procedure. The three additional items added specifically focus on interaction, which was the biggest need proposed by the students found through the first questionnaire. In the first questionnaire, they suggested incorporating more interactive elements in classes. Hence, these three items checking interaction were added in the second questionnaire. The data on teaching and learning

satisfaction from the second questionnaire conducted at the end of the term is presented in the following Table 4.15.

Table 4.15 Teaching Satisfaction in Questionnaire Two

Item\Option	5 Very high	4 High	3 Medium	2 Low	1 Very low
51. Teaching content	17(36.96%)	21(45.65%)	8(17.39%)	0(0%)	0(0%)
52. Teaching material	15(32.61%)	21(45.65%)	6(13.04%)	3(6.52%)	1(2.17%)
53. Teaching method	19(41.3%)	19(41.3%)	7(15.22%)	1(2.17%)	0(0%)
54. Teaching interaction	23(50%)	18(39.13%)	4(8.7%)	1(2.17%)	0(0%)
55. Class activities (Presentation & Answering questions)	20(43.48%)	18(39.13%)	7(15.22%)	1(2.17%)	0(0%)
56. Teaching language	22(47.83%)	18(39.13%)	4(8.7%)	2(4.35%)	0(0%)
57. Teaching procedure	17(36.96%)	26(56.52%)	3(6.52%)	0(0%)	0(0%)
58. Class involvement	21(45.65%)	19(41.3%)	6(13.04%)	0(0%)	0(0%)
59. Teaching effect	21(45.65%)	16(34.78%)	8(17.39%)	1(2.17%)	0(0%)
60. Overall satisfaction	23(50%)	19(41.3%)	4(8.7%)	0(0%)	0(0%)

From the data in above Table 4.15, we find that the item of “teaching interaction” gains the highest level of teaching satisfaction. It proves that the researcher used some interactive and communicative ways to improve intercultural competence teaching and the students could feel and realize the change in teaching methods. The Top 2 is teaching language used. The researcher tried to use English only in class even when some difficult terms and business concepts appeared. Students thought highly of the strategy of teaching language in English without Chinese translation. Students are in favor of learning via English in class instead of using Chinese as a translation tool for understanding these terms and concepts.

All the parts of teaching satisfaction gain a great increase than the first questionnaire. It can be explicitly identified by the data in the following Table 4.16.

Table 4.16 Scores of Teaching Satisfaction

No.	Item	Round One	Round Two
1	Minimum Score	14.00	20.00
2	Maximum Score	35.00	35.00
3	Mean Score	24.93	29.76
4	Median Score	24.50	31.00
5	Mode Score	21.00	35.00

Above Table 4.16 is based on the same seven items for teaching satisfaction used in both questionnaires. The full score is 35 for both questionnaires. The overall satisfaction level improves significantly from a mean score of 24.93 in the first questionnaire to 29.76 in the second questionnaire. Furthermore, the mode score in the second round is 35, which is 10 points higher than in the first round. And it means there is a large proportion of students graded 35 in the questionnaire. They are fully satisfied with intercultural competence teaching in the class.

Significant improvement in students' satisfaction with intercultural teaching can indicate several issues. Firstly, it measured the effectiveness of the researcher's intercultural teaching methods. The increased satisfaction may imply that the adopted intercultural teaching methods positively influenced learning and understanding. Secondly, it demonstrated the teacher's IC teaching abilities. The improved satisfaction is related to the teacher's teaching competence and strategies. A teacher who is capable of guiding students to transcend cultural differences may effectively facilitate students' understanding and respect for different cultures. Furthermore, the increased satisfaction indicated the higher levels of student engagement and enthusiasm. The improvement in students' satisfaction reflected their active participation and dedication to intercultural teaching. If students become more interested and actively engaged in classroom activities, they are more likely to express satisfaction with intercultural teaching. Lastly, satisfaction is also related to learning outcomes. The improvement in students' satisfaction is associated with the enhancement of their learning achievements. If students can better comprehend and apply knowledge, skills, and values in intercultural teaching, they are more likely to express satisfaction with this teaching method. In conclusion, the improvement in intercultural teaching satisfaction suggests that students clearly perceive the efforts and achievements

made by teachers in intercultural teaching. Both the teaching planning and the implementation of teaching have gone relatively smooth with the help of student-centered and interaction-based intercultural teaching approaches.

Teaching satisfaction bears close relationship with students' performances and achievements. In this research, the correlation analysis is conducted through SPSS to discover the relationship between teaching satisfaction and intercultural competence development. The data are presented in Table 4.17 and 4.18 as follows.

Table 4.17 Correlations of IC and Teaching Satisfaction in Questionnaire One

		Teaching Satisfaction	Self-evaluation
Teaching Satisfaction	Pearson Correlation	1	.406**
	Sig. (2-tailed)		.005
	N	46	46
Self-evaluation	Pearson Correlation	.406**	1
	Sig. (2-tailed)	.005	
	N	46	46

Table 4.18 Correlations of IC and Teaching Satisfaction in Questionnaire Two

		Teaching Satisfaction	Self-evaluation
Teaching Satisfaction	Pearson Correlation	1	.492**
	Sig. (2-tailed)		.001
	N	46	46
Self-evaluation	Pearson Correlation	.492**	1
	Sig. (2-tailed)	.001	
	N	46	46

The above Table 4.17 and Table 4.18 show that there is a significant high positive relationship between teaching satisfaction and intercultural competence self-evaluation. In questionnaire one, sig.=p=.005<.05, and it means a significant correlation. In questionnaire two, sig.=p=.001<.05, and it also refers to a high significant relation. It can be concluded

that positive teaching satisfaction can make positive influence on students' intercultural competence development. Rich teaching content and interaction may stimulate students to pursue achievement in intercultural competence development and help students increase sense of gaining and rewarding.

The data from teaching satisfaction is an essential element for teachers to know what students need and to make analysis on course design of intercultural competence. Students' responses to teaching provide valid information for teachers to cultivate a sustaining and virtuous cycling in the education ecosystem, which ensure the beneficial process of teaching and learning.

4.3.4 Students' Suggestions and Needs

At the end part of the questionnaire it is a free-response question to collect students' suggestions and advices of the intercultural competence teaching. Students are also encouraged to write their true ideas of their expected IC teaching modes. Word frequencies approach is used to show the result of students' concerns. The following Figure 4.4 of word clouds produced by Nvivo show the frequency of both questionnaires. Students' answers were translated into English when the answer was given in Chinese.

Figure 4.4 Word Frequencies of Students' Advices in Questionnaire One and Two

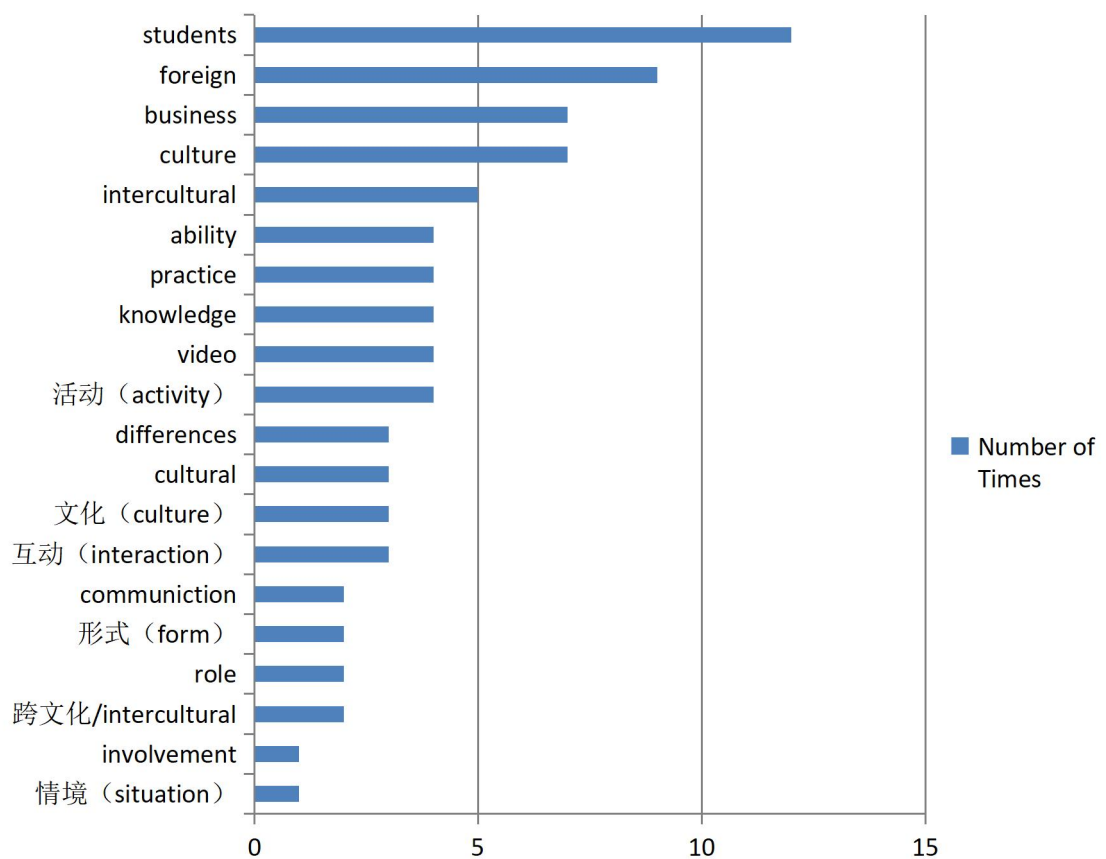


The above Figure 4.4 of two word clouds shows explicit clues of students' needs and

suggestions. They expressed high expectation of their leading roles in the teaching. The center word for both questionnaires is “students”. They also want to have more “communication” opportunities, “knowledge” input and “practical” “activities” for improving intercultural competence.

The top twenty words most frequently mentioned are listed in the below bar chart. In the chart of Figure 4.5, students’ answers are presented in both Chinese and English when the answers were given by students in Chinese on the questionnaire.

Figure 4.5 Word Frequencies Given by Students in Questionnaire One

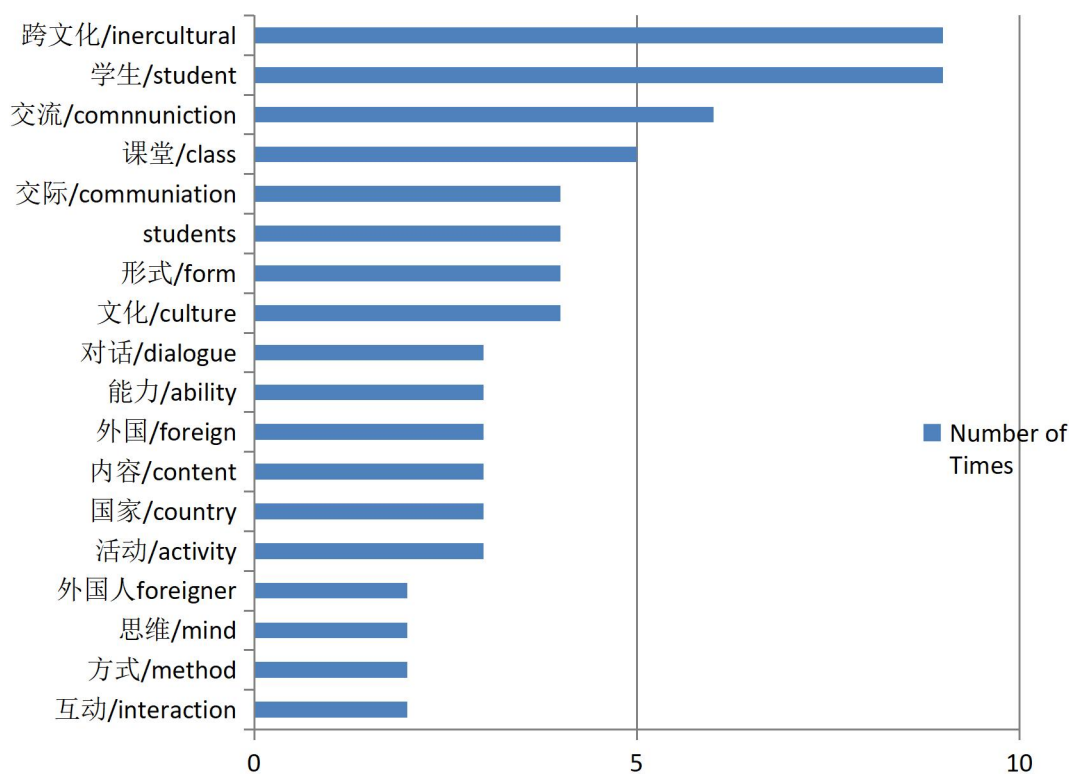


The bar diagram Figure 4.5 shows the most frequent used word by students is “students”. It may show that present students are aware of their roles in learning process. They have a sense of self-conscious. The second frequently used word is “foreign”. Students’ use of the word “foreign” indicates their interest in intercultural engagement and communication. This reflects their desire to broaden their horizons and understand other cultures. Students mentioning “foreign” may also imply that they seek more knowledge and experiences

about other countries. This suggests their willingness to deepen their understanding of other countries through learning the history, geography, politics, lifestyles, and values. The use of “foreign” may also suggest students’ interest in communication with people from other countries. They may wish to learn other countries’ languages and understand their social etiquettes and cultural taboos to facilitate better communication and interaction. The high frequency of students’ use of “foreign” in the overall survey indicates the desire and interest are high. Then they mentioned “culture” and “business”, which tells us that students are aware of the fact that culture and business are the basic components of business English program. Some students provided some specific methods and contents for improving IC teaching, such as activity, video, interaction, role, situation and involvement.

The following diagram Figure 4.6 tells us students’ focuses shifted in their second questionnaire.

Figure 4.6 Word Frequencies Given by Students in Questionnaire Two



As shown in Figure 4.6, in the second questionnaire, “学生(student)” still ranks at top one along with “intercultural”, which is the same as in Questionnaire One. The similarity also lies in the perception and consideration of “culture, activity and ability” by students. For the two rounds of questionnaires, the biggest difference is that fewer students mentioned the key word “foreign” with a small number of 5, while in Questionnaire One the number is 9. The second noticeable difference is that the concept of “mind” was used by students in Questionnaire Two, which did not appear in Questionnaire One. Maybe students have started to connect intercultural competence with critical thinking and understand that intercultural competence is more than knowledge and communication. Another big difference is that more students in Questionnaire Two use Chinese to express their ideas as the following pie charts tell. The following two pie charts in Figure 4.7 clearly demonstrate the differences in use of languages.

Figure 4.7 Students’ Language Choice in Writing Suggestions

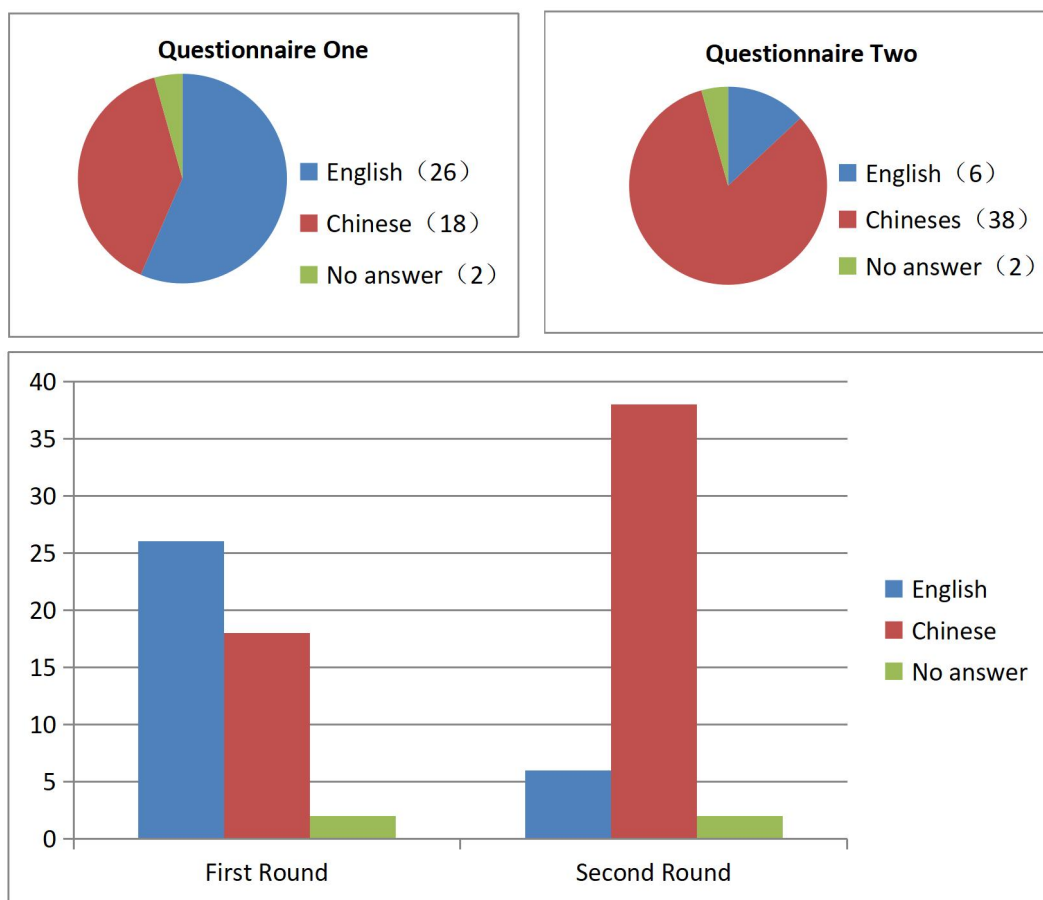


Figure 4.7 shows that in the first round of questionnaire 18 students answered in Chinese

(39.13%), 26 students answered in English (56.52%), and 2 students did not answer (4.34%). It shows more students used English to express their ideas. By contrast, more students used Chinese in questionnaire two. 38 people used Chinese (82.60%), 6 people used English (13.04%), and 2 people did not answer (4.34%). There are 20 fewer students using English in questionnaire two.

This is an evidence of declining of intercultural willingness. There are a few possible reasons for the decrease in the number of people using English to answer the questionnaire. First, the researcher provided more English support and education, including instructional intercultural content, motivation, and attitude at the beginning of the semester. However, as time passed, the support from the researcher decreased or became insufficient, leading students to use Chinese more frequently towards the end of the semester. Another reason could be related to the course content and requirements that students encountered. If subsequent courses did not continue to emphasize English expression or require tasks to be completed in English, students might be more inclined to use Chinese. Additionally, the convenience of using their native language could also be a factor. As Chinese is the students' mother tongue, using it to answer the questionnaire would be more convenient. At the end of the semester, students may be more willing to express their viewpoints and opinions in the language they are most familiar with. Relying on one's native language may not be beneficial for improving intercultural competency. By considering these possible reasons, we realize that it can be difficult to enhance or maintain students' willingness for intercultural communication. Therefore, it is necessary for teachers to provide continuous content and encouragement during the whole teaching process and to implement strict and consistent standards for performing intercultural expressions.

4.4 Chapter Summary

This chapter presents the interview information from three aspects: teachers' cognition, perception and teaching action of intercultural competence. First, for cognition of intercultural competence, it is found that teachers have a comprehensive but not systematic understanding of the concept of intercultural competence. Some teachers use

interchangeably the two concepts of intercultural competence and intercultural communication competence. Second, teachers do not attach an equal importance to intercultural competence for business English majors. They believe that language competence, business knowledge and business skills are the basic competences that need to be improved by business English majors. Third, for feeling of teaching intercultural competence, teachers think it is difficult and challenging to carry out intercultural teaching in the teaching process. The factors restricting students' intercultural competence mentioned by the teachers are concluded as: poor teachers' qualification, lack of multi-cultural environment, low students' need, lack of real lingual environment, lack of oversea experience, low intercultural awareness, exam-oriented teaching-and-learning mode, lack of social need, lack of sophisticated intercultural competence assessment, outdated curriculum system for intercultural competence, poor in business knowledge, and low level of language competence. Fourth, when asked about teaching strategies, the six teachers put forward some specific strategies to improve students' interest in and competence of intercultural competence. Their recommended teaching strategies are: more exercises, supplementary materials to the textbooks, change of learning styles, increase of students' interest, modular teaching, mind map, bilingual teaching, case study, task-driven teaching, and autonomic learning. Finally, from the interview data, six teaching activities are summed up according to the six teachers' opinion, which covers case study, grouping, roleplay, discussion and scenario simulation. The teachers prefer and recommend communicative teaching methods to organize and arrange teaching activities if they are going to develop students' intercultural competence. It seems that they believe communicative activities can improve students' intercultural competence rather than lectures.

The questionnaire survey adopted the statistical tools of Tencent Questionnaire Star and SPSS software to carry out quantitative analysis on students' understanding of intercultural competence, students' level of intercultural competence, students' learning situation of intercultural competence and students' learning suggestions of intercultural competence. Descriptive statistics and correlative statistics were used to identify students' intercultural competence and their development. According to the analysis results of the survey data, it

is found that the intercultural competence level and learning status of business English majors is overall good. Students have a high demand for the improvement of intercultural competence in learning. They are willing and positive to communicate with people from different cultures. It shows a rise tendency in students' intercultural competence improvement as program proceeds in intercultural knowledge and skill. Students can also provide useful suggestions for teachers to improve the teaching quality. Some important aspects are highly advocated by them, which may be ignored by teachers, such as interaction in the class, student-centered teaching and diversified forms of teaching activities.

To sum up, the analysis of interview data and questionnaire data reveal the following major findings: (1) there is a lack of consensus on the importance of intercultural competence, a lack of full understanding of the concept of intercultural competence and a lack of confidence in teaching competence and teaching environment among teachers; (2) the essential elements of intercultural competence identified by the teachers for business English major students are: knowledge, attitudes, consciousness, understanding, language, communication skills and awareness; (3) the teaching strategies applied by the teachers are: exercises, supplementary materials, change of learning styles, increase of students' interest, modular teaching, mind map, bilingual teaching, case study, task-driven teaching, autonomic teaching, simulative teaching, student-centered teaching and communicative teaching; (4) both of the students' perception and level of intercultural competence are at a fair level and they have high needs for intercultural teaching and learning in the program; (5) students' overall intercultural competence level and teaching satisfaction increased after a term of IC-oriented teaching and learning; and (6) an IC-oriented teaching practice developed and implemented based on the Four-dimension of IC is workable.

Chapter 5 Discussion

5.1 Chapter Introduction

As an empirical research that explores intercultural teaching strategies within the framework of undergraduate business English programme in a university in central part of China, this study utilizes both qualitative and quantitative approaches to understand the problems and challenges faced by teachers in intercultural teaching. It aims to explore their thinking and action strategies and identify classroom activity designs and innovations in intercultural business English teaching. Ultimately, this research strives to help business English teachers reflect on teaching objectives, teaching methods, and teaching outcomes, gain a true understanding of the requirements for improving the capabilities of students majoring in business English, and improve teaching methods and effectiveness through changes in awareness and approaches.

This chapter reiterates the overall research objectives and research methods based on the findings in Chapter 4, discusses some key issues, constructs a macro intercultural teaching strategy model, and evaluates whether the overall research objectives have been achieved. Previous Chapter 4 makes an exploration on and analysis of the data from the research findings. The research findings reveal some critical issues concerning intercultural competence teaching.

First, teachers are able to recognize the importance of inter-cultural competence in teaching but compared with the position of English language competence and business knowledge, the role of inter-cultural competence in education has not been sufficiently recognized.

Second, in terms of specific conceptual understanding, teachers do not distinguish clearly between intercultural competence and intercultural communicative competence, and they think they can handle the two types of competences at the same time. The problem caused is that there are no specific and precise corresponding objectives set up by them in teaching syllabi.

Thirdly, it may be true that teachers' beliefs of communicative approach teaching can lead to a positive effect on intercultural competence improvement, but there seems a real mismatch between teachers' perceptions of intercultural competence elements and how they can cultivate them. Teachers believe that they can cultivate students' inter-cultural knowledge and competence through a variety of teaching methods, such as case study and role playing, which are the most common used teaching activities by the interviewed teachers. It is widely accepted by teachers that these two methods are good choices for them to create a real communication environment.

Fourthly, from the perspective of students, questionnaire data reveals that students do not have a thorough understanding of the concept of inter-cultural competence due to the fact that they have not been taught systematically about relevant theories and knowledge. Their judgment of the causes of their communication problems are mostly on their insufficient perception of their language proficiency and their inadequate accumulation of cultural knowledge. Only a few students attributed the major reason of failure in intercultural communication to intercultural competence. They may seldom attempt to understand the truth of communication barriers through a process of critical thinking and deduction approach in a perspective of intercultural issue. Although the process of critical thinking and deduction is based on some common sense and intercultural knowledge, knowledge are not enough for communicators to achieve effective communication without combined effect of other intercultural elements of critical awareness, attitudes, and skills. In order to develop and improve intercultural competence, it is vital for us to reflect on these situations and think of some solutions to the problems.

To further investigate the research findings and offer some suggestions for teaching practices, this chapter makes detailed explanation in the following three aspects. First, it digs into the possible reasons and causes to the current intercultural teaching situation and then tries to propose some suggestions for better execution of intercultural education. Second, some tactics for intercultural competence designing and performing are discussed, which include defining IC teaching objectives, enhancing intercultural knowledge, fostering critical cultural awareness, developing intercultural attitudes, retaining

intercultural willingness, improving intercultural skills and integrating diversified activities. Third, a possible and operational strategy model for intercultural competence teaching in business English is constructed at the end of the chapter, accompanied with a case of teaching plan.

Therefore, this chapter layout its discussion in six parts: Introduction, Barriers to Developing Business English Majors' Intercultural Competence, Application of Teaching Strategy of intercultural Competence, Transforming the Role of Teachers in IC Cultivation, A Teaching Strategy Model with an Example of Teaching Practice and Conclusion. Through in-depth discussion of these crucial issues, this chapter seeks to find applicable strategies that equip teachers with a comprehensive understanding of the prevalent challenges encountered in intercultural teaching within the business English major in central China. The goal is to encourage educators to proactively address these issues rather than sidestepping or ignoring them.

5.2 Barriers to Developing Business English Major Students'

Intercultural Competence

5.2.1 Lack of Understanding of the Importance of Intercultural Competence

Finding 1 is related to the current situation of intercultural competence education in business English majors. It is found that intercultural competence does not gain equal importance as language competence and business competence among teachers.

A clear understanding of the importance of intercultural competence by teachers and students is the premise of intercultural competence teaching. While, from the research finding, we can conclude that teachers attach more importance to English language competence and business competence than intercultural competence. It seems that intercultural competence is not compulsory in Chinese education. And this situation may exist or once existed in many countries. For example, Sercu (2005) administrated a questionnaire to 424 teachers teaching different languages in different countries for a purpose of exploring their belief and practices concerning IC teaching. It was found that

teachers allotted more time on language teaching than culture teaching. Their research showed that those teachers have a high willingness to devote more time on culture teaching, but they did not complete it successfully. The possible reason proposed from the study was that teachers are so time-pressured. In fact it is what Chinese English teachers are still facing in China in high education (Gu, 2017, p.79) . Business English program even encounters more harsh challenges, because as an interdisciplinary major, it covers multiple objectives to achieve. In addition to language competence, teachers need to enhance students' business competence and intercultural competence. It is a real challenge for teachers and students to allot time in three competences in class and after class.

Another important reason for the lack of emphasis on intercultural competence teaching is that it is difficult to implement the evaluation of intercultural competence. One interviewee in this research noted, "*The improvement in language competence and business ability can be clearly seen, right? But as for intercultural competence, how can you see their (students') level and improvement.*" Deardorff held the view that "fewer institutions have designated methods for documenting and measuring intercultural competence" (Deardorff, 2006, p.241). When the evaluation cannot be finally implemented, the teaching results and effects cannot be quantified. It may cause a result that teachers are more inclined to carry out teaching content and teaching projects that are easier to evaluate, because it is of high difficulty for a teacher to balance all the competences of business English major students especially when students cannot find any achievements in their final performance report.

So, the complexity of the assessment of intercultural competence is relatively high. For example, Deardorff (2006) proposed a set of hybrid intercultural competence assessment methods in her research. She stated that "it is best to use a mix of quantitative and qualitative methods to assess intercultural competence, including interviews, observation, and judgement by self and others" (Deardorff, 2006, p.241). Therefore, the assessment of intercultural competence has a very high requirement for teachers' qualification in evaluation and assessment. They need to have a high competence in carrying out formative assessment and summative assessment concerning IC. The difficulty of the assessment process may lead to a disconnection between teaching and evaluation, so teachers have to

give up part of the teaching content related to intercultural competence. Practitioners must consider the daunting task of incorporating intercultural competence testing into their business English testing framework.

In fact, the importance of intercultural competence has been emphasized at the national level. According to National Standards for Teaching Quality of Undergraduate Majors in Higher Education issued by the Ministry of Education of China, the “Competence Requirements” for all foreign language majors are as follows:

Students of foreign language majors should have the ability to use foreign languages, the ability to appreciate literature, the ability to cross culture, the ability to think, as well as certain research ability, innovation ability, information technology application ability, independent learning ability and practical ability.

(Higher Education Teaching Guidance Committee of the Ministry of Education, 2018, p. 92)

Intercultural competence is clearly defined as one of the basic competences of foreign language majors. This national document shows that intercultural competence is given equal status and equal attention as language competence by the national education sector.

However, in the central area of China, this emphasis has not been executed and performed in the universities and colleges. It needs more time for teachers to be prepared to transit their teaching emphasis from lingual competence to intercultural competence. In fact, the teachers interviewed did not show their consideration of the national requirement in relevant document. More detailed rules and regulations on how to cultivate intercultural competence need to be stipulated and released.

At the same time, the national document also provides specific requirements for intercultural competence teaching. One of the requirements for intercultural competence cultivation is: “to integrate language learning and knowledge learning, take competence cultivation as the guide, and emphasize the cultivation of language application competence, intercultural competence, critical thinking competence and autonomous learning

competence” (Higher Education Teaching Guidance Committee of the Ministry of Education, 2018, pp. 94-95). Therefore, it is not difficult to draw such a conclusion that teachers are required to design teaching and set up classroom activities around intercultural competence in teaching. Although the state and the government have made clear provisions, the specific implementation and execution of the requirements still need more time and efforts to achieve. Every foreign language teacher may need to think more about how to improve the understanding of the importance of intercultural competence themselves. As for governments and institutions, they would better spend more efforts to call on teachers to pay more attention to the cultivation of intercultural competence or help teachers design and access intercultural courses, and more importantly to provide criteria in evaluation and assessment.

From the perspective of pre-service and in-service teacher training programs, intercultural competence content need to be increased and intensified. Zhang (2007) and Zhao (2022) see the intercultural competence education as the crucial and fundamental factor in pre-service and in-service teachers programs in China. They pointed to the need of IC in teachers’ education and made some practical suggestions. Zhang (2007) advised that practices of culture shock, practices of critical incidents and reflective practice for intercultural training. Zhao (2022) proposed approaches for developing teachers’ intercultural competence, which covers intercultural program training, intercultural experience, intercultural exchange, and intercultural teaching reflection through reflective questions. Therefore, as we develop more programs and methods for improving teachers’ intercultural competence, teachers may enhance their competence in intercultural teaching.

5.2.2 Lack of Consensus on Theoretical Concept of Intercultural Competence

Finding 2 is about the perception of intercultural competence: Teachers have not set up a systematic understanding of the theoretical concept of intercultural competence generally accepted by the academic field. Why do teachers interchangeably use intercultural competence and intercultural communicative competence in teaching? What could have caused the occurrence of this phenomenon?

From the results of this research, it is found that teachers are not quite clear about what intercultural competence is and whether it is different from intercultural communicative competence. People often mix the two concepts. In addition, there is no unified understanding of the basic definitions of the two concepts. In the survey, the interviewees had a rough understanding of these two concepts. From the interviews of teachers and the subjective answers of students, the possible reasons for failure in distinguishing the two concepts may derive from two factors: (1) lack of unified understanding and definitions in the academic and theoretical field; and (2) lack of experience in real intercultural communication.

Teachers' feeling, defining and cognition of intercultural competence will affect the choice and formulation of their teaching strategies. According to a study in Iran by Estaji and Rahimi (2018), the teachers' perception of intercultural competence did "have a role in their self-perceived instructional practices" (Estaji and Rahimi, 2018, p.1). Through questionnaire and semi-structured interview, it was found that "teachers' perception of IC can be a key element for raising cultural teaching practices in the classroom" (Estaji and Rahimi, 2018, p.15).

From the results of the interview survey, the general understanding by the interviewees is that intercultural competence is a kind of ability to recognize and deal with cultural differences. As for the intercultural competence teaching, their emphasis is on how to understand and master the differences between cultural knowledge and business knowledge. They also have some understanding of attitudes, knowledge and skills related to intercultural competence. What they are unsure of is about what are the necessary intercultural skills. Teachers are lacking in the recognition of the skills of discovery and critical cultural awareness. They did not mention these two aspects in the interview. Therefore, I think that the two skills to discover and make critical thinking need to be strengthened in both of the training of foreign language teachers and intercultural teaching.

From an academic perspective, the two concepts of intercultural competence and intercultural communicative competence overlap in meaning, such as the part of cultural

knowledge. Sometimes educators forget that there are different areas and different priorities between the two concepts. For a long time, the educational and theoretical circles have not conducted systematic research to distinguish these two concepts. According to Witte and Harden (2011, p. 5), the concept of intercultural competence is vague to some extent. Moeller and Osborn also noted “terms such as communicative competence and intercultural competence (are) often referencing the same concept” (2014, p. 670). Schauer found “some scholars refer to ‘intercultural competence’ in early publications and then subsequently refer to ‘intercultural communicative competence’” (2023, p. 22). From a diachronic point of view, the formation of the intercultural competence theory system came later than intercultural communicative competence. The former is not as comprehensive and mature as the later. Therefore, the partial overlap and close connection of the two concepts make education practitioners not able to strictly distinguish the differences between the two in actual teaching. Because teachers’ clear understanding of intercultural competence might determine whether they can successfully carry out intercultural competence teaching or not, teachers’ theoretical level and cognitive level should be further improved. This requires more attention and guidance from the authorities and institutions on intercultural competence research. With their supervision and management, teachers may spend more time and effort in IC theoretical and practical research.

The theory of intercultural competence has been developed on the basis of the research and study achievements of intercultural communicative competence. The interpretation and definition of the concept of intercultural competence recognized in the academic field has not made a wide influence among front-line teachers. “This lack of specificity in defining intercultural competence is due presumably to the difficulty of identifying the specific components of this complex concept” (Deardorff, 2006, p.241). According to the interview result, it is found that teachers have different understandings of intercultural competence elements. Two teachers’ explanations partly match with Byram’s dimensions of intercultural competence model. Elements abstracted by them are more than Byram’s four dimensions: awareness, attitude, knowledge and skill. They incorporate other elements such as understanding, language, and communication skills into the concept of intercultural competence. In recent years, Chinese academic circles have made constructive progress in

exploring and researching intercultural competence, but there is still a lack of widely accepted unified theories among Chinese scholars regarding the definition and components of intercultural competence. Consequently, as academic researches on intercultural competence continue to develop, it is hoped that teachers' understanding of this concept may eventually reach a consensus and make more practices in their teaching.

More researches are conducted on intercultural communicative communication than on intercultural competence in China. This may be another reason that causes the exchangeable use of intercultural competence and intercultural communicative competence. More people are familiar with the concept of intercultural communicative competence. When people hear about intercultural competence, they often associate it solely with intercultural communicative competence, using the latter term interchangeably to refer to the former or vice versa. From thesis and dissertation publicized from 1st January 2010 to 1st September 2022 in China, there are 3903 pieces of works on intercultural communicative communication, while there are only 578 pieces on intercultural competence, which only reaches 15% of studies of intercultural communicative communication. If we want to study how the two concepts are interchanged and know the frequency of their interchange, it will be necessary to utilize more research methods in the future to find the answers. For example, one method could be distributing questionnaires to relevant intercultural researchers and teachers to know their understanding of both of the concepts. Another method could be conducting a literature research, which entails analyzing intercultural literature to determine the number of articles that interchange the two concepts and under what circumstances they do so.

On the social level it is generally accepted that language users with high intercultural communicative competence will not have a low level of intercultural competence, although this may require further investigation and research for scientific argumentation. And from the perspective of education, the cultivation of the two competences is to the same educational direction for better intercultural communication, so there is no conflict between them. However, it is better for teachers to know the fundamental distinction between intercultural competence and intercultural communicative competence that

intercultural communicative competence focuses on the application ability in real communication, while intercultural competence emphasizes the awareness and attitudes towards different cultures in the learning environment. Byram (1997) clarified the concept of intercultural competence for pedagogical purposes. Intercultural competence is a more educational term. That is to say, intercultural competence is more operational than communicative competence to be enhanced in a teaching environment.

At the national level, China's Ministry of Education has a clear definition and normative expression of intercultural competence. In *National Standards for Teaching Quality of Undergraduate Majors in Higher Education* intercultural competence of foreign language students is defined as follows:

respect the diversity of world cultures, have intercultural empathy and critical cultural awareness, master the basic theoretical knowledge and analytical methods of intercultural research, understand the basic characteristics, similarities and differences between Chinese and foreign cultures, interpret and evaluate different cultural phenomena, texts and products, make intercultural communication effectively and appropriately, and help people with different cultural backgrounds to conduct effective intercultural communication.

(Higher Education Teaching Guidance Committee of the Ministry of Education, 2018, p. 99)

In future, government agencies and school management should spend more energy to promote and implement relevant policies and requirements on intercultural competence.

Last but not least, the lack of consensus on theoretical concept of intercultural competence might impact education power dynamics. Firstly, teachers exercise power to shape classroom culture, as they have control over teaching content, methods, and cultural frameworks. If teachers do not have a consensus on the importance of intercultural competence, they may overlook or underestimate this concept, thereby impacting the cultivation of students' intercultural skills. Secondly, if teachers do not have a consensus on the importance of intercultural competence, they may disregard assessing students' intercultural performance and instead prioritize traditional academic achievements. This

may lead to a neglect or underestimation of students' intercultural competence. Additionally, if teachers do not provide sufficient space and opportunities for students to express and develop their intercultural skills, it may limit students' respect and understanding towards other cultures. In conclusion, the lack of consensus among teachers regarding the concept of intercultural competence is correlated with power dynamics within education, which can influence the cultivation of students' intercultural competence and affect intercultural educational practices.

5.2.3 Lack of Full Confidence in Teaching Qualification and Intercultural Environment

Finding 4 is that: One challenge proposed directly by teachers is that teachers are lacking in confidence in their intercultural competence teaching qualification and intercultural environment.

The lack of confidence in intercultural competence teaching can be attributed to three reasons. One is the lack of overseas study, life and work experience; the second is the lack of cultural confidence; the third is related to systemic issues like standardised testing pressure, cultural biases and teacher training and supporting shortages.

(1) Oversea Experience

It is necessary to examine the relationship between teachers' intercultural teaching and their overseas study and work experience. Language teachers' own intercultural experiences are considered to be potentially powerful sources of personal and professional development. Kramsch & Zhang (2018) noted long-term residential experiences in the target language environment generate intercultural teaching proficiency. Many research works in the teacher education field such as Cushner (2007), He et al. (2017), Marx & Moss (2011), Rodriguez (2011), and Walters et al. (2009) have provided much evidence to support this view. As Chen and McConachy stated "being immersed in a new cultural environment has on teachers' sensitivity to linguistic practices and the cultural meanings of different language forms" (Chen and McConachy, 2021, p.3), teachers are in a more urgent need to experience overseas life and study for forging their intercultural competence.

Therefore, it can be said that a teacher's overseas experiences can indeed enhance their intercultural competence and intercultural teaching awareness.

In this study, these teachers believe that without the experience of living, studying and working abroad, their intercultural ability is naturally deficient. Therefore, from the perspective of intercultural cognition, there are two misunderstandings by the teachers of intercultural competence: One is that teachers without overseas experience cannot really acquire intercultural competence; another is that intercultural communication refers to communication with people from abroad or other countries.

Byram did elaborate well in an interview in 2016 in explaining the above two misunderstandings for the language teachers in Beijing. The first is about whether the experience of going abroad necessarily determines the development of intercultural ability. In the interview, Byram distinguished between two types of people in intercultural communication, namely tourist and sojourner. According to his view, these two concepts are proposed to distinguish between two attitudes towards foreign countries. What they use to distinguish is not the time spent in a foreign country (Wang, 2016, p. 14). That is to say, you can treat a foreign culture as sojourner or as a tourist. Byram described tourist as people who are only interested in exotic scenery and new things, no matter how long they stay in a foreign country. They may stay for a short time, or a long time, or even never been abroad at all. Sojourners, on the other hand, are happy to observe and experience the life of the locals rather than just visiting the scenic spots, no matter how long they stay abroad, long or short. So the difference between these two groups of people is not concerning the time or the countries they have been, but about attitude. In Byram's opinion, if a person has no chance to go abroad, but he uses the media to work with and communicate with foreign people, he is also a sojourner of foreign culture. He further mentioned in the interview that even today, with the internet and so many opportunities for learning, what you pay attention to it is still the key for the issue (Wang, 2016, p.14). Whether you are simply interested in the exotic scenery or genuinely interested in the reality of local people through the internet determines whether you belong to the first or the second group. Therefore, the idea that teachers without overseas experience cannot

really acquire intercultural competence does not hold.

Byram (2016) addressed clearly the second misunderstanding that intercultural communication solely pertains to communication with individuals from foreign cultures. Byram mentioned that in Beijing and the coastal areas of China, there are not only many people from other countries, but also many people from other parts of the country, including many people from rural areas. This has resulted in many intercultural communication and experiences. According to Byram, intercultural competence is the ability to interact with others. The “others” can be someone from a foreign country and also someone from other parts of China. People are mobile, moving to a place from other countries or other parts of the country. Therefore, intercultural communication is not only important between China and other countries, but also within China. Intercultural communication not only includes communication with people from foreign countries but also covers communication among people in the same country but from different places and regions.

Byram’s answers are very enlightening for us to reflect on the issues that have been bothering. It is crucial for teachers to have a deep comprehension of the significance of intercultural competence in communication, neither underestimating nor overestimating its scope. A thorough and clear understanding can assist teachers in developing confidence in intercultural communication. It is important to note that intercultural competence can be enhanced not only through foreign experiences, but also through diverse communication encounters, not limited solely to interactions with foreigners. As long as we have an open and concerning attitude towards other cultures and actively carry out cultural communication between cultures of other countries and cultures of other regions, our intercultural competence can be improved to a certain extent. Therefore, the utmost job for teachers is to change their attitude and views towards intercultural competence. At the same time, I suggest that language teacher training programmes invest more in intercultural communication chances, thus to promote teachers to combine their personal experiences with professional teachings. Intercultural communication may enhance teachers’ intercultural competence; furthermore, facilitate teachers with more intercultural

awareness to execute intercultural education.

However, it should not be ignored that indirect intercultural contacts are elemental ways to improve intercultural confidence of teachers. Indirect intercultural contact may be the most practical and efficient approaches for teachers to improve their confidence and competence. They are time saving and money saving compared with going abroad. Teachers in the central part of China have rare opportunities to go overseas or direct contacts with foreign cultures, but in the Internet era, teachers can seize many opportunities to achieve intercultural contact indirectly, such as exchange with foreign scholars through online channels like Skype, Teams, WeChat, QQ and emails. They can learn foreign cultures through websites, microblogs and online courses, and participate in international courses, conferences and seminars through various types of online video conferences. An empirical study carried out by Wu (2022) shows that indirect intercultural contact has a significant positive impact on the intercultural competence of Chinese foreign language teachers. The indirect intercultural contacts she mentioned include participation in foreign festivals and celebrations, academic lectures of foreign scholars, direct exchanges with foreign teachers, project cooperation with foreign scholars and intercultural training through a variety of online means.

(2) Cultural Confidence

The teacher's confidence in intercultural teaching is related to their confidence in Chinese culture within an English language context. Teachers in this study may lack cultural confidence in intercultural thinking. Sun (2016) noted that teachers' traditional Chinese culture and contemporary cultural systems, beliefs and concepts are missing in the learning of foreign language courses, especially in the education of critical cultural awareness. Business English teachers have no clear understanding of the concepts of political education in a broad sense and western democratic education. There is a lack of explicit criteria in the education documents. When teachers need to evaluate the texts and values in different cultures, they do not know what the criteria are. What criteria they can use for evaluation, and whether they have common text criteria need to be solved. It is suggested that foreign language teaching learning and teaching should be conducted through

combination of Chinese traditional culture and political education. In another word, Chinese traditional culture and political culture can be integrated into foreign language classes. Only by a long term of cultivation, culture confidence could be inherently enhanced.

Enhancing teacher confidence in intercultural teaching requires investment in teacher training and support. Current teacher training often focuses on traditional teaching methods and resources, neglecting the cultivation of intercultural teaching skills and knowledge. To increase teachers' competence in intercultural teaching, the education authorities should provide more practical training courses and resources so that teachers are encouraged to participate in international exchange programs, collaborate and share experiences with teachers, students, and education researchers from other countries.

(3) Systemic Issues

Systemic issues including standardised testing pressure, cultural biases, and teacher training and support shortages, are key factors contributing to the lack of confidence in intercultural teaching among Chinese educators. In the Chinese education system, standardised tests are considered important indicators for evaluating student and teacher performance. This system places significant pressure of standardized tests on teachers, causing them to focus on grammars and exam techniques while overlooking the importance of intercultural competence. As these standardised tests tend to favour language and knowledge assessment, teachers may lack confidence in teaching and guiding students to understand and deal with other cultures. Therefore, it is important to train teachers to utilize multimedia tools, practical activities, and case studies for them to incorporate intercultural elements into their teaching. Additionally, in this educational system in China both teachers and students conform strictly to the mainstream culture which advocates people to abide by unified rules and cultures. It is crucial to emphasize the importance of cultural diversity to both teachers and students, and teachers have responsibilities to promote cultural respect and the development of intercultural understanding among students.

It is suggested that the policy makers in universities and authorities enhance their understanding of the importance of intercultural competence, therefore to provide more support for teachers to enhance their IC and confidence. And they need to investigate and understand intercultural competence themselves before they stipulate policies and take actions.

5.3 Application of Strategies in Developing IC of Business English Majors

Teachers proposed 13 teaching strategies and 5 teaching activities to improve students' intercultural competence. The 13 teaching strategies are: exercises, simulative teaching, supplement materials, changing learning styles, increasing students' interest, modular teaching, mind map, bilingual teaching, case study, task driven teaching, autonomic learning, simulative teaching, student-centered teaching, and communicative teaching. The 5 teaching activities are: case study, grouping, roleplay, discussion and scenario simulation. The following seven sections explore the application and implementation of these strategies on the basis of IC dimensions and research codes from the perspectives of IC objective, intercultural knowledge, cultural awareness, intercultural attitudes, intercultural willingness, intercultural skills, and diversified activities.

5.3.1 Defining Intercultural Competence Objective

To integrate the objectives of intercultural competence into business English teaching practice is the most fundamental and essential step for IC cultivation. From the research findings, it is clear that the importance of intercultural competence has not received enough attention. This may be because teachers are not aware of the fact that intercultural competence goals and language proficiency goals are literally consistent and unified. Some teachers, due to a lack of understanding of intercultural competence, may find the cultivation of intercultural competence to be a particularly difficult or even unattainable goal.

As Byram stated,

even if the native speaker is a model or inspiration for linguistic competence, it should not be a model for intercultural competence. In this respect, language learners need a

different goal, one that is no less complex but more appropriate than the native speaker.

(Byram, 2008, p.205)

This enlightens teachers to clear their teaching objective and firm their determination of intercultural education when designing and conducting intercultural teaching. More importantly, it also increases the teachers' confidence for those who are not certitude of the intercultural education and its effects.

Writing IC objective into syllabus is the precondition for teachers to lay solid foundation of IC teaching projects in central part of China. According to the data from this study, one hundred percent of teachers expressed their lack of confidence when interviewed about the challenges of IC teaching. Many language teachers are not well trained in these areas and lack the skills to compare and discover intercultural issues. These skills specifically include the ability to observe, analyze and compare people in a particular culture. Although the confidence cannot be gained in one day, the overall competence of teaching IC only can be improved when they realize the importance and write the IC as teaching objective into their teaching syllabus and plan. With tackling the problems one after another, teachers may understand the integration of language teaching and culture teaching; hence improve their confidence gradually in teaching IC.

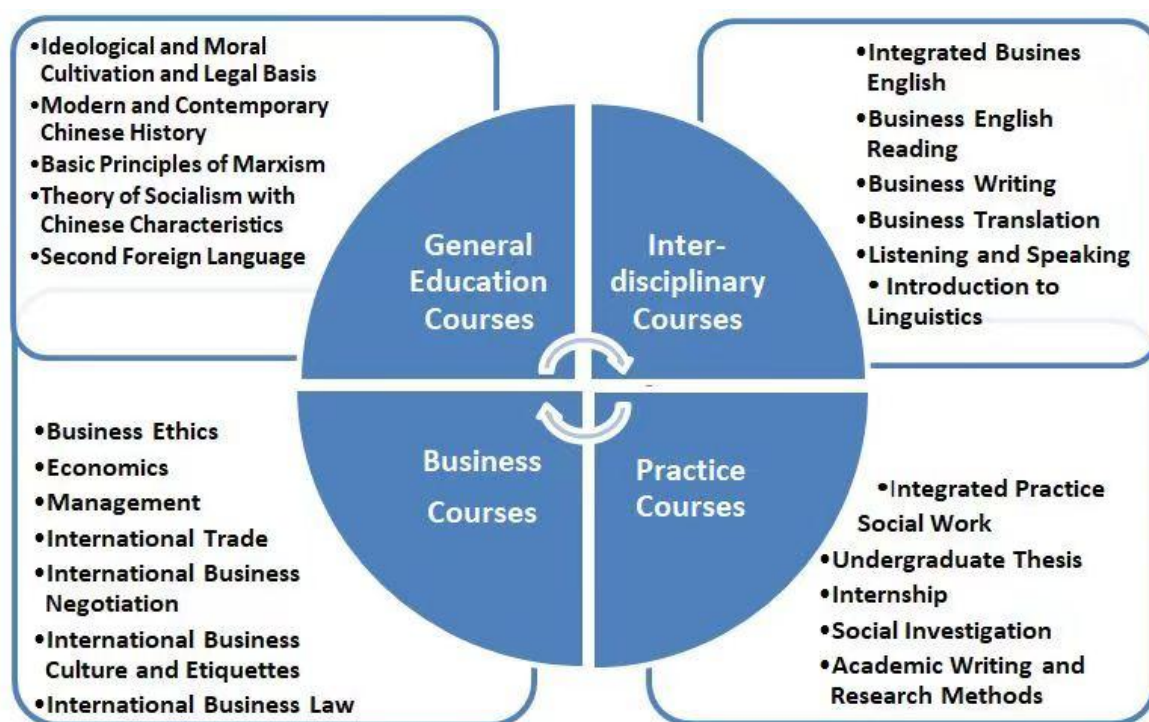
As for how to set teaching objectives, Byram put forward an opinion that “the key to teaching objectives is to determine achievable task objectives” (Byram, 2016, p. 14). Teachers must be clear to themselves of what is achievable for the students they teach. For example, do not try to do all things nor cover everything. It is important to recognize that not all aspects of intercultural competence must be present at the same time. In practice, teachers must make choices according to the situation of students and pursue realistic and achievable goals. Byram also points out that “the focus of intercultural competence teaching is not just teaching a few knowledge points, but cultivating attitudes and skills as well as critical thinking” (Byram, 2016, p. 14). To be an intercultural teacher, one does not necessarily need to be an all-rounder of cultures and intercultural knowledge, but one must

be very familiar with various intercultural skills and know how to teach them.

Incorporating IC into teaching objectives is a challenging task for teachers. The process of writing syllabi for courses aimed at business English majors entails three main difficulties. Firstly, it is important to address the relationship between knowledge and competence. Secondly, finding a balance between the distribution of language and business components poses a challenge. Lastly, combining language competence, intercultural competence, and business competence can be a hurdle. While some argue that these competences are intertwined, it is crucial to individually assess and evaluate them in educational practices to gauge the effectiveness of teaching and learning. Therefore, it is necessary to clearly define and distinguish language competence, business competence, and intercultural competence in the syllabi.

The requirements and explanations for cultivating intercultural competence vary across different courses. Some courses cover IC into its syllabus explicitly such as *International Trade*, *International Business Negotiation*, *International Business Culture and Etiquettes*, and *International Marketing*. But most courses do not include IC as the key words written into its syllabuses such as *Integrated Business English*, *Business English Reading*, *Business Translation*, *Business English Writing*, *Business Ethics*, and *Academic Writing and Research Methods*. Although intercultural competence is not explicitly outlined in the syllabuses of these courses, the international business nature of the business English programme encourages teachers to implicitly convey and cultivate IC in classes through the analysis of culturally relevant texts. The following Figure 5.1 depicts the brief outline of the business English curriculum in the university.

Figure 5.1 The Business English Curriculum



As shown in Figure 5.1, there are interdisciplinary courses, business courses, practice courses and some general education courses. Teachers need to understand the nature of each business English course before they start to design, plan and teach. Different courses lay different intercultural emphasis through different teaching strategies. For example, *International Business Negotiation* emphasizes intercultural communicative skills with interaction among students through simulation teaching, and *Business English Reading* stresses critical intercultural attitude with application of comparison and discussion activities. Different types of courses require teachers to make different decisions for planning and organizing classes. The thorough understanding of different business courses helps teachers to balance the distribution of language focus and intercultural focus as well as the integration of language teaching with intercultural teaching.

5.3.2 Enhancing Intercultural Knowledge

According to the questionnaire data, students scored the lowest in terms of their intercultural knowledge proficiency among the four dimensions. Although teachers have already covered a lot of political, historical, and cultural knowledge in their teaching,

students are still unsatisfied with their level of understanding in cultural knowledge. When asked about the elements of intercultural competence, all the interviewees mentioned cultural knowledge during the interviews. It can be seen that almost everyone believes that cultural knowledge is a fundamental aspect of intercultural competence. Indeed, a solid foundation with cultural knowledge is essential for foreign language learners. However, it should be noted that the cultural knowledge in intercultural competence should have an intercultural nature. This study argues that the intercultural aspect of intercultural knowledge is primarily reflected in the implicit characteristics of different cultural knowledge. The findings of this study suggest that teachers may not be aware of the influence of implicit knowledge on intercultural competence. When talking about cultural knowledge, the interviewees mentioned “*taboos, etiquette, cultural occasions, and distancing issues*”, but they did not mention the relevant differences in worldviews, values, and perspectives on life. This study suggests that understanding these differences is the foundation of intercultural competence.

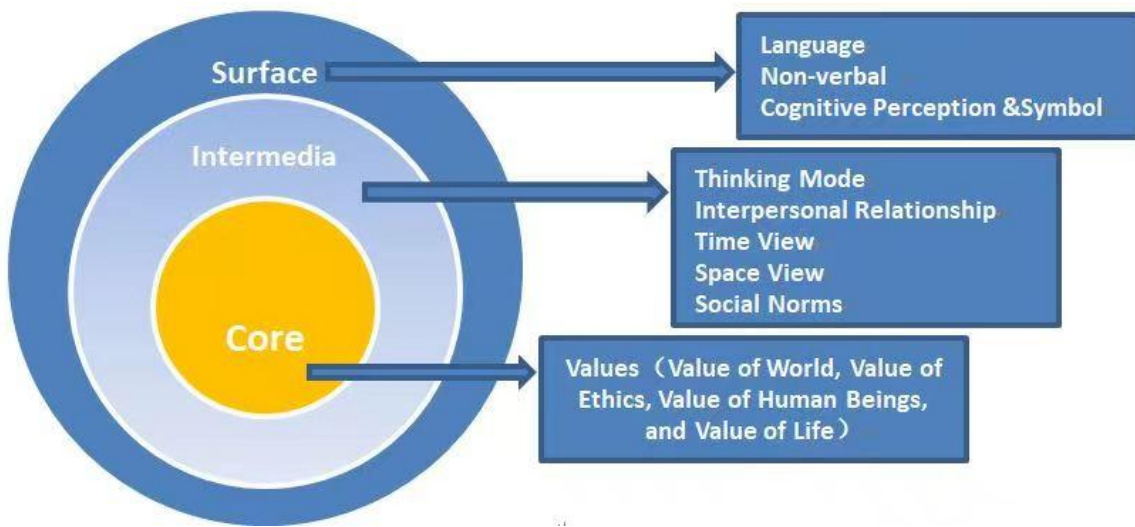
It is necessary to clarify the concepts of implicit culture and explicit culture. According to Hofstede, “culture includes explicit and implicit cultural aspects” (Hofstede, 2010, p.32). Hall (2021a) depicted explicit culture as visible and can be described. Vice versa, implicit cultures are invisible even to a specially trained observer. Lenartowicz et al., (2014) and Han (2019) agreed that teaching implicit culture is one of the major difficulties in IC teaching.

Culture teaching has always been valued and highly thought of by teachers in China. In practice, teachers usually integrate language and cultural knowledge to achieve the goals of language acquisition and culture acquisition. But the content of culture teaching is incomplete. With the development of the times, the setting and design of cultural content should also keep pace with the times. Wang (2015), Sun (2016), and Ai (2019) pointed out that the problems in the content of culture teaching mainly lie in that in the past, emphasis was placed on the introduction of the history, politics, geography, literature, economy and social basic conditions of the target language countries, but the content of deep-seated values was rarely involved. These deep-seated values are implicit culture.

Many teachers are not trained in teaching implicit culture. They require further support to implement IC in their lessons for the implicit culture. Avoidance of implicit cultural values may link to reproducing inequities. That is to say, avoiding or ignoring implicit cultural values can lead to the reemergence of inequality issues. If individuals or societies overlook or avoid recognizing and understanding implicit cultural values, they are likely to inadvertently perpetuate or replicate existing states of inequality. This is because these implicit values are often rooted in history, power structures, social norms, and biases, which can unconsciously influence individuals' attitudes, behaviors, and decision-makings, thereby perpetuating ongoing instances of unfairness and inequality. In order to promote social justice and equality, it is crucial to value and reflect upon implicit cultural values. This also means engaging in self-reflection and notions, beliefs, and biases that are taken for granted. It may involve cultivating inclusive thinking, critical thinking, and intercultural education to deconstruct and challenge harmful biases. By researching and understanding implicit cultural values in depth, we can begin to create conditions for a more equitable and equal social life. This includes changing policies, advocating for the rights of marginalized groups, promoting inclusive values, and working together with others to alter the patterns of inequality in society.

To compare and study the explicit cultures and implicit cultures, we need to use tangible tools to analyze cultures including their implicit aspects. The Onion Model of culture (Hofstede, 2010, p.32) can be used as the tool to analyse the culture integration. According to the model, culture can be regarded as a model with three main layers: the surface, the middle and the core. The first surface part is the things and phenomena that people can directly observe through their senses. The second middle part is generally refers to social norms and behavioral norms, which is between core and surface culture. The third core part refers to people's basic assumption of existence, which is the most deep-rooted, stable and universally recognized part of culture. The basic nine cultural factors are configurated from implicit level to explicit level, from core to surface level, and from inside to outside, including: values, thinking mode, interpersonal relationship, view of time, view of space, social norms of society, language, non-verbal communication, cognitive perception and symbol. The cultural layers and elements are depicted in the following diagram Figure 5.2.

Figure 5.2 Cultural Layers and Elements



Adapted from Hofstede, 2010, p.32

In Figure 5.2, a unified standard system concerning culture is constructed. These fundamental cultural aspects that influence intercultural communication can assist us in describing and analyzing cultures in a systematic and comprehensive manner, and facilitating cultural comparisons. By utilizing these core cultural elements to analyze and compare cultures, we can mitigate the occurrence of “dualism” in intercultural comparisons. “Dualism” refers to the phenomenon of dividing cultures into opposing and exclusive categories during intercultural comparisons, while ignoring the diversity and complexity. This dualism mode of thinking can lead to misunderstanding, prejudice, and discrimination, hindering the development of mutual understanding and communication. By analyzing and comparing cultures using core cultural elements, we can avoid the trap of dualism and gain a more comprehensive understanding of similarities and shared aspects. These nine fundamental cultural factors, which make impact on intercultural communication, can be employed to scrutinize both national and regional cultures among individuals and organizations involved in intercultural communication.

Therefore, explicit culture refers to language, non-verbal communication style, cognitive perception and symbol. Implicit culture is about thinking mode, interpersonal relationship,

time view, space view, social norms and values. The input of implicit culture may help students understand the similarities and differences among different cultures. It is highly recommended that implicit culture teaching be enhanced to increase the cognitive level of students. Teachers may cover or explain more knowledge of values, thinking mode, interpersonal relationship, view of time, view of space, social norms of society, rather than emphasize too much on knowledge of language, non-verbal communication, cognitive perception and symbol. In addition to lecturing implicit knowledge, teachers can apply more process and context oriented approaches in teaching. Taking business writing classes as an illustration, teachers can incorporate authentic job advertisements from companies' websites to create writing tasks. Students can be assigned tasks of researching information about a targeted country or company, analyzing a company culture and job requirements, drafting resumes, and refining the language to include intercultural expressions. Companies commonly place high value on qualities such as leadership, goal-setting, goal-achievement, and resilience in the face of adversity. This approach not only helps students grasp the nuances of different cultures but also encourages them to think critically and apply their cultural knowledge.

5.3.3 Fostering Critical Cultural Awareness

The dimension of intercultural awareness includes critical cultural awareness, self-awareness, and sociolinguistic awareness, according to Byram (1997). From the result of the interview findings, we find that teachers are aware of the cultural differences awareness, but have not much critical cultural awareness and sociolinguistics awareness. Furthermore, the questionnaire data shows that students' intercultural awareness decreased by 0.08 after the programme. Therefore, more teaching plans and activities should be designed to educate students' values and political awareness. Students' values and political awareness are part of the core content of culture competence, but have not gained enough emphasis by foreign language teachers in China according to Zhang (2022), Yue & Zhuang (2022) and Zhang, Xu & Qiang (2022). From existing research results, some methods can be found to address and solve this issue. For example, Zhang Fan (2022) proposed a four-step method to conduct critical and political awareness. The steps in his study can be summed up as: the first step is to set value education and political awareness into foreign

language teaching objectives; the second step is to upload texts and videos on different values for preview task; the third step is to make comparison and discussion in class on value differences; and the fourth step is to ask students to upload learning report in texts or in audio or in videos. This four-step teaching method is not particularly original or innovative for foreign language teaching, but the awareness of step by step to cultivated IC should be highly recommended.

On the level of national policy, the government has issued policies and taken measures to improve the quality of universities on the value cultivation of talents. In May 2020, the Chinese Ministry of Education formulated the *Guidelines of Ideological Construction of Higher Education Institutions*. In this way, ideological and political education will run through the university education system, comprehensively promote the ideological and political construction of university courses, and give full play to the role of education of each course, so as to improve the university education quality. Due to the advocacy of governments, teachers may gradually add more values education and political education in language courses.

Byram (1997) identified critical intercultural awareness as competence to evaluate perspectives, practices and products and identify criteria for the evaluation. To promote students' critical intercultural awareness, several strategies can be implemented. Firstly, incorporating diverse cultural materials into the curriculum can generate students' interest and curiosity about different cultures. Examples include cases, stories, novels, and films from various cultures. Secondly, organizing intercultural exchange activities enables students to interact with peers from different schools and gain intercultural knowledge through visits to cultural sites, thus to facilitate personal experiences and understanding of alternative cultural viewpoints and concepts. Thirdly, fostering critical thinking skills encourages students to question and deconstruct their cultural biases and stereotypes.

This study holds the view that the core of teaching critical awareness is to cultivate students' abilities to question and self-reflect. They can explore power dynamics, discrimination, and inequalities across cultures, thus to cultivate analytical and evaluative

abilities to navigate intercultural communication and conflicts. Additionally, highlighting the importance of self-reflection helps students recognize how their cultural background and experiences shape their beliefs and behaviors. They will become aware that culture is dynamic and that varying circumstances can yield different cultural influences. Moreover, facilitating open discussions and debates allows students to share their cultural views openly while fostering respect and acceptance of diverse viewpoints. Through these strategies, students can gradually develop critical intercultural awareness, strengthening their abilities to understand, respect, and effectively communicate with individuals from different cultures.

5.3.4 Developing Intercultural Attitudes

In the questionnaire, ten questions of “willingness” are used to survey students’ attitudes towards cultural differences and intercultural communication. It can be seen from the results of the questionnaire that students’ willingness to make intercultural communication is very high and they are very tolerant to cultural differences. In both of the first round and the second round, the attitude item ranks no.1 of the four dimensions. The data shows that the average scores of students’ intercultural intention are 43.61 and 41.83 respectively. Therefore, we can say that students’ intercultural attitude is very positive.

Although students generally maintain a high level of attitude, there are still aspects within this dimension that can be improved. According to the theoretical model of Byram (1997), the core codes of intercultural attitudes include respect, openness, curiosity, optimistic acceptance and tolerance. Reviewing the five codes and tracing back to the content about attitude in the interview results, it turns out that the teachers used the words “positive”, “open”, “tolerant”, “interest”, “curiosity”, “accepting”, “active” and “diverse”. They use these words to describe students’ attitude toward different cultures and intercultural learning. With reference to the five codes under Byram’s model, one missing code is “respect”. Therefore, we can conclude that from the perspective of teachers, they may not realize that respect is an essential element of intercultural teaching and learning. Although the attitude of respect has always been emphasized in Chinese ideological and political education, it has not gain enough attention and emphasis in language teaching in higher

education. As a result, students may not know clear when to respect and how to respect in a different culture context.

From the perspective of pedagogy, how to integrate respect, openness, curiosity, optimistic acceptance and tolerance into the specific curriculum content? How do teachers teach respect, openness, curiosity, optimistic acceptance and tolerance? Are these concepts taught as knowledge? In the interview, the attitude dimension has not been subdivided to explore and discover how teachers carry out practice with these subdivided concepts. When discussing teaching strategies and methods, teachers still put forward how to improve knowledge accumulation and the ability to listen, speak, read and write from the perspective of language proficiency. Although people understand that attitude is the most important factor to determine the outcome of many things, how to help or promote learners to shape a positive attitude is a complex issue.

As educators and teachers, we should set good examples and behave good attitudes including respect, openness, curiosity, optimistic acceptance and tolerance. In this way, teachers can imperceptibly convey these good qualities to students and influence students. Then, with assistance of teaching strategies and techniques, teachers can achieve twice the result with half the effort. For example, in teaching, we encourage students to think more about the reasons for the existence of cultural differences and accept the existence of different views. In other words, teachers should encourage students to notice differences and ask more whys. Teachers should tell and encourage students to respect other cultures, even if they do not agree with different rules and practices.

5.3.5 Retaining Intercultural Willingness

Although students' willingness ranked first among the four dimensions in both questionnaires, there was a significant decrease in the scores of willingness from 43.61 to 41.83. The factors that influence intercultural willingness are diverse. They encompass "personality, learning motivation, self-evaluation efficacy, anxiety, and social environment" (MacIntyre, Baker, Clement, and Conrod, 2001, pp.369-388). These factors reveal the complexity of this dimension. In this study the negative correlation between intercultural

communication willingness and teaching in classrooms has brought some implications for teachers.

There could be various reasons for this situation. Firstly, the high stress and workload at the end of the semester may lead to a decrease in students' willingness to engage in intercultural learning. Academic pressure, exams, and assignments may require students to devote more time and energy to their course content rather than intercultural learning. Secondly, students may start the term with a sense of novelty and curiosity towards intercultural learning, but as time goes on, this interest may diminish. Students may become more invested in other courses or personal interests, overlooking the importance of intercultural learning. Lastly, individual motivation levels of students can also be a factor affecting their willingness to engage in intercultural learning. Students may have stronger motivation and willingness to learn and experience other cultures at the beginning of the semester, but this motivation may decrease over time.

To address this issue, educators can take some motivational measures to enhance students' intercultural willingness. Examples are organizing interesting and practical intercultural activities, setting challenging yet rewarding goals, and providing personalized guidance and support. They can help stimulate students' interest and motivation, which continuously promote their progress in intercultural learning until the end of the semester. In the past, process evaluation in China primarily focused on accuracy evaluation, but now it should prioritize evaluating students' ability to sustain passions. Teachers also should possess the ability to identify and generate topics that captivate students during instructional activities. In order to address students' aversion and unwillingness to speak due to personality factors, tasks to encourage students to communicate can be employed such as "verbal surveys within a designated scope, recording interviews with designated targets, discussing specific topics, and collaborating on assigned content" (Gao, 2019, p.62).

5.3.6 Improving Intercultural Skills

In the discussion of research findings, we have concluded that students' evaluation scores of skills are 31.15 and 35.11 respectively, which are not so satisfactory among the four

dimensions. It ranked third out of the four in both rounds of questionnaires. In self-assessment, most students chose “medium” for their intercultural skills. Only a few students (see Table 4.12) chose “very high” of intercultural communication skills. In the first round of questionnaire, there are even several students choosing “very low” for some items of skills.

There are several factors that might contribute to students’ dissatisfaction with their intercultural skills and their lack of confidence. Firstly, students may have limited opportunities and experiences in intercultural communication, which lead to uncertainties about their abilities. Moreover, the education system and teaching methods employed in schools influence students’ development of intercultural skills. If schools prioritize rote memorization of knowledge rather than practical application and cultivation of intercultural communication skills, students may lack practical training and growth in this aspect. Additionally, the focus on training listening, speaking, reading, and writing skills in language education may differ from the two-way skill path required for communication, making students feel intimidated. Lastly, students’ personal psychological factors can also impact their self-assessment scores in intercultural skills. Emotions such as low self-esteem, self-doubt, or anxiety can lead to biases and negative thinking when evaluating their intercultural skills.

But how can we develop intercultural skills? From the perspective of intercultural education, what specific technical skills can we classify skills into? In order to explore the dimension of skills in a better and deeper way, I use Deardorff’s theory to analyze it. Deardorff (2006) divided skills of intercultural competence into two categories. Category one is a group of skills for obtaining information, including “to listen, observe, and interpret” (Deardorff, 2006, p. 254). They are named as obtaining skills in this study. Category two is a group of skills for processing information, including skills “to analyze, evaluate, and relate” (Deardorff, 2006, p. 254). They are named as processing skills in this study.

Among the three obtaining skills, “listening” is cultivated through listening practice, which

is comparatively easier to conduct in education, while, “observing” and “interpreting” skills have not gained much emphasis in teaching. For example, in the university where the research is conducted, listening courses continues for four terms. Teachers spend abundant time to train students’ listening skills in language lab. Abundant information and knowledge of culture is input to students through a variety of teaching activities. However, it is hard for us to find teaching objectives set for observing and interpreting skills.

The processing skills are even more difficult to be integrated into class especially in the large classes in China. Many classes have a size of more than thirty students. So, if teachers want to train students’ processing skills, they have to design more exquisite tasks, which increase the magnitude of difficulty. According to the research result, there is no mention of processing skills by teachers. When interviewed about intercultural competence, teachers spoke of speaking and communicating, no one talking about analyzing, evaluating and relating. The high difficulty of cultivating processing skills can answer why teachers have practiced a little of processing skills training.

Therefore, both obtaining skills and processing skills need to be systematically planned in teaching design. First, these specific skills must be incorporated into the teaching objectives when writing the syllabus. Explicit objectives stipulation is the first step in achieving teaching results. Second, the elements and content related to these skills in teaching materials should be identified and sorted out suitably for skill trainings. Third, teachers use these materials to carry out the design of teaching activities. The teacher identifies and clarifies teaching steps one by one, and writes them into teaching plans. With a protocol in place, teachers can proceed to the fourth stage, which is the development of teaching activities. Teachers train students’ skills through specific tasks and interactions in teaching activities. The fifth step, teachers carry out reasonable and scientific performance evaluation. After that, teachers inform students of what shortcomings exist in their skill development, and offer suggestions on how to further train their skills and achieve further overall improvement of skills.

5.3.7 Integrating Diversified Class Activities

The teachers mentioned 5 types of class activities for intercultural competence teaching: case study, grouping, roleplay, discussion, and simulation. Task-based is the characteristic of these teaching activities.

This study holds the view that the dialectical logical relationship between foreign language teaching strategies and class activities is as follows: activities are the externalization and materialization forms of teaching strategies; and teaching strategies are the guidance and restriction of the development and presentation of classroom activities. First of all, considering the external and objective environment of classroom teaching, business English mainly uses immersion teaching activities. Class activities can be viewed as teaching strategy for the form. Secondly, starting from the main subjects of teaching, namely, students, business English teaching mostly adopts task-based teaching. This is the strategy concerning teaching content. Finally, concerning the language used in teaching, targeted language is mostly used in business English, and translation method is less used. This is the strategy of teaching language. Those can also be simplified into the following three paths: ① form strategy—teaching environment—immersion;

② content strategy—teaching subject—task-based teaching;

③ language strategy —targeted language—implicit teaching.

Firstly, immersion teaching has many advantages for intercultural teaching. And most importantly, immersion teaching helps teachers to create an interactive environment for nearly-real language situations and work situations. Krashen claimed that immersion may be “the most successful program ever recorded in the professional language-teaching literature” (1984, quoted in Lyster, 2015, p.4). Immersion teaching integrates well the language, culture and business content. It can achieve the aims of L2 language development, intercultural competence improvement and business competence enhancement. This study believes that immersion teaching strategy can play its role in the classroom teaching through discussion, roleplay, speech, presentation and case study, which are the four kinds of teaching activities mentioned by teachers that are conducive to intercultural competence. Immersion activities like discussion, speech and presentation overlap with real business activities. The daily work scenario itself consists of discussion,

speech and presentation of various specific business scenarios. Role-play teaching activities can help students get out of the student identity of passive learning and think more about the same event from different positions and perspectives. Intercultural interaction requires the students to be more inclusive and speculative.

Secondly, task-based language teaching method, another indirect strategy, is adopted in the content setting of intercultural competence teaching activities. This can help teachers to focus on language practice when carrying out teaching activities, so as to improve students' ability to deal with language problems and to use language to complete intercultural interaction. As long as the six types of TBLT proposed by Willis are followed, classroom activities in foreign language teaching will not only impart knowledge, but let students learn by doing. Willis (1996) classified task-based learning into six types: listing, ordering and sorting, comparing, problem-solving, sharing personal experiences, and creative tasks. This classification may help us to choose the topics and design the procedures of class activities. Willis also explicitly exemplified the relations among different types. Willis wrote:

Simple tasks may consist of one type only, such as listing; more complex tasks may incorporate two or more types, such as listing then comparing lists or listing then ranking. Problem solving may include listing, comparing and ranking.

(Willis, 1996, p.149)

Finally, activities should be conducted in the target language. Teaching and learning in the sole language of the target country is a great challenge for both teachers and students, but most business English courses, except translation courses, are applicable to implicit teaching strategies. Business English is taught to advanced learners who have been learning English for more than ten years and have laid a solid foundation in listening, speaking, reading and writing. In addition, in the university where this study was conducted, business English majors are also offered with English basic courses of *Listening, Speaking, Reading* and *Writing* in their first academic year, which can help students enhance their general language competence. Classes using sole targeted language are characterized as non-linguistic teaching and skills practicing. In those classes students

are no longer required to memorize and practice the features of language forms. They can realize the acquisition of language and culture through interaction.

5.4 Transforming the Role of Teachers in IC Cultivation

Through one semester of action study, students' intercultural competence has been improved, but the effect has not reached the expectation. The scores increased only by 4.82 (see Table 4.12). It is indeed a difficult and complex thing to achieve the growth of intercultural competence in the classroom in a short term. The joint efforts of society, schools and teachers at all levels may achieve better outcomes. Moreover, the process and outcomes of competence enhancement require longer periods of observation and evaluation by using a variety of methods.

This study also found that students' teaching satisfaction and intercultural competence levels are positively correlated. The stronger the students' metacognition of learning, the stronger their competence levels are. To improve teaching satisfaction degree will directly affect the level of students' intercultural competence. In the open questions of the questionnaire, the students clearly put forward the following aspects to improve teaching: student-centered teaching, foreign culture, business, video, interaction, communication, and situational teaching.

It is vital to truly understand the motivations and needs of students in enhancing their intercultural competence. In the self-evaluation part of questionnaire, among the four intercultural dimensions, the students think what they are lacking most is knowledge. Students feel that their knowledge acquisition is insufficient. There may be three reasons: (1) lack of full understanding of the concept of intercultural competence: students lack theoretical knowledge. (2) lack of systematic courses related to intercultural knowledge: compared with pure language courses, which is clearer, more simple and less complex in the knowledge system, intercultural knowledge system is not complete and comprehensive; (3) students are used to the traditional classroom input style of knowledge learning, and the improvement of intercultural competence is gradual, immersive and lifelong; (4) Chinese students are good at examinations from which they enjoy the washback effects. A high

mark in the exam stimulates them to learn. They get used to Chinese traditional exam-oriented system. Because in intercultural learning they lack intercultural examination direction, they cannot gain equal motive to achieve intercultural competence. Therefore, first of all, teachers should think about the construction of intercultural knowledge system. Secondly, teachers may apply more situational and communicative teaching methods in the process of knowledge teaching. At the same time, teachers could actively innovate the process of evaluation of intercultural competence. It is recommended that we take some measures to meet students' needs.

(1) Finding Students' IC Learning Motives

The attitude dimension, as one of the four dimensions of intercultural competence, is regarded as the starting dimension of intercultural competence. The ability of attitude dimension will directly affect students' respect, openness, curiosities and discovery of their culture. Attitudes have close relation with the motives. Therefore, the stimulation of intercultural learning motivation is particularly important in the classroom of cross-cultural teaching. Nagy (2018) intelligently created the improvement procedure model of cultural adaptive skills, summarizing the formation of intercultural attitudes as motivation → interest → appreciation → adjustment. According to her study, an important prerequisite for cultivating students' intercultural competence is to understand students' intercultural learning motivation. She divided students' motivation into internal motivations and external motivations. The internal motivations of intercultural learning include yearning for different cultures, strong interest in different cultural lifestyles and customs, the desire to learn something different, the hope to systematically and scientifically study the differences and similarities between other cultures and their own cultures as stated by Nagy (2018, pp. 649-660). The external motivation of intercultural learning can include improving the competitiveness of the workplace, hoping to get a job in a multinational enterprise, and hoping to get along better with members of different cultures as stated by Nagy (2018, pp. 649-660). Teachers' teaching should be able to fully promote the realization of the above-mentioned internal and external learning motivations, so as to enhance the initiative of business English majors in intercultural learning, and improve their intercultural learning enthusiasm and learning efficiency.

(2) Becoming IC Facilitator

In classroom, teachers should play positive and active roles in culture learning activities. They serve as the facilitator and manager when students develop their intercultural competence. Dimitrov and Haque (2016, pp.445-448) identified ten facilitation skills for teachers of intercultural teaching to develop their intercultural teaching competence, which are beneficial for English teachers to become qualified intercultural teachers. Moeller and Osborn noted, “Teachers are not expected to be target culture experts but rather to know how to structure the cultural discovery learning process for their students” (Moeller and Osborn, 2014, p. 681). It is teachers that guide students to achieve their learning objective. As IC teachers, it is more important to become facilitators than to become intercultural experts. Teachers design and promote intercultural activities and tasks inside and outside the classroom, guide, manage and help students to complete intercultural tasks, which will enable students to better acquire intercultural competence.

(3) Guiding IC Learning Out-of-class

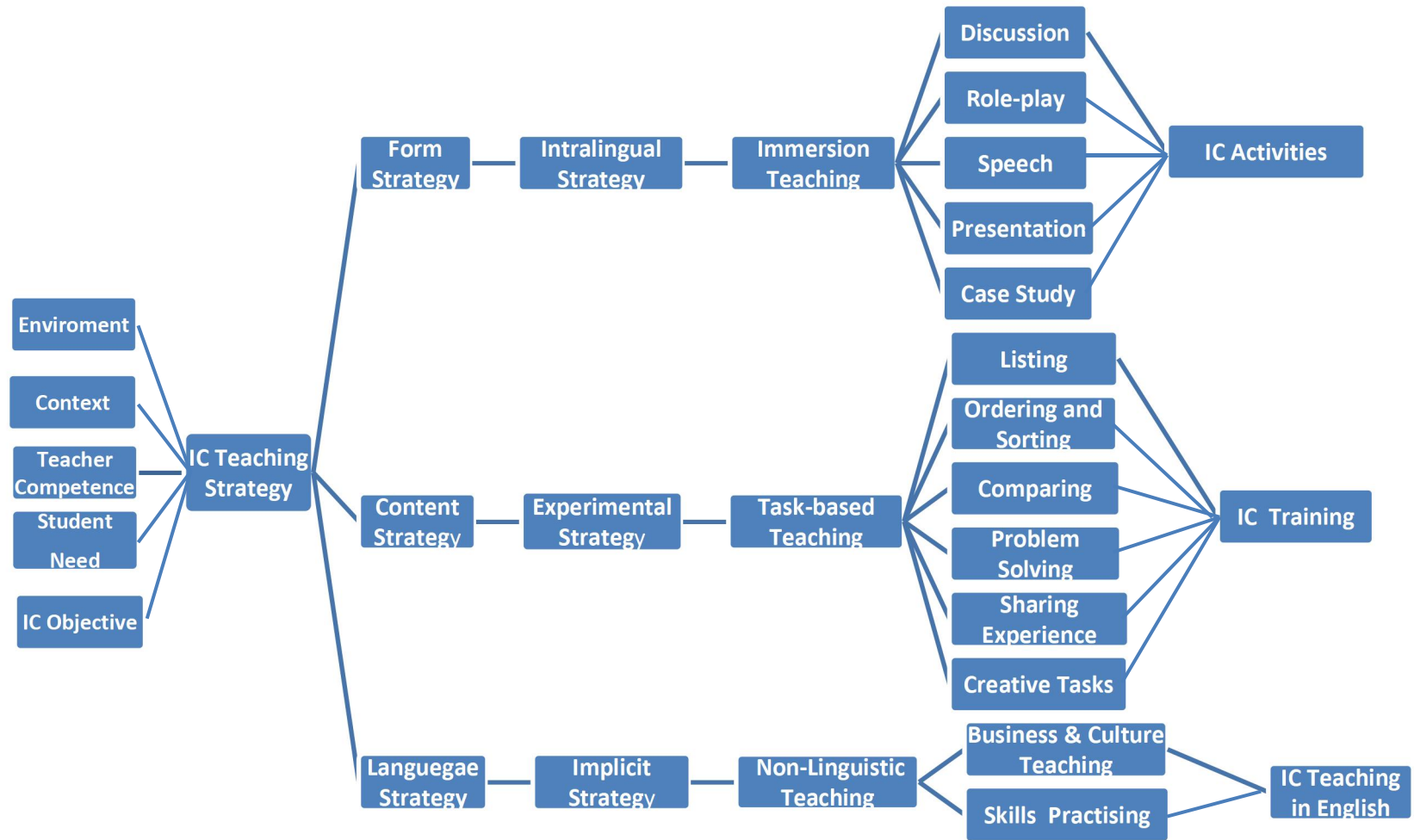
When asked in the interviews about students’ learning attitudes towards intercultural competence, the teachers provided almost all positive answers, with only one teacher commenting “not that positive”. Since teachers believe that the psychology of learning intercultural competence is positive and active, they should make more efforts to provide correct guidance and effective tools in this respect. I suggest teachers should help students formulate their own intercultural development plans and help students manage and evaluate their own intercultural learning process out of class. I also suggest teachers should design some tools to monitor students’ development. For example, teachers can design record books of students’ intercultural competence development and distribute them to students. In the record book, items of learning tasks for IC, learning activities, pictures of IC activities, reflections, and achievements are arranged for students to trace their procedure of IC learning and improving. With the record book, students can test and evaluate the development of each key capability in the four-dimensional development model. This way is more conducive to the establishment of independent learning ability and lifelong learning ability of undergraduate students, which is beneficial for students to form their intercultural competence. In addition to intercultural competence record book,

some creative activities are designed by some Chinese teachers with the assistance of internet for after-class learning, such as Wu (2022)'s online intercultural competence forum with partner universities from foreign countries and cooperative project teams among students with partner universities. This kind of interactive online cooperation could expand university classes into broader space and bring positive effects on students' development of intercultural competence.

5.5 A Teaching Strategy Model with an Example of Teaching Practice

Based on above analysis and discussion, a diagram is created for constructing the teaching strategy model for intercultural competence teaching to business English majors. The following diagram in Figure 5.3 aims to sum up the macro strategies, teaching approaches, and teaching activities and their relationships within the business English contexts.

Figure 5.3 A Macro IC Teaching Strategy Model of Business English



As shown in Figure 5.3, this macro strategy model is structured to explain the overall logic of this study. It explicitly shows the relationship between the teaching strategy with the teaching context, teaching approaches and teaching activities. The strategy covers the overall entity of teaching form, teaching content and teaching language. In terms of teaching form, intralingual strategy is recommended, which advocates immersion teaching with class activities of discussion, role-play, speech, presentation and case study. For the dimension of content, experimental strategy is preferred, which encourages teachers to use task-based teaching with designation of listing, ordering & sorting, comparing, problem solving, sharing personal experience and creative tasks. As for the medium of language, implicit strategy is more often applied with more frequent use of target language in business classes.

In the study, the researcher applied the strategies and principles mentioned above to develop and implement a teaching plan for the course *Advanced Integrated Business English*. The following Table 5.1 provides a specific example of application of above mentioned intercultural teaching strategies including: defining specific IC objectives, enhancing implicit intercultural knowledge, fostering critical culture awareness-culture confidence, developing intercultural attitude, retaining intercultural willingness-after class activities, improving intercultural skills-obtaining skills and process skills, and integrating diversified class activities-case study, grouping, and discussion.

Table 5.1 A Teaching Plan of Intercultural Objectives

Course	<i>Advanced Integrated Business English</i>
Unit	Economy Watch
Text	The China miracle demystified
Source	<i>An Integrated Course of Advanced Business English</i>
Teaching Content	Vocabulary in Economics, Discourse Analysis, Translation of Business Paragraphs, Writing of Argumentation
Intercultural Knowledge	Economic Systems, Green Development
Intercultural Awareness	Cultural Confidence, Human Community with A Shared Future
Teaching Steps	
Pre-class activities: multi-medium teaching; case study	
Intercultural skills objective: To obtain information by watching videos; To compare	

and analyze information according to videos.	
Intercultural attitudes objective: To enhance belief about one’s own culture.	
Teacher forwards a video about the construction of new countryside to students through an online application of “Learning Link”. The title of the video is: <i>Apples’ Journey</i> . (Video source: https://www.xinpianchang.com/a11468091?from=article_right .) Students are required to watch the video independently before class, summarize the achievements of China’s new rural development, and list the main problems of fruit industry development in China’s new rural construction in the following aspects: (1) fruit industry positioning, (2) transportation and logistics chain, (3) fruit brand promotion. At the same time, students are required to think about the causes of these problems and try to propose possible solutions to these problems, so as to prepare for the subsequent analysis and summary of China’s development achievements and the proposal and discussion of the concept of green development.	
In-class activities: task-based teaching; grouping and discussion	
Intercultural skills objectives: To obtain information through text reading; To judge, evaluate and analyze information through text analysis tasks.	
Intercultural attitudes objective: To stay curiosity, openness, and readiness to suspend disbelief about other cultures.	
Step 1: Lead-in (discussion)	Information obtaining tasks: — Information Obtaining Skill Teacher shows the pictures of national flags of typical developed countries and developing countries to stimulate students’ national awareness. At the same time, the teacher asks the students to complete the task of matching the national flag picture with the country, so as to arouse the students’ general impression of the typical developed and developing countries. Teacher assigns a further task: Search for the present rank of the five top five economies in the world. Students are required to list the five largest economies in the world today. Finally, after a brief introduction to these five major economies by students, teacher introduces the theme of the text: The development and achievements of China’s economy.
Step 2: Fast-reading (answering questions)	Teacher hands out short articles to students for fast reading exercise. Through reading, students obtain basic information about China’s achievements and economic status in the context of economic globalization. Information processing tasks: 1. How has China’s economy changed?— Analysing/Summarizing Skill 2. Why is Chinese market important for global companies? — Comparing Skill 3. What are the challenges that foreign companies will face when doing business in China? — Relating Skill
Step 3: Key Vocabulary (brainstorm)	Through the teacher’s explanation of pronunciation, interpretation, synonyms, antonyms, example sentences and students to complete the following key economic vocabulary learning, so that students can master the basic language ability of expressing economic ideas in English. Glossary: economic transition, reform and opening strategy, poverty alleviation, sustainable development, paradigm shift, accelerate, scale

	of production, infrastructure, advantage of backwardness, agrarian country, endowment structure, intensive mode of economic development
Step 4: Difficult-sentence analysis (paraphrasing and comparing)	<p>Teacher asks students to paraphrase/rewrite difficult sentences containing economic points to deepen the understanding of the meaning of the text and train their expression ability of complex ideas. At the same time, they will deepen their understanding of China's history of reform and opening-up and enhance their confidence in the nation and culture.</p> <p>For example: The spectacular growth over the past three decades far exceeded the expectations of anyone at the outset of the transition, including Deng Xiaoping, the architect of China's reform and opening-up strategy. (Line 14, Para. 1)</p> <p>Rewritten sentence: China's miraculous economic growth over the past 30 years was beyond what many people had expected at the beginning of its economic transformation. And Deng Xiaoping, who set the blueprint for China's reform and opening-up policy, was no exception.</p> <p>The rewriting practice of this sentence not only enables students to review and strengthen the use of high-frequency words of "miraculous" and "at the beginning of", but also further improve students' expression ability and logical thinking ability.</p>
Step 5: Discourse analysis (task-based learning)	<p>By the tasks of filling the blanks, answering questions, mind map, and combined with the group discussion, teachers and students discuss the main content and the central idea of the article. This help students to master the ideological content of "achievements of China's reform and opening up", "ecological civilization ", "green development concept" and "human community with a shared future".</p> <p>Information processing tasks:</p> <p>What examples have been given to elaborate the China miracle of the past 40 years? — Analysing/Summarizing Skill</p> <p>Why is the year of 1979 mentioned by the author as a dividing line in China's economic growth? — Evaluating Skill</p> <p>What lessons can be learned from the China miracle by other developing economies? — Relating Skill</p>
Step 6: Recap (summarizing)	<p>Students are required to give an oral report to summarize what the text is about, reflect on what they have learned and their learning problems. This helps to improve their sense of learning gain, and get ready for after-class exercises and the next class.</p>
3. After-class activities: task-based learning; role-play and simulation	
Intercultural skills objective: To cultivate the comprehensive ability of obtaining information and analyzing information through speech practice and writing practice	
Intercultural attitudes objective: To stay curiosity, openness, and readiness to suspend disbelief about other cultures; To enhance belief about one's own culture.	
<p>Information obtaining + processing tasks:</p> <p>By assigning speech tasks and argumentative writing tasks, teachers further strengthen students' understanding of the process of world economic development and China's</p>	

economic development achievements, deepen their recognition of the differences of economic activities under different cultural backgrounds, establish the sense of ownership of socialist countries, and consolidate the ideological effect of cultural self-confidence.

(1) In the speech tasks, the teacher selected a topic from the previous years' competition of the national speech contest "FLTRP·National Talent Cup" for college students' English proficiency contest's designated speech. The topic is "The Chinese Path to Modernization" which is closely related to the content studied in this class: the development of the Chinese economy. The speech practice mainly includes writing the speech manuscript, rehearsing the speech, shooting and uploading the speech video. Through the practice of giving speeches, students can exercise their ability to link theory with practice, their ability to think dialectically, and enhance their cultural confidence.

(2) The writing exercise is a 300 word article of proposal to discuss and analyze how Chinese enterprises can enhance their competitiveness in the international market. The topic is: How Chinese companies can remain competitive in the international market?

The six steps, three stages and five skills training techniques stated in the above Table 5.1 can serve as a basis for business English intercultural classes. It is heuristic for teachers to think about how to make best use of the existing teaching materials to design teaching and implement teaching. In order to facilitate the understanding of the application of intercultural skills in teaching practice, this plan makes specific annotations at two levels regarding the specific skills related to intercultural competence. The determination of these two levels is based on Table 2.7, which is theoretically derived from Byram (2008)'s Unit Frame for IC. The first level consists of information obtaining tasks and information processing tasks. The second level encompasses the skills under the first level, mainly the skills for information processing: analyzing/summarizing skill, comparing skill, evaluating skill, and relating skill. The development of students' speaking and writing skills, as output language abilities, is strengthened in the post-class activities. From an intercultural teaching perspective, this enhances students' ability to collect and process information, namely obtaining skill, analyzing/summarizing skill, comparing skill, evaluating skill, and relating skill.

5.6 Chapter Summary

In the above discussion, the major research theme of this study—intercultural teaching strategies— is analyzed from two aspects: barriers in intercultural teaching and the

application of intercultural teaching strategies, as discussed respectively in Section 5.2 and Section 5.3.

The analysis of intercultural teaching barriers in Section 5.2 addresses the first research question, RQ1: What are the barriers in developing Chinese business English major students' IC in higher education? It can be concluded that, firstly, IC does not receive equal importance as language competence and business competence among teachers. Secondly, teachers have not developed a systematic understanding of the theoretical concept of IC. Lastly, teachers lack confidence in IC teaching qualification and the intercultural environment. These barriers are mainly influenced by teachers' insufficient personal learning, living, and research experiences and environments, by insufficient promotion from the teaching departments and teaching support institutions, by inadequate IC teaching materials, and by the insufficient guidance and directions from the teaching authorities.

The analysis of the application of intercultural teaching strategies in Section 5.3 addresses the other five research questions: RQ2: How do teachers perceive the concept of intercultural competence? RQ3: How do teachers choose and use teaching strategies in intercultural teaching? RQ4: What are students' perceptions and levels of intercultural competence? RQ5: How do students' perceptions and competence change after a period of action research? RQ6: How to design a teaching plan that reflects intercultural teaching strategy to improve students' IC? The following conclusions can be drawn: Teachers proposed 13 teaching strategies and 5 teaching activities to improve students' IC. Students had a fairly good understanding of IC. They expressed desires to develop IC and provided suggestions to improve intercultural teaching. However, the study finds that the growth of students' IC was minimal. Therefore, this study recommends that teachers should define IC teaching objectives, enhance intercultural knowledge, foster critical cultural awareness, develop intercultural attitudes, retain intercultural willingness, improve intercultural skills, integrate diversified activities and transform the role of teachers in IC cultivation.

The problems in teaching intercultural competence are complex and vary with the environment and the object of learning. As educators and teachers, we should fully respect

the teaching rules and carry out teaching activities according to certain teaching strategies, modes and steps, which place important guarantees of teaching quality assurance and can promote the improvement of teaching quality to a certain extent.

Chapter 6 Conclusion

6.1 Research Summary

The primary objective of this research is to examine the pedagogical practices employed by business English instructors in the context of university-level business English programs in the central region of China. It provides some suggestions on cultivation of intercultural competence for business English majors. It scrutinizes the problems encountered in the teaching of intercultural competence, explores the theoretical and practical aspects of intercultural teaching strategies, and investigates students' needs and motivations in the pursuit of intercultural competence learning. By employing both qualitative and quantitative research methodologies, this research addresses the following six questions: RQ1. What are the barriers in developing Chinese business English major students' intercultural competence in higher education? RQ2. How do teachers perceive the concept of intercultural competence? RQ3. How do teachers choose and use teaching strategies in intercultural teaching? RQ4. What are students' perceptions and levels of intercultural competence? RQ5. How do students' perceptions and competence change after a period of action research? RQ6. How to design a teaching plan that reflects intercultural teaching strategy to improve students' IC? By addressing these questions, this study aims to enhance the intercultural competence of business English majors and improve the quality of business English education.

The research used qualitative method of interview and quantitative method of questionnaire to collect information from teachers and data from students. Interviews with six teachers were conducted in a university in Jiangxi province in China. Through data from the interviews, this research identified the problems that the teachers are facing and discovered the strategies that the teachers are using or trying to use to handle the problems concerning intercultural competence education in business English programmes. Then in the same university, two rounds of questionnaires were carried out in the class of Grade Three of business English major. With data gathered from the questionnaires, this research analyzed students' intercultural competence level in four dimensions (knowledge,

awareness, attitudes and skills), students' needs in IC, and their satisfaction towards intercultural competence teaching.

Based on investigation and discussions, six results are identified in the following aspects: barriers in intercultural teaching, intercultural competence components, teaching strategies, students' self-evaluation of intercultural competence, students' satisfaction with teaching, and an IC teaching strategy model with a case of teaching practice.

(1) Barriers in Intercultural Competence Teaching

The barriers that teachers encounter in developing intercultural competence of business English majors in central part of China are: lack of understanding of the importance of intercultural competence among teachers, lack of consensus on understanding of theoretical concept of intercultural competence, and lack of full confidence in teaching qualification and teaching environment. The findings are evidences of the difficulty of intercultural education in central part of China. Since the advent of concept of intercultural competence and advocate of intercultural education into foreign language education, it has proposed great challenges to language teachers in many areas. Many researches around the world found barriers and challenges similar to the situation in the central part of China. For example, Díaz (2013) reported teachers had been struggled with how to translate theoretical conceptualization into classroom practices and how to assess students' gains in intercultural competence; Walton et al. (2013) suggested that teachers needed support to feel confident before having complex cultural discussions in class and responding to controversial cultural aspects. Wagner et al. (2017) found that although most teachers believed that cultural should be an integral component of the L2 classroom, they generally lack the skills to integrate intercultural teaching into language teaching effectively; and Naidu (2020) acknowledged teachers' uncertainties and reluctances to develop students' intercultural competence due to the complexity of interculturality.

(2) Intercultural Competence Components

The essential elements of intercultural competence identified by the teachers in the interview for business English major students include seven aspects: knowledge, attitudes,

consciousness, understanding, language, communication skills and awareness. Can language and communication be categorized within the scope of intercultural competence? If language and communication are placed at a lower position than intercultural competence, it implies that intercultural competence is superior to language and communication. This approach could present another path for the development of foreign language education. From the perspective of operational feasibility in teaching, this study integrates language and communication skills into the skills dimension and integrates consciousness into awareness dimension. Thus, it can be summarized into four dimensions: knowledge, attitudes, skills, and awareness.

(3) Teaching Strategies

Teachers could apply and implement certain teaching strategies to achieve their IC teaching objectives. Those strategies mentioned by the teachers cover seven perspectives: defining IC teaching objectives, enhancing intercultural knowledge, fostering critical cultural awareness, developing intercultural attitudes, retaining intercultural willingness, improving intercultural skills and integrating diversified activities. Objective setting is the initial step for developing students' intercultural competence. If teachers set intercultural education as their objective appropriately, they could make better use of the sophisticated contexts to promote intercultural education. Then integration of different teaching strategies may work together to promote intercultural teaching. Teachers of different foreign languages have endeavored to improve intercultural teaching with diversified teaching strategies. For example, many researches focus on study of online strategy to develop intercultural competence. Peiser (2015) studied online communication with texts and videos aiming to develop language learners' intercultural competence. Yates and Fellingner (2016) designed telecommunication for learners in different countries for them to have online collaboration. What they adopted with online platform such as texts, videos and collaboration are consistent with immersion strategy and nonlinguistic strategy discussed in this study.

(4) Students' Self-evaluation of Intercultural Competence

Students valued highly of their intercultural competence, especially in the dimensions of

attitudes and awareness. They are aware of the culture differences and have positive attitudes towards learning and dealing with the differences in intercultural communication. They have high interest of learning different cultures and are eager to learn more cultural knowledge. They have a high expectation of intercultural knowledge and intercultural skills and have relatively low evaluation in knowledge dimension and skills dimension. More training programs and practices for improving intercultural knowledge and skills should be provided to them. Teaching knowledge with a focus of values is recommended for better understanding of cultural differences.

(5) Students' Satisfaction with Teaching

Students show high satisfaction of intercultural competence teaching and the correlation test proves that teaching satisfaction has a close and positive relation with students' intercultural competence. Students' positive feedback on intercultural teaching is an evidence of students' high attention to intercultural learning. They show explicit high interest and demand of improving intercultural competence. They are eager to have intercultural learning and want to have more interaction in foreign language classes.

(6) A Strategy Model with a Case of Teaching Practice

Students' intercultural competence level and teaching satisfaction increased when they were taught for a term in the course of *Advanced Integrated Business English*. The IC-oriented teaching strategy model and plan in this course developed and implemented based on the Four-dimension of IC is workable. When intercultural teaching is integrated into foreign language courses explicitly, teachers and students consciously spend time and efforts to make intercultural teaching and learning. This leads to a positive influence on the learning outcomes.

The aforementioned research questions, research objectives, and research findings are consolidated in Table 6.1 as follows.

Table 6.1 An Overview of Critical Research Issues

Item No.	Research Questions	Research Aims	Research Findings
1	RQ1. What are the barriers in developing Chinese business English major students' intercultural competence in higher education?	To discover the barriers teachers are encountering in developing business English students' intercultural competence.	There is a lack of consensus on the importance of intercultural competence, a lack of understanding of the theoretical concept of intercultural competence, and a lack of confidence in teaching competence and teaching environment among teachers.
2	RQ2. How do teachers perceive the concept of intercultural competence?	To explore teachers' perceptions of intercultural competence.	The essential elements of intercultural competence identified by the teachers for business English major students are: knowledge, attitudes, consciousness, understanding, language, communication skills and awareness.
3	RQ3. How do teachers choose and use teaching strategies in intercultural teaching?	To identify the teaching strategies applied by the educators and teachers in business English classes for developing students' IC.	The teaching strategies mentioned by the teachers are: exercises, supplementary materials, learning styles, increase of students' interest, modular teaching, mind map, bilingual teaching, case study, task-driven teaching, autonomic teaching, simulative teaching, student-centered teaching and communicative teaching.
4	RQ4. What are students' perceptions and levels of intercultural competence?	To discover students' perceptions and levels of IC so as to know students' needs for planning IC teaching.	Both of the students' perception and level of intercultural competence are at a fair level and they have high needs for intercultural teaching and learning in the program.
5	RQ5. How do students' perceptions and competence change after a period of action research?	To find out the changes that happens on students when the innovation has been carried out in the course.	Students' overall intercultural competence level and teaching satisfaction increased after a term of IC-oriented teaching and learning.
6	RQ6. How to design a teaching plan that reflects intercultural teaching strategy to improve students' IC?	To work out a teaching plan sample based on intercultural competence teaching strategies.	An IC-oriented teaching practice developed and implemented based on the Four-dimension of IC is workable.

The above Table 6.1 signifies that the study has achieved the anticipated research outcomes. From the research findings, this study identified two key issues. One is about the main obstacles in intercultural teaching for business English teachers, and another is the guidance for teachers to implement intercultural teaching strategies.

Firstly, currently, due to objective environmental and systemic problems, teachers have not paid sufficient attention to the cultivation of intercultural competence, and they lack clear and systematic understanding of the concept of intercultural competence. As a result, they lack confidence in implementing intercultural teaching in their classes. These issues can lead to further systemic imbalances, such as educational power dynamics issues. Therefore, this study advocates for the government and relevant organizations to provide training in intercultural competence and intercultural teaching skills for university teachers in order to enhance their awareness and teaching abilities in intercultural competence.

As for the second key issue for teaching strategies, this study suggests teachers closely align with Byram's (1997) four-dimensional model, determine teaching objectives and steps based on knowledge, critical awareness, attitudes, and skills, and design teaching activities according to the needs of different dimensions of IC. The shift of focus from the traditional listening, speaking, reading, and writing teaching to IC teaching will effectively encourage advanced English learners to think critically and acquire language competence and intercultural competence. More complex practices in the form of case study, role-play, discussion, presentation and debate should be carried out for business English students. The major principles are summarised and outlined in the following Figure 6.1.

Figure 6.1 A Framework for IC Teaching Planning

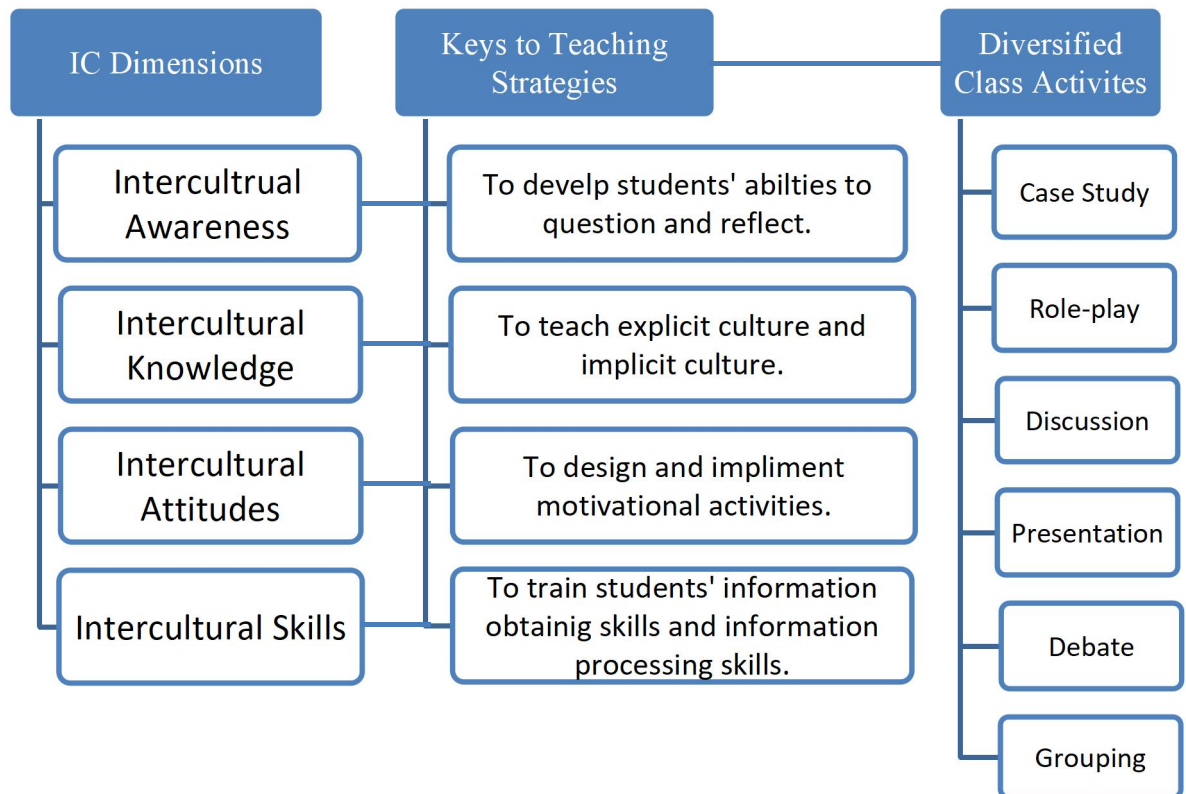


Figure 6.1 lists the core teaching planning methods for cultivating the different dimensions of intercultural competence. The framework can help teachers consider how to cultivate students' intercultural abilities in specific areas and how to incorporate intercultural competence development into instructional designs and processes. From the figure, it can be observed that the selection of teaching activities is diverse and is not a direct correspondence to the strategies. It is not a one-to-one relationship. Instead, it is a many-to-many relationship, meaning that there are multiple options of class activities for each dimension of competence development. Additionally, all classroom activities in the figure are usually conducted in groups to facilitate intercultural interactions among advanced level English learners.

6.2 Implications for Teaching Practice

In terms of the pedagogical implications, as the participants are business English teachers and business major students, this research provides some suggestions for improving students' intercultural competence majored in business English, especially for the programs

in central part of China. An intercultural approach concerning objective, design, activities and curriculum can be followed when teachers conduct business English education in those areas where the social intercultural communication is neither intense nor frequent.

(1) Defining IC Teaching Objective

Educational regulators and research institutions should bear duties to instruct teachers to include intercultural competence teaching objectives in the teaching plans of business English courses. As for the teachers, they should make it clear that for business English majors, language competence is only the foundation, and the higher training goal is to cultivate and improve intercultural competence, that is, to cultivate intercultural business communicators with a global vision. It is necessary to write down intercultural competence as teaching objective in the course syllabus and other teaching documents explicitly. As for business English students, they are supposed to be educated and equipped with intercultural attitudes, intercultural awareness, intercultural knowledge and intercultural skills, as well as to be fluent in English speaking and writing.

(2) Enhancing Implicit Culture Knowledge

Culture teaching in China has been focused on introducing the basic introductions of target language countries, such as history, politics, geography, literature, economy, and social aspects. The deeper implicit cultures have been neglected. The long-term neglect of implicit cultural values leads to a lack of training for teachers. To address this issue, teachers should be provided with necessary support and training to incorporate implicit cultures into their lessons. Overlooking or ignoring implicit cultures especially values can unconsciously reinforce existing inequalities rooted in history, power structures, social norms, and biases. Recognizing and understanding these implicit values is crucial to promote social justice and equality. This promotes competencies of self-reflection, challenging the implicit biases, and cultivating inclusive and critical thinking. By researching and understanding implicit cultural values, we can work towards creating a more equitable society by advocating for the rights of diversified groups and promoting inclusive values.

To analyze cultures and their implicit aspects, tangible tools are needed. The Onion Model (Hofstede, 2010, p. 32) of culture can be utilized for this purpose. According to this model, the core layer encompasses people's fundamental assumptions of existence, which form the most deep-rooted and universally recognized part of culture. This study divides culture into nine basic factors, ranging from implicit to explicit, core to surface, and inside to outside. These factors include values, thinking modes, interpersonal relationships, views of time and space, social norms, languages, non-verbal communication, cognitive perceptions, and symbols (see Figure 5.2). By utilizing these analytical tools, a comprehensive understanding of explicit and implicit cultures can be achieved.

(3) Fostering Critical Culture Awareness

Teachers' lack of critical cultural awareness and sociolinguistics awareness has been identified. Survey data indicates that students' intercultural awareness decreased by 0.08. To address this issue, it is necessary to design teaching activities that focus on educating students' critical awareness. Several strategies can be implemented to promote students' critical intercultural awareness. Firstly, incorporating diverse cultural materials into the curriculum, such as case studies, multimedia resources, literature, and films from various cultures, can stimulate students' interest and curiosity about different cultures. Secondly, organizing intercultural exchange activities allows students to interact with peers from different schools. Visiting cultural sites enables students to gain personal experiences and deep understandings of cultures and concepts. Thirdly, fostering critical thinking skills encourages students to question and challenge their cultural biases and stereotypes. Additionally, highlighting the importance of self-reflection helps students recognize how their cultural backgrounds and experiences shape their beliefs and behaviors. They can gain awareness that culture is dynamic and different circumstances can influence cultural perspectives. Moreover, facilitating open discussions and debates allows students to openly share their cultural perspectives while promoting respect and acceptance of diverse viewpoints.

(4) Developing Intercultural Attitudes

It is found from the questionnaire results that students have strong and positive attitudes towards engaging in intercultural communication and exhibit high levels of tolerance towards cultural differences. In both the first and second questionnaire, the attitude dimension consistently ranked top one among the four dimensions. This suggests that the cultivation of intercultural attitudes obtained the best outcome. However, the development of intercultural attitudes is an ongoing process. Intercultural attitudes involve establishing connections, understanding, and respecting diverse cultures, which all require continuous cultivation and consolidation to adapt to the dynamic multicultural environments. Despite demonstrating high positive attitudes, students still need to be reminded to remain open, to continuously learn, develop, and adjust their attitudes in response to new cultural challenges and situational changes.

Research findings indicate that teachers use terms of “positive”, “open”, “tolerant”, “interest”, “curiosity”, “accepting”, “active”, and “diverse” to describe students’ attitudes towards different cultures and intercultural learning. However, “respect” is missing. Teachers may not fully acknowledge the significance of respect in intercultural teaching and learning in business English teaching. Although the education of respect is highly attached to Chinese ideological and political education, it has not received adequate attention and emphasis in foreign language education. As a result, students may lack an understanding of when and how to demonstrate respect in the diverse cultural contexts.

It is crucial to underscore the importance of respect in intercultural teaching and learning. Teachers should actively seek ways to incorporate respect, alongside other attitudes, into the curriculum. The actual implementation of these concepts into practical teaching methods poses a challenge. Nurturing learners’ positive attitudes requires careful and thoughtful approaches. Even if students have already displayed positive intercultural attitudes, the development of these attitudes must be an ongoing process. Through continuous learning and self-reflection, students can further refine and enhance their intercultural attitudes to effectively navigate diverse cultural landscapes. By doing so, they can grow into well-rounded individuals with global perspectives and strong intercultural communication skills.

(5) Retaining Intercultural Willingness

Despite students' willingness ranking first among the four dimensions in both questionnaires, there was a noticeable decline in willingness scores from 43.61 to 41.83. This negative correlation between intercultural communication willingness and student interaction in classrooms has important implications for teachers to consider.

There are several reasons for this situation. Firstly, end-of-semester stress and workload may decrease students' willingness to engage in intercultural learning. Academic pressures and assignments require them to prioritize their courses content over intercultural learning. Secondly, students may initially show interest in intercultural learning but lose their enthusiasm over time. They may become more focused on other courses or personal interests, neglecting the importance of intercultural learning. Lastly, individual motivation levels can also affect students' willingness to engage in intercultural learning. Students may have high motivation initially, but it may decline as the semester progresses.

To tackle this problem, educators can adopt motivational strategies to boost students' inclination towards intercultural learning. For instance, they can arrange engaging and hands-on intercultural activities, establish ambitious yet gratifying objectives, and offer individualized guidance and assistance. By doing so, educators can foster students' enthusiasm and motivation, encouraging them to persist in their intercultural learning journey until the end of the semester.

(6) Improving Intercultural Skills

Students' evaluation scores of skills are 31.15 and 35.11 respectively, which are not so satisfactory among the four dimensions of awareness, attitudes, knowledge and skills. It ranked third out of the four in both rounds of questionnaires. Some students chose "very low" for some items of skills.

There are various reasons that may contribute to students' unsatisfactory self-assessment scores and lack of confidence in their intercultural skills. Firstly, students may lack sufficient opportunities and experiences in intercultural learning, leading to uncertainty

about their own abilities. Additionally, the education system and teaching methods employed in schools influence students' intercultural skills. If schools prioritize memorizing knowledge over practical application and the cultivation of intercultural communication skills, students may lack practical training and development in this aspect. Moreover, the emphasis on training listening, speaking, reading, and writing skills in language training differs from the two-way and interactive skill path required for intercultural skills, which can make students feel intimidated in real communication. Furthermore, students' personal psychological factors may also impact their self-assessment scores in intercultural skills. Students may face emotions such as diminished self-esteem, self-doubt, or anxiety, leading to biases and negative thinking when evaluating their own intercultural skills.

Therefore, in order to improve students' confidence in their intercultural skills, educators need to provide more opportunities for intercultural learning and experiences. They should advocate for cultural exchange and cooperation among students. Teachers should also pay attention to students' emotional needs, encourage them to explore new communication methods, and provide support and feedback to help students establish positive self-awareness and confidence. In terms of teaching strategies, teachers can divide intercultural skills into information acquisition skills and information processing skills, and redirect students' focus from the language forms to messages and content. Content-based training enhances students' ability to acquire and process actual information, thus boosting their confidence.

(7) Integrating Diversified Activities

Class activities are the most vital segments of teaching. The conduction of class activities directly makes an influence on teaching effects. According to the immersion teaching strategy discussed in the research, this study advocates the use of five types of class activities: discussion, role play, speech, presentation and case study. After choosing and selecting one of the five activities, the design of the specific task requirements for the activity can follow Willis' theory of task-based teaching: "listing, ordering and sorting, comparing, problem-solving, sharing personal experiences, creative tasks" (Willis, 1996,

p.149). Business English classes with immersive activities and task-based can maximize students' initiative and creativity. Learning through doing (of listing, ordering and sorting, comparing, problem-solving, sharing personal experiences, creative tasks) can help students to achieve the goal of improving intercultural competence.

Intercultural teaching requires teachers to diversify classroom activities. Firstly, diversified classroom activities can expose students to different cultural concepts, practices, and customs. By participating in various cultural activities, such as watching films and reading literary works, students can explore and understand other cultures. Such experiences can help them go beyond one-sided and stereotypical views, enabling them to better appreciate cultural differences in others. Secondly, diversified classroom activities can facilitate communication and cooperation among students, fostering their intercultural communication skills. Organizing group discussions, cooperative projects, or intercultural exchange activities can teach students how to listen, respect, and effectively communicate with classmates from different cultural backgrounds. The collaborative and communicative practices help students cultivate their ability to work with others and demonstrate adaptability in an intercultural environment. Furthermore, diversified classroom activities can also develop students' critical thinking and cultural awareness. By comparing different cultural perspectives, values, and behaviors, students can cultivate critical thinking skills and understand the relativity and diversity of cultures. This enhanced awareness helps students to objectively observe and evaluate differences among cultures, avoiding ethnocentrism and biased judgments.

6.3 Implications for Further Research

The findings of this study on intercultural teaching strategies offer some valuable insights for future research in the fields of intercultural competence theory and intercultural teaching practice in the following four aspects.

(1) Case-based Teaching Method in Intercultural Competence Education

This study found that teachers of business English generally endorse the use of case-based

teaching method in fostering intercultural competence. In case-based teaching, students need to collect and analyze information, evaluate different perspectives and solutions, thus cultivating their critical thinking and problem-solving skills. However, in current teaching practices, there is a lack of sufficient cases and methods for the pragmatics of case usage and the evaluation of student performance. There are also limited researches on how to utilize case-based teaching to cultivate students' intercultural competence. Therefore, future research can focus on the case-based teaching method.

Studies such as “Case-based Teaching Method in Intercultural Competence Education” can introduce the importance of intercultural communication skills in business English teaching and propose the goal and motivation of using case-based teaching method. First, by reviewing relevant literature including the theoretical foundations of intercultural education and case-based teaching, the application of case-based teaching in other fields, the strengths, weaknesses, and research gaps of case-based teaching can be discussed. The research can involve selecting a sample, developing case-based teaching courses, and assessing students' intercultural competence. Then, a variety of methods can be used such as experimental research, survey, observation, student work analysis, qualitative research, or a combination of different approaches. By analyzing the data collected and interpreting the key findings, the study could aim to investigate the impact of case-based teaching on the development of students' intercultural competence. Finally, the results will be meticulously examined and discussed, highlighting the achieved objectives, underscoring the practical and theoretical contributions, and providing suggestions for future research.

(2) Theoretical Research on Intercultural Competence, Implicit Culture and Intercultural Teaching Competence

This study found that many experts and scholars have not yet reached a consensus on the meaning of intercultural competence. As East *et al.* summed up, intercultural competence

has been used and variously defined by different scholars over the last 30 years, and no single definition has been agreed upon (Deardorff, 2006), making the construct itself messy and difficult to pin down (Dervin *et al.*, 2020)”

(East *et al.*, 2022, p. 26)

and “there is, as yet, no agreement on a definition of what the intercultural dimension is and what it entails” (East *et al.*, 2022, p. 33). At present, Byram’s Model (1997), Ting Toomey’s Model (1998), Fantini’s Model (2001), and Deardorff’s Model (2006) are highly accepted and widely used. Byram (2014) classified intercultural competence into specific teaching objectives, which have provided more possibilities for intercultural competence education to be transformed into classroom teaching practice. In the future, we can have more study on how educators understand intercultural competence and intercultural communicative competence, and how their understanding and cognition of the two concepts affects the effectiveness of intercultural teaching. With advent of more empirical research and educational practice, the concept and definition of intercultural competence will be clearer and more concise among researchers and teachers.

Secondly, more attention should be paid to the differences between explicit culture and implicit culture. The Onion Model (Hofstede, 2010, p. 32) of culture displays two different layers of cultures and their differences and connections. In the process of reading the literature and making the interview, this study found that implicit culture received less attention in teaching and research. Implicit culture plays an important role in intercultural competence and deserves equal attention. For example, comparative analysis of intercultural values can help foreign language learners better acquire intercultural empathy; and values are one of the important factors. The process of learning and understanding others’ values makes learners more comprehensive. As Byram *et al.* concluded, “It is not the purpose of teaching to try to change learners’ values, but to make them explicit and conscious in any evaluative response to others” (Byram *et al.*, 2022, p. 8). More researches can be explored on implicit culture.

Furthermore, there is a need to improve foreign language teachers’ intercultural teaching competence. Data collection methods such as questionnaire surveys, interviews, and observations can be employed to understand the current level of intercultural teaching competence among foreign language teachers, as well as the influencing factors. On the other hand, other aspects involving how to develop training programmes and tools to enhance teachers’ intercultural teaching competence can be discovered. The programmes

cover teacher training, pre-service teacher training and in-service teacher competence enhancement. The teaching strategies discussed in this study can be modified to adapt to train teachers' intercultural competence as well. Training tools such as seminars, virtual offices and sharing with people from different countries can be studied and explored.

(3) Intercultural Education in Primary and Secondary School

In contrast to a large amount of study on advanced learners, there is no profound literature on the intercultural competence and intercultural teaching of primary foreign language learners in China. Through search on *Zhiwang*, it is found that there are only 28 articles on intercultural competence in primary and secondary schools, while the total number of articles on intercultural teaching is 41216 (source: www.cnki.net, date up to November 17, 2022). Foreign language education in China starts from the primary school as a compulsory course. However, at present, few primary and secondary school teachers and researchers have conducted research on the cultivation of primary and secondary students' intercultural competence. By querying the English curriculum standards for the nine-year compulsory education in China (primary and junior high schools), the Ministry of Education of the People's Republic of China (2022) explicitly stated that the cultivation of primary and secondary school students' intercultural competence shall be set as a teaching objective in the curriculum. Young-aged foreign language learners are more sensitive and immature in their mind, therefore, they need more attention and direction when they learn and encounter intercultural issues. Chinese foreign language education runs through from primary school, to middle school, to high school and to college. The long-span and continuous foreign language curriculum has created certain objective conditions for the integration of language education and intercultural education. In the future, we can rationally apply the relevant results of this intercultural competence research to intercultural teaching in primary and secondary schools.

(4) IC Assessment Criteria and Tools

This study assesses the intercultural competence of business English majors through a questionnaire survey. The findings from this evaluation can provide insights into students' awareness, attitudes, knowledge, and skills in intercultural competence. However, it is

necessary to note that the questionnaire method used in this study primarily measured the basic level of students' intercultural competence through multiple-choice questions, limiting its measurement to capture students' attitudes and reactivity in dealing with specific intercultural issues. In future research, it is recommended to refine the criteria for intercultural assessment, develop and explore new assessment tools, and adopt additional methods, such as oral tests, observations of group interactions, focus groups, and interviews in order to gain a more comprehensive understanding of students' intercultural competence. By utilizing these methods, examiners can shift their focus from assessing merely a general evaluation to evaluating comprehensively a deeper understanding of learners' viewpoints and perspectives.

6.4 Limitations

In examining the limitations of this study, several constraints were identified, including methodological constraints, researcher's insider status constraints, and unconscious cultural biases. Each of these factors has the potential to influence the research process and outcomes, thereby necessitating a thorough analysis of an understanding of their impact. The following section delves into these limitations in details, providing a comprehensive overview of the challenges and their implications for the study.

6.4.1 Methodological Constraints

To address the limitations encountered in the research methodology, it is crucial to acknowledge three specific areas of concern: the limitation of sampling size, the limitation of self-assessment, and the omission of a pilot study. These factors bear potential biases and constraints that could affect the robustness and generalizability of the study's findings. The following sections elaborate on these methodological limitations, discussing their impact on the research and offering recommendations for mitigating these issues in future studies.

(1) The Limitation of Sampling Size

First of all, there is a need to broaden the range of research subjects. This study selected a

university in Jiangxi Province in central China for an interview and questionnaire survey, and then 6 teachers and 46 students were chosen to carry out the interview and questionnaires. The data and research results obtained from the 6 teachers and 46 students can partly reflect the intercultural teaching background of business English majors in universities in central China. However, the number of 46 questionnaires is somewhat insufficient and lacks representativeness. If students from more grades or from more universities were selected, it would help broaden the representativeness of the sample for studying the IC levels of students. If more teachers and students from other universities in central China have been selected as the research samples, the effectiveness and universality of the research results can be expanded and improved, so as to fully reflect the overall situation of the application of intercultural teaching strategies by teachers in central part of China.

(2) The Limitation of Self-assessment

There is a need to refine the research methodologies regarding the assessment scale of students' level of intercultural competence. In order to gauge students' overall intercultural competence, this study utilized a questionnaire for students to self-assess their competencies across different dimensions. However, the questionnaire used in this study, which was adapted from existing tools developed by other scholars, fell short in fully capturing the development process of students' intercultural competence. Self-report measures of intercultural competence are susceptible to biases such as self-assessment inaccuracies, suggesting the need for more objective assessment tools. Incorporating additional methods such as observation, documentation, group interactions, and reflective logs could provide a more comprehensive analysis of students' intercultural proficiency. Moreover, the study found only minor changes in students' intercultural competence over time, indicating the necessity for a longer intervention period to accurately assess its impact.

(3) The Omission of A Pilot Study

There is an oversight of a pilot study in this study. The researcher assumed that the three questionnaire surveys obtained from existing three researches in China would have higher

validity. Taking questions having been validated was deemed adequate by the researcher in China's academic context. In this circumstance, the researcher was particularly cautious of the operation of the questionnaire and the interview. The researcher conducted thorough testings on the questionnaire tool, online platform, interview venue, and interview tools prior to officially commencing data collection through questionnaires and interviews. This preparation ensured that the research design and instruments were fully ready and capable of functioning effectively. However, there was a lack of in-depth testing and analysis on the reliability and validity of the questionnaires. A standardized formal pilot study conducted in the research could solve the credibility issue. So, the researcher's personal educational and research backgrounds led to her personal measurement bias.

6.4.2 Researcher Insider Status Constraints

The insider identity of the researcher made it easier for the researcher to obtain accurate data from the specific group. The researcher had more opportunities for contact and understanding, allowing her to utilize their cultural backgrounds and contexts to comprehend and interpret the data. However, the researcher might have a tendency to focus on specific themes or details and interpret data within frameworks related to her own cultural experience. This may result in certain data being emphasized or overlooked, potentially influencing the research findings and conclusions. For example, in this study, due to the consideration of students' academic and exam pressures in the final stage of the project, the researcher may have relaxed the implementation of intercultural competency standards to alleviate the students' study pressure. However, this may have led to the outcome of reduced willingness to develop intercultural competence. Another problem concerning insider is that because the researcher was a colleague of the interviewees from the same department, the reliability and validity of the research process may be affected. The interview might be better if it had been completed by a third-party person. If interviews and questionnaire were conducted through third-party arrangements, the reliability and validity of the research would be higher.

6.4.3 Unconscious Cultural Biases

Furthermore, this study lacks attention to deep systematic issues and in-depth research and analysis on the systematic barriers that hinder the development of students' intercultural competence. The interpretations of the findings are viewed and interpreted through a more Chinese lens. The study attempts to identify an authoritative and unified theoretical model of intercultural communication to provide clear and consistent guidance. This tendency is associated with the Confucian ideology and collectivist values inherent in traditional Chinese culture. As a Chinese-English intercultural research project, this study should strive to better emphasize individual and original contributions to the development of new theories rather than relying on existing authoritative theories. The researcher in this study could hold a more positive view towards Chinese culture, history, values, and social systems and construct the teaching strategy model with Chinese cultural elements in it, rather than exhibit a certain degree of less attention to systematic difficulties and challenges within China.

6.5 Recommendations

This section puts forth suggestions from three perspectives for enhancing intercultural education in Chinese universities. These suggestions aim at helping educators and teachers to improve their intercultural teaching competence and strategies.

6.5.1 To Improve Teachers' Competences in IC, IC Teaching and IC Research

To enhance teachers' awareness of intercultural competence and their ability to teach intercultural skills effectively, efforts in three fundamental areas should be made: Intercultural Teaching Competence, Intercultural Teaching Strategy, and Intercultural Teaching Research. By addressing these aspects, teachers' intercultural understanding and pedagogical methods can be strengthened, ensuring they are well-equipped to foster inclusive and culturally responsive learning environments.

(1) Intercultural Teaching Competence

The level of teachers' intercultural teaching competence is one of important guarantees of teaching confidence. In a society with highly mobile social resources and population, "good intercultural competence is one of the essential qualities of foreign language

teachers” (Wu, 2022, p.1). Teachers should take initiatives to improve intercultural competence and intercultural teaching competence. Firstly, it is recommended that business English teachers improve their intercultural competence in the following aspects: expanding intercultural knowledge, improving intercultural awareness and attitudes, and enhancing intercultural thinking and processing abilities. Secondly, on the strong basis of intercultural competence, teachers should strengthen their intercultural teaching abilities, which include the organizational ability of classroom interaction, classroom supervision and recording ability, ability of formative assessment and ability to give feedback.

In addition, this study suggests that teachers should improve their abilities through the following approaches and channels: observing excellent intercultural classes to gain intuitive understanding; increasing communication with foreign teachers and international students; reading and watching more cultural books, newspapers, magazines, videos, movies, and TV programs; paying overseas visits and obtain overseas further education and trainings; carrying out intercultural teaching and research; visiting foreign enterprises to learn and exchange ideas with staff there; and participating in intercultural lectures and trainings.

(2) Intercultural Teaching Strategy

Teachers’ grasp of overall approaches to intercultural teaching are important guarantees for achieving the goals of intercultural teaching. The intercultural teaching strategy model constructed in this study provides beneficial insights and references for teachers to improve and apply intercultural teaching strategies.

Firstly, before conducting intercultural teaching, teachers need to conduct research on students’ learning situation and needs, and make analysis of their learning situation. As for in what aspects should teachers conduct surveys, this study suggests that the basic analysis of intercultural teaching needs should include: students’ cultural background, intercultural communication situations, intercultural contact paths, intercultural barriers, willingness and needs for intercultural communication, and students’ opinions and suggestions on intercultural competence teaching. Through a comprehensive understanding of these

situations, teachers can make right judgments and make good choices in teaching strategies.

Secondly, when selecting teaching materials, such as the selection of the textbooks, teachers need to evaluate the intercultural content and training parts of the textbooks to a certain extent. It is desirable to choose textbooks that already include intercultural teaching design, and abandon textbooks that focus on language knowledge points. In this way, students can have a clearer understanding of the requirements of intercultural learning objectives during the process of using the textbooks.

Thirdly, when designing teaching procedures, teachers should clearly incorporate the goal of intercultural competence into the teaching objectives of each chapter. Based on the research results of this study, the formulation of IC teaching objectives can be approached from the following four aspects: (1) obtaining information; (2) comparing and analyzing information; (3) judging and evaluating information; and (4) generating information. Diversified intercultural teaching activities can be selected and designed around the goal of advanced language application abilities. Let's take case studies in *International Business Negotiation* as an example. The initial phase involves disseminating English study materials to students for comprehensive reading to gather information. Subsequently, students are tasked with conducting a thorough comparison and analysis of diverse cultural contexts and values presented in the case study. Following this detailed comparative analysis, students are expected to exercise critical judgment and collaboratively reach a consensus. Ultimately, students are encouraged to offer strategic suggestions and devise a detailed action plan in writing subsequent to their decision-making process.

Fourthly, teachers should become active recorders, reflectors, and feedback providers in classroom teaching. Teachers record students' output in writing, pictures, and videos during teaching. This can form more procedural evaluations and provide timely feedback to students, providing them with learning suggestions. By doing so, students can timely understand learning progress.

(3) Intercultural Teaching Research

The theoretical and empirical research on intercultural competence and teaching by teachers is an important link for teachers to conduct in-depth theoretical research and teaching reflection. Zhang (2022) stated at present, although research on the basic theories of intercultural competence is relatively mature, many frontline teachers lack experience in implementing intercultural foreign language education concepts in daily teaching, especially in designing and implementing intercultural teaching activities in regular classroom teaching based on textbooks. Therefore, teachers can deepen their understanding of intercultural education through specialized intercultural teaching research. Research then can further nourish and strengthen educational and teaching practices.

This study suggests that teachers deepen their exploration of intercultural research in the following four areas. Firstly, teachers pay more attention to the construction of intercultural teaching resource libraries (text, audio, and video) and case libraries. The collection and sharing of teaching materials can help teachers solve the problem of insufficient teaching content. The second research focus could be on the curriculum design and practice of intercultural teaching. There are three major categories of intercultural courses for English majors in universities: intercultural communication courses such as *Intercultural Communication* and *International Negotiation*; Comprehensive language courses such as *Integrated Business English* and *Business English Writing*; and Specialized language courses such as *International Trade* and *International Marketing*. The intercultural teaching methods for each type of language course have their own characteristics. Frontline teachers can study intercultural competence teaching plans and methods for each course based on specific learning situations. The third important field is the evaluation of intercultural competence. Zhang, Yu & Shen (2018, p. 53) pointed out that the majority of researches on the evaluation of intercultural competence in China are characterized by a single method that cannot reflect the differences and stages of intercultural competence development. Therefore, there is a need in researches to explore more effective evaluation methods to meet the continuous development needs of intercultural education. The fourth is the assessment of intercultural teaching. The assessment of teachers' intercultural teaching ability has a lack of standards. There is an urgent need for some relatively unified

and operational standards to guide and regulate teachers' intercultural teaching behaviors. This requires education organizations at all levels to raise awareness of intercultural education, develop guiding plans, and carry out intercultural education promotion campaigns.

6.5.2 To Address Deeper Systemic and Structural Issues

In the process of developing the intercultural competence of business English students, systemic issues need to be addressed from multiple perspectives. Firstly, the improvement of teacher training systems is crucial to ensure that teachers possess the necessary intercultural teaching skills and knowledge. Secondly, the methods for cultivating intercultural competence must be diverse and effective as well as aligning with the actual needs of students and business standards. Finally, with the rapid advancement of information technology, the construction of online intercultural teaching and learning has become increasingly important, offering flexible and convenient learning pathways. Therefore, this study suggests efforts in the following three areas: teacher training systems, approaches to cultivating intercultural competence, and the construction of online intercultural teaching and learning scheme.

(1) Teacher Training Systems

The formation and application of teachers' teaching strategies are directly constrained by their intercultural competence and intercultural teaching ability. As the research results show, teachers are in a lack of intercultural competence and intercultural teaching confidence. Therefore, at present, it is urgent to cultivate and build a stable team of foreign language teachers with intercultural ability in colleges and universities in the central region of China. Institutions and authorities should provide more opportunities for international exchanges and intercultural contacts for these teachers. Government agencies and universities shall carry out more pre-service and in-service intercultural ability training projects to enhance teachers' intercultural ability and intercultural teaching level. Diversified training programs could equip teachers with confidence, awareness and capability needed in conducting intercultural education.

As for the programme content, I would highly recommend the following topics/areas be covered: (1) Enriching implicit culture knowledge of different countries; (2) Increasing intercultural sensitivity; (3) Cultivating intercultural awareness; (4) Understanding intercultural pedagogical ideas; (5) Understanding language teaching and intercultural teaching; (6) Practicing intercultural teaching skills. As for teaching methods in program, I suggest different methods should be employed according to different dimensions of intercultural competence. For acquiring and understanding knowledge, we can make good use of mini-lectures; for cultivating awareness and sensitivity, we can try interactive activities such as role plays, simulation and games; for practicing intercultural skills, we may use more creative activities such as case studies, discussions and debates.

(2) IC Cultivation Approaches

The overall improvement of the approaches for cultivating intercultural competency is the main driving forces for enhancing the intercultural competency of college students. In addition to the strategies and methods employed by individual teachers, collaborative effort among universities and colleges at various levels can enhance the cultivation of intercultural competence among university students in a more effective manner. Universities can provide and facilitate channels of intercultural environment on campus, which create more natural opportunities for students to practice communicative skills, and learn intercultural knowledge by doing. For example, they can introduce cultural knowledge on the walls of teaching buildings and they can launch more summer and winter cultural programmes, international programmes and overseas opportunities to students. Universities can also construct international campuses, China-foreign joint training programs and China-foreign students' joint entrepreneurship support programs to provide important carriers for students to generate and improve intercultural competence. In addition, universities should focus on promoting cooperation with import and export enterprises so as to enhance multinational corporations. Based on that, universities could strengthen the construction of internship bases so as to provide a real intercultural business communication environment for the cultivation and practice of intercultural competence of business English majors.

(3) Online IC Teaching and Learning Scheme Construction and Innovation

There has been a qualitative change in the intercultural communication modes. Due to the impact of the COVID-19, the processes of globalization and intercultural communication have been restricted to a certain extent. However, online intercultural communication and online teaching have developed greatly for the sake of the convenience and effectiveness of online modes. Online teaching has become a useful complement to traditional physical classes. Online intercultural communication, such as video conference and online written communication, has increasingly become the daily life of a globalized society. Therefore, teaching materials based on online resources have high authenticity. Online communication can increase the frequency of cultural exchanges with other countries and reduce the cost of foreign exchanges. For example, online discussions and seminars are held to exchange ideas on cultural issues such as old-age care, healthy diet and green transportation. Online communication not only provides everyone with accessible intercultural communication opportunities, but also expands communication to multimodal dimensions and forms a third space beyond both cultures.

Online modes realize real-time synchronous interaction, with the help of video, picture, voice, text and other interactive modes. Teachers can select a large number of high-quality network resources related to intercultural communication, such as thematic Moocs, academic videos, cloud textbooks, excellent tweets from public accounts, short videos and cases, as a supplement to intercultural teaching textbooks to guide students to read and watch so as to enrich students' cognition and broaden their horizons. Online teaching platform resources can not only be used for online teaching, but also meet the extracurricular learning needs of students at different levels. For example, from Leng, Fang and Li (2021)'s study, we know a university in Shanghai and a university in New York collaborated to conduct an empirical study on the virtual project course *Instructional Design in the Information Environment*. This program specifically explores the differences in students' intercultural awareness and cognition before and after participating in the cooperative virtual program. On the basis of video conferencing and shared documents, this virtual programme fully combines the Blackboard system commonly used in the United States and WeChat commonly used in China. This project has achieved

synchronous and asynchronous communication between teachers and students from China and the United States.

Furthermore, as technical innovation emerges, the advancement of intercultural competence improvement is achieved in new forms. The study of intercultural exchanges in digital media uncovers insights into connective spaces, representation, identity, and networks. Neuroscientific perspectives, such as cultural neural frameworks, have deepened the understanding of intercultural adaptation. Virtual reality is another powerful tool for studying intercultural interactions and their impact on cultural sensitivity/competence. Utilizing artificial intelligence (AI) systems like chatbots and virtual agents enhances empathy and dialogue skills in intercultural contexts. Integrating these cutting-edge approaches and techniques can assist teachers in enhancing students' intercultural abilities. Simultaneously, it also brings forth greater challenges for teachers in the realm of modern intercultural teaching. In the future of teaching, teachers should fully apply intercultural teaching strategies to online teaching practices and create more Ai-supported teaching activities and interactions. At the same time, teachers should actively encourage students to contact and understand the cultures of different countries through a variety of online multimedia resources such as online open classes, online lectures, online forums, online projects and online internships. Making good use of online resources can assist intercultural teaching and achieve a multi-dimensional intercultural teaching system.

6.5.3 To Drive Transformative and Pedagogical Paradigm Shifts

In intercultural education, transformative paradigm shifts can be understood as reconstructing business English curriculum, innovating teaching models and reforming assessment methods. Paradigm shifts mean going beyond surface-level solutions and seeking deeper transformations.

(1) Curriculum Construction and Reform

More in-depth and vigorous curriculum reforms can be carried out in university and college language courses. Curriculum reform involves constructing courses with intercultural elements, encompassing cultural differences understandings, fostering

intercultural communication skills, and developing techniques for resolving cultural conflicts. It is not only to add some elements of intercultural competence into some courses, but also to create new courses from the perspective of curriculum system construction. For example, courses like *Recognizing Culture and Developing Respect* and *Interacting with Others* can be added, which help students develop qualities of respect and interaction. The novel courses are more direct and to the point of intercultural competence cultivation. The Chinese Education Ministry and Jiangxi Provincial Department of Education can encourage more curriculum innovation and send teachers to other countries to learn and study intercultural programs, courses and tests. University-level departments and teachers are also responsible to develop new courses.

(2) Teaching Modes Reform

For teachers, systematic reforms in teaching models greatly promote fundamental innovation in intercultural teaching. In terms of the reform of the business English teaching model based on the enhancement of intercultural competence, here are some suggestions. First, teachers should place emphasis on cultural awareness and focus on the cultivation of students' sensitivity and awareness of business communication in different cultural backgrounds. They can introduce intercultural cases and real business scenarios to help students understand different cultural values, social customs, and business practices. Secondly, teachers should promote intercultural communication skills by encouraging students to participate in activities such as intercultural role-playing and simulated business meetings. Through these activities, students can develop their ability to communicate effectively in intercultural environments. Furthermore, teachers should conduct in-depth researches on business cultures to enable students to gain deeper understandings of business cultures in different countries and regions. They can introduce social science research methods and utilize approaches such as field researches and company visits, allowing students to experience and learn about business practices in different cultural backgrounds. Moreover, teachers should introduce multimedia and technological support to make full use of modern technological tools such as online resources and intercultural communication platforms. These resources and support will provide students with necessary access to intercultural contacts. Last but not least, business English teachers are

encouraged to integrate interdisciplinary collaboration with teachers from other disciplines or majors. For example, the department of the business English programme can jointly offer courses with international business programmes or international relations programmes to promote collaboration across different disciplinary fields.

(3) Assessment Methods Reform

Failing to implement appropriate reforms in the assessment methods would greatly undermine the effectiveness of teaching intercultural competence. The following suggestions are for the assessment reforms. Firstly, it is necessary to adjust the examination content. The focus should shift from traditional language skill assessments to the evaluation of intercultural competence. The examination should cover knowledge and skills related to intercultural communication, cultural awareness, cultural adaptation, and cultural conflict resolution. Secondly, diversifying the examination format is important. By introducing multiple forms of assessment, such as case analysis, role-playing, and group discussions, students' abilities in an intercultural environment can be more accurately evaluated. Thirdly, simulating real-life scenarios should be introduced. By simulating real intercultural communication scenarios, students can face various cultural differences and challenges during the examination, allowing for the evaluation of their adaptability and problem-solving skills in practical situations. Fourthly, it is crucial to establish clear grading criteria. Developing explicit criteria ensures the objectivity and fairness of the examination assessment. The grading criteria should include different dimensions and levels of intercultural competence to accurately evaluate students' proficiency in this area. Lastly, improving the data analysis and feedback mechanism is essential. By establishing an effective mechanism for data analysis and feedback, a thorough analysis and evaluation of examination results can be conducted. This will provide students with targeted feedback and guidance, facilitating their progress in intercultural competence.

Through these paradigm shifts in curriculum system, teaching modes and assessment methods, an intercultural education system can be built to comprehensively and deeply cultivate students' intercultural competence and enhance teachers and students to realize IC teaching & learning and navigate cultural communication.

6.6 Chapter Summary

Based on the above, this study makes some contributions to addressing practical issues in the field of business English teaching and opens up new research opportunities. It provides empirical evidence to differentiate between intercultural competence and intercultural communicative competence, which is practical and valuable for educators and researchers in this field. Moreover, it helps teachers gain a deeper understanding of the multifaceted nature of IC and its various dimensions. This understanding is crucial for effective IC teaching in business English classrooms. Additionally, the study offers a concrete example of an IC-oriented teaching plan, serving as a valuable reference for business English educators. It provides practical suggestions to enhance teachers' confidence in IC and IC teaching and facilitate their professional development in instructional practices. Lastly, the study contributes to preparing students ready for future intercultural communication by fostering their readiness and confidence in engaging with diverse cultures.

Foreign language education is not just about learning language knowledge and skills, but a force that liberates individual thinking and promotes social consciousness. Reimagining foreign language education from an intercultural perspective can help teachers and students recognize the cultural, social, and historical backgrounds behind languages, thereby cultivating their understanding and respect for multiculturalism. Ultimately, it nurtures global citizens with intercultural competence, global awareness, social responsibility, and collaboration skills. By reimagining foreign language education with an intercultural and global citizenship perspective, we can inspire students' critical thinking and strengthen their social awareness as well as enhancing their language proficiency. The intercultural perspective empowers students with deeper cultural and historical understandings, and helps them to promote international exchanges and embrace diversities. Students can be educated with a global citizenship outlook and be able to initiatively adapt and actively contribute to the globalized society.

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Appendices

Appendix A Information Sheet for the Institution

项目信息表

PhD Research Project:	Teaching Strategies to Improve Intercultural Competence of Business English Major Students in Jiangxi Province of China
博士项目名称:	中国江西省商务英语专业学生跨文化能力提高教学策略研究
PGR Researcher:	Jing Zheng: 1904139@student.uwtsd.ac.uk
项目研究者:	郑静 1904139@student.uwtsd.ac.uk
Supervisors:	Professor Thomas Jansen: t.jansen@uwtsd.ac.uk Dr Jessica Clapham: j.clapham@uwtsd.ac.uk
导师:	托马斯·詹森教授 t.jansen@uwtsd.ac.uk 杰西卡·克拉彭博士 j.clapham@uwtsd.ac.uk

02 March 2021

Dear Professor Huang,
尊敬的黄教授:

I am writing to seek your consent for your institution to take part in a research project Teaching Strategies to Improve Intercultural Communicative Competence of Business English Major Students in Jiangxi Province of China that I am conducting as part of my professional doctorate research at the Institute of Education and Humanities.

您好! 兹写本函, 是为了获得您的同意, 以允许本人在外国语学院进行博士项目调研, 项目的名称为: 中国江西省商务英语专业学生跨文化能力提高教学策略研究。本项目为本人在英国威尔士三一圣大卫大学教育人文学院就读博士学位的内容之一。

What is the study?

项目的内容是什么?

The project aims to construct a teaching strategy model of intercultural competence in business English teaching. It will investigate the teaching strategies teachers are adopting and using in teaching practice and students' perception of intercultural competence. It will implement the teaching strategy model in your institution and check if students develop their intercultural competence. It hopes to make recommendations regarding how teachers can best choose and use teaching strategies to improve students' intercultural competence.

本项目旨在构建商务英语跨文化能力教学策略模型。它将调查教师在教学实践中所采用的教学策略和学生对跨文化能力的感知。它将在你所在的学院实施教学策略模式, 检查学生是否发展了跨文化能力。希望就教师如何选择和使用教学策略来提高学生的跨文化能力提出建议。

Why has this institution been chosen to take part?

为什么选择贵学院？

Your institution set up Business English Major in the year of 2015. The teachers are experienced in teaching business English and intercultural education. The students are keen to improve their language competence and intercultural competence. The facilities are well equipped to develop students' capacities. The conditions are suitable to conduct the research.

贵学院于 2015 年开设本科商务英语专业，教师具有丰富的商务英语和跨文化教育教学经验，学生热衷于提高自己的语言能力和跨文化交际能力。学院商务英语教学设施齐全，可以培养学生的商务英语能力。外国语学院的各项条件适合进行这项研究。

Does the institution have to take part?

贵学院必须参加本项目吗？

It is entirely up to you whether you give permission for the institution to participate. You may also withdraw your consent to participation at any time during the project, without any repercussions to you, by contacting the researcher, Mrs Jing Zheng, Tel: 07529933003 or +8613607005084, email: 1904139@student.uwtsd.ac.uk.

是否允许该学院参加，完全取决于贵学院。在项目进行过程中，您也可以联系研究员随时退出项目，而不会对您造成任何影响。您可以联系研究员郑静女士，电话：07529933003 或 +8613607005084，电子邮件：1904139@student.uwtsd.ac.uk

What will happen if the institution takes part?

贵学院参加之后项目会如何进行？

With your agreement, the principle researcher would like to invite the students to participate in a survey. Two online questionnaires will be administered by the principle researcher to students who will be on the Integrated Business English course. Additionally, with your agreement, five teachers will be involved into face-to-face interviews. Five teachers, who are teaching Integrated Business English, Business English Reading, Business English Listening, Business English Writing, and International Business Negotiation, will be interviewed face-to-face with the process being audio recorded.

在经得贵学院同意的情况下，项目研究者将邀请学生参加一个调查。两份在线问卷将由研究者发放给参加综合商务英语课程学习的学生。此外，在您的同意下，项目将对五位教师将进行面对面的采访。这五位教师分别教授《综合商务英语》、《商务英语阅读》、《商务英语听力》、《商务英语写作》和《国际商务谈判》这五门课程，访谈面对面进行，全程录音。

What are the risks and benefits of taking part?

参加本项目的风险和获益是什么？

The information given by participants in the study will remain confidential and will only be seen by the researcher and the supervisors listed at the start of this letter. Neither you nor the students or teachers will be identifiable in any published report resulting from the study.

参与者所提供的信息将被保密，仅供本信开头所列的研究人员和主管查看。您和学生以及教师的身份都不会出现在之后发表的任何研究报告中。

Participants in similar studies have found it beneficial to take part. I anticipate that the findings of the study will be useful for improving teachers' teaching competence and students' intercultural competence.

在类似的研究中，研究者发现参与者参与项目研究受益匪浅。我期望本研究的结果对于提高教师的教学能力和学生的跨文化能力有所帮助。

What will happen to the data?

数据将如何处理？

Any data collected will be held in strict confidence and no real names will be used in this study or in any subsequent publications. The records of this study will be kept private. No identifiers linking you, the students or the institution to the study will be included in any sort of report that might be published. Research records will be stored securely in a locked filing cabinet and on a password-protected computer and only the researcher and her supervisors will have access to the records. In line with the University's policy on the management of research data, anonymised data gathered in this research may be preserved and made publicly available for others to consult and re-use. The results of the study may be presented at national or international conferences in written reports and articles. I will send you electronic copies of these publications if you wish.

项目收集的所有数据将被严格保密。在本次研究或后续的任何出版物中都不会使用真名。研究记录将被保密处理，在任何可能发表的报告中，都不会包含任何将您、学生或机构与研究联系起来的标识。研究记录将被安全存储在上锁的文件柜和密码保护的电脑上，只有研究人员和她的主管才能访问这些记录。根据威尔士三一圣大卫大学对研究数据的管理政策，本研究中收集的匿名数据可能会被保存，并公开供他人查阅和使用。这项研究的结果可能会在国家或国际会议上以书面报告和文章的形式提出。如果你愿意，我将把这些出版物的电子版寄给您。

What happens if you change your mind?

如果您改变主意怎么办？

You can change your mind at any time without any repercussions. If you change your mind after data collection has ended, we will discard the data appropriately.

您可以在任何时候改变您的主意而不受任何影响。如果您在数据收集结束后改变主意，我们将适当丢弃相关的数据。

What happens if something goes wrong?

如果出了差错怎么办？

In the unlikely case of concern or complaint, you can contact Professor Thomas Jansen, University of Wales Trinity Saint David; Tel: 07980844759, email: t.jansen@uwtsd.ac.uk

如果万一出现差错或者需要投诉，您可以联系威尔士三一圣大卫大学的托马斯·詹森教

授, 电话:07980844759, 邮箱:t.jansen@uwtsd.ac.uk。

Where can I get more information?

如何获得关于项目更多的信息?

If you would like to have more information, please contact Jing Zheng,
Tel: 07529933003 or +8613607005084, email: 1904139@student.uwtsd.ac.uk

如果您想获得关于项目的更多信息, 请联系郑静女士:
电话: 07529933003 或者+8613607005084, 电子邮箱: 1904139@student.uwtsd.ac.uk。

I do hope that you will agree to your participation in the research. If you do, please complete the attached consent form and return it to me.

本人深切地希望您能够同意参加本项目。如果同意, 请在随函所附的同意书上签名并返还一份给我。

This project has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct. The University has the appropriate insurances in place. Full details are available on request.

该项目已按照威尔士三一圣大卫大学研究伦理委员会的程序进行了审查, 并获得了良好的行为伦理意见。大学对项目的内容和开展提供一定的监管。如有要求, 可提供相关的详细资料。

Thank you for your time.

感谢您抽出宝贵的时间阅读本函。

Yours sincerely

谨启



Jing Zheng

Appendix B Consent Form for the Institution

同意书

I have read the Information Sheet about the project and received a copy of it.

本人已经阅读关于项目的信息表并收到复印件一份。

I understand what the purpose of the project is and what is required of me. All my questions have been answered.

我知道这个项目的目的是什么，需要我做什么。我所有的问题都得到了解答。

Name: _____

姓名: _____

Name of your institution: _____

学院名称: _____

Please tick as appropriate:

请您在方框中打钩:

I consent to the involvement of my institution in the project as outlined in the Information Sheet.

本人同意本人所在学院参与上述资料所列之项目。

Signed: _____

Date: _____

Appendix C Participants Information Sheet for Interview

访谈参与者信息表

Study Title: Teaching Strategies to Improve Intercultural Competence of Business English Major Students in Jiangxi Province of China
项目名称: 中国江西省商务英语专业学生跨文化能力提高教学策略研究

My name is Jing Zheng, and I am a researcher from the University of Wales Trinity Saint David (UK). I would like to invite you to take part in my professional doctorate research project, which is entitled "Teaching Strategies to Improve Intercultural Competence of Business English Major Students in Jiangxi Province of China". The research includes a 40 minutes interview with me, either face-to-face in a conference room in your university or, if possible, through Skype video conferencing.

本人郑静,是英国威尔士三一圣大卫大学的一名研究员。我想邀请您参加我的专业博士研究项目“中国江西省商务英语专业学生跨文化能力提高教学策略研究”的研究。该研究包括进行**40**分钟的访谈。访谈可以在贵校的会议室面对面进行,也可以通过**Skype**视频会议完成。

Before you decide whether to participate, you need to understand why the research is being done and what it would involve on your part. Please take time to read the following information carefully; talk to others about the study if you wish.

在您决定是否参与之前,您需要了解为什么要进行这项研究,以及它将涉及到与您有关的哪些方面。请花时间仔细阅读以下信息;如果您愿意,您可以和其他人谈谈这项研究。

Please do ask me if there is anything that is not clear or if you would like to have more information. Take time to decide whether or not you wish to take part.

如果有什么不清楚的地方,或者您想了解更多的信息,请直接询问我。请您花一些时间考虑您是否愿意参加本项目。

My contact email is: 1904139@student.uwtsd.ac.uk

我的邮箱: 1904139@student.uwtsd.ac.uk

1. What is the purpose of the study?

项目的研究目的是什么?

The purpose of the research is to develop students' intercultural competence (IC) and improve teaching outcome of intercultural education in high education in Jiangxi province of China with a creation and application of intercultural teaching strategy in business English teaching. This research will conduct a theoretical study based on the Intercultural Dimension of Byram (1997) and Three-dimension Teaching Strategy Model of Stern (1992) to propose an intercultural teaching strategy model, to carry out an empirical study in a

university in Jiangxi Province of China to implement intercultural education to improve students' intercultural competence.

本研究旨在通过在商务英语教学中创新和应用跨文化教学策略，培养学生的跨文化能力，提高我国江西省高等教育跨文化教育的教学效果。本研究将进行基于Byram的跨文化维度理论和Stern的三维教学策略模型，尝试提出一个跨文化教学策略模型，并在中国江西省的一所大学进行实证研究，在该所学校实施跨文化教育提高学生的跨文化能力。

The main aim of this study includes six sub-aims:

本研究的主要目的包括六个分目标：

1. To explore the essential elements of intercultural competence to be covered in the curriculum and teaching content for Business English major students.

探讨商务英语专业课程和教学内容中所涵盖的跨文化能力的基本要素。

2. To identify the teaching strategies applied by the educators and teachers in Business English classes for developing students' intercultural competence.

确定教育工作者和教师在商务英语课堂上为培养学生跨文化能力所采用的教学策略。

3. To discover teachers' perceptions of IC and the specific problems faced by them in practice.

了解教师对跨文化能力的认知和跨文化教学实践中面临的具体问题。

4. To discover students' perception of IC and their general IC level to know students' needs in IC learning.

了解学生对跨文化能力的认知和总体水平，了解学生对跨文化能力学习的需求。

5. To create an intercultural teaching strategy model and an intercultural syllabus aiming at improving students' intercultural competence with the guideline of the strategy model.

建立跨文化教学策略模式，并以此模式为指导，建立以提高学生跨文化能力为目的的教学大纲。

6. To initiate innovation and check out whether students' perception of IC will change and whether their IC will be improved when the innovation has been carried out in a business English course for one term.

在一个学期的商务英语课程中进行创新，观察学生对跨文化能力的认知是否会改变，考察他们的跨文化能力是否会得到改善。

Regarding the third sub-aim, the proposed interviews will give me an opportunity to further deepen my understanding of how teachers choose and apply teaching strategies to develop students' IC, and to explore the challenges and barriers faced by teachers in IC education.

鉴于第三个子目标，本项目将开展与教师的访谈，以使研究者深入了解教师如何选择和应用教学策略来发展学生的跨文化能力，并探讨教师在跨文化教育中面临的挑战和障碍。

2. Why have I been invited?

为什么我被邀请参加该项目？

As a business English teacher, you will already have knowledge and experience in constructing, implementing, and executing IC teaching strategies within your

department or function. You also have a thorough understanding about how teaching strategies affect teaching outcome.

作为一名商务英语教师，您在您的职能部门拥有构建、实施和执行跨文化教学策略的知识和经验。您也对教学策略如何影响教学结果有着全面的了解。

A total of approximately 5 teachers with Business English teaching roles who have agreed to take part in interview will be invited to participate in the process of the study.

总共约 5 名同意参加访谈的商务英语教师被邀请参与研究过程。

3. Do I have to take part?

我必须参加吗？

Your participation is entirely voluntary, and it is up to you to decide whether to take part or not. I will describe what I am aiming to find out in this study and go through this information sheet with you before you attend the interview. I will then ask you to sign a consent form to show that you have agreed to take part. You are free to withdraw at any time, without giving a reason.

您的参与完全是自愿的，是否参加由您决定。在您参加访谈之前，我将描述我的研究目标，并与您一起浏览这份信息表。然后我会让您签一份同意书来证明您同意参加。您可以随时退出，无需给出理由。

4. What type of study is this?

这项研究的类型是什么？

The methodology I use is known as a qualitative study. It is based on face-to-face interviews or, if possible, interviews conducted through Skype video conferencing.

我使用的方法被称为定性研究。这是基于面对面的访谈，或者，如果可能的话，通过 Skype 视频会议进行访谈。

Most of the questions are structured and some others are developed during the process of the conversation.

大部分的问题都是结构化的，还有一些是在对话过程中形成的。

5. What will happen to me if I take part?

如果加入项目将会发生什么？

If you agree to participate, the researcher will ask you to sign a consent form. The researcher will arrange a specific time for interview. The interview will be audio-recorded.

如果您同意参加，研究人员将要求您签署一份同意书。研究人员会安排特定的访谈时间。访谈将会被录音。

6. What will I have to do?

我加入项目以后需要做什么？

You are required to answer the questions based on your personal knowledge and experience during the interview. However, you can refuse to answer any questions which you feel uncomfortable with and you can stop the interview at any time.

在访谈过程中，您需要根据您的个人知识和经验回答这些问题。但是，您可以拒绝回答任何让您感到不舒服的问题，您可以随时终止访谈。

7. What are the possible disadvantages and risks of taking part?

加入项目之后可能发生的缺点和风险是什么？

This research will be conducted according to the guidelines set out in the University's Research Ethics & Integrity Code of Practice. However, during the interview, you might be asked questions about certain topics which are sensitive or may upset you. You can refuse to answer any questions which you feel uncomfortable with, or you can stop the interview anytime.

这项研究将根据威尔士三一圣大卫大学的研究伦理和诚信行为准则所规定的指导方针进行。然而，在访谈过程中，您可能被问到一些敏感的话题，或者可能会让您不安。您可以拒绝回答任何让您感到不舒服的问题，或者随时停止访谈。

8. Will my taking part in the study be kept confidential?

我参与项目会被保密吗？

Yes. We will follow ethical practice and all information about you will be handled in confidence.

是的。我们将遵循道德规范，所有关于您的信息将被保密处理。

The recorded conversation will be transcribed by the interviewer. Only the interviewer will have access to the audiotape. All information will be coded and anonymised. Once the transcript has been completed and checked by the interviewer for accuracy, the audiotape will be erased by the interviewer.

录音谈话将由采访者转录。只有采访者才能看到录音带。所有信息都将被编码和匿名。一旦录音誊本完成并被采访者检查准确无误，录音磁带将被采访者删除。

The information we have collected as paper copies will be stored in a safe place, while the electronic data can only be accessed with a secure password. Only the researcher and Research & Development auditors will have access to the data.

我们以纸质形式收集的信息会被储存在一个安全的地方，而电子数据需要有一个安全的密码才能访问。只有研究人员和研发审计员才能接触到数据。

The data I collect will be used only for the purpose of this research; if data were to be used for future studies, further Research Ethics Committee approval will be sought.

我收集的数据仅用于本次研究目的；如果数据将用于未来的研究，将申报研究伦理委员会的审核批准。

All information which is collected about you during the course of the research will be kept strictly confidential.

在研究过程中收集到的关于您的所有信息将被严格保密。

16. What will happen to the results of the research study?

研究结果将会被如何处理？

The results of this study will be kept in the library of the university. You will not be identified in any report, publications or presentation without seeking your full consent. Direct quotes from the interviews may be used in reports and publications; however, the quotes will be anonymised to ensure that you cannot be identified.

这项研究的结果将保存在威尔士三一圣大卫大学图书馆。未经您的同意，您不会出现在任何报告、出版物或演讲中。报告和出版物可能直接引用采访内容；然而，这些引用将被匿名，以确保您不能被识别。

02/03/2021 JZ

02/03/2021 郑静

Appendix D Participants Informed Consent Form for Interview

Title of Project: Teaching Strategies to Improve Intercultural Competence of Business English Major Students in Jiangxi Province of China

项目名称：中国江西省商务英语专业学生跨文化能力提高教学策略研究

Name of Researcher: Jing Zheng University of Wales Trinity Saint David

项目研究者：郑静 威尔士三一圣大卫大学

Please tick as appropriate:

请在方框中打钩：

1. I have read and understood the attached information sheet giving details of the project.
本人已经阅读并理解附件上关于项目细节的信息。
2. I have had the opportunity to ask the researcher any questions that I had about the project and my involvement in it, and I understand my role in the project.
本人可以询问研究者有关本项目和本人参与其中的任何问题。本人理解本人在项目中的角色。
3. My decision to consent is entirely voluntary and I understand that I am free to withdraw at any time without giving a reason.
本人自愿加入该项目，我明白我可以在任何时候退出并且不需要给出任何理由。
4. I understand that data gathered in this project may form the basis of a report or other form of publication or presentation.
本人明白在此项目中收集的资料可能会成为研究报告或其他形式的出版物或演示的基础。
5. I understand that my name will not be used in any report, publication or presentation, and that every effort will be made to protect my confidentiality.
我明白我的名字不会被使用在任何报告、出版或演示中，研究者将尽一切努力保护我的机密性。

Participant's signature:

参与者签名：

Date:

日期：

Participant's name (in CAPITALS):

参与者姓名（大写）：

Researcher's signature:

研究者签名：

Date:

日期：

Attachment (information sheet)

Appendix E Participants Information Sheet for Questionnaire

问卷参与者信息表

Study Title: Teaching Strategies to Improve Intercultural Competence of Business English Major Students in Jiangxi Province of China

项目名称：中国江西省商务英语专业学生跨文化能力提高教学策略研究

My name is Jing Zheng, and I am a researcher from the University of Wales Trinity Saint David (UK). I would like to invite you to take part in my professional doctorate research project, which is entitled "Teaching Strategies to Improve Intercultural Competence of Business English Major Students in Jiangxi Province of China". The research includes two thirty-minute questionnaire on you which is conducted through an electronic survey application online.

本人郑静，是英国威尔士三一圣大卫大学的一名研究生。我想邀请您参加我的专业博士研究项目“中国江西省商务英语专业学生跨文化能力提高教学策略研究”。该研究包括向您发出二份分别需要三十分钟左右完成的在线电子调查问卷。

Before you decide whether to participate, you need to understand why the research is being done and what it would involve on your part. Please take time to read the following information carefully; talk to others about the study if you wish.

在您决定是否参与之前，您需要了解为什么要进行这项研究，以及它将涉及到您的哪些方面。请花时间仔细阅读以下信息；如果您愿意，您可以和其他人谈谈这项研究。

Please do ask me if there is anything that is not clear or if you would like to have more information. Take time to decide whether or not you wish to take part.

如果有什么不清楚的地方，或者您想了解更多的信息，请直接询问我。请您花一些时间考虑您是否愿意参加本项目。

My contact email is: 1904139@student.uwtsd.ac.uk

我的邮箱：1904139@student.uwtsd.ac.uk

9. What is the purpose of the study?

这项研究的目的是什么？

The purpose of the research is to develop students' intercultural competence (IC) and improve teaching outcome of intercultural education in high education in Jiangxi province of China with a creation and application of intercultural teaching strategy in business English teaching. This research will conduct a theoretical study based on the Intercultural Dimension of Byram (1997) and Three-dimension Teaching Strategy Model of Stern (1992) to propose an

intercultural teaching strategy model, to carry out an empirical study in a university in Jiangxi Province of China to implement intercultural education to improve students' intercultural competence.

本研究旨在通过在商务英语教学中创新和应用跨文化教学策略，培养学生的跨文化能力，提高我国江西省高等教育跨文化教育的教学效果。本研究将进行基于Byram的跨文化维度理论研究和Stern的三维教学策略模型，尝试提出一个跨文化教学策略模型，并在中国江西省的一所大学进行实证研究，在该所学校实施跨文化教育提高学生的跨文化能力。

The main aim of this study includes six sub-aims:

本研究的主要目的包括六个分目标：

(1). To explore the essential elements of intercultural competence to be covered in the curriculum and teaching content for Business English major students.

探讨商务英语专业课程和教学内容中所涵盖的跨文化能力的基本要素。

(2). To identify the teaching strategies applied by the educators and teachers in Business English classes for developing students' intercultural competence.

确定教育工作者和教师在商务英语课堂上为培养学生跨文化能力所采用的教学策略。

(3). To discover teachers' perceptions of IC and the specific problems faced by them in practice.

了解教师对跨文化能力的认知和跨文化教学实践中面临的具体问题。

(4). To discover students' perception of IC and their general IC level to know students' needs in IC learning.

了解学生对跨文化能力的认知和总体水平，了解学生对跨文化能力学习的需求。

(5). To create an intercultural teaching strategy model and an intercultural teaching plan aiming at improving students' intercultural competence with the guideline of the strategy model.

建立跨文化教学策略模式，并以此模式为指导，建立以提高学生跨文化能力为目的的教学方案。

(6). To initiate innovation and check out whether students' perception of IC will change and whether their IC will be improved when the innovation has been carried out in a business English course for one term.

在一个学期的商务英语课程中进行创新，观察学生对跨文化能力的认知是否会改变，考察他们的跨文化能力是否会得到改善。

Regarding the fourth sub-aim, the proposed questionnaire will give me an opportunity to further deepen my understanding of how students understand IC and what students' IC level are and to explore students' needs in developing their IC. Regarding the sixth sub-aim, a second questionnaire will be conducted at the end of the education innovation. It will give me an opportunity to know whether students IC level have improved or not during a term period with the innovation of IC teaching.

关于第四个子目标，其所提出的问卷将使我有机会进一步加深研究者对学生如何理解跨文化能力和学生跨文化能力水平的了解，并探索学生在发展跨文化能力方面的需求。关于第六个子目标，在教育创新结束时将进行第二次问卷调查。这将使研究者有机会了解在一个学

期的时间里，随着跨文化教学的创新，学生的跨文化水平是否有所提高。

10. Why have I been invited?

为什么我被邀请参加本项目？

As a business English major student, you already have knowledge and experience in learning intercultural knowledge and developing IC. You also have a thorough understanding about how teaching methods and class activities make a difference on your IC development.

作为商务英语专业的学生，您已经具备了学习跨文化知识和开发跨文化能力的知识和经验，也对课堂教学方法和课堂活动如何影响您的跨文化能力发展有了较为深入的了解。

A total of approximately 45 business English major students who have agreed to take part in questionnaire will be invited to participate in the process of the study.

大约 45 名同意参与问卷调查的商务英语专业学生将被邀请参与研究过程。

11. Do I have to take part?

我必须参加该项目吗？

Your participation is entirely voluntary, and it is up to you to decide whether to take part or not. I will describe what I am aiming to find out in this study and go through this information sheet with you before you attend the questionnaire. I will then ask you to sign a consent form to show that you have agreed to take part. You are free to withdraw at any time, without giving a reason. Your willingness to participate in this research will be arranged in such a way that it does not impact on your learning in the course.

您的参与完全是自愿的，是否参加由您自主决定。在您参加问卷之前，我将描述我的研究目标，并与您一起浏览这份信息表。然后我会让您签一份同意书来证明您同意参加。您可以随时退出，无需给出理由。您是否同意参加问卷不会影响您的学习成绩。

12. What type of study is this?

该项目是什么类型的研究？

The methodology I use is known as a qualitative study. It is based on online questionnaire with a total of nearly 52 questions/tasks.

我使用的方法为定性研究方法。它是基于在线问卷进行调查，问卷约有 52 个问题/任务。

There are three parts in the questionnaire. The first part is a self-evaluation of your IC status with forty questions. The second part is an assessment of your IC with ten questions. The third part is about your teaching satisfaction of IC teaching with two tasks.

问卷分为三个部分。第一部分是跨文化能力的自我评估，共有 40 个问题。第二部分是 10 个问题，完成对跨文化能力知识水平的检测。第三部分是关于跨文化教学的教学满意度，有两个任务。

13. What will happen to me if I take part?

如果加入项目将会发生什么？

If you agree to participate, the researcher will ask you to sign a consent form. Then you will be given a link through which you can log onto the online questionnaire pages. Please go to the questions pages to complete the questions. You will have fifty-eight questions/tasks to answer.

如果您同意参与，研究人员将要求您签署一份同意书。然后您将收到一个问卷链接，请您进入问卷问题页面来完成在线问卷。总共有 58 个问题/任务需要您的回答。

14. What will I have to do?

我加入项目以后需要做什么？

You are required to answer the questions based on your personal knowledge and experience. However, you can refuse to answer any questions which you feel uncomfortable with and you can stop the questionnaire at any time.

请根据您的个人知识和经验，回答问卷问题。但是，您可以拒绝回答任何让您感到不舒服的问题，您可以随时停止问卷调查。

15. What are the possible disadvantages and risks of taking part?

加入项目之后可能发生的缺点和风险是什么？

This research will be conducted according to the guidelines set out in the University's Research Ethics & Integrity Code of Practice. However, during the interview, you might be asked questions about certain topics which are sensitive or may upset you. You can refuse to answer any questions which you feel uncomfortable with, or you can stop the questionnaire anytime.

这项研究严格依据威尔士三一圣大卫大学的研究伦理和诚信行为准则所规定的指导方针进行。然而，在问卷过程中，您可能被遇到一些敏感的话题，或者可能会让您不安的问题，此时您可以拒绝回答任何让您感到不舒服的问题，或者随时停止问卷调查过程。

16. Will my taking part in the study be kept confidential?

我参与项目会被保密吗？

Yes. We will follow ethical practice and all information about you will be handled in confidence.

是的。我们将遵循道德规范，所有关于您的信息将被保密处理

Only the researcher will have access to the questionnaire results. All information will be coded and anonymised.

只有研究人员才能看到问卷的结果。所有信息都将被编码和匿名处理。

The information we have collected will be stored in a safe place, while the electronic data can only be accessed with a secure password. Only the researcher and Research & Development auditors will have access to the data.

我们收集的信息会被储存在一个安全的地方，而电子数据需要一个安全的密码才能访问。只有研究人员和研发审计员才能接触到数据。

The data I collect will be used only for the purpose of this research; if data were to be used for future studies, further Research Ethics Committee approval will be sought.

我收集的数据仅用于本次研究目的；如果数据用于将来其他的研究，我将进一步向研究伦理委员会申请审核批准。

All information which is collected about you during the course of the research will be kept strictly confidential.

在研究过程中收集到的关于您的所有信息将被严格保密。

16. What will happen to the results of the research study?

研究结果将会被如何处理？

The results of this study will be kept in the library of the university. You will not be identified in any report, publications or presentation without seeking your full consent. Direct quotes from the questionnaires may be used in reports and publications; however, the quotes will be anonymised to ensure that you cannot be identified.

这项研究的结果将保存在威尔士三一圣大卫大学图书馆。未经您的同意，您不会出现在任何报告、出版物或演讲中。报告和出版物可能直接引用问卷数据内容；然而，这些引用将被匿名，以确保您不会被认出。

02/03/2021 JZ

02/03/2021 郑静

Appendix F Informed Consent Form for Questionnaire

Title of Project: Teaching Strategies to Improve Intercultural Competence of Business English Major Students in Jiangxi Province of China

项目名称: 中国江西省商务英语专业学生跨文化能力提高教学策略研究

Name of Researcher: Jing Zheng University of Wales Trinity Saint David

项目研究者: 郑静 威尔士三一圣大卫大学

Please tick as appropriate:

请在方框中打钩:

- 6.** I have read and understood the attached information sheet giving details of the project.
本人已经阅读并理解附件上关于项目细节的信息。
- 7.** I have had the opportunity to ask the researcher any questions that I had about the project and my involvement in it, and I understand my role in the project.
本人可以询问研究者有关本项目和本人参与其中的任何问题。本人理解本人在项目中的角色。
- 8.** My decision to consent is entirely voluntary and I understand that I am free to withdraw at any time without giving a reason.
本人自愿加入该项目，我明白我可以在任何时候退出并且不需要给出任何理由。
- 9.** I understand that data gathered in this project may form the basis of a report or other form of publication or presentation.
本人明白在此项目中收集的资料可能会成为研究报告或其他形式的出版物或演示的基础。
- 10.** I understand that my name will not be used in any report, publication or presentation, and that every effort will be made to protect my confidentiality.
我明白我的名字不会被使用在任何报告、出版或演示中，研究者将尽一切努力保护我的机密性。

Participant's signature:

参与者签名:

Date:

日期:

Participant's name (in CAPITALS):

参与者姓名 (大写):

Researcher's signature:

研究者签名:

Date:

日期:

Attachment (information sheet)

Appendix G Interview Outline

Title of Project: Teaching Strategies to Improve Intercultural Competence of Business English

Major Students in Jiangxi Province of China

项目名称：中国江西省商务英语专业学生跨文化能力提高教学策略研究

Name of Researcher: Jing Zheng University of Wales Trinity Saint David

项目研究者：郑静 威尔士三一圣大卫大学

1. As a business English teacher, what do you think are the basic competences business English students need to develop in Business English courses?
作为一名商务英语教师，你认为商务英语专业学生在商务英语课程中应发展的基本能力有哪些？
2. Could you please tell me what is your understanding of intercultural competence?
你能描述一下你所理解的跨文化能力是什么吗？
3. What do you think are the basic components of intercultural competence?
你认为跨文化能力的基本构成要素有哪些？
4. How do you think can teachers cultivate students' intercultural competence?
你认为教师应该如何提高学生的跨文化能力？
5. What challenges and barriers have you met in cultivating students' intercultural competence in teaching?
在培养学生跨文化能力的教学过程中，你遇到了哪些困难和挑战？
6. What teaching strategies you adopt to develop students' intercultural competence?
在跨文化教学中，你使用了哪些教学策略来提高学生的跨文化能力？
7. What kind of class activities do you use to develop students' intercultural competence?
你在教学中使用了哪些课堂活动来促进学生跨文化能力的提高？
8. What do you think are students' perceptions and attitudes towards intercultural competence teaching?
你认为学生对跨文化能力的认知和态度是怎样的？

Appendix H Questionnaire One of Intercultural Competence

跨文化能力问卷一

Dear Student,

In order to understand the intercultural competence learning status and existing problems of students majoring in Business English in our university, this research developed this questionnaire. This questionnaire is divided into three parts. The first part is to learn your understanding of intercultural competence. The second part mainly investigates your current level of intercultural knowledge. The third part is designed to collect your opinions and suggestions on intercultural teaching in previous business English courses. Your answers and the information you provide have important implications for my research. Please fill in the form truthfully and carefully. Thank you for your cooperation.

亲爱的同学：

你好！为了了解我校商务英语专业学生跨文化能力学习现状及存在的问题，本研究开发了本问卷。本问卷分为三个部分。第一部分是了解你对自我跨文化能力水平的评价。第二部分主要考察你目前的跨文化知识水平。第三部分是收集你对以往商务英语跨文化教学的意见和建议。你的答案和你提供的信息对我的研究有重要的意义。请如实认真填写本问卷。谢谢您的合作！

Part I Self-Evaluation of Intercultural Competence

第一部分 跨文化能力自我评估

Direction: Please tick from 5 to 1 for your intercultural competence status, indicating from “very high” to “very low”.

说明：请从 5 到 1 选择你的跨文化能力水平状况，从“非常高”到“非常低”。

5 = very high 5=非常高

1 = very low 1=非常低

1. Understanding history, geography and politics of home country
了解本国的历史、地理和政治
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
2. Understanding lifestyles and shared values of home country
了解本国的生活方式和共同的价值观
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
3. Understanding social etiquette and culture of home country
了解本国的社会礼仪和文化
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
4. Understanding history, geography and politics of foreign countries
了解目标语国家的历史、地理和政治
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
5. Understanding lifestyles and shared values of foreign countries
了解目标语国家的生活方式和共同的价值观
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
6. Understanding social etiquette and culture of foreign countries
了解目标语国家的社会礼仪和文化
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
7. Understanding cultural taboos of foreign countries
了解目标语国家的文化禁忌
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
8. Understanding basic norms and behaviors in different cultures

- 了解不同文化中的基本规范和行为
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
9. Understanding basic concepts of intercultural communication
了解跨文化交际的基本概念
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
10. Understanding skills and strategies for successful intercultural communication
了解成功的跨文化沟通的技巧和策略
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
11. Willing to engage in communication with foreigners
愿意与外国人进行交流
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
12. Willing to respect foreigners' lifestyles, sense of value and customs
愿意尊重外国人的生活方式、价值观和风俗习惯
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
13. Willing to master foreign languages
愿意掌握外语
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
14. Willing to learn more about foreign cultures
愿意学习外国文化
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
15. Willing to learn from foreigners from different cultures in intercultural communication
愿意通过跨文化交际向外国人学习
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
16. Willing to put yourself in the other person's shoes in intercultural communication
愿意在跨文化交流中设身处地为他人着想
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
17. Willing to try your best to communicate with foreigners in their mother tongue
愿意尽最大努力用外国人的母语与他们交流
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
18. Willing to deal with the possible frustration of communicating with people from different cultures
愿意处理与来自不同文化的人交流时可能出现的挫折
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
19. Willing to play different roles appropriately according to different cultural situations
(such as students or learners)
愿意根据不同的文化情境适当扮演不同的角色(比如学习者、教师的角色)
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
20. Willing to adjust your behavior in order to communicate properly with foreigners
愿意调整自己的行为,以便与外国人进行正确的交流
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
21. Skill of explaining and negotiating when misunderstanding occurs in intercultural communication
在跨文化交际中出现误解时能够解释和谈判的能力
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
22. Skill of non-verbal communication when there is difficulty in verbal communication
在言语交际中遇到困难时运用非言语交际技巧的能力
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
23. Skill of communicating successfully with foreigners in foreign language
成功地用外语与外国人交流的技巧

- 5 ○ 4 ○ 3 ○ 2 ○ 1 ○
24. Skill of being polite in communication with foreigners
与外国人礼貌交流的技巧
- 5 ○ 4 ○ 3 ○ 2 ○ 1 ○
25. Skill of avoiding offending foreigners with inappropriate words or behaviors
避免用不恰当的话语或行为冒犯外国人的技巧
- 5 ○ 4 ○ 3 ○ 2 ○ 1 ○
26. Skill of avoiding prejudice against foreigners
避免对外国人产生偏见的技巧
- 5 ○ 4 ○ 3 ○ 2 ○ 1 ○
27. Skill of avoiding violating foreigners' privacy
避免侵犯外国人隐私的技巧
- 5 ○ 4 ○ 3 ○ 2 ○ 1 ○
28. Skill of analyzing incidents in foreign countries from multiple cultural perspectives
从多元文化角度分析国外事件的技巧
- 5 ○ 4 ○ 3 ○ 2 ○ 1 ○
29. Skill of adopting various methods, skills and strategies to learn foreign language and cultures
运用各种方法、技巧和策略学习外语和文化的技能
- 5 ○ 4 ○ 3 ○ 2 ○ 1 ○
30. Skill of making self-reflection and seeking appropriate solutions to cultural misunderstandings or conflicts
对文化误解或冲突进行自我反省并寻求适当解决方案的技巧
- 5 ○ 4 ○ 3 ○ 2 ○ 1 ○
31. Aware of cultural similarities and differences when communicating with foreigners
与外国人交流时意识到文化的异同
- 5 ○ 4 ○ 3 ○ 2 ○ 1 ○
32. Aware of differences in culture styles and language uses
意识到文化风格和语言使用的差异
- 5 ○ 4 ○ 3 ○ 2 ○ 1 ○
33. Aware of differences in cultural identities when communicating with foreigners
与外国人交流时要意识到文化身份的差异
- 5 ○ 4 ○ 3 ○ 2 ○ 1 ○
34. Aware of how foreigners perceive you and why they may stereotype you
了解外国人对你的看法，以及他们为什么可能对你有成见
- 5 ○ 4 ○ 3 ○ 2 ○ 1 ○
35. Aware of the diversity that exists in foreign cultures, such as differences in race, gender and age
意识到存在于外国文化中的多样性，如种族、性别和年龄的差异
- 5 ○ 4 ○ 3 ○ 2 ○ 1 ○
36. Aware of the need to adapt communication strategies to the specific context of different cultures
意识到需要根据不同文化的具体背景使用不同的沟通策略
- 5 ○ 4 ○ 3 ○ 2 ○ 1 ○
37. Aware of your cultural values influence how you respond to and resolve difficult situations
意识到你的文化价值观会影响你如何应对和解决困难
- 5 ○ 4 ○ 3 ○ 2 ○ 1 ○
38. Aware of the fact that it is unreasonable and improper to generalize the behavior of an individual foreigner to the whole culture as a group

意识到将单个外国人的行为概括为整个文化群体的行为是不合理和不恰当的

5 ○ 4 ○ 3 ○ 2 ○ 1 ○

39. Aware of the impact of different cultural styles and language use on communication and work situations

了解不同的文化风格和语言使用会影响沟通和工作

5 ○ 4 ○ 3 ○ 2 ○ 1 ○

40. Aware of your intercultural level and that of your counterpart

了解自己和对方的跨文化水平

5 ○ 4 ○ 3 ○ 2 ○ 1 ○

Part II Self-Assessment of Intercultural Competence (Knowledge)

第二部分 跨文化能力检测 (知识)

Direction: There are 10 questions in this part. Each question will be followed by four choices. Read the question or sentence and decide which option is the best choice.

说明:这部分有 10 个问题。每个问题后面都有四个选项。阅读问题或句子,勾选你认为最好的选项。

41. What is the greatest problem in communicating with foreigners in your opinion?在你看来,与外国人交流最大的问题是什么?

A. Language barrier 语言障碍 B. Cultural differences 文化差异

C. Psychological barrier 心理障碍 D. Other 其他

42. Do you find yourself easy to understand your foreign friends' sense of humor such as American humor in your conversation with them? To what extent?在与外国朋友的交谈中,你是否发现自己很容易理解他们的幽默感,比如美式幽默?理解的程度如何?

A. Yes, I can totally understand without any obstacles. 是的,我完全可以理解,没有任何障碍。

B. I can understand it when they provide an explanation.他们给出解释时我能理解。

C. I find it difficult for me to understand their sense of humor.我发现理解他们的幽默感很难。

D. I never understand and I never want to. 从来不理解,也不想理解。

43. If after closing a business transaction, your British counterpart offered you to a special art exhibition that is not very much to your taste in your culture such as behavior art, what will your action be?如果在完成一笔商业交易后,你的英国同行邀请你去参加一个特殊的艺术展览,比如行为艺术,但这个展览在你的文化中不是很合你的口味,你会怎么做?

A. I will feel offended because I cannot appreciate at all. 我觉得被冒犯了,因为我根本不会欣赏。

B. I will not accept the invitation and offer some reasons. 我不会接受邀请,并给出一些理由。

C. Although I don't like it, I will not express my true feeling. 虽然我不喜欢它,但我不会表达我的真实感受。

D. I will tell my counterpart that I am not familiar with the kind of art and ask my counterpart make some explanations for me. 我将告诉我的同行我不熟悉这种艺术,并请我的同行为我做一些解释。

44. Generally speaking, what does a French mean when s/he shrugs? 一般来说,当一个法国人耸耸肩时,他/她是什么意思?

A. "I will think about it." 我会考虑的。

B. "Sorry, I don't know/I can't help." "对不起,我不知道/我帮不了你。"

- C. "I don't want to talk to you."
“我不想和你说话。”
- D. S/he is asking for my help.
她/他正在请求我的帮助。
45. When a Westerner sneezes, what would s/he say when s/he is with others? 当一个西方人打喷嚏时，他/她和别人在一起时会说什么？
- A. S/he shouldn't say anything.
她/他应该什么也不说。
- B. "Excuse me."“抱歉。”
- C. "God bless me."“上帝保佑我。”
- D. "Gosh."“天啊。”
46. When starting the business negotiation, your British counterpart generally will _____.
在开启商务谈判时，你的英国同行通常会这样做
- _____。
- A. get down to the topic directly and immediately 直接切入主题
- B. say something else so as to bridge the psychological distance 说点别的来拉近心理距离
- C. exchange gifts first
先交换礼物
- D. others 其他
47. In foreign affairs activities, you need to follow certain foreign etiquette. Which one is not appropriate in the following four options? 在外事活动中，你需要遵循一定的外国礼仪。以下四个选项中哪一个不合适？
- A. Open gifts from British guests in person and thank them. 当着英国客人的面打开礼物，并感谢他们。
- B. Tell the guest it's cold and he should put on more clothes. 告诉客人天冷了，他应该多穿点衣服。
- C. Introduce the characteristics of Chinese food to the guests during the dinner. 在餐会上向客人介绍中国食物的特点。
- D. Talk about sports the guest likes to watch. 谈论客人喜欢观看的运动。
48. If your British colleague has made a mistake at work, what do you think is the best way: 如果你的英国同事在工作中犯了错误，你认为最好的办法是：
- A. Point out the mistake directly and speak in a polite and appropriate manner. 直接指出错误，用礼貌恰当的方式说话。
- B. Pretend not to know the mistake, but guide himself to find his/her mistake. 假装不知道错误，但引导他自己去发现错误。
- C. Let someone else tell him/her. 让别人告诉他/她。
- D. Never point it out because it's not my responsibility to correct his/her mistake. 永远不要指出他/她的错误，因为纠正他/她的错误不是我的责任。
49. Chinese people are generally concerned about their friends. But the same "concern" may upset foreign friends. Which of the following "concern" is acceptable to a Western friend? 中国人普遍关心自己的朋友。但同样的“担忧”可能会让外国朋友感到不安。以下哪个“关心”是西方朋友可以接受的？
- A. Don't eat these things, they are not nutritious. 别吃这些东西，没有营养。
- B. What a beautiful dress you have. How much did you pay for it? 你的裙子真漂亮。你花了多少钱买的？
- C. Eat more. You are too thin. 多吃一点。你太瘦了。

- D. Are you better now? (Your friend is ill.) 你现在好些了吗? (你的朋友病了。)
50. Which of the following paragraphs is not the best opening paragraph to start an English cover letter of job application? 下面哪一段作为英文求职信的开头不是特别好?
- A. Dear Sir/Madam,
In reply to your advertisement in Beijing Youth Daily of December 06, I respectfully offer my services for the situation.
亲爱的先生/女士:
贵公司12月6日在《北京青年报》上刊登招聘广告, 本人特备此函应征该职位。
- B. Dear Sir/Madam,
I have been told by Mr. Brown, Sales Manager of the Business Book Publishing, with whom I believe you are acquainted, that you are expecting to make some additions to your company in December.
亲爱的先生/女士:
据商业图书出版社销售经理布朗先生称, 贵公司拟于今年十二月份职员若干名, 本人拟应征。
- C. Dear Sir/Madam,
In reference to your advertisement in the newspaper for an accountant, I believe that I have the qualification to fit your position.
亲爱的先生/女士:
阅读日报上贵公司的广告, 得悉贵公司招聘会计, 我深信本人符合该项职务所列条件。
- D. Dear Sir/Madam,
Your advertisement for an accountant in the 10 September Student Daily interested me because the position you described sounds exactly the kind of job I am seeking.
亲爱的先生/女士:
贵公司9月10日在《学生日报》上刊登招聘会计的广告, 我很感兴趣, 因为你所描述的职位正是我想要找的工作。

Part III Teaching Satisfaction

第三部分 教学满意度

51. Please rate your degree of satisfaction for the intercultural teaching in business English classes. (Very high to very low from 5 to 1 scales)
请评估你对商务英语课堂跨文化教学的满意度。(从5到1为非常满意到非常不满意)

5 = very high 5=非常满意 1 = very low 1=非常不满意

	5	4	3	2	1
Teaching Content 教学内容					
Teaching Material 教学材料					
Teaching Method 教学方法					
Teaching Interaction 教学互动					
Class Involvement 课堂参与度					
Teaching effect 教学效果					

Overall Satisfaction 总体满意度					
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52. What suggestions would you like to provide for developing students' intercultural competence in business English classes?

你对在商务英语课堂上培养学生的跨文化能力有何建议?

This is the end of the entire questionnaire. Thanks for your cooperation!

本问卷到此结束。感谢您的合作!

Appendix I Questionnaire Two of Intercultural Competence 跨文化能力问卷二

Dear Student,

In order to understand the intercultural competence learning status and existing problems of students majoring in Business English in our university, this research developed this questionnaire. This questionnaire is divided into three parts. The first part is to learn your current understanding of intercultural competence. The second part mainly investigates your current level of intercultural competence. The third part is designed to collect your opinions and suggestions on intercultural teaching content and method in the course of *Advanced Integrated Business English*. Your answers and the information you provide have important implications for my research. Please fill in the form truthfully and carefully. Thank you for your cooperation.

亲爱的同学：

你好！为了了解我校商务英语专业学生跨文化能力学习现状及存在的问题，本研究开发了本问卷。本问卷分为三个部分。第一部分是了解你对自我跨文化能力水平的评价。第二部分主要考察你目前的跨文化知识水平。第三部分是收集你对《高级综合商务英语》课程中跨文化教学的意见和建议。你的答案和你提供的信息对我的研究有重要的意义。请如实认真填写本问卷。感谢您的合作！

Part I Self-Evaluation of Intercultural Competence

第一部分 跨文化能力自我评估

Direction: Please tick from 5 to 1 for your intercultural competence status, indicating from “very high” to “very low”.

说明：请从 5 到 1 选择你的跨文化能力水平状况，从“非常高”到“非常低”。

5 = very high 5=非常高

1 = very low 1=非常低

1. Understanding history, geography and politics of home country
了解本国的历史、地理和政治
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
2. Understanding lifestyles and shared values of home country
了解本国的生活方式和共同的价值观
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
3. Understanding social etiquette and culture of home country
了解本国的社会礼仪和文化
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
4. Understanding history, geography and politics of foreign countries
了解目标语国家的历史、地理和政治
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
5. Understanding lifestyles and shared values of foreign countries
了解目标语国家的生活方式和共同的价值观
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
6. Understanding social etiquette and culture of foreign countries
了解目标语国家的社会礼仪和文化
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
7. Understanding cultural taboos of foreign countries
了解目标语国家的文化禁忌
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
8. Understanding basic norms and behaviors in different cultures

- 了解不同文化中的基本规范和行为
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
9. Understanding basic concepts of intercultural communication
了解跨文化交际的基本概念
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
10. Understanding skills and strategies for successful intercultural communication
了解成功的跨文化沟通的技巧和策略
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
11. Willing to engage in communication with foreigners
愿意与外国人进行交流
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
12. Willing to respect foreigners' lifestyles, sense of value and customs
愿意尊重外国人的生活方式、价值观和风俗习惯
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
13. Willing to master foreign languages
愿意掌握外语
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
14. Willing to learn more about foreign cultures
愿意学习外国文化
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
15. Willing to learn from foreigners from different cultures in intercultural communication
愿意通过跨文化交际向外国人学习
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
16. Willing to put yourself in the other person's shoes in intercultural communication
愿意在跨文化交流中设身处地为他人着想
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
17. Willing to try your best to communicate with foreigners in their mother tongue
愿意尽最大努力用外国人的母语与他们交流
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
18. Willing to deal with the possible frustration of communicating with people from different cultures
愿意处理与来自不同文化的人交流时可能出现的挫折
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
19. Willing to play different roles appropriately according to different cultural situations (such as students or learners)
愿意根据不同的文化情境适当扮演不同的角色（比如学习者、教师的角色）
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
20. Willing to adjust your behavior in order to communicate properly with foreigners
愿意调整自己的行为，以便与外国人进行正确的交流
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
21. Skill of explaining and negotiating when misunderstanding occurs in intercultural communication
在跨文化交际中出现误解时能够解释和谈判的能力
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
22. Skill of non-verbal communication when there is difficulty in verbal communication
在言语交际中遇到困难时运用非言语交际技巧的能力
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
23. Skill of communicating successfully with foreigners in foreign language

- 成功地用外语与外国人交流的技巧
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
24. Skill of being polite in communication with foreigners
与外国人礼貌交流的技巧
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
25. Skill of avoiding offending foreigners with inappropriate words or behaviors
避免用不恰当的话语或行为冒犯外国人的技巧
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
26. Skill of avoiding prejudice against foreigners
避免对外国人产生偏见的技巧
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
27. Skill of avoiding violating foreigners' privacy
避免侵犯外国人隐私的技巧
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
28. Skill of analyzing incidents in foreign countries from multiple cultural perspectives
从多元文化角度分析国外事件的技巧
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
29. Skill of adopting various methods, skills and strategies to learn foreign language and cultures
运用各种方法、技巧和策略学习外语和文化的技能
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
30. Skill of making self-reflection and seeking appropriate solutions to cultural misunderstandings or conflicts
对文化误解或冲突进行自我反省并寻求适当解决方案的技巧
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
31. Aware of cultural similarities and differences when communicating with foreigners
与外国人交流时意识到文化的异同
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
32. Aware of differences in culture styles and language uses
意识到文化风格和语言使用的差异
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
33. Aware of differences in cultural identities when communicating with foreigners
与外国人交流时要意识到文化身份的差异
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
34. Aware of how foreigners perceive you and why they may stereotype you
了解外国人对你的看法，以及他们为什么可能对你有成见
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
35. Aware of the diversity that exists in foreign cultures, such as differences in race, gender and age
意识到存在于外国文化中的多样性，如种族、性别和年龄的差异
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
36. Aware of the need to adapt communication strategies to the specific context of different cultures
意识到需要根据不同文化的具体背景使用不同的沟通策略
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
37. Aware of your cultural values influence how you respond to and resolve difficult situations
意识到你的文化价值观会影响你如何应对和解决困难

- 5 ○ 4 ○ 3 ○ 2 ○ 1 ○
38. Aware of the fact that it is unreasonable and improper to generalize the behavior of an individual foreigner to the whole culture as a group
意识到将单个外国人的行为概括为整个文化群体的行为是不合理和不恰当的
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
39. Aware of the impact of different cultural styles and language use on communication and work situations
了解不同的文化风格和语言使用会影响沟通和工作
5 ○ 4 ○ 3 ○ 2 ○ 1 ○
40. Aware of your intercultural level and that of your counterpart
了解自己和对方的跨文化水平
5 ○ 4 ○ 3 ○ 2 ○ 1 ○

Part II Self-Assessment of Intercultural Competence (Knowledge)

第二部分 跨文化能力检测 (知识)

Direction: There are 10 questions in this part. Each question will be followed by four choices. Read the question or sentence and decide which option is the best choice.

说明:这部分有 10 个问题。每个问题后面都有四个选项。阅读问题或句子,勾选你认为最好的选项。

41. What is the greatest problem in communicating with foreigners in your opinion?
在你看来,与外国人交流最大的问题是什么?
A. Language barrier 语言障碍 B. Cultural differences 文化差异
C. Psychological barrier 心理障碍 D. Other 其他
42. Do you find yourself easy to understand your foreign friends' sense of humor such as American humor in your conversation with them? To what extent?
在与外国朋友的交谈中,你是否发现自己很容易理解他们的幽默感,比如美式幽默?理解的程度如何?
E. Yes, I can totally understand without any obstacles.
是的,我完全可以理解,没有任何障碍。
F. I can understand it when they provide an explanation.
他们给出解释时我能理解。
G. I find it difficult for me to understand their sense of humor.
我发现理解他们的幽默感很难。
H. I never understand and I never want to.
从来不理解,也不想理解。
43. If after closing a business transaction, your British counterpart offered you to a special art exhibition that is not very much to your taste in your culture such as behavior art, what will your action be?
如果在完成一笔商业交易后,你的英国同行邀请你去参加一个特殊的艺术展览,比如行为艺术,但这个展览在你的文化中不是很合你的口味,你会怎么做?
E. I will feel offended because I cannot appreciate at all.
我觉得被冒犯了,因为我根本不会欣赏。
F. I will not accept the invitation and offer some reasons.
我不会接受邀请,并给出一些理由。
G. Although I don't like it, I will not express my true feeling.
虽然我不喜欢它,但我不会表达我的真实感受。
H. I will tell my counterpart that I am not familiar with the kind of art and ask my counterpart make some explanations for me.

- 我将告诉我的同行我不熟悉这种艺术，并请我的同行为我做一些解释。
44. Generally speaking, what does a French mean when s/he shrugs?
一般来说，当一个法国人耸耸肩时，他/她是什么意思？
- E. "I will think about it."
我会考虑的。
- F. "Sorry, I don't know/I can't help."
“对不起，我不知道/我帮不了你。”
- G. "I don't want to talk to you."
“我不想和你说话。”
- H. S/he is asking for my help.
她/他正在请求我的帮助。
45. When a Westerner sneezes, what would s/he say when s/he is with others?
当一个西方人打喷嚏时，他/她和别人在一起时会说什么？
- E. S/he shouldn't say anything.
她/他应该什么也不说。
- F. "Excuse me."
“抱歉。”
- G. "God bless me."
“上帝保佑我。”
- H. "Gosh."
“天啊。”
46. When starting the business negotiation, your British counterpart generally will
在开始商务谈判时，你的英国同行通常会这样做
- E. get down to the topic directly and immediately
直接切入主题
- F. say something else so as to bridge the psychological distance
说点别的来拉近心理距离
- G. exchange gifts first
先交换礼物
- H. others
其他
47. In foreign affairs activities, you need to follow certain foreign etiquette. Which one is not appropriate in the following four options?
在外事活动中，你需要遵循一定的外国礼仪。以下四个选项中哪一个不合适？
- E. Open gifts from British guests in person and thank them.
当着英国客人的面打开礼物，并感谢他们。
- F. Tell the guest it's cold and he should put on more clothes.
告诉客人天冷了，他应该多穿点衣服。
- G. Introduce the characteristics of Chinese food to the guests during the dinner.
在餐会上向客人介绍中国食物的特点。
- H. Talk about sports the guest likes to watch.
谈论客人喜欢看的运动。
48. If your British colleague has made a mistake at work, what do you think is the best way:
如果你的英国同事在工作中犯了错误，你认为最好的办法是：
- E. Point out the mistake directly and speak in a polite and appropriate manner
直接指出错误，用礼貌恰当的方式说话。
- F. Pretend not to know the mistake, but guide himself to find his/her mistake

假装不知道错误，但引导他自己去发现错误。

- G. Let someone else tell him/her
让别人告诉他/她。
- H. Never point it out because it's not my responsibility to correct his/her mistake.
永远不要指出他/她的错误，因为纠正他/她的错误不是我的责任。
49. Chinese people are generally concerned about their friends. But the same "concern" may upset foreign friends. Which of the following "concern" is acceptable to a Western friend?
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- 2 Don't eat these things, they are not nutritious.
别吃这些东西，没有营养。
- 3 What a beautiful dress you have. How much did you pay for it?
你的裙子真漂亮。你花了多少钱买的?
- 4 Eat more. You are too thin.
多吃一点。你太瘦了。
- 5 Are you better now? (Your friend is ill.)
你现在好些了吗? (你的朋友病了。)
50. Which of the following paragraphs is not the best opening paragraph to start an English cover letter of job application?
下面哪一段作为英文求职信的开头不是特比好?
- E. Dear Sir/Madam,
In reply to your advertisement in Beijing Youth Daily of December 06, I respectfully offer my services for the situation.
亲爱的先生/女士:
贵公司 12 月 6 日在《北京青年报》上刊登招聘广告，本人特备此函应征该职位。
- F. Dear Sir/Madam,
I have been told by Mr. Brown, Sales Manager of the Business Book Publishing, with whom I believe you are acquainted, that you are expecting to make some additions to your company in December.
亲爱的先生/女士:
据商业图书出版社销售经理布朗先生称，贵公司拟于今年十二月份职员若干名，本人拟应征。
- G. Dear Sir/Madam,
In reference to your advertisement in the newspaper for an accountant, I believe that I have the qualification to fit your position.
亲爱的先生/女士:
阅读日报上贵公司的广告，得悉贵公司招聘会计，我深信本人符合该项职务所列条件。
- H. Dear Sir/Madam,
Your advertisement for an accountant in the 10 September Student Daily interested me because the position you described sounds exactly the kind of job I am seeking.
亲爱的先生/女士:
贵公司 9 月 10 日在《学生日报》上刊登招聘会计的广告，我很感兴趣，因为你所描述的职位正是我想要找的工作。

Part III Teaching Satisfaction

第三部分 教学满意度

51. Please rate your degree of satisfaction for the intercultural teaching in the course of *Advanced Integrated Business English*. (Very high to very low from 5 to 1 scales)

请评估你对《高级综合商务英语》课程中跨文化教学的满意度。(从 5 到 1 为非常满意到非常不满意: 5 = very high 5=非常满意

1 = very low 1=非常不满意)

	5	4	3	2	1
Teaching Content 教学内容					
Teaching Material 教学材料					
Teaching Method 教学方法					
Teaching Interaction 教学互动					
Class Involvement 课堂参与度					
Overall Satisfaction 总体满意度					
Teaching Language 授课语言					
Teaching Procedure 教学过程					
Teaching Effect 学习效果					

52. What suggestions would you like to provide for developing students' intercultural competence in the course of *Advanced Integrated Business English*?

你对在商务英语课堂上培养学生的跨文化能力有何建议?

This is the end of the entire questionnaire. Thanks for your cooperation!

本问卷到此结束。感谢您的合作!

Appendix J Transcripts of One Interview

访谈者：我的项目名称是中国江西省商务英语专业学生跨文化能力提高教学策略研究。很高兴袁老师能够同意参加我的访谈，然后我简单的问一些问题，袁老师尽可能的就多说一些内容，多举一些例子。

Interviewer:

My project is a research on Teaching Strategies for Improving Intercultural Competence of Business English Majors in Jiangxi Province of China. I was very glad that Mr. Yuan agreed to participate in my interview, and then I will simply ask some questions. Mr. Yuan, please try your best to talk about some content and give some examples.

1. 第一个问题是作为一名商务英语教师，您认为商务英语专业学生在英语课程中应提高和发展的基本的能力有哪一些？
1. The first question is, as a business English teacher, what basic competences do you think business English major students should improve and develop in English courses?

从我从教商务英语多年来讲，我觉得商务英语学生角色的能力的话，它主要是有这几个方面，第一个是语言方面的能力，语言，然后应该是什么？既然是商务英语，所以他们也应该要具有一定的商务英语知识。最后的话第三方面他应该有一点商务英语的什么一些技能，所以（商务英语知识）商务英语语言知识的话，它是他的基本功。

比如说第一个语言基本功，我们主要是着重于他的听说、读、写、译，这是一个最基本的是有最基本的能力，后面才能够递进、发展。所以我们一般在培养的时候，商务英语专业的学生还是以语言能力为主。我们课程当中从这方面来讲的话，培养他的语言能力，然后其实的话然后再给他们添加一些商务知识，因为我们商务知识的话，是特别注重，也是我们商务英语专业而言的，所以他应该了解一些比如说像市场营销对吧？一些管理。应该还有金融啊，以及我们现在搞的什么？跨境电商，这一块，所以他应该有这些方面的知识。最后的话第三方面他应该有一些什么？商务技能。作为商务技能的话，我想他们应该是要最基本的像要掌握一些函电的写作，因为国际商务不管你是做什么，做国际贸易方面，他这个商务函电写作这种技能是非常重要的。

另一方面的话，这些技能的话，它还包括一些什么，比如像商务谈判，在商务英语专业的学生当中，这两块技能应该是很重要的对吧？商务谈判可能不管是在他以后还是什么，要做贸易还是做管理，都面临着这个问题。所以我觉得从商务英语对学生的角度来讲，那么这三方面的知识就是语言知识，他的什么商务知识以及商务技能，这三个方面可能比较重要一点。

Interviewee:

From my experience of teaching business English for many years, I think the competence of business English students mainly consists of the following aspects. The first one is the language competence. What should be the second one? Since it is business English, they should also have certain knowledge of business English. Thirdly, they should have some business English skills, so (knowledge of business English) business English language knowledge, it is his basic skills.

For example, the first basic language skills, we mainly focus on the listening, speaking, reading, writing and translating, which are the most basic competence, and then can be progressive and developed. Therefore, in our general training, students majoring in business English still focus on language competence. In terms of this aspect, in our course, we should cultivate his language competence, and then we should add some business knowledge to him, because we pay special

attention to business knowledge, which is also for our business English major, so he should know some things like marketing, right? Management and finance. And what are we doing now? Cross-border e-commerce, so he should have the knowledge of these aspects. And finally, what should he have on the third side? Business skills. As business skills, I think they should be the most basic, like mastering some correspondence writing, because no matter what you are in international business, business correspondence writing skills are very important for international trade.

On the other hand, these skills, what else does it include, for example, business negotiation, for a business English major, these two skills should be very important, right? Business negotiation may be in his future or what, to do trade or management, are faced with this problem. Therefore, I think from the perspective of business English students, these three aspects of knowledge are language knowledge, business knowledge and business skills. These three aspects may be more important.

2. 好的。然后请问一下您对跨文化能力这个概念有了解吗？你描述一下你所理解的跨文化能力是什么呢？

Interviewer:

All right. Then, do you know anything about the concept of intercultural competence? Can you describe what you think intercultural competence is?

跨文化能力，从我理解来讲，跨文化其实就是一种文化之间的什么，沟通。那么要实现这种文化之间的沟通的话，首先我觉得应该他要达到两个目的，第一个就是它应该是有两个方面，主要是处理文化的什么？文化的差异性，就是说能够把这两种文化的差异处理好，达到这种沟通的目的。

它主要方面我还是认为应该是一个是什么？一个是得体性。一个是什么？有效性。也就是说要沟通，要达到沟通的目的。那么他必须什么？首先它语言，它应该语言，这种交际方面它应该是什么？要得体。那么他的目的的话，要达到什么？要有效果。我们汉语当中一般讲沟通跨文化交际就是沟通，所以第一个是要沟，沟的话是一个什么，手段？再有一个通，那就是一个结果。所以沟的话我认为它是什么？双方达到一种妥协的那种得体性。那么通的话，我认为就是一个什么？效果。所以我认为他这两方面应该跨文化的处理跨文化的差异的话，应该就是达到这两个，第一个就是一个沟一个通，也就是它的得体性和有效性。这是我的理解。

Interviewee:

Intercultural competence, from my understanding, intercultural competence is actually a kind of communication between cultures. So in order to realize this kind of communication between cultures, first of all, I think it should achieve two goals. The first one is that it should have two aspects, mainly dealing with culture. What? Cultural difference means that the differences between the two cultures can be handled well to achieve the purpose of such communication. The main aspect of it I still think should be what is it? One is propriety. What is another one? Effectiveness. That is to say to communicate, to achieve the purpose of communication. So what must he do? First of all it's language, it should be language, what should it be in this communicative aspect? To be appropriate. So what is his aim, if anything, to achieve? It has to be effective. In Chinese, we generally talk about communication in "goutong". Intercultural communication is communication. So the first one is to "gou" . Another is "tong", and that's a result. So what do I think "tong" is? The propriety with which both sides reach a compromise. So

in general, I think it's a what? The effect. Therefore, in my opinion, these two aspects should be dealt with in an intercultural way, so as to achieve these two aspects. The appropriateness and effectiveness. That's my understanding.

你刚才说处理文化差异是第一个目的，对吧？然后是不是还有除了处理文化差异之外，还有第二个目的。跨文化能力，除了能够处理文化差异的这种能力，还有没有其他方面的能力。

Interviewer:

You just now said that dealing with cultural differences is the first goal, right? And then is there a second purpose besides dealing with cultural differences? Intercultural competence, apart from the ability to deal with cultural differences, is there any other aspect of competence?

处理文化差异的能力的话，它是包括一个多方面的东西对吧？你要处理这种文化差异，首先你要什么？第二你要了解它的文化差异，所以了解语言的差异对吧？然后你还要了解什么？这种文化差异。所以你还了解什么？双方你的对象之间的什么，这种文化背景，什么世界观对吧？价值观，所以主要是我认为还是主要是可能差异都包括在里面。

就说你差异的话，它就包括语言，是吧？包括背景，包括世界观、知识观，这个价值观。达到能够了解这一块的话，基本上能够处理好的话，基本上就能够什么？达到他那种可能那种理想效果会好一点。

Interviewee:

The ability to deal with cultural differences, it's a multifaceted thing, right? If you want to deal with this cultural difference, what do you want first? Second you have to understand the cultural differences, so understand the language differences, right? And what else do you need to know? This cultural difference. So what else do you know? What is the relationship between your partner, the cultural background, the world view, right? Values, so mostly I think or mostly probably differences are all involved.

Let's just say you're different, and that includes language, right? It has context, it has worldview, it has knowledge, it has values.

To be able to understand this piece of words, basically can deal with the words, basically can what? It would be better to live up to his ideal.

围绕这个差异，首先是了解这种差异，然后如何去处理好这种差异。

Interviewer:

Around this difference, the first is to understand the difference, and then how to deal with the difference.

对，有一些需要他有一些什么一些，一个是能力知识的储备，最后还有什么形成他的能力的把握。

Interviewee:

Yes, there are some things that he needs to have some things, one is a reserve of knowledge of his abilities, and finally there is a grasp of what forms his abilities.

3. 然后刚刚您说了跨文化能力主要就是了解差异以及去处理差异，如果把跨文化能力再细分下去的话，你觉得这个能力它的一个基本构成要素还可以细分成哪些内容呢？

Interviewer:

Then just now you said that intercultural competence is mainly about understanding and dealing

with differences. If intercultural competence is further subdivided, what do you think one of the basic components of intercultural competence can be subdivided into?

其实这种能力的话(我们还是)跟前面它是一脉相承。

主要是第一个是他要有这种知识,然后要有什么?要有这种我们讲的,这种技能。然后还要有那种他的态度。最后的话应该是什么?就要有这种意识。所以我认为他们基本上大概属于这几个方面,要有知识的储备。这种文化的知识的储备,了解这种文化之间的差异,然后形成自己的一种什么?技能,这种技能就包括什么?我们的基本的是语言技能,我们商务英语的主要是语言技能。

Interviewee:

In fact, this ability is in the same vein as the previous one.

The main one is that he has to have this knowledge, and then what? You have to have this skill that we're talking about. And then you have to have that attitude. What should be the last words? Be aware of this. So I think they basically fall into these categories, and they need to have a reserve of knowledge. The reserve of knowledge of this culture, understanding the differences between these cultures, and then forming their own kind of what? Skill, what is that skill? Our basic is language skills, our business English is mainly language skills.

嗯,语言技能。

Interviewer:

Yes. Language competence.

然后就是一种态度,我们平常对于这种异域文化的一种态度。要达到这种文化沟通的话,首先要对这种异域文化,对方的文化你应该是持一种什么?积极的态度,不能有这种抵触。如果有这种抵触的话,可能对这种文化的沟通,可能会有一种比较大的障碍。

最后我们就说要有意识,他要意识到他自己要意识到我这是什么,我就是说是要去沟通,要实现这种沟通。那么实施意识到为对方着想,给他设身处地,对方的处境是怎么样?所以想到对方的各种文化背景。以及他的什么宗教是吧?很多海外这些所有这些东西就是为对方着想。所以我觉得这几个语言能技能是吧?知识技能和那种态度,以及最后我们讲那种意识。

Interviewee:

And then there's an attitude, an attitude that we often have about this foreign culture. In order to achieve this kind of cultural communication, first of all, what kind of culture should you hold to the foreign culture? Positive attitude, can't have this kind of resistance. If there is such resistance, there may be a relatively big barrier to the communication of this culture.

And then finally we talk about awareness, he has to be aware of himself and he has to be aware of what I am, and I mean to communicate, to achieve that communication. So the implementation of awareness, put yourself in the other person's shoes, what is the other person's situation? So think about the cultural background of each other. And his religion, right? A lot of these overseas all these things are just for each other. So I think these languages can be skills, right? Knowledge skills and that attitude, and finally that awareness.

4. 您作为英语老师的话,您觉得应该如何去提高学生的跨文化能力?

Interviewer:

As an English teacher, what do you think should be done to improve students' intercultural ability?

我觉得既然是跨文化能力是涵盖这些东西的，涵盖上面那几个方面，所以我们作为语言老师的话，当然你首先应该什么？应该是要考虑到培养语言能力，对吧？所以培养语言能力，我们培养语言能力最大的方式可能应该是什么？应该是阅读。就是说从听说读写，那么阅读，读是一个什么？信息量比较大的，所以我们要求什么？给学生选一些那种文化背景比较强的，文化知识含量比较重的，选一些这样的东西，给学生这是一个就是说让他们一个大面积的阅读，在这是一个。第二个我们讲，除了读之外，那么另外一个获取信息量的话，应该是属于我们讲的看，看，所以这一方面的话应该多我们主要是让学生多看一些什么这种异域文化的这种视频电影的对吧？电视剧等等这些。这样的话学生他比较感兴趣一点，你看这个。然后最后一个我们想的话应该是什么？还要拓宽他的那种这种渠道，就是说平常我们现在学生的话都喜欢上这种互联网，互联网的话，所以我们应该是要让他们什么？充分利用这种网络，而不是说把网络作为我们学习的一个障碍。

所以，最后我想应该我们还有一个应该是什么？搞一些活动对吧？设置一个文化氛围，像我们课堂上可以给他们设置一些大概有利于这种他们的语言表达的这种提高他们自身的能力的这种比如说演讲比赛对吧？还搞一些辩论是吧？这些东西应该是属于我们着重提出的一些东西。

Interviewee:

I think since intercultural competence covers all of these things, covers all of the above, so as a language teacher, of course, what should you do first? It should take into account the development of language competence, right? So what's probably the biggest way that we can develop language ability? It should be reading. That is from listening, speaking, reading, writing, so reading, what is reading? It's a lot of information. So what do we need? Give students to choose some of the cultural background is relatively strong, cultural knowledge content is relatively heavy, choose some such things, give students this is a means to let them a large area of reading, in this is a. The second thing we talk about is, in addition to reading, the other way to get information, should be in our talk of watching, watching, so this aspect of the word should be more. We mainly ask students to watch more of this kind of foreign culture, this kind of video movie, right? TV series and so on. Student: He's a little more interested in this kind of thing. Look at this.

And then what's the last thing we want to say? But also to broaden his kind of this channel, that is to say, we now students like this kind of Internet, the Internet, so we should be to let them what? Take full advantage of this network, rather than seeing it as an obstacle to our learning.

So, finally I thought we should have one more and what should it be? Do some activities, right? Set up a cultural environment, like we can set up something for them in the class that is probably conducive to this kind of language expression this kind of enhancement of their own abilities like a speech contest, right? And some debate, right? These things should be among the things that we put emphasis on.

5. 您在培养学生跨文化能力的教学过程中，您遇到了哪些困难？遇到了哪些挑战呢？

Interviewer:

What difficulties have you encountered in the process of cultivating students' intercultural competence? What are the challenges?

我们在培养这些能力的时候，我觉得这些挑战和困难还是比较多的。当然首先第一个是有来自于我们自身的，有来自于学生的。来自于我们自身的话，我总觉得像作为我们是教外语的对吧？还有我们本身的这种能力素质是一个挑战，对我们自己我们本人去理解这种异域文化，我们的知识储备量，可能在很多方面不太足，对他的文化的理解也没那么透彻。

所以从我们本身来讲，这就对我们来讲就有一个限制。是吧？我们因为本身你要受制于

别人给予你还得给什么？自己有知道怎么去打鱼对吧？所以这一块我们可能知识的储备量，文化的理解力，理解的什么整个容量可能不太足，这是一个。

第二个方面的话就来自于学生，来自于学生的话，我想我们这一块的话这种挑战一个大的挑战主要是学生本身，他们可能对这种文化的意识不是那么强烈。这是一个。他们因为毕竟我们其中主要来自于我们是一个什么？外语环境，就是这种英语是一个外语环境，而不是一种我们好像平常讲的我们是一种二语对吧？

我们外语环境它有一种比较独特性，也就是说只有在课堂上用，那么在课外就基本上不用，课外的话除非自己有兴趣看看影视，看看什么读书，看看这些东西，还没有这种什么与人沟通的。

而且另外一个像我们这边，整个我们江西南昌这个地方，它的开放性也不是那么强，就是说，整个对外的外籍人士，整个异域人士不太多，不太多的话，这种氛围就社会环境也就不是那么什么，不是那么有利于我们好像学生对这种异域文化的理解。

虽然现在开放的也还是有的，比较程度比较高一点，相对来讲的话要达到那种沿海像这种大城市北京上海这种程度的话，还是相差比较远。所以学生这种主动性也是应该说也是比较什么？比较弱一些。

另外一个我觉得像我们这种校园文化，这种因为也是受这个（开放程度）影响，校园文化也不是对这种异域文化也不是很强烈，对吧？虽然我们平常搞了一些什么英语角，是吧，这些东西，但是我们也参加了一些什么英语角的参与的人数不是很多，可能学生对这个方面的功利性比较强一点，功利性比较强，他就是要学语言对吧？学语言，但是他就对这个语言的理解的话，它就是把它一种技能，而没有把它看作一种什么？对文化的理解，要跟人沟通，这当然也与我们整个的什么大环境，也就是当地的这种整个大氛围有关。也就是说我们的这种外语环境也不是很强烈，你像我们这个学校说是说要搞什么国际、国际型大学是吧？但是你看我们这些什么，这些包括我们外国学院的这种氛围都不是很强，我们的什么门牌对吧？门牌搞了一个什么 *school of foreign languages*，但是我们的办公室、我们的部门了对吧？他都没有搞这种中英文对照，或者在中文跟其他的异语、外语对吧？对照，所以这种氛围也不是很强。

如果说真的是国际开放性项目，我们看很多以前我们到北师到北京好多学校，上海好多学校，他们所有的大部门都是用什么中英文对照的是吧？所以他比较氛围比较强一点，这是一个。所以我觉得这大概这几个方面。

Interviewee:

When we are developing these abilities, I think there are still many challenges and difficulties. Of course the first one is from ourselves, from the students. From our own words, I always feel as if we are teaching foreign languages, right? And also our own ability to understand this foreign culture is a challenge, for ourselves, our own knowledge, we may not be enough in many ways, to understand the culture of others.

So from our own point of view, this is a limit for us. Isn't it? We because of ourselves you are subject to what others give you have to give? You know how to fish, right? So this is one area where the amount of knowledge we might have, the cultural understanding, the overall capacity to understand something might not be enough. This is one.

The second aspect comes from the students, from the students, and I think one of the big challenges in our community is the students themselves, who may not be as aware of the culture as they are. This is one. They are because, after all, one of us mainly comes from so we are a what? The foreign language environment, that's the kind of English, is a foreign language environment, not a kind of we like to say we are a second language, right?

Our foreign language environment has a relatively unique feature, that is to say, only used in the classroom, then is basically not used out of the classroom. Unless they are interested in watching

movies and television, they will see movies, do some reading, or watch some things. There is no room to communicate with people in English.

And another as our side, the whole Nanchang in Jiangxi, its openness is not so strong, that is, the entire foreign expatriates, the exotic people are not too much, not too much, the atmosphere is the social environment is not so good, not so good for our students' understanding of the foreign culture.

Although now the opening is still some, the degree is relatively high, relatively speaking, to achieve the kind of coastal cities like Beijing and Shanghai this degree of words, or far from. So the initiative of the students is also, I should say, also compared to what? It's a little weaker.

The other thing that I think like our campus culture, this because it's also influenced by this, campus culture is not very strong about this kind of foreign culture, right? Although we usually set up some English corners, right? These things, we also take part in some of these English corners. The number of participants is not very large. Learning a language, but his understanding of the language, it is to see it as a skill, not as a what? To understand culture, to communicate with people, which of course also has something to do with our whole environment, that is, the whole local atmosphere. That is to say, our foreign language environment is not very strong. Do you think our school is going to be an international or international-type university? But you see what we have, these include our foreign colleges this kind of atmosphere is not very strong, our what door plate right? School of Foreign Languages is a foreign language, but it is not in our office, it is in our department. He didn't do this Chinese-English comparison, or in Chinese with other foreign languages, right? Contrast, so this kind of atmosphere is not very strong.

If it is really an international open project, we have seen a lot before when we went to Beijing Normal University to many schools in Beijing, many schools in Shanghai, all of their major departments are in what Chinese and English bilingual, right? So he's a little bit more ambient. This is one. So I think it's sort of like this.

不知道外教从教师软件的外教的投入这方面您有了解吗？

Interviewer:

Do you have any idea about the input of foreign teachers in intercultural education?

外教我不是太了解，但是我觉得我们这边的外教可能整体来讲素质不是很高。对，他的不是很高的原因，表现在第一个，这种英语本族语的外教比较少，大部分都是什么？像这种二语的外教。所以学生对这个方面也是有一点意见的。二语的话，相对来讲他们对可能对这种整个这种英语国家的这种文化的理解可能也没那么深刻，这是我的理解了。

Interviewee:

I don't know much about foreign teachers, but I think our foreign teachers may not be very high quality as a whole. Yes, his is not very high reason, performance in the first, this kind of English native language foreign teachers are relatively few, most of what? Like this second language foreign teachers. So the students also have some opinions on this aspect. Teachers of English as Second language, relatively speaking, may not have as deep an understanding of this whole culture of this English-speaking country, that's my understanding.

6. 对，确实是一些比较难的。一些需要去解决的一些问题。那就是在面对这么多困难和挑战的情形下，你有一些什么特殊的教学策略来提高你的学生的这种能力？

Interviewer:

Yes, some of the more difficult problems. Some problems that need to be solved. Encountering so

many difficulties and challenges, what special teaching strategies do you have to improve this competence of your students?

像我们提高学生这种就这几种语言能力和文化能力是吧？以及它的什么技能，特殊倒没什么，但是我们一般来讲还是有这些常规的对吧？常规的。所以第一个是提高他的语言能力对吧？所以语言能力的话，我们一般来讲在课堂上主要是采用像我们大部分这块是注重两个结合，一个什么？一个是 **practice** 和什么？和 **production** 这两个结合。

首先第一个就是多训练，在课堂上我们就做训练，让学生有机会对吧？给他们多提供一些材料，然后提供训练的同时的话，然后在训练的同时多给他们一点机会。然后注重一下他们什么产出，对他们训练以后这种评估，进行评估，看看他们到底学了多久呢？这一块。这是一个课堂上。

另外我们还有一个对课外做一些补充，大概就是提供一些网站、网址对吧？给他们自己去搜寻一些资料。所以这一块，尤其是我们在课堂上，很多时候我们也直接在课堂上，直接用，看到一些什么一些人的一些什么商务的案例，我们直接在学教学生直接上网查，这样的。所以也不会给学生不会去老师自己去讲，自己去找例子，所以直接去利用这些那些什么现代化的网络工具，现代化的设备，其实现在技术、先进技术来搞的，这是一个。

另外一个我们觉得就是说还要改变学生的一种自身的一个方式，学习方式，现在很多学生的话，它学习的话它是以个人为主，实际上我们很多时候的话要他们要求他们做一些合作式的学习，分享式的学习，所以我们一般会建立一些兴趣小组，但一般来讲是课堂上用的比较少，大部分作为一个课堂的补充。比如说给他们成立一些有些是影视欣赏小组，有些是什么音乐欣赏小组，有些是诗歌的，还有演讲的，还有一些是辩论的是吧？这些小组的话，然后他们每一个小组的话就是自己活动，活动完了以后向全班做一个展示来进行分享。所以这一块的话也算是一个补充，对课堂教学的补充，教学时间还是有限的。

Interviewee:

Like we improve students' language ability and cultural ability, right? And what skills it has, it doesn't matter if it's special, but we do have these conventions in general, right? The conventional. So the first one is to improve his language skills, right? So the language skills that we generally use in the classroom like most of our pieces are focused on the combination of two, one what? One is practice and what? And production.

First of all, the first one is more practice; in the classroom we do training to give students a chance, right? Give them more materials, and then give them training, and then give them more opportunities while they're training. And then look at what they're producing, evaluate them after they've trained, evaluate them, and see how much have they learned? This piece. This is a class.

In addition, we also have a supplement for extracurricular activities, which is probably to provide some websites, URLs, right? Give them some information for themselves. So this part, especially when we are in the class, a lot of times we are also directly in the class, directly use, watch some people some business cases, we directly teach students to search on the Internet, and so on.

So it will not give students will not go to the teacher to speak, their own to find examples, so directly to use these modern network tools, modern equipment, in fact, now technology, advanced technology to do, this is a.

Another we feel is to change students learning style, study way, many students now, it study, it is the individual is given priority to, in fact we many times to ask them to do some collaborative learning, sharing of learning, so we usually set up some interest groups, But generally speaking, it is used less in class, and most of it is used as a supplement to the class. Let's say we set up groups for them some for movies, some for music, some for poetry, some for speech, some for debate, right? The words of these groups, and then their words of each group are their own activities, and

after the activities, make a presentation to the class to share. Therefore, this part is also a supplement to the classroom teaching, and the teaching time is limited.

7. 这种自主学习能力，怎么去开发学生的自主学习的能力，然后，您还提到了案例教学对吧？然后因为案例教学也是课堂上和课堂外要结合去培养的一种案例分析的能力，这个方面你可以再多说一些。案例的这一块。案例教学的。

Interviewer:

The ability to learn autonomously, how to develop the ability of students to learn autonomously, and then you mentioned case teaching, right? And since case teaching is also a case study skill that needs to be developed both in and out of the classroom, you can talk a little bit more about that. This piece of the case. Case teaching.

案例这一块的话，我们有些时候基本上是让分组、分任务一样的给学生分配给他任务，课前分配任务，叫他们课后去准备，准备以后的话，作为小组去准备好了以后，上课的时候可以跟其他同学进行什么？分享，就让他们充当教师的角色。

这样的话，他们自己就会提高他们自己的什么？一个学习的意识，他们一个合作的意识，同时也会促进他们有这种自我学习、自主学习，就说提高他们一种主动性，那么自我意识到这种学习是他们自己的事情，然后让他们到课堂上讲，其实也是对他们来讲也是一种锻炼。这一块。

所以这个案例教学我们应该，这种在商务应用当中应该是有很多案例的，很多案例的，特别是像我们讲那种什么综合商务英语，那里面有很多案例对吧？这些案例的话，这个是比较多的，然后综合商务英语里面有，像这种什么商务英语导论，这里面有蛮多案例的，那都是要学生去做的。

这些我们一般很多时候的话，会给他们提供一课课前做布置任务，课后的话叫他们自己每个小组来分享。但是分享的话有些时候的话，有些案例的话可能在做这方面的话可能好是比较好的，花时间比较多，时间消耗比较大。

Interviewee:

For the case, sometimes we basically divide students into groups and assign tasks to them, assign tasks before class, ask them to prepare after class, and then, when they are ready as a group, what can they do with other students in class? Share and let them be teachers.

In this way, what will they improve in themselves? A sense of learning, a sense of cooperation, will also promote them to have this kind of self-learning, independent learning, in other words, improve their initiative, then self-awareness of this kind of learning is their own thing, and then let them to talk in class, in fact, it is also a kind of exercise for them. This piece.

So this case teaching we should, this should be a case study in business applications there should be a lot of cases, there should be a lot of cases, especially when we talk about the kind of integrated business English, there are a lot of cases, right? These cases, this is more, and then integrated business English inside, like this kind of what business English introduction, there are quite a lot of cases, that is to students to do.

Usually, we will give them a task before class and ask them to share it with each group after class. But sharing words sometimes, some cases may be better or better in doing this aspect, spend more time, time consumption is relatively large.

是课堂时间花的比较多是吗？

Interviewer:

Do you spend more time spent in class?

一般是课后花的时间多，课后他们是在分享，所以他是需要好多时间。所以我们一般来讲会把这些案例或者一个案例拆分，不是所有的人去做，只是安排一两个小组去做，或者也是做一两个方面。

Interviewee:

We usually spend more time after class. After class, they are sharing, so he needs a lot of time. So we usually break down these cases or one case, not all of them, just one or two groups, or one or two areas.

然后您提到两门课程，一个是综合商务英语，还有一个是商务英语导论都是在商务英语课程体系中是非常重要的两门课程。

Interviewer:

Then you mentioned two courses, one is Comprehensive Business English, and the other is Introduction to Business English, both of which are very important courses in the course system of Business English.

主要现在给他们商务方面的知识比较多一点，而且案例也比较多。

Interviewee:

Mainly now give them more business knowledge, but also more cases.

那就是在具体的教学中，在教授这些课程的过程中，还有哪些具体的课堂活动，您是用它来促进学生的跨文化能力的提高的？

Interviewer:

That is, in the specific teaching, in the process of teaching these courses, what are the specific classroom activities that you use to promote the improvement of students' intercultural competence?

我们这种课堂活动的话，像我们刚才讲的主要是那几个，比如说像这种演讲比赛对吧？什么辩论，这种活动，以及我们讲的这种搜寻案例的背景，案例的背景以及案例后面的什么？后面的隐藏的一些文化了，大概从这些方面比较多一点，可能让他在做这种，实现的手段，我们平常来讲的话，大概是这样一些。

Interviewee:

And for classroom activities like this, which we've been talking about, like this speech contest, right? What is the debate, the activity, the search that we're talking about the context of the case, the context of the case and what's behind the case?

Some of the hidden behind the culture, probably from these aspects more than a little, may let him do this, the means of realization, we usually speak, about some of this.

就是演讲辩论，然后案例文化的分享对吧？文化的分享。

Interviewer:

It's speech, debate, and then case culture sharing, right? Sharing of culture.

就他们可以试试自身的这种作为一个什么一个反思自己，那种讲讲一讲故事，都可以是吧？谈谈新闻，比如说新闻事件对吧？那么他们都可以分享这些方面的。

也就是说理解一下这种东西这种新闻后面的文化差异，看一个新闻，这个新闻到底是什么？到底是什么？从不同的文化当中来看，西方文化我看什么新闻事件是怎么看的，我们这个本土文化看这个新闻事件是怎么样的，因为不同的文化背景的人，他看同一个新闻，它的

角度是什么？不一样的。不一样，他得出的什么？他得出的一个理解他也是不一样的。

Interviewee:

They can try this kind of themselves as a what a reflection on themselves, that kind of talk about a story, all can be right? Talk about news, like news events, right? Then they can all share these aspects.

In other words, understand the cultural differences behind this kind of thing, this kind of news, look at a news story, what is this news story? What is it? From the perspective of different cultures, what kind of news events do I watch in western culture and how do I view this news event in our local culture? Because people from different cultural backgrounds watch the same news, what is its perspective? It's different. No, what did he get? He comes to a different understanding.

所以需要老师做这种文化比较的一个分析，然后可能需要思辨的去看待不同文化给出的这种不同的信息。

Interviewer:

Therefore, it is necessary for the teacher to do an analysis of such cultural comparison, and then it may be necessary to critically look at the different information given by different cultures.

毕竟是文化是包容性的是吧？看的都是可能只要不带偏见对吧？那么看的话，我们说因为每个人他的文化背景，他所处的什么位置地域对吧？它所形成的这种文化价值观世界观，它是不一样的，看同一个东西肯定是不一样的，不要强调我们说就看的是一样的，应该就是说还是强调这种文化的包容性对吧？他就是视角的包容性，多包容。

Interviewee:

After all, culture is inclusive, right? Everything is possible as long as it's not biased, right? So if you look at it, let's say because of each person's cultural background, where he is located, right? This kind of cultural values and world outlook formed by it, it is different, it must be different to see the same thing, don't emphasize that we just see the same thing, it should be to emphasize the inclusiveness of this culture, right? It's the inclusiveness of perspective, how inclusive.

对，有更多的视角。

Interviewer:

Yeah, there are more perspectives.

就是视角，就是说看看我们叫他山之石可以攻玉，不一定要接受他对吧？但是可以了解了解为什么会出现这种情况。这种现象。

Interviewee:

It's perspective, it's just look at what we call it, we don't have to accept it, right? But you can understand why this is the case and this phenomenon.

8. 您觉得您的学生他们对跨文化能力的这种认识，他们的对这种学习跨文化能力的态度您是怎么看的？

Interviewer:

What do you think is your students' perception of intercultural competence, their attitudes towards this kind of learning intercultural competence?

我觉得从学生，大部分的学生们的话，现在我们的学生们的话，对这种文化、异域文化，还是包容性还相对来讲比较强的。大家尤其是我们学语言的人对吧？这是一个大背景，就是说

学语言的人，他本身就要去了解这种文化，另外一个我们这种社会的什么？社会的开放度，现在开放度也比较大，开放度高的话，我们现在等于很多企业它都需要有这种是吧？有需要有我们这种外语的环境。所以现在来讲，学生普遍来讲还是应该是接受度比较高，容忍度也比较高，不会对这种各种文化有一种敌视，这种敌视的话应该讲还是比较小，只是大家都是对这种文化可能有些困惑，对吧？困惑，毕竟文化有些差异。所以我们现在认为觉得跟学生接触的话，大部分学生的话，应该是对这种还是对这种异域文化了，他们还是倾向于接受、包容。

Interviewee:

I think from the students, most of the students, now our students, to this culture, foreign culture, is relatively strong tolerance. You, especially us language learners, right? This is a big context, that is to say, the person who is learning the language, he is going to understand the culture, the other part of our society what? The openness of the society, now the openness is relatively large, if the openness is high, we are now equal to a lot of enterprises it needs to have this kind of right? There is a need to have our foreign language environment. So now, generally speaking, students should have a high degree of acceptance and tolerance, and they will not have a kind of hostility to this kind of culture, which should be said to be relatively small, but everyone may be a little confused about this culture, right? Confused, after all, some cultural differences. So now we think that most students, when they come into contact with students, should be towards this kind of culture or this kind of foreign culture, they still tend to accept and tolerate.

他们对待文化差异的那种态度是怎么样的？如果是出现了不一样的这种看法，不一样的这种说法，他们是什么样的一种反馈呢？

Interviewer:

What is their attitude towards cultural differences? If there is a different view, a different statement, what kind of feedback are they?

这种情况我们一般来讲学生的话，他们现在更多的是什么？更多的也很多是疑惑，对吧？以后也就是说因为毕竟受自己的知识的容量对吧？支持容量的大小，已经受到这种视野的宽阔度。所以他们很多时候可能不会有不会很深刻的去理解这种文化的差异性，对吧？只会觉得这就是一种文化怎么样，可能他会有些时候的话，他可能会觉得什么？觉得对这种文化可能还比较什么，你可能也是对他理解不深，可能会有一种跟风，可能像我们有些什么，有些节日对吧？现在我们一些什么大学生学生，他会很乐意去过这种洋节对吧？它还有一些跟风，这也是可能是一种整个我们这种开放度，国家的开放度，它对文化的接触的比较多。文化我们不要说这种文化是一种什么，好像是一种态度，是一种污染什么东西，反正我们是一种开放的态度对吧？你愿意接受去接受，不愿意接受也不会好像去仇恨什么东西是吧？那就是一种觉得就是不一样是吧？世界是多样性的。学生现在来讲，我们觉得虽然他们年轻，经常对这个东西，但是更多的倾向什么？倾向于是一种，好像这种赶时髦的味道，赶时髦的比较多，特别是对这种，只能他们觉得比较新异的东西。

Interviewee:

When we talk about students in general, what are they doing more of now? It's more of a puzzle, right? In the future that is to say because after all subject to the capacity of their own knowledge, right? The size of the supported capacity has been influenced by the width of this field of view. So a lot of times they probably don't have a very deep understanding of the cultural differences. Right? It just feels like it's a culture. Maybe he would sometimes. What would he think? Maybe there is something about this culture, maybe you don't understand it very well, maybe there is a kind of following, maybe we have something, some festivals, right? Now some of our college

students, he would be happy to go to this foreign festival, right? It also has some followings, which may be a kind of openness of our whole country, the openness of our country, it has more contact with culture. Culture let's not say that this culture is a kind of, as if it is an attitude, is a kind of pollution of something, anyway we are an open attitude, right? You're willing to accept it, you're willing to accept it and you don't seem to hate anything, do you?

It's just a feeling, it's just different, right? The world is diverse. Students now speaking, we think although they are young, often to this thing, but more inclined to what? Tendency is a kind of, as if this taste of fashion, fashion is more, especially for this kind of thing, can only be relatively new to them.

然后他们对提高自己的这种跨文化能力的这种欲望愿望是什么样的一个情况?

Interviewer:

And then what is their desire to improve their cross-cultural competence?

对我们学语言的来讲,我觉得他们还是,这种欲望是比较什么比较强烈?他们表现的话,主要是总觉得我们好像我们给的资源不足。可能我们老师的什么?老师的给的东西比较少是吧?所以,但是这些也不是说就是说不是我们可能是也限于是我们学校的那种层次的问题,我们学校这么财力的问题,这可能是属于我们应该是要提高的,因为我们学校要改进的。不管是从语言环境,我们语言的学习是吧?可能是这种,像我去看到我们有一些大学里面他们在搞的什么模拟什么三d模拟是吧?我们现在学校里还没有反应吧?还没有可能是财力问题是吧?

可能还这个是有有一个过程,毕竟是我们看到我们学校所处的位置,说实话为什么没有不像那沿海或者有些什么经济比较发达的地方,他们有足够的那种财力来提供支持。所以这是我们语言的话,环境还是很重要的,对。

环境不管你是学习语言的环境,以及我们什么语言要去实践的环境,这都很重要。

你像我们这边学语言,学校的财力就这么大,另外一个我们要去就业的话什么,这个企业,我们这边的企业相对来讲又比较少,这种外向型企业对吧?相对来讲比沿海少一点,所以我们整个氛围就没那么强。这是一个。这个可能是几个相互影响的因素。

Interviewee:

For us language learners, I think they're still, the desire is to compare what's stronger? The main thing they do is they always feel like we're not giving enough resources. Maybe our teacher's what? What the teacher gives is less, right? So, but this is not to say that we may be limited to the level of our school, our school so financial problems, this may be we should be improved, because our school to improve.

Whether from the language environment, the learning of our language, right? It could be something like this, like I went to see that we have some universities where they're doing some kind of simulation what kind of 3-D simulation, right? We haven't had a response from the school yet, have we? Not yet. It's probably a financial problem, right?

Maybe this is a process, after all, we see our school's location, honestly why not like the coastal or some economically developed places, they have enough of that kind of financial support. So if this is our language, the environment is still important. Right.

Context Whether you are the context in which you learn the language, or the context in which we practice the language, this is important.

You learn language like us here, the financial resources of the school is so big, another we want to go to employment of what, this enterprise, our enterprise is relatively speaking and less, this kind of export-oriented enterprise right? Relatively a little less than the coast, so our overall

atmosphere is not so strong. This is one. There may be several interacting factors.

你觉得就学生如果你跟他说跨文化能力，他知道这是个什么能力吗？

Interviewer:

Do you think a student, if you talk to him about intercultural competence, does he know what it is?

我觉得应该，他们不会有很深的理解，不会有很宽泛的概念。

Interviewee:

I think so. They don't have a very deep understanding, and they don't have very broad concepts.

他们可能也就是说觉得是语言能力听说读写。

Interviewer:

They probably mean language skills, listening, speaking, reading and writing.

会说，说这个语言就是什么，但是至于能不能够把这个语言就是在交际沟通过程当中，能够什么能够达到这种很深的目的深层次的，那可能还有一些。毕竟我们讲我们是外语环境对吧？是课堂上这些东西的话，可能不会有这种社会实际的那种融合度对吧？应该不会有很深的理解，大家可能就是觉得这个语言能力就是什么？跨文化能力，所以他们主要强调的还是什么？还是语言的实践能力，就是会讲会说会译。

Interviewee:

Can say, speak this language is what, but as to whether can this language is in the process of communication, what can achieve this deep purpose deep, that may still have some. After all, we speak in a foreign language environment, right? If it's something like this in the classroom, you probably don't have that kind of social integration, right?

You probably don't have a very deep understanding of it, but you probably just think what is this language ability? Cross-cultural competence, so what is the main emphasis? Or the practical ability of language, that is, the ability to speak and translate.

但他们学习的态度还是非常积极的。愿意有很多的机会去学习去提高。

Interviewer:

But their attitude towards learning is very positive. Willing to have many opportunities to learn and improve.

我们商务英语的学生，我看他们其实这种欲望还是学习的动能还是不错的，对。

Interviewee:

Our business English students, I think they actually this desire or the kinetic energy of learning is still good, right.

还是真的比较活跃的学习。

Interviewer:

Or really more active learning.

我们学外国语学院都差不多。都还可以。

Interviewee:

We are all the same in the foreign language department. It's all right.

对，学习氛围非常好。行，这个访谈我们就到这里。

Interviewer:

Yes, the learning atmosphere is very good. Okay, that's all for this interview.

Appendix K Codebook of One Interview

Transcript	Initial Coding	Secondary Codes	Theme
<p>从我从教商务英语多年来讲,我觉得商务英语学生角色的能力的话,它主要是有这几个方面,第一个是语言方面的能力,语言,然后应该是什么?既然是商务英语,所以他们也应该要具有一定的商务英语知识。最后的话第三方面他应该有一点商务英语的什么一些技能,所以(商务英语知识)商务英语语言知识的话,它是他的基本功。</p> <p>From my experience of teaching business English for many years, I think the competence of business English students mainly consists of the following aspects. The first one is the language competence. What should be the second one? Since it is business English, they should also have certain knowledge of business English. Thirdly, they should have some business English skills, so (knowledge of business English) business English language knowledge, it is his basic skills.</p>	<p>语言方面的能力 Language competence</p>	<p>Language competence</p>	<p>Competence (of business English majors)</p>
	<p>具有商务英语知识 Have certain knowledge of business English</p>	<p>Business English Knowledge</p>	
	<p>有商务英语(的什么一些)技能 Have some business English skills</p>	<p>Business English skills</p>	
<p>跨文化其实就是一种文化之间的什么,沟通。那么要实现这种文化之间的沟通的话,首先我觉得应该他要达到两个目的,第一个就是它应该是有两个方面,主要是处理文化的什么?文化的差异性,就是说能够把这两种文化的差异处理好,达到这种沟通的目的。它主要方面我还是认为应该是一个是什么?一个是得体性。一个是什么?有效性。也就是说要沟通,要达到沟通的目的。 Intercultural competence, from my understanding, intercultural competence is</p>	<p>处理文化(的什么文化)的差异性 Dealing with cultural difference which means that the differences between the two cultures can be handled well to achieve the purpose of such communication</p>	<p>To handle cultural differences</p>	<p>intercultural competence</p>
	<p>交际方面(它应该是什么)要得体 The propriety with which both sides reach a compromise</p>	<p>Propriety in intercultural communication</p>	

<p>actually a kind of communication between cultures. So in order to realize this kind of communication between cultures, first of all, I think it should achieve two goals. The first one is that it should have two aspects, mainly dealing with culture. What? Cultural difference means that the differences between the two cultures can be handled well to achieve the purpose of such communication. The main aspect of it I still think should be what is it? One is propriety. What is another one? Effectiveness. That is to say to communicate, to achieve the purpose of communication.</p>	<p>目的(的话, 要达到什么)要有效果 What is another one? Effectiveness.</p>	<p>Effectiveness in intercultural communication</p>	
<p>主要是第一个是他要有这种知识, 然后要有什么? 要有这种我们讲的, 这种技能。然后还要有那种他的态度。最后的话应该是什么? 就要有这种意识。所以我认为他们基本上大概属于这几个方面, 要有知识的储备。这种文化的知识的储备, 了解这种文化之间的差异, 然后形成自己的一种什么? 技能, 这种技能就包括什么? 我们的基本的是语言技能, 我们商务英语的主要是语言技能。</p> <p>The main one is that he has to have this knowledge, and then what? You have to have this skill that we're talking about. And then you have to have that attitude. What should be the last words? Be aware of this. So I think they basically fall into these categories, and they need to have a reserve of knowledge. The reserve of knowledge of this culture, understanding the differences between these cultures, and then forming their</p>	<p>(第一个是他要)有(这种)知识 To have the knowledge 要有(这种我们讲的, 这种)技能 To have the skill 要有那种他的态度 To have the attitude 要有这种意识 To be aware of</p>	<p>Knowledge Skill Attitude Awareness</p>	<p>Components of intercultural competence</p>

own kind of what? Skill, what is that skill? Our basic is language skills, our business English is mainly language skills.			
我们作为语言老师的话,当然你首先应该什么?应该是要考虑到培养语言能力,对吧? As a language teacher, of course, what should you do first? It should take into account the development of language competence, right?	培养语言能力 The development of language competence	To cultivate language competence	Ways to improve students' IC
拓宽他的那种这种渠道,就是说平常我们现在学生的话都喜欢上这种互联网,互联网的话,所以我们应该是要让他们什么?充分利用这种网络,而不是说把网络作为我们学习的一个障碍。 To broaden the kinds of this channel, that is to say, we now students like this kind of Internet, the Internet, so we should be to let them what? Take full advantage of this network, rather than seeing it as an obstacle to our learning.	拓宽他的那种这种渠道 To broaden the kinds of channels for intercultural communication such as internet	To broaden channels for intercultural communication	
搞一些活动对吧?设置一个文化氛围,像我们课堂上可以给他们设置一些大概有利于这种他们的语言表达的这种提高他们自身的能力的这种比如说演讲比赛对吧?还搞一些辩论是吧? Do some activities, right? Set up a cultural environment, like we can set up something for them in the class that is probably conducive to this kind of language expression this kind of enhancement of their own abilities like a speech contest, right? And some debate, right?	设置一个文化氛围 To set up a cultural environment	To set up intercultural environment	
我们本身的这种能力素质是一个挑战,对我们自己我们本人去理解这种异域文化,我们的知识储备量,可能在很多方面不太	教师自身的知识储备和他文化的理解不太足 Teachers may not be	Teachers' IC competence	Difficulties & Challenges

<p>足, 对他的文化的理解也没那么透彻。</p> <p>Our own ability to understand this foreign culture is a challenge, for ourselves, our own knowledge, we may not be enough in many ways, to understand the culture of others.</p>	<p>enough in many ways including knowledge and understanding of others</p>		
<p>一个大的挑战主要是学生本身, 他们可能对这种文化的意识不是那么强烈。</p> <p>The students themselves, who may not be as aware of the culture as they are.</p>	<p>学生文化意识不强烈 Students may not have fair cultural awareness</p>	<p>Students' cultural awareness</p>	
<p>我们外语环境它有一种比较独特性, 也就是说只有在课堂上用, 那么在课外就基本上不用, Our foreign language environment has a relatively unique feature, that is to say, only used in the classroom and seldom used out of the classroom.</p>	<p>外语环境局限于教室中 Foreign language use is limited to the classroom and lacks a social environment</p>	<p>Lack of social environment</p>	
<p>江西南昌这个地方, 它的开放性也不是那么强, 就是说, 整个对外的外籍人士, 整个异域人士不太多, 不太多的话, 这种氛围就社会环境也就不是那么什么, 不是那么有利于我们好像学生对这种异域文化的理解。</p> <p>Nanchang in Jiangxi, its openness is not so strong, that is, the entire foreign expatriates, the exotic people are not too much, not too much, the atmosphere is the social environment is not so good, not so good for our students' understanding of the foreign culture.</p>	<p>城市开放性和外国文化不强 Openness and foreign cultures are not strong.</p>		
<p>校园文化也不是对这种异域文化也不是很强烈, 对吧?</p> <p>Campus culture is not very strong about this kind of foreign culture, right?</p>	<p>校园异域文化不强 Foreign cultures on campus is not strong</p>	<p>Lack of campus environment</p>	
<p>首先第一个就是多训练</p> <p>The first one is more practice</p>	<p>Practice</p>	<p>Practice</p>	<p>Teaching strategies</p>
<p>然后注重一下他们什么产出</p>	<p>Production</p>	<p>Production</p>	

Look at what they're producing			
另外我们还有一个对课外做一些补充，大概就是提供一些网站、网址对吧？ Have a supplement for extracurricular activities	Supplement materials after class	Supplement materials	
改变学生的一种自身的一个方式，学习方式 To change students learning style	Change students' learning styles	Change leaning style	
看到一些商务案例 Watch some business cases	商务案例 Business cases	Case teaching	Teaching activities
我们有些时候基本上是让分组、分任务一样的给学生分配给他任务 We basically divide students into groups and assign tasks to them.	分组 Grouping	Group teaching	
我们的学生的话，对这种(文化、)异域文化，还是包容性还相对来讲比较强的。 Our students are relatively tolerant of culture differences.	包容性比较强 Tolerant to cultural differences	Cultural tolerant	Students' perception of IC learning
我们觉得虽然他们年轻，经常对这个东西，但是更多的倾向什么？倾向于是一种，好像这种赶时髦的味道，赶时髦的比较多，特别是对这种，只能他们觉得比较新异的东西。 We feel that they are young and often more inclined to a tendency fashion trend; they are pursuing some things that are special and different to them and form a fashion trend.	追求差异性、赶时髦 Pursuing fashion	Cultural fashionable	
我觉得他们还是，这种欲望是比较强烈？ Their desire to learn is still relatively strong.	学习愿望强烈 Strong desire to learn	Strong desire	
他们不会有很深的理解，不会有很宽泛的概念。 They don't have a very deep understanding; they don't have very broad concepts.	概念理解不深 Simple understanding	Simple understanding of concept	