



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

Research Commons

<http://researchcommons.waikato.ac.nz/>

Research Commons at the University of Waikato

Copyright Statement:

The digital copy of this thesis is protected by the Copyright Act 1994 (New Zealand).

The thesis may be consulted by you, provided you comply with the provisions of the Act and the following conditions of use:

- Any use you make of these documents or images must be for research or private study purposes only, and you may not make them available to any other person.
- Authors control the copyright of their thesis. You will recognise the author's right to be identified as the author of the thesis, and due acknowledgement will be made to the author where appropriate.
- You will obtain the author's permission before publishing any material from the thesis.

**Systematically planning and integrating intercultural communicative
competence learning/teaching into the EFL curriculum/classroom to
promote students' learning motivation and confidence in ICC**

A practitioner research at a tertiary institution in China

A thesis submitted in fulfilment
of the requirements for the degree

of

Master of Philosophy

In

Arts and Language Education

at

The University of Waikato

By

LANPING LI



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

2017

STATEMENT OF INTELLECTUAL OWNERSHIP

This thesis contains no material which has been accepted for the award of any other degree or diploma in any university.

To the best of my knowledge and belief this thesis contains no material previously published by any other persons except where due acknowledgement has been made.

Signature:

Date: April 28th 2017

ABSTRACT

Although ICC teaching/learning in foreign language classrooms has been explored over the past few decades, few studies have experimented with systematically planning and integrating ICC teaching/learning in the EFL classroom by applying ICC theories. Very few studies on ICC teaching have included data on classroom teaching practices collected by a multi-method approach. In the context of China, where the development of ICC is emphasized in the *College English syllabus*, there is dearth of empirical studies on ICC teaching and no studies have trialled systematically planning and integrating ICC teaching into the EFL curriculum/classroom for non-English majors in universities to investigate how it might motivate students to learn English and how it might develop students' ICC and ICC confidence.

This practitioner research sought to occupy the research space above. Based on an extensive review of the ICC teaching literature, this intervention study was carried out to trial applying ICC teaching and L2 learning motivation theories to the EFL curriculum/classroom, specifically an intervention class of non-English majors in a university in China through one semester. To investigate the associations of the intervention with students' learning motivation, ICC and ICC confidence, a mixture of research methods was applied, including practitioner inquiry, action research, case study, mixed methods with explanatory design and triangulation design, and a quasi-experimental design. A multi-method approach to data collection was adopted including surveys, pre-test and post-test, students' reflective journals, teacher's reflective journal and interviews. These data sets were analysed in ways appropriate to the data type, including thematic analysis and statistical analysis. The results of the qualitative and quantitative analysis were used to compare, triangulate and mutually illuminate both sets of results.

The findings indicate that students' positive attitudes toward ICC learning were related to their identification with the importance of learning/teaching ICC in English classroom and the fact that the systematic ICC learning/teaching in their English classroom had stimulated their interest and increased their learning motivation. Associations were found between systematic ICC learning/teaching and students' improvement in learning motivation, LS, ICC and ICC confidence. A number of effective ways of systematically planning and integrating

ICC learning/teaching into the EFL curriculum/classroom were found, such as a division into three learning phases, a process of six stages in ICC curriculum planning, deciding certain ICC learning/teaching objectives, and other basic dimensions and components of the curriculum, including resource selection for the ICC learning/teaching and aspects of teaching method.

It is concluded that systematically planning and integrating ICC teaching into the EFL curriculum/classroom, based on the theories of ICC teaching and L2 learning motivation, has a great potential to develop students' ICC and ICC confidence, and promote their learning motivation as well, with a flow-on benefit to their language skills. This study is significant for its practical implications for the practice of ICC learning/teaching in the EFL curriculum/classroom; its contribution to the practical and theoretical development/support of ICC learning/teaching and L2 learning motivation theories; its applying a mixture of research methods and of data collection and analysis procedures to investigate ICC teaching. In one word, it is significant in its offering practical implications for curriculum implementation, practical implications for teacher education and language policy-making, methodological implications for research, and theoretical implications for the development of ICC teaching/learning in the EFL classroom.

ACKNOWLEDGEMENTS

Chance led me to undertake my studies in the Arts and Language Education Department at the University of Waikato in New Zealand. During my studies there I was blessed with the support and love from a lot of people to whom I owe a great debt of deep gratitude.

I am deeply indebted to my chief supervisor Professor Terry Locke for his dedicated and excellent professional supervision, guidance and support, for his intelligent and wise enlightenment and inspiration, and for his timely, kind and considerate help, support and encouragement not only with my research studies but also with other issues during my studies. Without his support and company, this thesis would have been impossible. From his educational philosophy and exceptionable character and personality as an educationist, I learnt a lot about how to be a good teacher and researcher and how to be a good person.

I also owe my deepest gratitude to my parents, Delu Li and Jiancong Zhang; my son, Geyang Mao; and my husband, Fenglin Mao. In their inimitable ways and with their endless affection and love, they continued to give me unconditional support and understanding. A special word of heart-felt thanks to my son for his companionship and great help in various ways during the hardest times throughout my studies in New Zealand.

I am equally grateful to the University of Waikato Scholarships Office for their support. I also feel grateful to other supervisors on my supervision panel: Dr. David Whitehead for his professional advice with my quantitative data analysis; Dr. James McLellan for reading some of my work and offering valuable advice in the latter stages of my writing; and Dr. Prue Holmes for her professional detailed advice in the early stages of my study before she transferred to Durham University, UK.

My hearty gratitude also goes to all my colleagues and friends at the University of Waikato. Special thanks must go to Peter Calvert and my nephew Jimmy Li, who helped me in their way with coping with difficulties I came across both in my studies and in my life. I am heartily thankful to Alistair Lamb for his time and kind help in formatting my References.

My hearty gratitude also goes to staff at the Faculty of Education, with special thanks to Christine Stewart, Sylwia Rutkowska, Lise Claiborne, Richard Smith, Dale Hills for their kind support, advice and help. My hearty thanks are also due to all the staff of the

Postgraduate Studies Office at the University of Waikato, with particular thanks to Angela Scarsbrook who was always considerate and who kindly gave me help and advice.

I also would like to express my sincere thanks to the 140 participants, my Chinese students who were always so cooperative, honest and friendly throughout the six-month intervention I carried out in China. My thanks also go to my home university authorities, who allowed me to conduct my intervention study there.

Finally, I offer my deep gratitude and regards to all those who supported and helped me in various ways during my studies. With love, I dedicate this thesis to my readers and to all of you.

TABLE OF CONTENTS

STATEMENT OF INTELLECTUAL OWNERSHIP.....	ii
ABSTRACT.....	iii
ACKNOWLEDGEMENTS.....	v
TABLE OF CONTENTS.....	vii
LIST OF TABLES AND FIGURES.....	xi
CHAPTER ONE INTRODUCTION.....	1
1.1 Motivation for the study.....	1
1.2 Research aims.....	3
1.3 Methodological framework.....	4
1.4 Significance of the study.....	6
1.5 Outline of the thesis.....	7
CHAPTER TWO LITERATURE REVIEW.....	9
2.1 Culture and language.....	9
2.2 Intercultural communicative competence (ICC).....	13
2.2.1 Definition/Conceptualizations of ICC.....	13
2.2.2 ICC in foreign languages education.....	17
2.2.3 ICC study and teaching in China.....	21
2.3 ICC teaching and learning.....	24
2.3.1 From culture learning and teaching to ICC learning and teaching.....	24
2.3.2 Objectives of ICC learning and teaching.....	29
2.3.3 Curriculum planning for ICC learning and teaching.....	33
2.3.4 The assessment of ICC.....	42
2.4 Learning motivation and self-confidence in L2 and ICC classroom learning.....	49
2.5 Chapter Summary.....	53
CHAPTER THREE METHOD AND RESEARCH DESIGN.....	55
3.1 Introduction.....	55

3.2 Research questions and overall approach	55
3.3 Research methods	57
3.4 The intervention	59
3.5 Data collection	62
3.5.1 Research sites and participants	63
3.5.2 Ethical considerations	64
3.5.3 Data collection procedures.....	66
3.6 Data Analysis	77
3.7 Summary	80
CHAPTER FOUR RESULTS OF QUANTITATIVE AND QUALITATIVE ANALYSIS ..	82
4.1 Introduction.....	82
4.2 Results and analysis of pre- and post-tests	82
4.2.1 Comparison of the intervention class with the non-intervention class in the English language skills and ICC pre-test	84
4.2.2 A comparison of the intervention and non-intervention class in the post-test of ICC	85
4.2.3 A comparison of post-tests of English language skills between the intervention and non-intervention class	87
4.2.4 Summary	89
4.3 Results and analysis of the pre- and post-intervention questionnaires	90
4.3.1 Results and analysis of the pre-intervention questionnaire to both intervention and non-intervention classes.....	91
4.3.2 Results, analysis and comparison of the pre- and post-intervention questionnaire to the intervention class.....	98
4.3.3 Summary	104
4.4 Findings from interviews, and students' and teacher's reflective journals.....	105
4.4.1 Introduction.....	105
4.4.2 Students' interest and motivation in learning	106

4.4.3 Students' self-perception of improvement.....	126
4.4.4 Students' views	135
4.4.5 Section Summary	143
4.5 Chapter Summary	145
CHAPTER FIVE DISCUSSION	149
5.1 Students' attitudes toward current English teaching and learning.....	149
5.2 Students' attitudes toward the intervention.....	151
5.3 Associations of ICC learning/teaching with students' ICC and LS.....	155
5.4 Associations of ICC teaching/learning with differences in ICC and LS scores for IC and NIC students.....	158
5.5 Associations of ICC learning/teaching with students' learning motivation and confidence in ICC	166
5.5.1 Associations of ICC learning/teaching aspects with students' learning motivation	167
5.5.2 Associating a sense of the importance of ICC with students' learning motivation	173
5.5.3 The role of other factors in learning motivation	175
5.5.4 Students' self-perceived sense of increased motivation	176
5.5.5 Associations of ICC learning/teaching and students' confidence in speaking and ICC.....	177
5.6 Some effective ways of managing ICC learning/teaching in the EFL curriculum/classroom.....	180
5.6.1 Systematic planning of three phases for ICC learning/teaching.....	181
5.6.2 Six stages of analysis and decision-making in ICC curriculum planning	184
5.6.3 Setting objectives for ICC learning/teaching	186
5.6.4 Selecting resource for ICC learning/teaching	189
5.6.5 Aspects of ICC learning/teaching methods.....	191
5.6.6 Students' views on improving the course	198
5.7 Significance of the findings	200

5.8 Limitations	203
5.9 Summary	204
CHAPTER SIX CONCLUSION	208
6.1 Summary of key points	208
6.2 Implications.....	210
6.2.1 Implications for curriculum implementation, teacher education and language policy-making.....	210
6.2.2 Implications for research.....	213
6.2.3 Implications for theory.....	214
6.3 Suggestions for further research	214
REFERENCES	217
APPENDICES	225
Appendix A: Ethics approval	225
Appendix B: Information to participant.....	226
Appendix C: Consent form	228
Appendix D: Invitation to participate in an interview session.....	229
Appendix E: Letter of permission to conduct a research	230
Appendix F: Letter of permission to conduct a research	231
Appendix G: Application to conduct research.....	232
Appendix H: Consent form.....	233
Appendix I: Pre-questionnaire to all participants	234
Appendix J : Pre- and post-intervention questionnaire to the intervention class.....	238
Appendix K: Teacher's reflective journal	241
Appendix L: Student's reflective journal guideline.....	242
Appendix M: Students' interview protocol.....	243

LIST OF TABLES AND FIGURES

LIST OF TABLES

Table 2.1: Intercultural communicative competence (Byram, 2008, p. 230)	15
Table 2.2: A Conceptual Model of Culture Learning (Paige, 2000, p. 7)	27
Table 3.1: Focus and activity for each phase	63
Table 3.2: Descriptive data for intervention and non-intervention samples	66
Table 3.3: Research questions and data collection procedures	71
Table 3.4: Weekly intervention and data collection procedures	72
Table 3.5: Data collection instruments	79
Table 4.1: Comparison of IC and NIC Pre-Test of English language skills	86
Table 4.2: Comparison of IC and NIC Pre-Test of ICC	86
Table 4.3: Comparison of IC and NIC Post-Test of ICC	87
Table 4.4: Comparison of the Pre-Test and Post-Test of ICC within the NIC	88
Table 4.5: Comparison of the Pre-Test and Post-Test of ICC within the IC	88
Table 4.6: Comparison of IC and NIC Post-test, English Language Skills Results	89
Table 4.7: Comparison of the Pre-Test and Post-Test of English Language skills within NIC	90
Table 4.8: Comparison the Pre-test and Post-test of English Language skills within the Intervention Class	90
Table 4.9: Years of study English	94
Table 4.10: Reasons for learning English	95
Table 4.11: Importance of studying English	95
Table 4.12: Ways of improving English outside class	96
Table 4.13: Students' self-rating of language skills and ability to communicate	96
Table 4.14: Focus of current English class at the university	97
Table 4.15: Fear or unpleasant feeling of current English teaching	98

Table 4.16: Knowledge and attitudes towards ICC and culture teaching	98
Table 4.17: The focus of English teaching	99
Table 4.18: Changes of the students' self-rating of communicative competence in English	101
Table 4.19: Changes of attitudes to English learning	103
Table 4.20: Resources	104
Table 4.21: Focus on the teacher and teaching approach	104
Table 4.22: Affective response	105
Table 4.23: Sense of competence	105
Table 4.24: Motivation looking ahead	106
Table 4.25: Motivation in learning at phase one, two and three	129
Table 4.26: Confidence in speaking English at phase one, two and three	131
Table 4.27: Self-rating of LS for phase one, two and three	134
Table 5.1: Outline of discussion on planning and teaching ICC in the EFL classroom ...	182

LIST OF FIGURES

Figure 2.1: Intercultural Competence Model (Byram, 1997)	17
Figure 2.2: A model of Intercultural Communicative Competence (Byram, 2009, p. 323)	19
Figure 3.1: Cyclical process of this research	62
Figure 3.2: Explanatory Design procedures	81
Figure 3.3: Triangulation Design procedures	82

CHAPTER ONE

INTRODUCTION

This chapter briefly outlines the study by introducing the motivations of the researcher, the research aims and questions, methodological framework, the significance of the study and the organization of the thesis.

1.1 Motivation for the study

The study of systematically planning and integrating intercultural communicative competence (henceforth ICC) learning/teaching into the EFL (English as a Foreign Language) curriculum/classroom stems from my personal interest in the issue because of my professional and academic experience. Professionally I have twenty years of English teaching experience in three universities in China. During my teaching years, I noticed that many Chinese university students might have high scores in tests such as their English achievement tests, CET4 (College English Test Band Four) and CET6 (College English Test Band Six), and even in more difficult international tests like IELTS, TOEFL and GRE, but most of them said it was hard for them to communicate with English native speakers in real life, study or work, and they lacked intercultural communicative competence.

I became aware that for various reasons English teaching in China's universities had for years been deviating from its ultimate purpose, which was to develop learners' ICC as the *College English syllabus* (Revising Team, 2007) emphasizes. Therefore, I began to seek to trial a way of implementing the teaching of ICC in my own teaching practice. I experimented with introducing aspects of ICC into my classroom, trying out something different with my students. By doing so, the students' interest was greatly aroused and they became much more active and motivated in class than before. In the meantime, based on my teaching and study, I also published some articles related to culture and language teaching and edited a book about English idioms and their cultural origins. I shared my experience of integrating ICC aspects

into class with my fellow teachers who also expressed their interest in using this method. Nevertheless, I was well aware that my experiment lacked systematic planning and a unified implementation at the whole teaching program level. Then I thought that maybe I could do something like systematically planning and integrating ICC learning/teaching into the English language class which might be beneficial to developing students' ICC in a sound, rational and effective language program.

My interest in ICC teaching and research increased when I came to New Zealand as a visiting scholar and came across a number of Chinese students studying as either undergraduate or postgraduate or at Mphil or PhD levels. Most of them also complained that they felt very frustrated when they found it difficult to communicate with native speakers although they had learned English for years in China and passed IELTS with high scores before they came to New Zealand. They said that more often than not, there were misunderstandings and failures in their communication with native English speakers and sometimes there was even deterioration of relations in their communication with them, almost all of which were caused by lack of intercultural communicative competence, namely, a lack of awareness or even ignorance of culture differences. This is actually a common phenomenon among Chinese students which is promoting more and more attention from foreign language educators in China. Efforts aiming at improving students' intercultural communicative competence appear crucial.

Based on a review of ICC learning/teaching literature, I have drawn the conclusion that no previous study has experimented systematically planning and integrating ICC teaching into the EFL classroom for non-English majors in Chinese universities. Therefore I decided to undertake to the study by applying ICC and culture learning/teaching theories (Kramsch, 1993; Risager, 1993; Street, 1993; Eisner, 1994; Byram, 1997; Paige, 2000; Corbett, 2003; Lussier, 2007; Byram, 2008, 2009; Deardorf, 2009; Spitzberg & Changnon, 2009; Skopinskaja, 2009; Fantini, 2009) I also wanted to apply L2 learning motivation theories (Lambert, 1972; Bandura & Schunk, 1981; Deci & Ryan, 1985; Clement & Kruidenier, 1985; Dornyei, 1994; Oxford & Sharin, 1994; Vallerand, 2000; Dornyei, 2001; Clement & Dornyei, 2001; Tavani & Losh, 2003; Noels, Pelletier & Winke, 2005; Gardner, 2005; Akram, 2007) to my EFL classroom practice to investigate how they might motivate students to learn and how it might develop students' ICC and ICC confidence.

As a teacher researcher, my decision to undertake the study intervention rested on a hypothesis that systematically planning and integrating ICC learning/teaching into the EFL curriculum/ classroom had the potential, depending on its design, to improve students' ICC and increase their motivation to learn English. It was also grounded on my conviction that ICC teaching makes language learning more interesting, more effective, and thus, not only develops students' intercultural communicative competence but also potentially their language proficiency.

1.2 Research aims

The overall aim of this research study is to examine how ICC learning/teaching can be systematically planned and integrated into the EFL curriculum/classroom, what aspects of ICC should be taught and how ICC can be learned and taught most productively in the EFL classroom of non-English majors in the Chinese context. It investigated the effectiveness of systematically planning and integrating ICC learning/teaching into the EFL curriculum/classroom among English learners in a tertiary institution in mainland China. The research developed and evaluated an instructional program aimed at enhancing students' learning motivation and confidence in intercultural communicative competence. In order to achieve this aim, the study established the following objectives:

1. To investigate the attitudes of EFL students of non-English departments toward English learning, ICC learning and the current EFL teaching program
2. To investigate the attitudes of intervention-class students toward the intervention of systematically integrating the teaching of ICC into the EFL curriculum and classroom
3. To ascertain the extent of any association of the designed instructional program with the improvement of intervention-class students' intercultural communicative competence and language skills
4. To determine whether there were any differences in the pre-test and post-test scores measuring language skills and ICC for students in both intervention and non-intervention classes.
5. To determine whether there were any differences in motivation and confidence levels for intervention-class students at the completion of the intervention.
6. To discover some effective ways of systematically planning and integrating the teaching of ICC into the EFL curriculum and classroom.

In order to achieve these objectives, the following research questions were developed.

1. What are the attitudes of EFL students of non-English departments toward English learning, ICC learning and the current EFL teaching program?
2. What are the attitudes of intervention-class students toward the intervention of systematically integrating the teaching of ICC into the EFL curriculum and classroom?
3. Is the designed instructional program associated with an improvement in intervention-class students' intercultural communicative competence and language skills?
4. Are there any changes in students' pre-test and post-test scores measuring language skills and ICC for students in both intervention and non-intervention classes?
5. Are there any changes in motivation and confidence levels for intervention-class students at the completion of the intervention?
6. What are some effective ways of systematically planning and integrating the teaching of ICC into the EFL curriculum and classroom?

1.3 Methodological framework

To be consonant with what I wished to discover and to address the research questions, the research methods adopted in this study included practitioner inquiry (McCutcheon & Jung, 1990; Anderson, Herr & Nihlen, 1994; Cochran-Smith & Donnell, 2006), action research (Kemmis & McTaggart, 1992; Cohen & Manion, 2007), case study (Nisbet & Watt, 1984), mixed methods (Ivankova & Creswell, 2003; Creswell et al., 2003; Creswell, 2008) and a quasi-experimental design (Best & Kahn, 1998).

First, this research was a practitioner inquiry, a type of insider investigation where the practitioner is the researcher, the professional context is the research site, and practice itself is the focus of study. I, as the teacher researcher and practitioner, conducted a study intervention over 16-weeks and investigated my own practice by implementing a programme, the study intervention of systematically planning and integrating ICC learning/teaching into the EFL curriculum/ classroom. The study intervention was deliberate and systematic and was reflected on by both me and the students in the intervention class. I was using my professional teaching practice as a site for research. Second, as an action research where the problems were analysed, hypotheses developed, and an intervention implemented by a

practitioner, this research analysed the students' lack of ICC and developed the hypothesis that systematically planning and integrating ICC learning/teaching into the EFL curriculum/classroom had the potential, depending on its design, to improve learners' ICC and promote their motivation to learn English. Guided by the research questions, the study intervention was designed to test this hypothesis. As a practitioner who had been teaching EFL for over 20 years, I conducted the intervention and collected data at the same time. Third, in undertaking this practitioner research, I and my own practice constituted the case that was being studied and investigated to illustrate the principle of ICC learning and teaching in the EFL classroom. Fourth, a procedure of mixed methods research was adopted by collecting and analysing both quantitative (pre-test and post-test results) and qualitative data (surveys, the researcher's and participants' reflective journals, interviews with the participants,) in order to gain an in-depth understanding of the study intervention from diverse perspectives. Explanatory design and triangulation design were used to deal with the results of the qualitative and quantitative data which helped to mutually explain, refine, clarify, and extend findings from the two data-sets. They were integrated to provide a deep and broad understanding of the phenomena under investigation. Fifth, this research also utilized a quasi-experimental design where experimental and control groups were naturally assembled groups and intact and similar classes. The participants were two natural classes (one an experimental/intervention class and the other a control/non-intervention class). Both classes consisted of second-year students from the same department at the university where I was teaching in China. As will be explained later, they had similar English levels based on their scores in a pre-intervention test and university entrance examination.

A number of data collection methods were used in this study: surveys, researcher's reflective journals, participants' reflective journals, interviews, and pre-test and post-test. To establish a range of findings, the data gained from the researcher's reflective journal, the participants' reflective journals and the interviews were analysed qualitatively, while the data gained from the survey, the pre-test and the post-test were analysed quantitatively. The results of the qualitative and quantitative analysis were used to mutually illuminate both sets of results. Thematic analysis (Braun & Clark, 2006) was adopted to analyse the data gained from the researcher's reflective journal, the participants' reflective journals and the interviews and the analysis underwent six phases: familiarizing oneself with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. The data gained from the surveys were analyzed quantitatively to find out the mean

scores and standard deviation of each survey item. The data gained from the pre-test and the post-test were analyzed quantitatively using SPSS 18.0 including independent samples t-test and dependent means t-test (paired-samples t-test).

The mixture of research methods, the collection and analysis of a mixture of qualitative and quantitative data has, I believe, contributed to the reliability and validity of the research study.

1.4 Significance of the study

This study is significant in its contribution to the practical and theoretical development/support of ICC learning/teaching and L2 learning motivation theories via practitioner inquiry with a mixture of research methods and of data collection and analysis procedures. It adds to the literature an understanding of how systematically planning and integrating ICC learning/teaching into the EFL curriculum/classroom in the Chinese context can motivate students to learn and how it can develop students' ICC and ICC confidence. Specifically, it provides an empirical account of practices and application of the relevant ICC learning/teaching and L2 learning motivation theories in the EFL curriculum/classroom from different perspectives.

First, the study provides a practical support to the necessity, feasibility, practicality and effectiveness of applying various ICC theories in systematically planning and integrating ICC learning/teaching into the EFL classroom for non-English majors in Chinese universities. Second and specifically, the study's significance lies in its applying certain ICC theories, especially those of Byram (1997, 2008, 2009) in the EFL classroom practice selectively, adaptively, flexibly and critically, making the ICC classroom learning/teaching systematic, involving three learning phases, six stages of ICC curriculum planning, and clearly set objectives of ICC learning so that aspects or basic dimensions of the curriculum such as teaching resource selection, teaching methods, class activities, teaching media and assessment are also able to be planned systematically and carried out in a planned way. The systematic nature of the planning contributes to the practical and theoretical development of ICC learning/teaching in the Chinese context where ICC and culture are generally taught in an unplanned way at random. Third, the study has practical implications for the practice of ICC learning/teaching. It provides pointers and approaches for systematically planning and integrating ICC learning/teaching in the EFL curriculum/classroom for non-English majors in

Chinese universities and it will be significant for teachers at tertiary levels who seek effective ICC learning/teaching strategies for use in EFL classroom. Fourth, the study is also significant in its findings that classroom ICC learning can serve to not only improve learners' ICC, but also basic language skills as a result of improved learning motivation. It lends practical support to L2 learning motivation theories and is a complement and development of L2 learning motivation in general. Fifth, this research makes a methodological contribution to the study of ICC learning/teaching in the EFL classroom practice by applying practitioner inquiry, action research, case study, mixed methods with explanatory design and triangulation design, a quasi-experimental design, and the collection of a mixture of qualitative and quantitative data and analysis. The multi-method approach provided a deeper and broader understanding of the intervention and enhanced validity and reliability of the study. Finally, this study also provides an avenue of inquiry for future research in aspects of ICC learning/teaching classroom in Chinese context, especially in the area of ICC assessment and language teachers' education and training in ICC. It highlights a need for foreign language teachers' ICC education to be planned systematically nationwide by China's Education Department. It may also help inform educational policy-makers in providing them with information about ICC learning/teaching in English classrooms for non-English majors which is important as a potential guide for innovation and improvement in the Chinese context.

1.5 Outline of the thesis

This thesis comprises six chapters. This first chapter briefly outlines the study by introducing the contextual and theoretical background. It then introduces the research aims and questions, methodological framework, the significance/contribution of the study and finally the organization of the thesis.

Chapter two reviews the relevant literature. Section 2.1 is a brief reflection on the relationship between culture and language. Section 2.2 reviews the theoretical and research literature related to ICC and ICC learning/teaching. It includes a review of the definition/conceptualizations of ICC, ICC in foreign languages teaching/education, which contributes towards the conceptual framework of this study. This is followed by a discussion of the literature on ICC study and research in China. Section 2.3 looks closely at culture and ICC learning/teaching research. It includes a discussion of the distinction between learning/teaching culture and developing ICC, objectives of ICC learning /teaching,

curriculum planning for ICC learning/teaching and assessment of ICC. Section 2.4 provides a review of learning motivation and self-confidence studies in second language and ICC classroom. The last section summarizes this chapter and identifies some research gaps which this research aims to address.

Chapter three covers the methodology this study adopted to address the research questions. It firstly introduces the overall approach and design. It then discusses and justifies the mixed research methods used in the study both at theoretical and practical level. This is followed by a detailed description of the intervention, data collection including the research setting, the participants, ethical issues, and the procedures (survey, pre-test, post-test, reflective journal and interview). Both qualitative data analysis and quantitative analysis methods used in the research are outlined in the last part of this chapter.

Chapter four presents the results and findings of the study. It provides quantitative and qualitative analysis of the various data-sets collected from: LS (language skills) and ICC pre-test and post-test, the pre- and post-questionnaire, interviews, and students' and teacher's reflective journals. The results of the pre-test, post-test, pre- and post-questionnaires, interviews, students' and teacher's reflective journals are presented, analysed, compared and used to address the research questions.

Chapter five discusses the findings in relation to each of the research questions with reference to the literature reviewed in Chapter Two: students' attitudes towards current English learning/teaching and the intervention of ICC learning/teaching; associations of ICC learning/teaching with improvement in students' ICC and LS; associations of ICC learning/teaching with students' learning motivation and confidence in ICC; and some effective ways of ICC learning/teaching in the EFL curriculum/classroom. Finally, the significance of the findings and limitations of the study are discussed

Chapter six is the final chapter of the thesis. It concludes the study by firstly summarising the key points of the study. Following this, implications are discussed from both theoretical and practical perspectives. It concludes with suggested directions for future research in the area of ICC learning/teaching in foreign language education, particularly in the EFL classroom for non-English majors in the Chinese context.

CHAPTER TWO

LITERATURE REVIEW

This chapter reviews the theoretical and research literature related to intercultural communicative competence (ICC) and ICC learning and teaching. It begins with a brief reflection on the relationship between culture and language. It then reviews the definition/conceptualizations of ICC and ICC in foreign languages teaching/education, which will contribute towards the conceptual framework of this study. ICC study and research in China is then presented. This is followed by reviews of culture learning and teaching including ICC learning and teaching research, which covers the curriculum and its design, curriculum planning for ICC learning and teaching, objectives, goals, input/teaching resources, the roles of the classroom/class activities, the roles of the teacher, assessment and its function, and the assessment of ICC. Fourthly, it provides a review of learning motivation and self-confidence studies in second language and ICC classroom learning. The last section summarizes this chapter and identifies some research gaps which this research aims to address.

2.1 Culture and language

Both language and culture have been variously defined up till now. Both terms have enjoyed many definitions, yet none of them has been acknowledged as definitive. For example, Khleif (1979) defines language as social history of a people, structuring social perceptions of the past and interpreting the future, that is, creating consciousness. Hall (2005) in a socialcultural perspectives on human action, summarized: “language is viewed at one and the same time as both an individual tool and a socialcultural resource, whose use on a day-to-day basis is conventionalized, shaped by the myriad intellectual and practical communicative activities that constitute daily lives” (p. 16). From a communicative perspective, Richards and Rodgers (2001) summarized language as a system for expression of meaning which is to allow interaction and communication. In brief, language is interesting, but challenging and too complicated to be adequately explained by a single definition. Nevertheless, in recent years more and more scholars have come to assert, according to Hall (2005), that primacy of analysing and conceptualizing language as a social or human action is not language itself, but

“the ways in which language is used in the accomplishment of social life” (p. 8) and central to this is to conceptualize and analyse two concepts, language and culture.

Likewise defining culture, as is known to all, is also difficult as what culture covers is too broad. Kroeber and Kluckhohn (1952) compiled a list of 164 different definitions of culture in their anthropology literature and even up till now, there is still not a universal definition of culture. Bates and Plog proposed a descriptive definition: “Culture is a system of shared beliefs, values, customs, behaviours, and artifacts that the members of a society use to cope with their world and with one another, and that are transmitted from generation to generation through learning” (Bates & Plog, 1990, p.152). Samovar (1998) defines culture as the deposit of knowledge, experience, belief, values, actions, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and artifacts acquired by a group of people in the course of generations through individual and group striving. Multidimension and complexity of culture can be seen from these definitions which include almost all aspects of people’s life. Moran (2004) based his definition of culture on five interrelated dimensions of culture (products, practices, perspectives, communities, persons) and defines culture as “the evolving way of life of a group of persons, consisting of a shared set of practices associated with a shared set of products, based upon a shared set of perspectives on the world, and set within specific social contexts” (Moran, 2004, p. 24).

From the perspectives of intercultural communication learning and teaching in foreign language education which this research was focused on, it was useful to study the contents of Moran’s culture definition which reflects culture’s nature, elements, and more importantly its relationship to language. The evolving way of life reflects dynamic nature of culture; products such as documents, written and spoken language or complex institutions of family, education, economy, politics, and religion may be learned; practices such as actions and interactions including language and other forms of communication, verbal or non-verbal, the context of communication, appropriateness and inappropriateness may be learned and practiced; perspectives representing the perceptions, beliefs, values, and attitudes that underlie the products may be introduced and learned. These are all of importance to intercultural communication learning and teaching in foreign language classroom and help understanding of the bond between culture and communication and the bond between language and culture.

Language is generally thought of as integral to a culture. Saville-Troike (1996) states that cultures are systems of symbols, and language is only one of the symbolic systems in this network. Duranti (1997) argues that one should think of language in culture and not just of language and culture, as he asserts that the linguistic system interpenetrates all other systems within the culture. According to him, language is a social institution which is shaping and shaped by society at large. Language is also a social practice which is creating and created by the structures and forces of social institutions. Similarly Qin & Tian (2008) note that “language cannot exist in a vacuum; there is a kind of transfusion at work between language and culture” (p. 242). According to Locke (2010), language is imbued with culture and culture continues to be shaped by language. In short, one cannot learn a language without absorbing a range of cultural understandings.

Since language and culture are so closely related to each other, language learning and learning about target cultures cannot realistically be separated (Kramsch 1993; Valdes 1986). It is indispensable for foreign language teachers to teach culture while they teach language. With regard to this, Byram (1997) states that the acquisition of a foreign language is the acquisition of the cultural practices and beliefs this language embodies, since language is one of the important means of embodying the complexity of those practices and beliefs. Therefore, as he asserts, teaching for linguistic competence cannot be separated from teaching for intercultural competence. The target language for this study intervention was English and it should be acknowledged that English has perhaps broken free from its British-American cultural base. Nevertheless, British, American and New Zealand English and culture to some extent may represent and be typical of English and western culture which was what this study focused on.

Although there are many definitions of culture, the preferred definition for a foreign language teacher such as myself is Byram (1997):

Rather than add to the attempts to produce a definitive and all purpose definition, I want to suggest that we need a definition to suit the purpose of the foreign language teacher. This can begin with the beliefs and knowledge which members of a social group share by virtue of their membership. To describe these as ‘shared meanings’ is to open a link to language, in which they are embodied and to a view of language learning as learning the meanings of a specific social group (p. 39).

No matter how many definitions have been put forward regarding language and culture, and regardless of the complex state of their relations, the two are definitely interwoven. Language

is the presentation of culture and without cultural knowledge, it is impossible to learn language well and obtain intercultural communicative competence. More and more experts in EFL now subscribe to the view (Byram et al. 1994) that cultural learning has to take place as an integral part of language learning, and vice versa.

Language and culture are inseparably connected because, as Buttjes (1990) explains:

(1) language acquisition does not follow a universal sequence, but differs across culture; (2) the process of becoming a competent member of society is realized through exchanges of language in particular social situations; (3) every society orchestrates the ways in which children participate in particular situations, and this, in turn, affects the form, the function and the content of children's utterances; (4) caregivers' primary concern is not with grammatical input, but with the transmission of socio-cultural knowledge; (5) the native learner, in addition to language, acquires also the paralinguistic patterns and the kinesics of his or her culture (p. 55).

It can be said that language learning is culture learning. As Buttjes (1990) suggests, language teachers should not only monitor linguistic production in the classroom, but also become aware of the complex and numerous process of intercultural mediation their students undergo. Qin and Tian (2008) note that learning a foreign language means learning a foreign culture and at the same time means learning how to communicate and obtain intercultural communicative competence. This notion is clearly reflected in current *College English syllabuses Revised Edition 2007* (Revising team, 2007) in mainland China:

The College English course is a compulsory basic course. Under the guide of foreign language teaching theory, College English teaching is to be based on teaching English language knowledge, application of English language skills, learning strategies and intercultural communicative competence (ICC) as the main content. The purpose is to develop the learners' intercultural communicative competence so that they can adapt to China's economic development and the need for international exchanges...

大学英语课程是一门必修的基础课，大学英语教学以外语教学理论为指导，以教授英语语言知识、英语语言技巧应用、学习策略、跨文化交际能力为主要教学内容，目的在于培养学生跨文化交际能力以适应中国经济发展及国际交流需要... (大学英语教学大纲修订组，2007)

Nevertheless, it seems that this is not yet fully reflected in EFL curriculum design and classroom practice. As Zhang (2007) states, although foreign language teaching syllabuses at all levels in China emphasize the development of students' cultural literacy, there is no comprehensive explanation of relevant curriculum design, curriculum standards, teaching principles, evaluation or assessment and of how to integrate the teaching of culture into

language teaching. Therefore, the objective of developing students' cultural literacy in foreign language teaching is often not reflected in practice. To develop students' intercultural competence in foreign language teaching, a thorough reform in foreign language teaching is often required. This research sought to trial a way of implementing the teaching of intercultural competence in the Chinese tertiary setting.

The President of China Association for Intercultural Communication (CAFIC), Sun (2013) also pointed out in his keynote speech on the 10th CAFIC International Conference: "It is generally agreed among scholars and teachers at home and abroad that intercultural competence is an ability of critical importance... Unfortunately... if we conduct an on-site observation of what is going on in the classroom of English departments in Chinese universities, we are most likely to be disappointed by the intermittent or unplanned handling of intercultural elements overshadowed by the enthusiastic efforts of teachers to impart linguistic skills or subject knowledge. It is time now, I believe, to take action, that is, to put into practice the generally agreed-upon intercultural competence development (ICD) theories and methods..." (Sun, 2013).

In my own 20 years' experience in teaching English in universities in China, what Sun stated above is also true for English classroom teaching of non-English majors in Chinese universities. Little empirical study has been done to systematically plan and integrate ICC learning and teaching into EFL curriculum and classroom practice for non-English majors at tertiary institutions in China (see Section 2.2.3 for literature review of ICC study and research in China), which is what this study was intended to focus on.

2.2 Intercultural communicative competence (ICC)

2.2.1 Definition/Conceptualizations of ICC

Intercultural communication as an area of research has a history of about 50 years. Most people identify Edward T. Hall (*The silent language*, 1959) as the father of the field. Intercultural communication is often defined as communication "between people from different national cultures, and many scholars limit it to face-to-face communication" (Gudykunst, 2002, p. 179). The problem with this definition is that scholars such as Holmes (2012) holds that "national cultures" has less meaning in the modern transcultural world as places become increasingly inter/multicultural. A simple definition of ICC is "the abilities to

perform effectively and appropriately with members of another language-culture background on their terms” (Fantini, 2000). This definition was updated by Fantini (2009) himself as “complex abilities that are required to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself” (p. 458).

Based on McCroskey, Jablin & Sias (2001), Philipsen (2002), and Spitzberg & Changnon (2009), Holmes (2012) offers an unity in the definition of intercultural competence in terms of goal achievement, that is, “the ability to display appropriate communication behaviours in a given context, and the cognitive ability to make choices among behaviours”, which suggests that “communication competence is dependent on individuals’ (fore) knowledge of the rules or prescriptions for knowing what to do and how to act in specific circumstances, groups, times, and places” (Holmes, 2012, p. 708).

The literature suggests that ICC has a number of aspects. Its emphasis, according to Byram (2008), is on the acquisition of skills and attitudes as well as knowledge. The following table sums up the factors in intercultural communication that Byram proposes.

Table 2.1: Intercultural communicative competence (Byram, 2008, p. 230)

	Skill interpret and relate	
Knowledge of self and other; interaction: individual and societal	Education political education critical cultural awareness	Attitudes relativising self valuing other
	Skills discover and / or interact	

According to Byram (2008), *attitudes* refer to curiosity and openness, readiness to suspend disbelief about other cultures and belief about one’s own. *Knowledge* includes knowledge of social groups and their products and practices in one’s own and in one’s interlocutor’s country, and of the general process of societal and individual interaction. *Skills* include: (1)

skills of interpreting and relating, that is, the ability to interpret a document or event from another culture, to explain it and relate it to documents from one's own; (2) skills of discovery and interaction, that is, the ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes; (3) skills under the constraints of real-time communication and interaction; critical cultural awareness/political education, that is, an ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries.

Conceptualizations of intercultural communication competence have also seen over fifty years' scholarly activity. According to Spitzberg and Changnon (2009), there is a rich conceptual and theoretical landscape from which many models have emerged. They divide contemporary models of intercultural communicative competence into five types: compositional, co-orientational, developmental, adaptational, and casual processes. Among these five models, the co-orientational model occupies a relatively central focus of attempts at conceptualizing intercultural competence. A co-orientational model suggests that people who come from different cultures, experiences, histories, races, and languages seem likely to face the problem of understanding and feel embarrassed when they first interact. Then logically they will make efforts to achieve some base level of co-orientation toward the common referential world. Fantini (1995) describes and summarizes many of the elements necessarily involved in the linguistic process involved in achieving co-orientation. However, an influential and comprehensive model that involves some commonalities with co-orientational models was subsequently developed by Byram and his colleagues (Byram, 1997, 2003; Byram et al., 2001). The following Figure 2.1 is Byram's model:

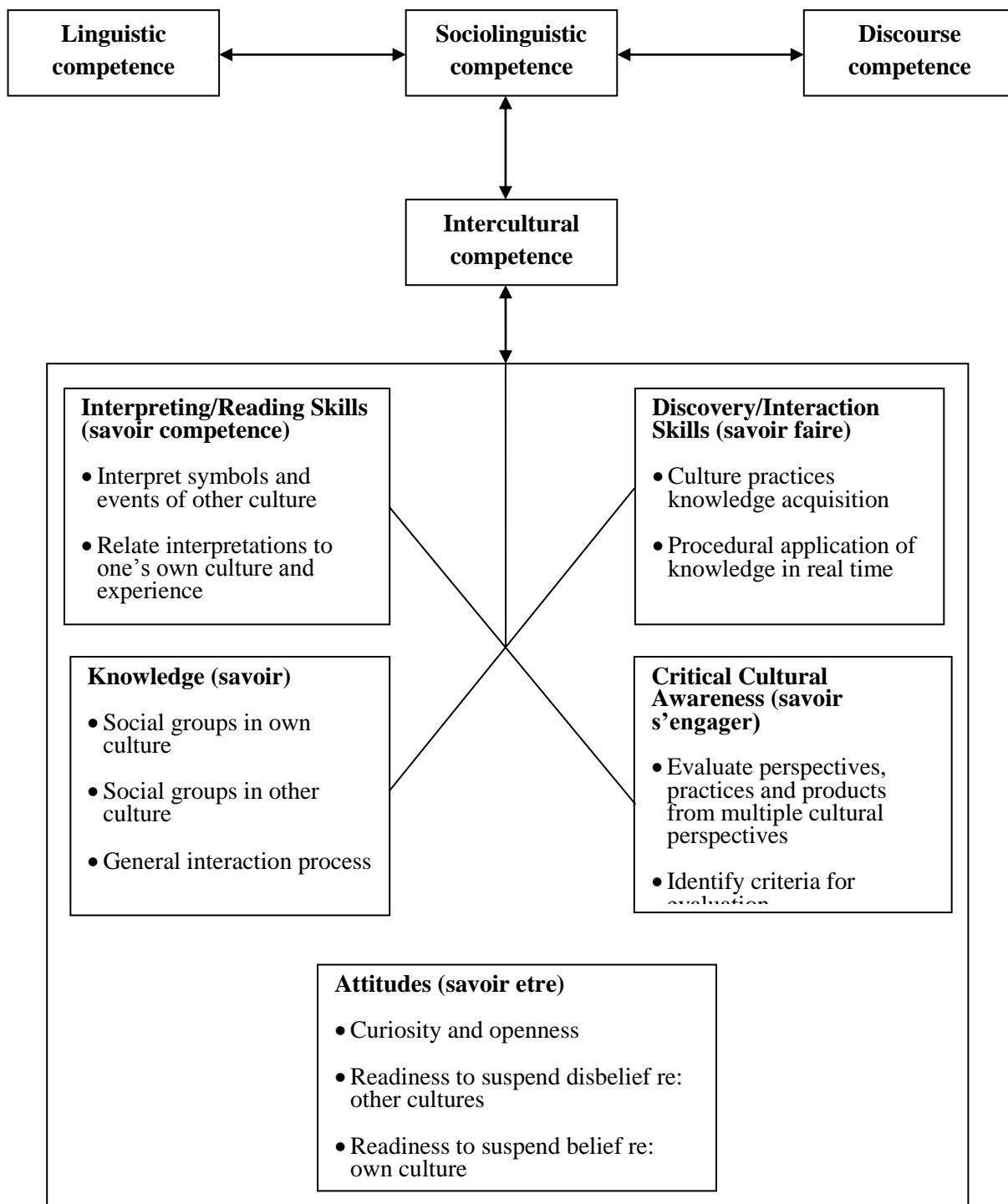


Figure 2.1: Intercultural Competence Model (Byram, 1997)

What can be inferred from Byram's theory above and which relates to my study is that ICC involves many aspects and factors that need to be taken into account when integrating ICC learning and teaching into the EFL curriculum/classroom. Byram's (1997) theory of ICC has been adopted as the general framework of this study. Based on the theory that the acquisition of ICC involves skills and attitudes as well as knowledge, the intervention used for this study

was divided into three phases, phase one attitudes, phase two knowledge, phase three skills. In planning for the teaching/learning of ICC and practice for each phase during the intervention, the focus was on specifying aspects of attitudes, knowledge and skills, trying to make it detailed and practical for teaching/learning, taking into account the circumstances of China's education system and the context of EFL background in the university that was the site of my study.

2.2.2 ICC in foreign languages education

In the past few decades, the aims and purposes of foreign language education have changed and a strong emphasis has been put on communication. According to Byram (1997), much acquisition of ICC is taught and takes place within an education setting, and foreign language teaching within an institution of general education is responsible for developing learners' critical awareness of the values and significance of cultural practices in their own and others' cultures. He states: "Ideally, FLT will be conceived by both teachers and learners as, in the first instance, a means to attain competence in intercultural communication through learning a language and its relationship to the cultural practices and identities interlocutors bring to an interaction" (p. 47).

There are a number of publications of scholars such as Kramersch (1993), Bredella (1992), Risager (1993, 2006, 2007) which show interest in a cultural dimension in language teaching. However, in the past decade or more, the model of intercultural communicative competence developed by Byram in 1997 has been frequently referred to and widely cited, but less widely criticised. His model is based on the assumption that language teaching should focus on one or more countries where the language is spoken. The following Figure 2.2 is Byram's model of *Intercultural Communicative Competence* as related to foreign language teaching. This figure is different from Figure 2.1 in that it includes consideration of the locations where ICC is acquired: classroom, fieldwork and independent learning differently linked to the objectives of the model and it puts critical cultural awareness in the centre which symbolizes its significance as the element and emphasizes the pedagogical purposes or educational function of foreign language teaching:

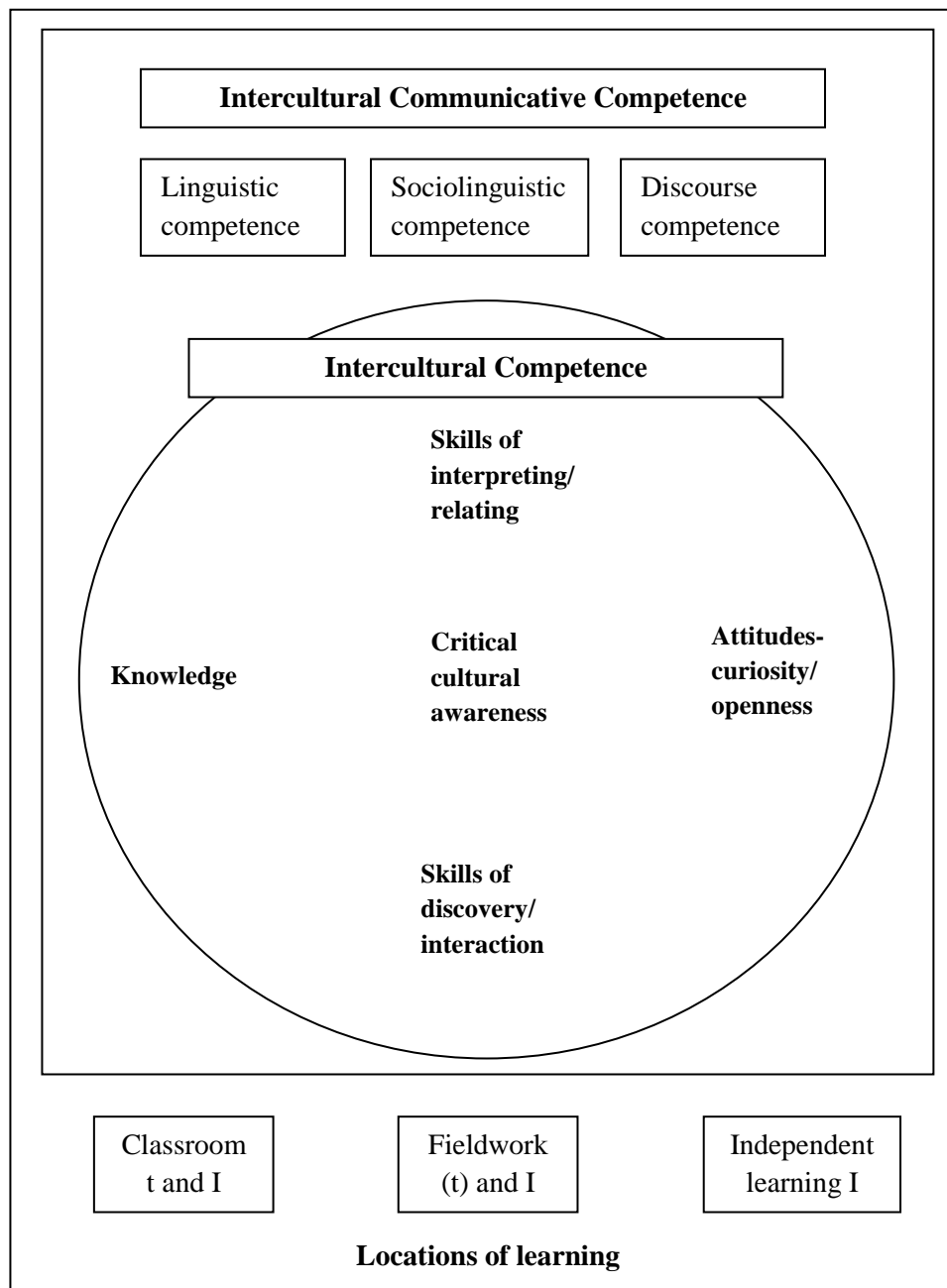


Figure 2.2: A model of Intercultural Communicative Competence (Byram, 2009, p. 323)

According to Byram (2009), his model is firmly based in foreign language teaching. It attempts to build on the theory of communicative approach which became accepted in the mid-1990s even if classroom practice did not always reflect the theory.

The model developed by Byram, according to him, drew not only on the theory of applied linguistics and sociolinguistics, which had been dominating theorizing about language teaching and which had interpreted Hymes's definition of communicative competence in a

way that underplayed the cultural situatedness of communicative competence, but also on theories of social identity (Tajfel, 1981); cross-cultural communication (Gudykunst, 1994), which referred rarely to language competence; and Bourdieu's theory of social and cultural capital (Bourdieu, 1990).

The three other dimensions shown in figure 2.2, linguistic, sociolinguistic and discourse competence, were refined by Byram (1997), based on van Ek's (1986) definitions:

- *“linguistic competence: the ability to apply knowledge of the rules of a standard version of the language to produce and interpret spoken and written language;*
- *sociolinguistic competence: the ability to give to the language produced by an interlocutor – whether native speaker or not – meanings which are taken for granted by the interlocutor or which are negotiated and made explicit with the interlocutor;*
- *discourse competence: the ability to use, discover and negotiate strategies for the production and interpretation of monologue or dialogue texts which follow the conventions of the culture of an interlocutor or are negotiated as intercultural texts for particular purposes” (p. 48).*

The important point of Byram's refining van Ek's definitions was to establish some significant connections between the elements which make up ICC, which subsequently become usable for teaching and assessment.

Byram summarises the model and its purposes and notes that there are three fundamental features of his model of ICC:

1. it proposes an attainable ideal, the intercultural speaker, and rejects the notion of the native speaker as a model for foreign language learners;
2. it is a model for the acquisition of ICC in an educational context, and includes educational objectives;
3. because it has an educational dimension, it includes specifications of locations of learning and of the roles of the teacher and learner. (Byram, 1997, p. 70)

Byram has argued that there is the need to include consideration of the locations where ICC is acquired and that there are three categories: classroom, fieldwork and independent learning, each of which is differently linked to the objectives of the model.

The development of Byram's model of intercultural communicative competence in Figure 2.2 encouraged an emphasis on the pedagogical purposes of foreign language teaching, emphasising critical cultural awareness. According to Byram (2009), its aim was to encourage students to reflect critically on the values, beliefs and behaviours of their own

society, which can be done through a comparative study of other societies; and to develop students' ability to evaluate critically and, on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries.

According to Byram (2009), the disposition of the competences within the above Figure 2.2 represents their relationships: critical cultural awareness in the centre symbolizes its significance as the element. The model does not, however, represent links of dependency or interdependency among competences; it is a "list model", not a "structural model" (Bolten, cited in Rathje, 2007)

In short, the model describes the main characteristics of intercultural competence in some detail. It puts these characteristics within a more complex model of intercultural communicative competence. Then it is proposed as a prescriptive model for the guidance of teaching and assessment.

According to Byram, the model can be used in ordinary classrooms analytically, to determine the presence or absence of subcompetences, and then to predict the success or failure of individuals in intercultural interactions. However, as, Byram himself, acknowledges that such prediction might be limited in accuracy as the model does not claim to include all the characteristics of intercultural speakers.

Some aspects of the above three fundamental features of Byram's ICC model have implications and were deemed usable for this study. Those aspects include:

- acquisition of ICC in an educational context;
- educational objectives;
- specifications of locations of learning and specifications of the roles of the teacher and learner; categorizations of classroom, fieldwork and independent learning;
- emphasis on critical cultural awareness;
- a comparative study of other societies.

Based on Byram's model above, this study tried to refine and specify the content of subcompetences involved in ICC and introduce them systematically into classroom practice. In the literature, there has been little done in relation to such practice, especially in EFL at

tertiary institutions in China (see the following Section 2.2.3). As a result, the intervention was divided into three phases. The first phase was focused on developing **critical cultural awareness** and developing **receptive attitudes** towards culture learning, cultural differences, target culture and target culture persons. I encouraged students to reflect critically not only on the values, beliefs and behaviours of their own society but also on that of other societies. The second phase was focused on building **knowledge** about cultural-general, including intercultural phenomena such as culture shock, cultural adjustment stages, intercultural development, and so on, and cultural specific aspects such as “little c” target culture knowledge, “Big C” target culture knowledge, pragmatics. The third phase was focused on developing **intercultural skills** (behaviour) in cultural-general and cultural-specific. Most of those were done through a comparative study. Connections between the partial competences which make up ICC were taken into account in designing the curriculum. However, with the locations of learning (classroom, fieldwork and independent learning) and of the roles of the teacher and learner, I used the model analytically based on specific circumstances of the context of the study and China’s education context.

2.2.3 ICC study and teaching in China

The study and research of intercultural communication in China started in the 1980s and China’s first Intercultural Communication Conference held in August 1995 gave birth to the China Association for Intercultural Communication (CAFIC) which has played an important role in promoting the development of intercultural communication study and research in China. Intercultural communication study and research in China began with discussing the problem of language-culture relations, cultural differences and their importance in and influence on language communications and foreign language teaching. Based on intercultural communication studies and theories in America and Europe, scholars such as Hu (1999), Jia (1997), Guan (1995) and so on published articles and books to introduce western theories and concepts of intercultural communication, western advances in intercultural communication research and study, and the situation in relation to intercultural communication study in the United States then, and analyze the situation re intercultural communication study in China. Their work and introduction to western intercultural communication theories and achievements have provided a foothold for the development of ICC studies and research in China.

From the late 1990s until now the study of intercultural communication in China developed rapidly, but it is no longer confined to language-culture relations. Researchers are starting to investigate various aspects of intercultural communication, especially relationships between different cultures from intercultural perspectives (Sun, 2010) and intercultural approaches to foreign language teaching (Zhang, 2007). Although on the whole intercultural communication studies in China are still lacking their own indigenous theories and applications in terms of research (Zhang, 2007), the increasing awareness of the importance of intercultural communicative competence has led to increasing numbers of foreign language teachers' studies, like myself, on intercultural communication in foreign language teaching in China. Books and articles have been published to illustrate theoretically the importance of developing intercultural communicative competence in foreign language education and discuss issues involved in or aspects of developing intercultural communicative competence in foreign language education. For example, based on advances in intercultural communication studies and theory in America and Europe, Zhang (2007) has offered a comprehensive and general discussion of intercultural factors in foreign language teaching. Han & Song (2011) have investigated teacher recognition of ICC in the Chinese English language teaching context of higher education and found Chinese university English teachers' conceptualization of ICC and its relevance to ELT to be vague in spite of their strong desire to develop students' ICC. Their works provide evidence for the necessity and importance of developing university students' ICC in China, and reveal the significance of intercultural teacher education and the interculturalization of English teaching in the Chinese context.

While many articles of a general nature such as these exist in China's ICC studies in foreign language teaching, it appears that there is a dearth of empirical study on applying ICC teaching theory into foreign language classroom teaching practice. Hu (2005), the former president of CAFIC, states that in China's IC study and research, most of the IC articles published in China's academic journals are theoretical articles or articles of general discussion, while there is only a very small percentage of IC articles based on empirical research and study. Through reviewing IC articles published from 1999 to 2002 in China's academic journals, he found that articles based on data-based empirical study were less than 1% and appealed to China's researchers in IC to greatly strengthen empirical research and study. In line with this, my recent updating review of journal articles of IC teaching study in China published from 2003 to June 2014 through a web search in CNKI (China National

Knowledge Infrastructure) using the key words “intercultural communication teaching in China” found that the percentage of empirical studies in IC were 6.6% (147 out of 2213). In the latest 10th CAFIC International Conference (November 2013) which I attended, more than 338 papers were presented, among which 137 papers were relevant to ICC development either in teaching English or Chinese as a foreign language in China. This indicates that intercultural communication study has drawn more and more Chinese teacher researchers’ interest and attention. Nevertheless, a majority of those 137 papers were theoretical and general investigations, analysis, reflection and discussion of ICC in foreign language teaching. Out of the 137 papers related to ICC teaching, only 19 papers (13.8%) were data-based empirical studies of ICC teaching in China. Little has been done to systematically plan and integrate ICC learning and teaching into EFL curriculum and classroom practice for non-English majors at tertiary institutions in China which is the gap this practitioner research tried to fill.

As the President of CAFIC, Sun (2013) commented in his keynote speech on the 10th CAFIC International Conference:

It is generally agreed among scholars and teachers at home and abroad that intercultural competence is an ability of critical importance that foreign language learners must possess at the time of graduations and hence it must be developed in the process of foreign language teaching and learning. Unfortunately, although the number of intercultural communication researchers in China has been growing by leaps and bounds since its (CAFIC) founding in 1995, if we conduct an on-site observation of what is going on in the classroom of English departments in Chinese universities, we are most likely to be disappointed by the intermittent or unplanned handling of intercultural elements overshadowed by the enthusiastic efforts of teachers to impart linguistic skills or subject knowledge. It is time now, I believe, to take action, that is, to put into practice the generally agreed-upon intercultural competence development (ICD) theories and methods although a myriad of disagreements among scholars still exist and will continue to emerge. (Sun, 2013)

What Sun stated above is also and more true to English classroom teaching of non-English majors in Chinese universities. In my own 20 years’ experience in teaching English in universities in China, while realizing the importance of culture and ICC teaching, I have tried to integrate them into English language teaching but in an unplanned and non-systematic way. The same was true to many other colleague teachers. Teaching especially language and ICC teaching itself is a kind of practice process under the guidance of appropriate teaching theory, therefore only discussing or constructing models theoretically or offer some techniques of teaching without practicing them in classroom is hard to know whether theories or models or

techniques are effective. This practitioner research was intended to fill the gap, applying theories of Byram (1991, 1997, 2008, 2009), Spitzberg & Changnon (2009), Paige (2000), Corbett (2003), Eisner (1994), Deardorf (2009), Skopinskaja (2009), Fantini (2009), Lussier (2007), Holmes (2012), Kramsch (1993), Risager (1993), Street (1993), Dörnyei (1994, 2001), Winke (2005), Akram (2007), Noels, Pelletier & Vallerand (2000), Oxford & Sharin (1994), Gardner (2005), Deci & Ryan (1985), Bandura & Shunk (1981), Clement and Dörnyei (2001), Tavani & Losh (2003) and so forth in systematically planning and integrating ICC learning and teaching into EFL curriculum and classroom practice for non-English majors at tertiary institutions in China, and seeking to trial a way of implementing the teaching of intercultural competence in the Chinese tertiary setting.

2.3 ICC teaching and learning

2.3.1 From culture learning and teaching to ICC learning and teaching

There is clearly a distinction being made between learning/teaching culture (a broad, rather amorphous thing) and developing ICC which is something predetermined and defined in terms of specific skills and knowledge (Locke, 2010). As Locke (2010) points out, there are gradations in culture learning....at the lowest point, there is the random imparting of certain facts that are contingent on the selected content in a textbook or lesson....further up the scale there is a more systematic introduction to students of certain knowledge about aspects of a target culture or cultures...and further up the scale there is the development of some version of ICC which has clearly been systematically thought through as a mix of skills, knowledge and attitudes that are primarily relational and transferable and NOT tied to a particular target culture...rather a set of tools to equip a student to negotiate critically their behaviour (including language behaviour) with someone from another cultural group (Locke, 2010). This study attempted to do practitioner research by undertaking the last of these, applying related theories of culture and ICC teaching and learning and learning motivation in curriculum/classroom practice.

In recent traditional EFL in mainland China, the major approach to equipping learners with ICC has been to provide them with some information about English-speaking countries such as Britain, America, Australia and New Zealand, information about the institutions of a society and their history, geography, customs and so on. However, as Byram (1994) notes, the mere acquisition of information about a foreign country is inadequate as a basis for

education through foreign language teaching. Foreign language teaching should not concentrate on providing representations of other cultures, but on equipping students with tools of accessing and analysing any cultural practices and meanings they might encounter.

Over the past fifty years, culture and ICC learning and teaching have been attracting the interest of foreign language teachers and much has been written about the role of culture in foreign language teaching. People involved in language teaching have come to understand the intertwined relation between culture and language teaching and the importance of ICC learning and teaching. Some scholars such as Jorstad (1981), Seelye (1981, 1994), Crawford-Lange and Lange (1984), Bredella (1992), Kramsch (1993), Risager (1993), Street (1993), Deardorf (2009), Paige (2000), Corbett (2003) and Byram (1988, 1997, 2008, 2009) have proposed models for integrating culture and language, and ICC learning, teaching and assessment. This study has largely drawn on usable aspects of Paige, Corbett and Byram in ICC learning and teaching.

According to Paige (1997), culture learning would include: (1) learning about the self as a cultural being; (2) learning about culture and its impact on human communication, behaviour, and identity; (3) culture-general learning, that is, learning about universal, cross-cultural phenomena such as cultural adjustment; (4) culture-specific learning, that is, learning about a particular culture, including its language, and learning how to learn, that is, becoming an effective language and culture learner.

The table below presents a more detailed model of culture learning, which is actually based on Byram's conceptual work on ICC. It formed the basis for the intervention implemented in an actual EFL classroom for culture and ICC knowledge learning and teaching in this study.

Table 2.2: A Conceptual Model of Culture Learning (Paige, 2000, p. 7)

A. Knowledge

1. Culture-General: Intercultural Phenomena

- a. cultural adjustment stages
- b. culture shock
- c. intercultural development
- d. culture learning
- e. cultural identity
- f. cultural marginality

2. Culture Specific

- a. “little c” target culture knowledge
- b. “Big C” target culture knowledge
- c. pragmatics
- d. sociolinguistic competence

B. Behaviour

1. Culture General: Intercultural Skills

- a. culture learning strategies
- b. coping and stress management strategies
- c. intercultural communicative competence
- c. intercultural perspective-taking skills
- d. cultural adaptability
- e. transcultural competence

2. Culture Specific: Target Culture Skills

- a. little “c” culture—appropriate everyday behaviour
- b. Big “C” culture—appropriate contextual behaviour

C. Attitudes

1. Culture General

- a. positive attitude toward different cultures
- b. positive attitude toward culture learning
- c. ethnorelative attitude regarding cultural differences

2. Culture Specific

- a. positive attitude toward target culture
- b. positive attitude toward target culture persons

According to Paige et al (1999, 2003), the big “C” domain represents a set of facts and statistics relating to the arts, history, geography, business, education, festivals and customs of a target speech society. It is easily seen and readily apparent to anyone. The little “c” refers to the invisible and deeper sense of a target culture, that is, the mainstream socio-cultural variables such as age, gender and social status. The big “C” is usually memorized by learners, while the small “c” helps learners to understand how members of a particular group and community within a target language society use their language.

This model is complementary with that of Byram in some ways. Byram’s ICC model (see Figure 2.2) describes the main characteristics of intercultural competence and proposes a

prescriptive model for the guidance of teaching and assessment. However, it is more general and does not present a more detailed model of learning as Paige's model in table 2.2 does. On the other hand, Byram's model includes consideration of the locations where ICC is acquired and there are three categories: classroom, fieldwork and independent learning, each of which is differently linked to the objectives of the model. Paige's model doesn't do this, so for the intervention I referred to I applied usable aspects of both models. Also, I did a more detailed plan, relating aspects and objectives of both models to the implementation of the intervention including teaching content, teaching resources, teaching methods, class activities and teaching media, and then putting it into practice and integrating it into the curriculum and classroom. In addition, these were all done also on the basis of learning motivation theories (see Section 2.4) of Akram (2007), Dörnyei (1994, 1990), Gardner (2005), Noels, Pelletier & Vallerand (2000), Winke (2005), Oxford & Sharin (1994), Deci & Ryan (1985), Bandura & Schunk (1981), Clement & Kruidenier (1985), Clement & Dornyei (2001), Tavani & Losh (2003). Up till now, it seems, there has been little theory focusing on guiding teachers in detail to systematically plan and integrate the teaching of ICC into the EFL Curriculum/Classroom to promote students' learning motivation and confidence in ICC.

According to Byram (1997), it is dangerous to present a culture as if it were unchanging over time or as if there were only one set of beliefs, meanings and behaviours in any given country. In terms of culture learning, Street (1993) also emphasizes the dynamic nature of the relationship between culture and language learning. He notes that culture and language learning involve a dynamic relationship between the situation and the actors in which cultural context, prior experience, and other factors come into play. Since culture is dynamic and variable, culture and ICC learning/teaching is inevitably dynamic and developmental. As Paige (2000) states, it is an ongoing process in which the learner is engaged cognitively, behaviourally, and affectively. So culture and ICC learning and teaching should be treated as dynamic and variable while being taught in language classrooms.

In addition, context is one of the central theoretical concepts for language and culture learning. It should be emphasized. Paige (2000) stresses: "For language and culture learning, context is an overarching concept which subsumes many other variables including: the setting; the teacher; the learner; instructional methods; instructional materials; and assessment approaches" (p. 12).

Paige (2000) further states:

Culture learning is the process of acquiring the culture-specific and culture-general knowledge, skills, and attitudes required for effective communication and interaction with individuals from other cultures. It can be said that the learning goals of culture shift from the memorization of cultural facts (including sociolinguistic conventions for language use) to higher order learning outcomes including: the acquisition of interactional competence (Paige, 2000, p. 4).

This is in accord with Byram's theory of ICC learning and implies that integrating culture into language learning means preparing students to be effective culture learners. To achieve this, language teachers must offer students learning strategies ranging from reflective observation to active experimentation with ICC in the context of the classroom. Most important of all, language teachers must let students know how to learn from the context while immersed in it. That is to say, learn how to learn.

Although Paige notes that the learning goals of ICC are to acquire interactional competence, which is true and applicable to my study, his model, in my opinion, is limited compared to that of Byram which covers more profound and broader aspects and puts emphasis on the acquisition of skills and attitudes as well as knowledge, and on critical cultural awareness which ensures that language teaching has a broader critical function. In addition, Byram's model proposes an attainable ideal, the intercultural speaker, and includes educational objectives. It has an educational dimension, including specifications of locations of learning and of the roles of the teacher and it can be a model for the acquisition of ICC in an educational context, since the specified objectives can be used in planning teaching and assessment. This study referred to Byram's model and the specified objectives (see next section) when the teaching and assessment intervention was planned.

Similarly, according to Corbett (2003), culture learning and teaching should be moved from the margin to the centre He points out:

The intercultural approach differs from earlier approaches to teaching culture by moving intercultural knowledge and skills centre-stage, and making them an integral part of the curriculum. This means adopting strategies from ethnography as well as linguistics, and defining, teaching and testing intercultural knowledge and skills, as well as language skills. (p. 30)

This statement is actually redefining the aims of language education to acknowledge ICC as the ultimate goal. It has implications for the design of this study's intervention, in which the teaching and learning all centred on the development of students' ICC, including curriculum

design, teaching content, selection of teaching materials, teaching methods, class activities and so on. The learning and teaching design focused on the systematic development of some ICC, skills, knowledge and attitudes that are primarily relational and transferable and not necessarily tied to a particular target culture. It attempted to equip students with a set of tools to negotiate critically their behaviour (including language behaviour) with people from another cultural group.

2.3.2 Objectives of ICC learning and teaching

As a step towards describing teaching and assessment, Byram defined skills, knowledge, attitudes and critical cultural awareness in terms of objectives (Byram, 1997). These were applied in the ICC learning/teaching and assessment in the study intervention:

Byram (1997) was concerned with **attitudes** such as curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own, and defined these in terms of objectives as follows:

- “Willingness to seek out or take up opportunities to engage with otherness in a relationship of equality; this should be distinguished from attitudes of seeking out the exotic or of seeking to profit from others;
- Interest in discovering other perspectives on interpretation of familiar and unfamiliar phenomena both in one's own and in other cultures and cultural practices;
- Willingness to question the values and presuppositions in cultural practices and product in one's own environment;
- Readiness to experience the different stages of adaptation to and interaction with another culture during a period of residence;
- Readiness to engage with the conventions and rites of verbal and non-verbal communication and interaction” (p. 50).

According to Byram (1997), in the classroom, these attitudes are sometimes reflected in students' willingness to improvise when they use language, or in their question at the end of the lesson about something noticed in a textbook, or in the student who talks about what they have learned from other sources about another country.

Knowledge of social groups and their products and practices in one's own and in one's interlocutor's country, and of general processes of societal and individual interaction, was defined in terms of objectives as follows:

- “Historical and contemporary relationships between one's own and one's interlocutor's countries;
- The means of achieving contact with interlocutors from another country (at a distance or in proximity), of travel to and from and the institutions which facilitate contact or help resolve problems;
- The types of cause and process of misunderstanding between interlocutors of different cultural origins;
- The national memory of one's own country and how its events are related to and seen from the perspective of one's interlocutor's country;
- The national memory of one's interlocutor's country and the perspective on it from one's own;
- The national definitions of geographical space in one's own country and how these are perceived from the perspective of other countries;
- The national definitions of geographical space in one's interlocutor's country and the perspective on them from one's own.
- The process and institutions of socialization in one's own and one's interlocutor's country
- Social distinctions and their principal markers, in one's own country and one's interlocutor's
- Institutions, and perceptions of them, which impinge on daily life within one's own and one's interlocutor's country and which conduct and influence relationships between them
- The processes of social interaction in one's interlocutor's country” (p. 51).

According to Byram (1997), part of the knowledge an intercultural speaker needs is: to be aware that “one is a product of one's own socialization” and it is “a pre-condition for understanding one's reactions to otherness”; to be aware of “how one's natural ways of interacting with other people are the naturalised product of socialization”, and to be aware of “how parallel but different modes of interaction can be expected in other cultures” (p. 51).

Skills of interpreting and relating including the ability to interpret a document or event from another culture, to explain it and relate it to documents from one's own were defined in terms of objectives as follows:

- “Identify ethnocentric perspectives in a document or event and explain their origins;
- Identify areas of misunderstanding and dysfunction in an interaction and explain them in terms of each of the cultural systems present;
- Mediate between conflicting interpretations of phenomena” (p. 52)

According to Byram (1997), an intercultural speaker should be able to recognize how two people are misunderstanding each other because of their different ethnocentrisms, no matter how linguistically competent they are and how able they are to identify and explain the pre-suppositions in a statement. Documents describing another culture such as television reports, touring brochures, autobiographical travellers' tales, or even language learning textbooks may claim to give an impartial or objective account. To develop the skills of reading such documents and to identify the sometimes insidious and unconscious effects of ethnocentrism, one should learn knowledge about ways in which ethnocentric perspectives are socially produced.

Skills of discovery and interaction including the ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction were defined in terms of objectives as follows:

- “Elicit from an interlocutor the concepts and values of documents or events and to develop an explanatory system susceptible of application to other phenomena;
- Identify significant references within and across cultures and elicit their significance and connotations;
- Identify similar and dissimilar process of interaction, verbal and non-verbal, and negotiate an appropriate use of them in specific circumstances;
- Use in real-time an appropriate combination of knowledge, skills and attitudes to interact with interlocutors from a different country and culture, taking into consideration the degree of one existing familiarity with the country and culture and the extent if difference between one's own and the other;
- Identify contemporary and past relationships between one's own and the other culture and country;

- Identify and make use of public and private institutions which facilitate contact with other countries and cultures;
- Use in real-time knowledge, skills and attitudes for mediation between interlocutors of one's own and a foreign culture" (p. 53).

According to Byram (1997), these are the skills which people need to establish an understanding of a new culture environment. With these skills, people will become able to interact in richer and more complex ways with people whose culture is unfamiliar to them. Byram notes that through a foreign correspondent of a newspaper or television station, one can develop these skills, discovering the streams of thought, power, and influence underlying the events which he/she reports on.

Critical cultural awareness such as an ability to evaluate critically and on the basis of explicit criteria perspectives, practices and products in one's own and other cultures and countries was defined in terms of objectives as follows:

- "Identify and interpret explicit or implicit values in documents and events in one's own and other countries;
- Make an evaluative analysis of the documents and events which refers to an explicit perspective and criteria;
- Interact and mediate in intercultural exchanges in accordance with explicit criteria, negotiating where necessary a degree of acceptance of them by drawing upon one's knowledge, skills and attitudes" (p.53).

The important point Byram (1997) stresses here is that the intercultural speaker brings "a rational and explicit evaluative standpoint" to the experiences of his/her own and other cultures. According to him, although for ethical reasons the teacher may not wish to interfere in their students' views, they can still encourage them to identify and reflect on the basis for their judgements of their own society as well as of others.

Byram's specified objectives can be used in planning teaching and assessment of ICC. As he notes: "The model shall help foreign language teachers to plan more deliberately than they often do, to include intercultural competence in their pedagogical aims. This focus on planning originated in research showing that teachers intend to include a cultural dimension but do so only intermittently and in unplanned ways (Byram, Esarte-Sarries, & Taylor, 1991)" (Byram, 2009, p. 324). In Byram and his colleagues's research (1991), they find that language teachers believe that knowledge of the grammatical system of a language has to be

complemented by learning culture aspects, however, the source of these theories seems to be less evident as they impart meanings of culture aspects. This is in line with (see Section 2.2.3) Sun's keynote speech (2013), with Han & Song's (2011) findings that Chinese university English teachers' conceptualization of ICC and its relevance to ELT is vague in spite of their strong desire to develop students' ICC and with my own 20 years' experience in teaching English in universities in China. The specified objectives provides a basis for teachers to "to plan and to develop an integrated didactic of intercultural linguistic competences" and for this study intervention to systematically plan and integrate ICC teaching/learning into EFL classroom. The specified objectives help me not only in planning and teaching ICC, but also in evaluating if I have achieved my intentions and assessing students' ICC competence. With objectives, according to Byram (2009), the teacher can evaluate if she or he has achieved her or his intentions. Objectives can also provide the foundation for assessment of the students' competence.

The above definitions of attitudes, knowledge and skills in terms of objectives made by Byram (1997) became applicable to the teaching and assessment in this study. However, when I designed the curriculum and taught it, I used them analytically and selectively, adapting them to the specific circumstance- of my context. In each of the three phases, phase one for developing critical awareness and attitudes, phase two for learning knowledge, phase three for developing learning skills and critical awareness, I related those objectives in a relevant way to each phase. The relevance and applicability of Byram's model will be further discussed in the discussion and conclusion chapters of this study.

2.3.3 Curriculum planning for ICC learning and teaching

Eisner (1994) defines curriculum as "a program that is intentionally designed to engage students in activities or events that will have educational benefits for them" (p. 31). That is, for the curriculum of a classroom there should be a series of planned activities or events. And in those activities or events, there should be some aim, some purpose, some goal or objective for the teacher and the students. In short, the planned activities or events are meant to have educational consequences for students. According to Eisner (1994),

The design of an educational program is influenced by a wide variety of decisions that range from the broadest types of educational policy bearing on the aims or content of educational programs to those decisions that have to do with very specific, highly focused aspects of a particular program. (p. 27)

Here, by educational policy in curriculum planning or the design of educational programs, Eisner refers to the planning of curriculum policy or curriculum priorities. These establish the goals for other specific decisions in curriculum planning such as particular learning activities and teaching materials.

For this research, the Chinese national *College English Syllabus*, which emphasizes ICC as one of the main content areas, was the educational policy specifically related to the curriculum planning. However, the creation of specific learning activities and teaching materials was based not only on the directions the educational policy, *College English Syllabus* establishes, but also the specific circumstances of the context of study.

Eisner (2002) further states:

The curriculum is central to any educational enterprise. The curriculum constitutes that array of activities that give direction to and develop the cognitive capacities of individuals..., the capacity to feel and to act as well as the capacity to deal with the abstractions found in what are typically regarded as “intellectual” subjects (p. 199)

This theory was also applied to this research where the curriculum was designed to develop learners’ capacities to deal with ICC knowledge and attitudes and capacities to obtain skills, that is, appropriate behaviour in target language cultures.

What can be learned from Eisner’s definitions and statements above is that the curriculum plays a very important role in teaching. This research has involved, based on the broadest types of educational policy, making decisions on curriculum materials and designing learning activities through which the goals of developing students’ motivation and confidence in ICC learning are achieved. As a teacher researcher, I was committed to making adjustments about the course so that it suited local circumstances.

Reading the formal literature on curriculum planning, we may find many researchers in case studies and practitioner research regarding curriculum decision-making claiming/arguing that the process of curriculum planning is extremely intricate, circuitous and adventitious. Eisner (1994) lists some basic factors to be considered in the process of curriculum planning (see below). With regard to planning a curriculum for ICC, this research refers to the frameworks Pulveness (1996), Corbett (2003) and Byram (1997, 2008) proposed, but the intervention was mainly based on Byram.

Dimensions, stages and components of ICC curriculum planning

Eisner (1994) discusses some basic *dimensions* of curriculum planning that can be considered in designing educational programs. They are: “(1) aims, goals, objectives and their priorities; (2) the content of the curriculum; types of learning opportunities; (3) the organization of learning opportunities; (4) the organization of content area; (5) mode of presentation and mode of response; (6) types of evaluation procedures” (p. 133-153). These basic factors were taken into account in the process of curriculum development in this study, especially in the design of learning activities and materials.

In terms of curriculum planning, Pulverness (1996) emphasized cultural considerations in devising curricula, courses and materials. According to him, learners may have more or less immediate contact with the target culture; and they may have, as individuals, more or less interest in the range of products produced by that culture. Their needs will have influence on the type of input that the curriculum designer will wish to use, and also have influence upon the goals of the course. In this respect, as a practitioner-researcher, I implemented a pre-questionnaire investigating students’ attitudes toward English learning, ICC learning and the current EFL teaching program in order to know about their needs. Resulting findings were useful for me in designing the teaching programme for the intervention.

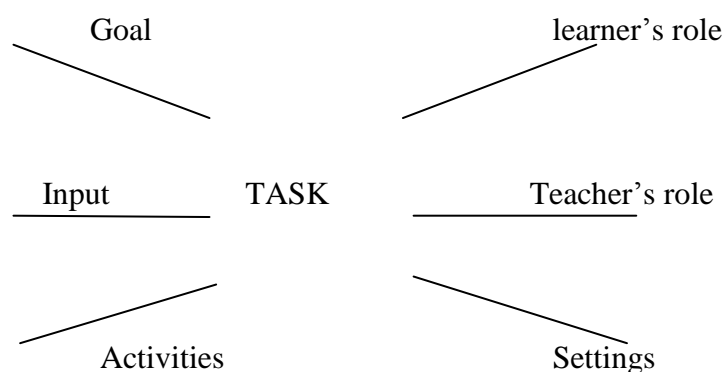
In terms of stages, Byram (2008) states: “if culture is to be integrated into the language learning process, it must be planned for as carefully and in as great detail as are the language elements” (p. 86). Byram (1997) sets out the general process of curriculum planning involved as a consequence of this view of ICC by suggesting a number of separate stages of analysis and decision-making, all of which were applied in this research. Although curricula must be planned for each context, this scheme served as a guideline in ICC curriculum planning for this research. The separate stages of analysis and decision-making Byram (1997, p. 79-81) suggests are: (1) the geo-political context; (2) the learning context; (3) developmental factors; (4) identification of objectives; (5) the ICC threshold; and (6) sequence in the curriculum.

Based on Byram’s theory, I proceed to specify those stages in this research: In stage 1, the geo-political context, analysis of what ICC means for Chinese students in Chinese context was needed. Since they lived in China, the analysis of their needs had to draw upon the Chinese societal as well as their individual perspectives. In stage 2, the learning context, an analysis of the learning locations and other parameters was needed. Since the curricula were determined to some degree by the Chinese national education committee and the university authority other than by the teacher and learners, I analysed the parameters set by the

education committee and the university to make sure that there were no constraints imposed in curriculum planning, especially in the selection of curriculum materials. In stage 3, developmental factors, during the intervention, I analysed the cognitive and affective development of the students in relation to the teaching and learning so that I could decide whether certain objectives were appropriate or inappropriate for them. In stage 4, identification of objectives, for this study, based on Byram's ICC model and his illustration of relating the five factors in his model to objectives for teaching and assessing, decisions were made about which objectives should be set as guidelines for the curriculum. The further specific objectives for ICC skills, knowledge and attitudes were also complemented by specific objectives for linguistic, socio-linguistic and discourse competence. In stage 5, the ICC threshold, I summarised the preceding stages to specify the threshold/goal of ICC for the students involved and foresaw the situation in which the students would draw upon their ICC. In stage 6, sequence in the curriculum, I decided on ordering and prioritizing the objectives and determining priorities in knowledge by considering the students' perceived needs and levels of psychological development. Skills and attitudes were developed holistically in relation to the cultural and linguistic content of the course. The priorities of linguistic competence and of knowledge were moderated by considering the need to develop attitudes and skills simultaneously.

As to ICC curriculum planning components, Corbett (2003) points out that intercultural enquiry can act as the topic base of a curriculum, that is, the intercultural language course need to design and implement tasks which enable students to learn cultural information actively and systematically. These will have influence on their language behaviour.

According to Corbett (2003), implementing the objectives of the intercultural curriculum in the classroom is also important and the framework devised by Nunan (1989) for designing communicative tasks can be adapted as the basis for many intercultural tasks. Nunan's framework consists of six components: goal, input, activities, learner's role, teacher's role, and settings. The curriculum planning in this study only generally refers to this framework, but in each of these components I referred to and adopted the theory of other scholars such as Byram (2008), Paige (2000), Mitchell (1988), Damen, (1987), Kramsch (1993) and complemented this with my own thinking.



(Nunan ,1989, p. 41)

Corbett (2003) suggested that these components can be modified if the aim is to develop ICC. He also gave detailed suggestions on how an adaption of task-based communicative activities might serve the goals of an intercultural curriculum. This research referred to and applied some of his suggestions and also did some complementary work where necessary in curriculum planning.

Goals

According to Corbett (2003), goals refer to the pedagogical purpose of the task. The goals of cultural tasks need to combine intercultural exploration and linguistic development. The goals selected for any given course are to be based on various factors: how much access the learners have to the target culture (exchange visits, broadcast media, email contacts), and the level and nature of the learners' participation in the target culture (are they learning mainly for tourism, education, business, or immigration?)

In general, this applies to ICC learning and teaching. For the intervention class students in this study (actually for most tertiary students in China), the goals of ICC learning and teaching tasks should naturally involve the combination of ICC (knowledge, skills and attitudes) and language skills development. However, in this information age, students now have far more access to the target culture than what Corbett suggests above. Nowadays, students can get access to the target culture in various ways which include: television, radio, feature films, internet websites, music, photography, news, newspapers, magazines, advertisements, multimedia, video, audio, still images, animation, English teaching software, face-to-face communication and interaction with native speakers in China, short-term travel

and so on. In regard to the level and nature of students' participation in ICC learning in this study, as the results of pre-questionnaire will show, most of the students had learned English for nine or more years, but more than half of them were much less confident in their ability to communicate with English native speakers than in their language skills. They learned mainly for three reasons: to know about Western culture and communicate with English speakers without difficulties; because English is important and it is a must skill for their future careers and for further study abroad; and because English has intrinsic interest as a language. On the basis of these factors and the theories of the relationship between intrinsic and extrinsic motivation (Bandura and Schunk, 1981; Deci and Ryan, 1985; Dornyei 1994) (see Section 2.4), I selected and set goals for the study intervention.

Input/Teaching resources

“Input”, according to Corbett (2003), refers to the stimulus provided by the teacher for the learning to occur. The input may be a written or spoken text for discussion, or a visual image for interpretation and evaluation, or a media text for analysis. As in communicative language teaching in general, authentic materials are valuable classroom resources — authentic materials being those written or spoken texts that have not been produced primarily for teaching purposes. Corbett notes that there has been much debate about the authentic use of authentic materials, but for the ICC teaching and learning classroom of this study, authentic materials were arguably the most important and indispensable because they were “evidence of how a culture operates” (Corbett, 2003, p. 42). It might be said that they can be evidence of how people in other cultures or countries communicate in various contexts. Of course, not all input in ICC teaching and learning classroom needs to be authentic. The input may be constructed by the teacher to correspond to the goals of the ICC tasks, for example, adapting an article which is too long to study in classroom, making a set of outlines for conducting class activities, figuring out a proposition for debate, and so on

In relation to the criteria for the analysis of teaching materials, Byram (2008) notes that it should take into consideration the prioritization of five so-called *savoirs*, that is, “five formulations of the kinds of knowledge and skills needed to mediate between cultures” (Corbett , 2003, p. 31). These are specified as follows (adapted from Byram, 1997b, p. 34, cited in Corbett, 2003, p. 32):

- (1) Knowledge of self and other; of how interaction occurs; of the relationship of the

- individual to society;
- (2) Knowing how to interpret and relate information;
 - (3) Being critically aware of cultural behaviours;
 - (4) Knowing how to discover cultural information;
 - (5) Knowing how to be: how to relativise oneself and value the attitudes and beliefs of the other.

In addition to being authentic and considering the prioritization of five so-called *savoirs*, the input or teaching resources should be interesting, practical and informative in order to attract learners and promote their learning motivation which is in accord with Dornyei's (1994, 2001) learning motivation theory that course-specific motivational components concerning the syllabus, the teaching materials, the teaching method, and the learning tasks and so forth (see Section 2.4).

The roles of the classroom/settings/class activities

As Corbett (2003) states, intercultural tasks, like communicative tasks, allow for a range of settings, from individual work, pair work and group work to whole-class activities. For this study, the general setting was a classroom in which various class activities were conducted to achieve the goals of ICC learning and designing teaching tasks in accordance with the objectives of ICC learning and teaching.

With regard to the role of the classroom, scholars such as Mitchell (1988), Damen, (1987), Kramersch (1993) and Byram (1997) have theorized that the classroom can provide some benefits for language and culture learning. They argue that the classroom is a protective setting where students can feel free to make mistakes without being afraid of causing misunderstandings and the deterioration of relations with native speakers as in real settings. In the classroom, according to Paige (2000), students can safely experiment with the language, which enables them to understand the language and culture for themselves.

The classroom has some other advantages. According to Byram (1997), the classroom provides teachers with an environment to present knowledge to students systematically. In addition, it can offer students an opportunity to acquire skills under the guidance of a teacher. Moreover, it can also be a place for reflection on skills and knowledge acquisition and for the acquisition of attitudes. Byram (1997) further states:

The classroom is also the place where learners can gain knowledge of the process of intercultural communication. And it also provides opportunities for teaching the skills of interpreting and relating documents or events. Knowledge and skills are inter-related

and the classroom allows teachers and learners to practice and reflect upon the skills of reading a document – or an event in a document such as a video-recording. (p. 66)

What can be inferred here is that the classroom can be beneficial to both teachers and students in the culture, ICC and language learning and teaching program.

The classroom can also provide students with the opportunity to practise and imitate real communication as in real cultural contexts. Byram (1997) argues that since there are opportunities in classrooms for students to have rehearsals and to simulate real communication and performance, classrooms can be viewed as living cultures which encourage students to be interactive and where practices can be immediately significant.

Corbett (2003) suggested that a full range of communicative activities can be used to serve the goals of an intercultural task. Students may collect and share information through class presentation or group work, and they may evaluate and discuss their different observations and findings. However, the variety of class activities which might be used to achieve the goals of an intercultural task or for this study, to achieve the goals of ICC learning and teaching was not focused on. From an examination of the literature, it would appear that not much has been done to specify the most appropriate class activities for the ICC learning and teaching classroom. Challenged by this gap, I have tried to devise/design/plan and conduct class activities for the intervention by relating each objective and goal of (ICC learning and teaching) to an appropriate class activity, focusing on promoting students' interest in learning motivation based on Dornyei's (1994) theory of motivational components (see Section 2.4), and developing their ICC.

The roles of the teacher

Teachers play an important role in culture and the ICC learning and teaching classroom. A number of writers stress the importance of foreign language teachers in the classroom assisting students with their process of culture learning and developing positive attitudes towards the target culture. Robinson (1981) suggests that exposure to a foreign language only will not automatically promote favourable attitudes toward the culture and positive attitudes toward a culture will not necessarily facilitate the acquisition of the language. The goals, attitudes, and priorities of the foreign language teacher are important factors that can have impact on students' culture and language learning in the classroom. Eisner (2002) also notes that the teacher should act as an environmental designer who can create situations containing

tasks and materials which will create an appetite to learn and engage students in meaningful learning.

According to Byram (1991), there are three idiosyncratic orientations that determine the teachers' contributions in culture teaching: "(1) individual philosophy regarding language pedagogy in general; (2) the nature of personal experience with the foreign culture; and (3) expectations regarding the learning potential of a class" (cited in Paige, 2000, p. 32). In Byram's model of ICC (Figure 2.2, 1997), he includes consideration of the locations where ICC is acquired and categorizes them into three: classroom, fieldwork and independent learning, each of which is differently linked to the objectives of the model. The figure indicates the roles teachers and students should take at each location: knowledge study happens in the classroom and is conducted by both teachers and students; skills of interpreting/relating, critical cultural awareness and skills of discovery/interaction happen in fieldwork conducted by learners or by both teachers and learners; attitudes/curiosity/openness are studied by learners independently. For this study, however, the learning and teaching was conducted in a classroom. It can be surmised that the learning and teaching of every aspect of ICC may be done in a classroom through the cooperation of teachers and learners, with the combination of learners' independent learning after class or if possible, with fieldwork. (Fieldwork is not quite applicable to this study as there was no opportunity to conduct this).

Corbett (2003) states that in the early stages of a course, it will be primarily the teacher's responsibility to provide materials for the tasks, to suggest and show how they may be used to increase intercultural competence, to provide models of evaluation, and to suggest language that might be used to explore or restrict cultural behaviour. In the later stages of a course, the role of the teacher may change to one of negotiator between the interests of the learners and the demands of the institution. Again, as learners become more confident and independent, the teacher's role may change from an initiator to a guide and advisor.

However, it is generally understood that a method of teaching is not fixed or static and will change from time to time with various factors. This is also true in relation to the teacher's role in ICC learning and teaching classroom. As far as I am aware, this practitioner research, systematically integrating ICC learning and teaching into the EFL curriculum/classroom, is a relatively novel project, especially at tertiary institutions in China. In addition to what Eisner (2002), Byram (1991, 1997) and Corbett (2003) note above, the teacher's roles involve some more specific aspects such as designing curriculum, selecting teaching materials and

assessing. All of these should be done based on the objectives, goals, Dornyei's (1994) theory of motivational components and theories of intrinsic and extrinsic motivation (Deci & Ryan, 1985; Dornyei 1994) (see Section 2.4). Accordingly, I decided on teaching content and designed activities for each class, adjusting and adapting them in relation to where the students were at. At the end of each class, I give students some guidance for their after-class independent learning. A combination of teacher-centred and student-centred teaching was adopted, depending on the specific situation.

A number of writers comment on the qualities of the language teacher, recommending that language teachers need a large array of knowledge in order to effectively help students with culture learning in language teaching. Kane (1991) argues that a teacher needs to be an intercultural educator, comparative sociolinguist, and anthropologist and ethnographer. Hughes (1986) suggests that a teacher should be a philosopher, geographer, historian, philologist, and literary critic. Altman (1981) states that the teacher should be a communication analyst and developer of communicative competence in the classroom. Paige (2000) argues that teacher qualities and functions are central to promoting culture learning in language teaching.

This raises another challenging question, that is, language teachers' own education in intercultural communicative competence. This will be returned to in the implication section of the conclusion chapter.

2.3.4 The assessment of ICC

The assessment and its function

According to Eisner (2002), in general, assessment refers to the appraisal of individual student performance and without assessment, the teacher cannot know what the consequences of teaching have been.

Byram (1997) suggests that one aspect of assessment is that it can have an effect on teaching and learning. If teachers and students can see that competences are assessed, they will be reassured in pursuing their objectives.

Corbett (2003) states:

Assessment does have an institutional and individual use: state educational systems demand assessment to measure the performance of schools and the individuals who

attend them. Teachers and learners also demand assessment as a means of measuring their progress, charting future needs, and diagnosing problems. In addition, recognition by an institution that a subject like culture is worth assessing can act as a stimulus for teachers and students to take it seriously (p. 192). Testing from an intercultural perspective can enrich a language course. (p. 194)

According to Skopinskaja (2009), the assessment of ICC components is rewarding though complex. It not only provides students with feedback related to their ICC learning, but also informs teachers about the level of their students' ICC performance. According to Fantini (2009), assessment can be used to find out whether and to what extent students attain the learning objectives. It can not only provide useful information that guide teaching practices but also enrich and transform the teaching and learning process.

For this study, it was a given that assessment is indispensable and assessment has a positive impact on teaching and learning. In addition to the good reasons noted by Eisner, Byram, Corbett and Fantini above, assessment was viewed as offering the researcher some idea of whether the intervention was associated with an improvement in intervention class students' language skills and ICC learning.

ICC assessment

Since ICC is seen as a complex combination of knowledge and skills, many researchers acknowledge that the assessment of ICC is also sophisticated. However, there have been frameworks devised by scholars such as Byram (1997, 2008), Corbett (2003), Skopinskaja (2009), Fantini (2009), Paige (2000), and Deardorf (2009). The assessment of ICC in this research was largely based on Byram (1997, 2008), Lussier (2007), Corbett (2003), Skopinskaja (2009), and Fantini (2009). The latter four's working models were actually developed from Byram's framework of ICC theory.

Contents of ICC assessment

Since ICC emphasizes the acquisition of knowledge, skills, attitudes and critical cultural awareness, Byram (1997) has proposed in great detail a framework of modes of assessment for those dimensions of ICC, that is, assessment of the various intercultural *savoirs* he identifies (noted in the previous section).

Byram defines skills, knowledge and attitudes in terms of objectives (see Section 2.3.2) which provide the basis for assessment of the competence of learners. According to Byram

(1997), assessment should firstly focus on those objectives to determine how far learners have reached the competence described by those objectives. Secondly, it should also consider the purposes of assessment which are determined by context such as the educational institutions and the societal and geo-political factors to which educational institutions and the education system as a whole must respond. Byram suggests assessing those dimensions of ICC in terms of objectives: knowledge, skills, attitudes and critical cultural awareness. He suggests that the forms of assessment should follow logically from the objectives and specifications of those ICC dimensions. Fantini (2009) also notes that instructional objectives, course design and implementation, and assessment should be aligned. They should not be separated, otherwise, the educational process is compromised. For this study, globally I closely related the objectives of ICC defined by Byram to the curriculum design, teaching and assessment, that is, based on those objectives I taught and tested those dimensions: attitudes and critical cultural awareness, knowledge, skills. The purpose of assessment was also taken into account according to the specific context, namely Chinese students in China's educational context, the need and learning purpose of Chinese students and the fact that this study was aiming to attain short-term goals only.

Skopinskaja (2009) notes: “despite recent research in the field of ICC (Byram & Azrate, 1997; Byram, 1997; Balboni, 2006), the relationship between teaching-and-learning language-and-culture (Byram & Morgan 1994) and ICC assessment issues seems to have been underestimated, hence there is a need for a new conceptual framework of ICC” (p. 137). In her research about assessing intercultural communicative competence, Skopinskaja used the model designed by Lussier from McGill University as a working model.

With a view to obtaining a profile of learners' intercultural learning experiences (Lussier, 1997, cited in Skopinskaja, p. 137, 2009), Lussier designed a working model of the three dimensions in assessing ICC as follows:

- *savoirs*, relating to the declarative knowledge profile which takes into account both small “c” culture and capital “C” culture aspects, such as ways of life, practices, music, arts, architecture, literature, history, individual and social norms of reference. It refers to collective memory, diversity in the ways of living as well as the sociocultural context of the target language communities.
- *savoir faire*, referring to the behavioural profile which is concerned with different forms of behaviour in the target language and culture, plurilingual and pluricultural practices from the family, cultural and social environment of individuals, aiming at the development of specific skills related to various contexts of customary

- communication.
- *savoir etre*, referring to the attitudinal profile which is concerned with the mental representations of individuals and development of attitudes able to cross over from self-awareness to sensitivity towards Otherness, acceptance of and respect for the values of other cultures. (Lussier et al. 2004)

With regard to assessing those dimensions of intercultural communicative competence, Skopinskaja (2009), based on this working model designed by Lussier, specified further the kinds of attitudes, knowledge and skills to be judged when assessing students' intercultural knowledge, skills and attitudes.

Firstly, as to the assessment of the awareness and attitude dimension of ICC, according to Skopinskaja, it proceeds through three levels: cultural awareness, critical awareness and transcultural internalisation (Lussier et al. 2007, cited in Skopinskaja, 2009). As proposed by the INCA project (Council of Europe, 2005), at the low level (cultural awareness), learners are able to understand the differences in beliefs, attitudes and values across cultures. At the medium level, the learners show openness, interpreting critically their own cultural identities, and accepting the fact that other cultures may have different beliefs and values. At the high level of proficiency, students are able to empathise with other cultural identities, trying to imagine themselves in the position of other people and so to share their beliefs and values, reshape their opinions and integrate new cultural perspectives. They are able to take the role of mediators in situations of tension, or cultural misunderstanding.

Secondly, in assessing the knowledge dimension of ICC, tests should not only aim at assessing so-called "shallow learning", such as the memorisation of cultural facts (Corbett, 2003, p. 196, cited in Skopinskaja, 2009, p. 139), which are carried out by means of objective tests like multiple choice, true or false statements, and short question-answer items and so on. The tests should also involve assessment of "deep learning", including learners' ability to compare, regroup, infer, appreciate, synthesise, and judge the information found in the texts (Lussier et al. 2007). The rating scale for assessing the knowledge dimension is as follows. At the low level of proficiency, the so-called level of recognition, learners are able to produce simple descriptions and identify the limited number of cultural facts related to their own culture, or to the target language culture. When questioned, they may refer to stereotyped cultural ideas or images. At the medium level, the so-called level of comparison, the learners possess diversified cultural images and concrete knowledge about cultural facts and can gradually build on and modify the information acquired. They are able to compare cultural

facts with their own life experience, and regroup different types of cultural characteristics. At the high level of performance, the so-called level of analysis, learners display a deep knowledge of specific characteristics of other cultures (e.g., products and practices, traditions, values, etc), and a clear perception of diverse cultural images. They can infer meaning from different sources, analyse, appreciate and evaluate different types of cultural characteristics (Lussier et al. 2007, cited in Skopinskaja, 2009, p. 140)

Thirdly, the assessment of the skills dimension of ICC, according to Skopinskaja (2009), has been focusing more on the linguistic aspect of communicative competence, which reflects the degree of students' ability to function and interact in the target language. She suggests that the assessment of skills should take into account how students adjust to the requirements of the social and cultural environment of the target language culture and mediate in intercultural exchanges, or how they integrate experiences in the target language to use efficiently their communicative competence as intercultural speakers (Lussier et al. 2007).

Both Lussier's working model of the three dimensions in assessing ICC and Skopinskaja's further specifications on the basis of Lussier's model provided a detailed guideline for ICC assessment in this study. They were applicable as, when I set the paper for the examination, based on the objectives of ICC learning defined by Byram, I referred to Lussier's model and Skopinskaja's specifications of the three dimensions in assessing ICC to design the test for my study. For each dimension and aspect of ICC in terms of objectives, I decided on, as appropriately as possible, the methods and the types of test format (see the following section about methods of assessment).

Methods of ICC assessment

While acknowledging that tests of ICC face many questions such as: What is the best way of specifying context and constructing test formats? Corbett (2003), based on Byram's theory, suggested ways in which a cultural perspective can be assessed. He argued: "If tests are then matched to curricula goals, then the tests should be valid" (p. 194). According to him:

Intercultural communication should be a clearly defined option in language education. The goals of any course should specify whether learners, teachers and institutions are concerned with (1) increasing language proficiency, (2) gaining factual knowledge about the target culture, (3) acculturating, and/or (4) mediating between cultures. (p. 193)

In relation to matching to curricula goals, Corbett (2003) offers in great detail guidance on the issues surrounding assessment. They are: (1) test formats including pre-test, test during a course, post-test; (2) objective and subjective tests; (3) formative and summative assessment; (4) ways of determining progress. Analytically and critically I referred to some of his suggestions when they were applicable and practicable for this study.

According to Corbett (2003), formal assessment can occur as different parts of a course: pre-test, test during a course and post-test. He notes that pre-test can find out the level of the students' knowledge and ability before the course starts, and so perform a useful diagnostic function; tests during a course can gauge progress and increase motivation, and act as a further diagnostic information; while post-tests can both measure individual students' skills and knowledge when a course has ended, and give some indication of the effectiveness of the course. For my study, I used both a pre-test which determined the level of students' knowledge and ability before the intervention started, and a post-test which measured students' ICC learning and gave some indication of the effectiveness of the intervention. During the intervention no test was done, but at the end of each phase during the intervention, intervention class students were invited to write reflective journals where they evaluated themselves in various aspects of ICC learning. I also wrote my reflective journal by observing students' learning process and performance during the intervention, based on which I gave them prompt feedback and appropriate praise. These might enhance students' intrinsic motivation according to Deci & Ryan (1985) and Dornyei's (1994) theories of intrinsic and extrinsic motivation and Dornyei's (1994) theory of motivational components (see Section 2.4). Interviews were also conducted at the completion of the intervention program to investigate aspects of their learning process and experience.

With regard to objective and subjective tests, Corbett(2003) notes that the former tests students' knowledge but not necessarily skills while the latter is preferable for deeper and more global testing of students' abilities. He points out that objective tests usually include multiple-choices, true-false items, topic-focused matching of test items, and short question-answer tests, while subjective tests involve some kind of personal evaluation of more complex responses by learners, such as identifying genres, selecting appropriate language, transformation tasks, reflective tasks, role-plays, interpretive skills, projects and portfolios, and so on. Some objective tests were applied to the assessment in this study. As for subjective tests, most of them were applied to the assessment in this study analytically and specifically,

based on ICC in terms of objectives defined by Byram. As to the item role-plays, according to Corbette, some of the skills can only be properly tested orally, most probably by role-play or simulation. These skills include: using everyday conversation to construct and maintain individual identity within a group; using formal and informal interviews to elicit cultural knowledge. This was restricted to summative tests in this study because of time constraints. In critiquing Corbett (2003) I would suggest that these skills are not necessarily only to be tested orally and might be tested in written form. They could be tested by analysis of cases of intercultural communications or conversations, and by setting tasks to elicit cultural knowledge or by recognition of cultural facts and so on.

Both Corbett (2003) and Skopinskaja (2009) made a distinction between formative and summative assessment. Formative assessment, as Skopinskaja stated (2009), is conducted during the course as an ongoing process. The purpose is to give students guidance on their performance, and improving the learning process. Summative assessment evaluates the students' achievement by the end of a course, with a final grade or mark. According to Corbett (2003), the choice and implementation of formative and summative assessment depends on many factors, such as the length of the course, its aims, the number and language level of the students, and especially the time that the teacher is willing and able to devote to assessing students' work. This study mainly chose summative assessment for the reason of limited time-frames/time constraints, the large number of students and students' heavy study task of other subjects. But still, at the end of each phase during the intervention, both teacher and students wrote reflective journals about various aspects of the learning and teaching which not only gave students guidance on their performance, and improving the learning process, but also gave me some indication of the effectiveness of the course so that I could adjust my teaching to students' need for the following phases and some implications for future study and research.

It is well acknowledged by ICC experts such as Corbett, Fantini and Byram that the assessment of ICC is sophisticated and faces a lot of challenges. As Corbett (2013) notes, tests of intercultural competence face many questions such as how to construct test formats and how to specify context in which knowledge of the cultural functions of language inform but do not confine or restrain students' creativity.

According to Fantini (2009), many issues remain unsolved in the assessment of ICC as the intercultural field is still developing. The most fundamental question is that, in addition to

language, what abilities are needed for successful intercultural action, the answer to which is key to the assessment process.

Byram (2008) also acknowledges that assessment of all the *saviors* does raise some questions. However, he suggested certain safeguards which include selecting topics carefully, using more than one examiner, examining different aspects of intercultural competence in separate as well as holistic procedures, and producing a profile of marks rather than a single summative assessment. It is true, as Corbett (2003) stated, that it is the responsibility of local curriculum planners and teachers to specify the details of the most appropriate goals, formats and grading criteria for the assessment of the intercultural content of their language courses to create general examinations in intercultural content of their language courses .

For the assessment in this study, based on the objectives of ICC learning defined by Byram, I referred to Lussier's model and Skopinskaja's specifications of the three dimensions and aspects of ICC in terms of objectives to decide on the content and format of the tests. Summative assessment was conducted with the combination of teacher's and students' reflective journals and interviews which investigated aspects of their learning process, experience and performance. I was well aware that assessment of ICC, according to Byram (2008) and Lussier (2009), should also be formative rather than occurring as a single summative assessment. For this study, if it were not for the limited time-frames of the intervention, students' heavy workloads in other subjects and the large number of students, I would have used more formative assessment tools such as portfolios, dialogue journals, self-evaluation reports, on-going performance evaluations and so on. ICC assessment including summative and formative assessment of ICC is an area that needs long-term further experiment, study and research (see Discussion).

2.4 Learning motivation and self-confidence in L2 and ICC classroom learning

According to Akram (2007), the effective way to gain deep understanding of the learning process is to study the students' attitudes and motivation towards learning. Motivation, as Dörnyei (2001) says, can be defined by answering why people decide to do something, how hard they are going to pursue a course of action and how long they are willing to sustain the activity. It concerns the direction and magnitude of human behaviour. With regard to motivation in second language learning, according to Dörnyei (1994), it refers to the attempt

and desire to learn a language and positive attitudes towards learning it. Similarly, Gardner and Lambert (1972) state that the motivation of learning a second language is based on positive attitudes toward the L2 community and a desire to communicate with and become similar to valued members of that community.

As Noels, Pelletier & Vallerand (2000) stated, the importance of motivation in human activity has been recognized in the field of social psychology and education for decades. Winke (2005) noted that motivation is one of the strong predictors driving language learning success. Oxford & Sharin (1994) also asserted that motivation provides impetus to initiate learning second language and it can act as a driving force to sustain the long learning process. They emphasized that motivation determines the extent of active, personal involvement in second language learning. Gardner and his colleagues (2005) carried out a number of studies and argued that language learning motivation is a key factor of successful language learning. Since motivation is one of the main factors affecting students' performance in English learning and is considered to be one of the important factors in successfully developing second language learning, it should also be true to ICC learning in the EFL classroom as ICC and English learning were integrated into each other. In relation to this practitioner study, students' attitudes and motivation towards learning ICC in classroom were investigated in order to know some effective ways of arousing their interest and motivation to learn English and ICC.

It is evident that the nature of classroom learning and motivation is complex. In conceptualizing motivation in foreign language learning, Dornyei (1990) identified related dimensions of a broadly conceived integrative motivational subsystem. They are: "(1) interest in foreign languages, cultures, and people; (2) desire to broaden one's view and avoid provincialism; (3) desire for new stimuli and challenges; (4) desire to integrate into a new community" (p. 275). Basically this study was grounded in these dimensions on which pre-intervention questionnaires were done and the findings indicated students' interest and desire to learn English and culture, broaden their view, and seek new stimuli and challenges in ICC learning.

One general distinction in motivation theories is between intrinsic and extrinsic motivation. According to Deci and Ryan (1985), intrinsic motivation is operating when one does something because it is inherently interesting or enjoyable, while extrinsic motivation happens when one does something because it leads to a separable outcome (e.g., good grades).

Deci and Ryan hold that intrinsic motivation is a central motivator of the educational process. They argue: “intrinsic motivation is in evidence whenever students’ natural curiosity and interest energise their learning. When the educational environment provides optimal challenges, rich sources of stimulation, and a context of autonomy, this motivational wellspring in learning is likely to flourish” (Deci & Ryan, 1985, p. 245). As to extrinsic motivation, as Dornyei (1994) noted, a number of studies have showed that students may lose their natural intrinsic interest in an activity if they have to do it to meet certain extrinsic requirements, so extrinsic motivation has been regarded as something that can undermine intrinsic motivation. However, Dornyei (1994) has further asserted that later research showed that under certain circumstances extrinsic rewards can be combined with or lead to intrinsic motivation if they are self-determined and internalised. In Deci and Ryan’s self-determination theory, self-determination is viewed as a prerequisite for any behaviour to be intrinsically rewarding. The relationship between intrinsic and extrinsic motivation provides teachers with different perspectives to understand the sources of motivation. In the study intervention, to energise my students’ learning, I focused on ways of arousing their curiosity and interest from various aspects (see below the following paragraph), that is, I put emphasis on intrinsic motivation since it is a central motivator of the educational process. However, in order to enhance intrinsic motivation further, extrinsic motivations/rewards such as tests, teacher’s appropriate use of praise, proximal subgoals like tasks of preview and review, were applied. As Bandura and Schunk (1981) argued, tests can be powerful proximal motivators in behaviours such as language learning and proximal goal-setting helps the enhancement of intrinsic interest through favourable activities and the satisfaction obtained from subgoal attainment.

Dornyei (1994) separated three sets of motivational components, which are specific to learning situation and useful to grasp the array of variables and process involved in second language learning. They are: “(1) course-specific motivational components concerning the syllabus, the teaching materials, the teaching method, and the learning tasks; (2) teacher-specific motivational components concerning the teacher’s personality, teaching style, feedback, and relationship with the students; and (3) group-specific motivational components concerning the dynamics of the learning group” (p. 277). During the intervention, drawing on Dornyei’s theory of motivational components specific to learning situation, I figured out the specific factors which affected students’ learning motivation such as goal setting, choice of classroom activities, selection of teaching resources, appropriate teaching methods for

different teaching contents, appropriate feedback to help arouse students' interest and motivation to learn.

According to Bandura & Shunk (1981), attainable subgoals can be an important means of developing students' self-confidence and efficacy. Dornyei (1994) defined self-efficacy as an individual's judgement of his or her ability to perform a specific action. Self-confidence, according to him, is the belief that one has the ability to produce results, accomplish goals or perform tasks competently. It appears to be similar to self-efficacy, but used in a more general sense. It is an important dimension of self-concept and a major motivational subsystem in foreign language learning situations, where there is no direct contact with members of the L2 community. Self-confidence in using L2 was defined by Clement & Kruidenier (1985) operationally in terms of low anxious affect and high self-perceptions of L2 competence. Clement and Dornyei (2001) suggested that it is possible that self-confidence in the L2 classroom is intimately linked to classroom process. In their study about motivation and self-confidence as predictors of academic performances among students, Tavani & Losh (2003) found that there were positive correlations among motivation, self-confidence and academic performances. Levels of students' internal characteristics, such as motivation and self-confidence strongly influenced their achievements. Academic performance is significantly correlated with students' motivation, self-confidence, and encouragement. Motivation and self-confidence are strong predictors of student performance, and students with higher level of motivations and self-confidence tend to have higher level of academic success. Embarking on my own study, I assumed that the higher students' learning motivations were aroused, the more their performance would be improved, thus, the more self-confident students would become in English language and ICC learning. Accordingly, their English language ability and intercultural communicative competence would be developed to a certain degree. This study, then set out to apply theories of learning motivation and self-confidence in second language and ICC learning classroom. As will be seen, findings from this study showed that students' learning motivation and confidence in ICC learning were improved to some degree through various means. This in effect has filled the gap of students' motivation and confidence in ICC learning as it seems that there is no special/specific theory dealing with students' learning motivation and confidence in ICC learning in foreign language classroom. Also this study intervention has proved that L2 learning motivation in general terms is simultaneously applicable to ICC learning motivation.

2.5 Chapter Summary

The preceding review of studies and research in ICC and ICC learning and teaching has identified a number of research gaps in the current literature of this area.

Firstly, although ICC has attracted many scholars' interest worldwide and there are theories (such as Byram's theory, which has been frequently referred to, widely cited and, less widely, critically evaluated) on ICC in foreign language teaching and education, not much has been done to apply those theories in investigating actual EFL in non-English major curriculums/classrooms at universities in China. Secondly, there are few studies in terms of systematically planning for ICC learning and teaching in second language program. Thirdly, few studies and experiments have been carried out to systematically integrate ICC learning and teaching into EFL non-English major curriculum/classroom. Fourthly, specifically speaking, although ICC has attracted enormous interest from second language teaching practitioners at tertiary institutions in China, little research has been done to identify effective ICC teaching methods, appropriate teaching resources and how to organize and adapt them to ICC classroom teaching. Fifthly, in terms of ICC assessment issues, there are more theoretical discussions than practical studies especially in EFL classroom in China. There is much research gap for ICC assessment in relation to ICC classroom teaching and learning in China's universities. Sixthly, there is evidence that motivation is one of the main factors affecting students' performance of English learning and it is considered to be one of the important factors in successfully developing second language learning, but not much research has been done on how classroom teaching can affect students' motivation in ICC learning, and accordingly students' confidence in ICC. Finally, current research methods on ICC teaching and learning in second language classroom are limited. Few studies have used practitioner research and mixed methods for data collection during the intervention of systematically planning and integrating ICC teaching/learning into the EFL curriculum/classroom.

To sum up, so far there have been theories on ICC and ICC teaching in foreign language education including objectives of ICC learning and teaching, the curriculum planning for ICC learning and teaching, and the assessment of ICC. However, there have not been many studies which systematically apply ICC teaching theories to practical classroom. The review has indicated that not much has been done to systematically plan and integrate ICC teaching/learning for the EFL curriculum/classroom at universities in China. This study

aimed to fill this gap by applying those theories, especially Byram's theory, and by systematically planning and integrating ICC learning and teaching into an actual EFL non-English major curriculum/classroom at an university in China to see whether it could promote students learning motivation and confidence in ICC and to find some effective ways of teaching ICC in EFL classroom.

By applying analytically and critically ICC learning and teaching theory (mainly Byram) to practice, this study aimed at making a modest attempt to contribute to this ICC theory both practically and methodologically. For example, based on Byram's theory of ICC, systematic planning was done to divide the learning and teaching into three phases: attitudes and awareness, knowledge, and skills. For each phase, the design of curriculum, teaching and class activities was closely related to objectives of skills, knowledge, and attitudes and awareness defined by Byram. ICC curriculum planning was based on the six stages of general process set out by Byram.

These three were all carried out analytically and critically on the basis of a specific context: China's existing education system and policy and the tertiary EFL environment in a specific university, with students enrolled in a pre-existing course. The application of the ICC theory in this study might be regarded as seeking a new theoretical ground in understanding ICC theory and practice. This study investigated students' attitudes toward the intervention of systematically integrating the teaching of ICC into the EFL curriculum and classroom, whether the designed instructional program had any association with the improvement of intervention-class students' ICC and language skills, what the students' learning motivation and confidence levels in ICC were at different stages and what were some effective ways of systematically integrating the teaching of ICC into the EFL curriculum and classroom.

The next chapter will present the research methods, data collection procedures and data analysis used to achieve the aims of this study.

CHAPTER THREE

METHOD AND RESEARCH DESIGN

3.1 Introduction

This chapter begins with the research questions. It then outlines the overall approach and design of the study. It describes the research methods adopted in the study, the intervention, data collection including the research setting, the participants, ethical issues, and the procedures (survey, pre-test, post-test, reflective journal and interview), and data analysis. Limitations are also discussed.

3.2 Research questions and overall approach

As the teacher researcher, my decision to undertake the intervention described in this study rested on a hypothesis that systematically integrating the teaching of ICC into the EFL curriculum and classroom had the potential, depending on its design, to improve learners' intercultural communicative competence and increase their motivation to master English as a foreign language. As discussed in Chapter 2, there are a number of theories and approaches (Byram, 1997, 2008; Paige, 2000; Corbette, 2003; Skopinskaja, 2009 and so on) related to ICC teaching, ICC curriculum design and ICC assessment, that resonate with integrating ICC into EFL. The research was also grounded on my conviction that ICC teaching makes language learning more interesting, more effective, and thus, develops not only students' intercultural communicative competence but also potentially their language proficiency.

What I wanted to discover was whether the teaching of ICC might be planned and integrated systematically into the EFL curriculum and classroom in such a way that it developed ICC in students; what aspects of ICC should be taught and how ICC might be taught most effectively and beneficially in EFL classrooms for developing students' ICC in the Chinese context, namely at a tertiary institution in mainland China.

With such a departure point, this research intended to find effective approaches to ICC teaching in the Chinese context by developing and evaluating an instructional program aimed at enhancing students' intercultural communicative competence. In order to achieve this aim, this study focused on the following objectives:

1. To investigate the attitudes of EFL students of non-English departments toward

- English learning, ICC learning and the current EFL teaching program;
2. To investigate the attitudes of intervention-class students toward the intervention of systematically integrating the teaching of ICC into the EFL curriculum and classroom;
 3. To ascertain the extent of any association of the designed instructional program with the improvement of intervention-class students' intercultural communicative competence and language skills;
 4. To determine whether there were any differences in the pre-test and post-test scores measuring language skills and ICC for students in both intervention and non-intervention classes;
 5. To determine whether there were any differences in motivation and confidence levels for intervention-class students at the completion of the intervention;
 6. To discover some effective ways of systematically integrating the teaching of ICC into the EFL curriculum and classroom

In order to achieve these objectives, the following research questions were developed.

1. What are the attitudes of EFL students of non-English departments toward English learning, ICC learning and the current EFL teaching program?
2. What are the attitudes of intervention-class students toward the intervention of systematically integrating the teaching of ICC into the EFL curriculum and classroom?
3. Is the designed instructional program associated with an improvement in intervention-class students' intercultural communicative competence and language skills?
4. Are there any changes in students' pre-test and post-test scores measuring language skills and ICC for students in both intervention and non-intervention classes?
5. Are there any changes in motivation and confidence levels for intervention-class students at the completion of the intervention?
6. What are some effective ways of systematically integrating the teaching of ICC into the EFL curriculum and classroom?

Duff (2008) notes that research questions form the departure point for practitioner inquiry and the research methods should be consonant with what the researcher wishes to discover. The research methods adopted in this study included practitioner inquiry, action research, mixed methods, case study and a quasi-experimental design, which were all consonant with what I wished to discover. They will be described in detail in the next section.

3.3 Research methods

This research was a practitioner inquiry conducted over 16-weeks undertaken by me. “Practitioner research” is a type of insider investigation by practitioners in their own area where some aspect of their practice is a focus for their study. The process is reflective, deliberate and systematic (Anderson, Herr & Nihlen, 1994). Practitioner research can be defined as a systematic form of inquiry that is collective, collaborative, self-reflective, critical, and undertaken by the participants of the inquiry (McCutcheon & Jung, 1990). According to Cochran-Smith and Donnell (2006), practitioner inquiry refers to the array of educational research genres where the practitioner is the researcher, the professional context is the research site, and practice itself is the focus of study. It has five forms in educational settings, including action research, teacher research and self-study, the scholarship of teaching and learning, and using practice as a site for research. This research I have done was an example of practitioner inquiry and it also exemplified action research, using the practice context as site for inquiry.

In undertaking practitioner inquiry, I, as the teacher researcher and practitioner, was investigating my own practice by implementing a programme that was different from what I normally taught, that is to say, I implemented the programme/intervention of systematically integrating ICC into the EFL curriculum and classroom. It was different from the traditional programme where English was taught without systematically integrating ICC into the EFL curriculum and classroom. The intervention was deliberate and systematic and it was reflected on by both the teacher and the students in the intervention class. I was using my professional teaching practice as a site for research.

An action research approach was also utilized in this study. According to Cohen and Manion (2007), “Action research can be used in a variety of areas, for example, teaching methods: replacing a traditional method by a discovery method; learning strategies: adopting an integrated approach to learning in preference to a single-subject style of teaching and learning” (p. 297). This research, as practitioner inquiry, was an example of the former. The intervention proper replaced a traditional method that emphasized only the teaching of vocabulary, sentence structure or grammar and reading skills with a way of teaching which systematically integrated the development of ICC into the EFL curriculum and classroom.

Cohen and Manion (2007) suggest that “action research can be cast into two simple stages: a diagnostic stage in which the problems are analysed and the hypotheses developed; and a therapeutic stage in which the hypotheses are tested by a consciously directed intervention *in situ*” (p. 304). Accordingly, this research developed the hypothesis that systematically integrating the teaching of ICC into the EFL curriculum and classroom had the potential, depending on its design, to improve learners’ intercultural communicative competence and increase their motivation to master English as a foreign language. The intervention of the study, guided by the research questions, was designed to test the hypothesis.

Kemmis & McTaggart (1992) state that, “...to do action research is to plan, act, observe and reflect more carefully, more systematically, and more rigorously...” (p. 10). Accordingly, this study planned the intervention carefully and systematically before the implementation began. During the 16-week intervention, observations were made and a reflective journal was kept. According to Kemmis & McTaggart (1992), the characteristics of action research are that they are carried out by practitioners rather than outside researchers. It is collaborative and it aims at changing things or the system. In this research, as a practitioner who had been teaching EFL for over 20 years, I played the role of a practitioner researcher, conducting the intervention and collecting data at the same time.

According to Nisbet & Watt (1984) “A case study is a specific instance that is frequently designed to illustrate a more general principle” (p. 72). In undertaking this practitioner research, I and my own practice constituted the case that was being investigated. This practitioner research involved two teaching classes (one an intervention class, the other a non-intervention class) in a university in Shanghai, China. I, as teacher practitioner, was the teacher of both classes.

To understand the impact of the programme I designed with the intervention class, this research involved the collection of a mixture of qualitative and quantitative data. As discussed fully in the next section, the data collected included a survey, the researcher’s reflective journal, interviews with the participants, participants’ reflective journals, and pre-test and post-test results. Mixed methods research is a procedure for collecting and analysing both quantitative and qualitative data within a single study in order to understand a research problem more completely (Creswell, 2008). It can be used in case study and action research, and can use observations, interviews, open-response questionnaire items, verbal reports, and diaries to collect data. The benefits of mixed methods research are that it can be helpful in

gaining in-depth understanding of trends and patterns; generating and testing theories; developing new measurements; studying diverse perspectives; or understanding the relationship between variables (Ivankova & Creswell, 2003).

With regard to mixed methods, this research used explanatory design and triangulation design. In explanatory design, qualitative findings are used to help explain, refine, clarify or extend quantitative results. Triangulation design is best suited when a researcher wants to collect both types of data at the same time about a single phenomenon, in order to compare and contrast the different findings to produce well-validated conclusions. It can result in well-validated and substantiated findings because it offsets the weakness of one method with the strengths of another method (Creswell et al., 2003). Accordingly, for this research, with mixed methods, the results of the qualitative and quantitative data were used to mutually explain, refine, clarify, and extend findings from the two data-sets. They were integrated to provide a deep and broad understanding of the research. (See also Section 3.6 Figure 3.2 and 3.3 for detail)

At the same time, this study also utilized a quasi-experimental design. Best and Kahn (1998) state that: “A quasi-experimental design is often used in classroom experiments when experimental and control groups are such naturally assembled groups as intact classes, which may be similar” (p. 175). In this research, participants were two classes (one an experimental/intervention class and the other a control/non-intervention class). Both classes consisted of second-year students from a university in Shanghai, China. The intervention class majored in electric automation and the non-intervention class majored in electromechanical engineering. They had similar English levels based on their scores in a pre-intervention test and university entrance examination. I implemented the programme for the intervention class, using an approach designed for systematically integrating the teaching of ICC into the EFL curriculum and classroom. The non-intervention group was also taught by me, but using traditional methods without systematically integrating the teaching of ICC into the EFL curriculum and classroom.

3.4 The intervention

Zuber-Skerritt (1996b) sets action research into a cyclical process. The stages and activities mentioned in the cyclical process of action research characterised the intervention strategy which was utilized in this research. The following Figure 3.1 shows the theory of cyclical

process of action research and the process of this research developed according to that theory.

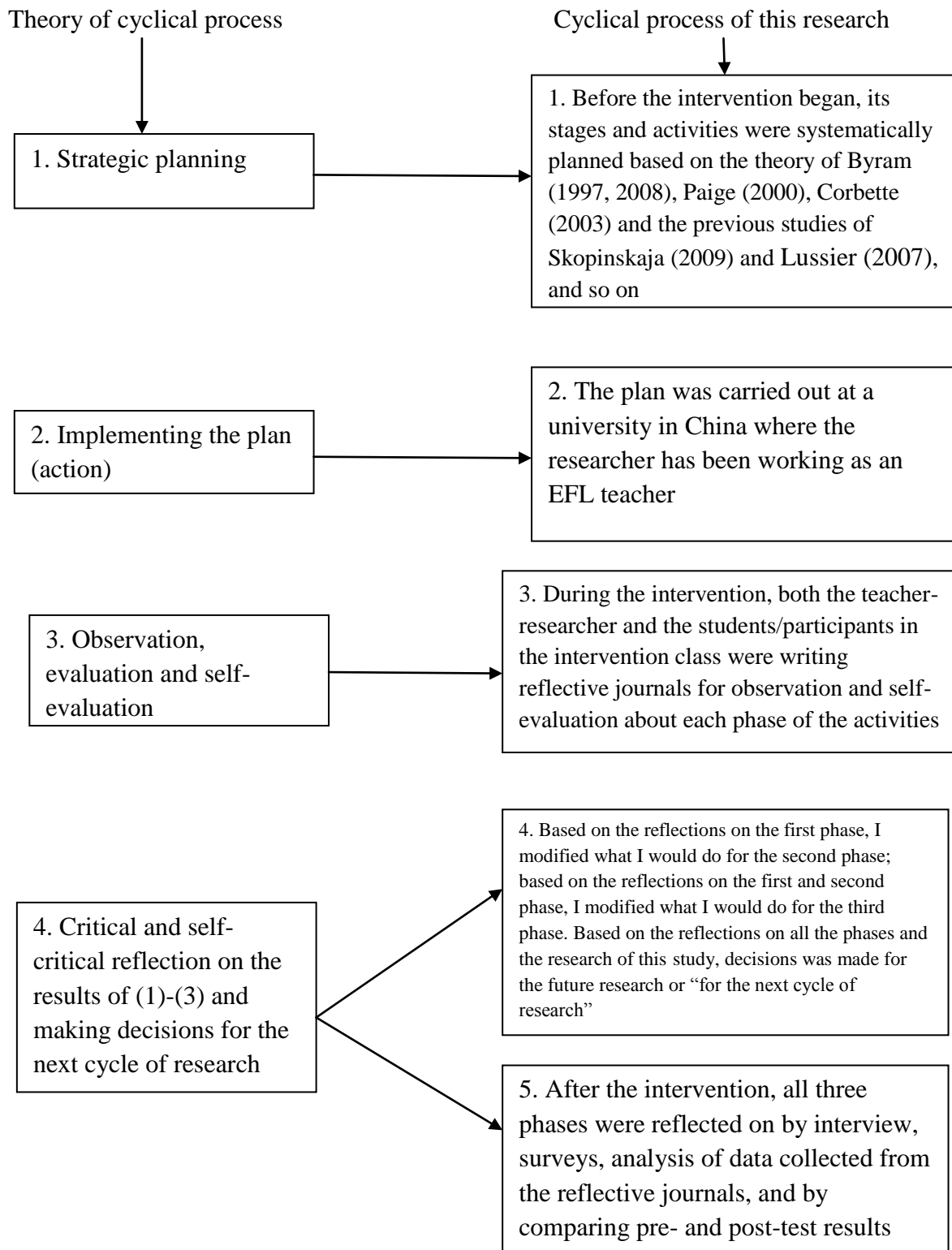


Figure 3.1: Cyclical process of this research

Based on Byram’s ICC model (2009), the intervention was divided into three learning phases three phases, phase one attitudes, phase two knowledge, and phase three skills. Critical cultural awareness was actually emphasised throughout the three phases since it is a central element as proposed in Byram’s ICC model and it is one of the pedagogical purpose of foreign language teaching. Most of the teaching was done through a comparative study and case study. Connections between the partial competences which make up ICC were also taken into account during the intervention.

The following Table 3.1 shows the programme sequence of the intervention class.

Table 3.1: Focus and activity for each phase

Week	Phase	Focus and activity
1	Phase I	Developing students’ attitudes such as curiosity and openness, readiness to suspend disbelief about English culture and belief about Chinese culture through reading, listening, video, speaking, presentation, writing and other class activities
2		
3		
4		
5		
6		
7	Phase II	Increasing and broadening their knowledge of the products of practices in English and Chinese culture. through reading, listening, video, speaking, presentation, writing and other class activities
8		
9		
10		
11		
12		
13	Phase III	Developing students’ ability to interpret/relate, discover/interact; preparing them to use an appropriate combination of knowledge, skills and attitudes under the constraints of real-time communication and interaction; critical cultural awareness through role-plays on various authentic situations, discussions and debates on various points of view, and oral presentations
14		
15		
16		
17		
18		

During each phase of the intervention, I, as the teacher and practitioner researcher, planned the classes prior to the commencement of the intervention. Each class was taught by the researcher and the lesson was linked to the goal for each phase.

The lessons for each of the three phases included reading, listening, speaking and writing. Students were provided with reading materials, and listening, video, speaking and writing tasks which were focused on the goal for each phase. The three phases were designed according to the theory of Byram (1997, 2008. See also Section 3.5.3.1). For phase one, the focus was on the development of students' critical cultural awareness, receptive attitudes toward different cultures. For phase two, the focus was on building students' knowledge about cultural-general and cultural-specific aspects. For phase three, the focus was on developing students' intercultural skills (behaviour). Various class activities were used to achieve these goals, including discussion, presentation, debate, role-play, group work, pair work, case study, matching task, fill-in task, interview, observation task, survey, translation, retelling, writing and dictation. Based on the journal reflections on the first phase, some modifications and changes were made for the second phase intervention such as class activity design, timing of class activities, content of teaching, level of difficulty of teaching materials and so on; based on the reflections on the first and second phase, the same things were done for the third phase. After the intervention, all three phases were reflected on by interview, surveys, analysis of data collected from the reflective journals, and by comparing pre- and post-test results.

In contrast, and at the same time, the participants in the non-intervention class were also taught by the same researcher, but using a traditional method, which was focused mainly on vocabulary, structure and reading and listening comprehension and writing mastery. They were not exposed to a systematic plan for teaching ICC. ICC was included only on an ad hoc basis and dealt with as necessary background information or an embellishment to interest students.

3.5 Data collection

This section deals with the data collection process adopted in the study. It includes a discussion of the research setting/sites, the participants, some ethical issues, and data-collection procedures including survey, pre-test, post-test, reflective journal and interview.

3.5.1 Research sites and participants

Convenience sampling, also called accidental or opportunity sampling, was used in this research. Fraenkel and Wallen (2005) state that: “A convenience sample is a group of individuals who (conveniently) are available for study” (p. 75). “Captive audiences such as students often serve as respondents based on convenience sampling. Researchers simply choose the sample from those to whom they have easy access” (Cohen & Manion, 2007, p. 113). As I had been teaching EFL at universities in China since 1985 and am currently teaching EFL at a university in Shanghai, the second-year students from the Electric Automation Department and Electromechanical Engineering Departments at the university where I teach were chosen for the intervention program. They were available because they took the English subject which was compulsory and offered in the first two years of their university study, and they were a convenient sample for me.

Purposive sampling was also used in this study. According to Cohen and Manion (2007) “In purposive sampling, researchers handpick the cases to be included in the sample on the basis of their judgment of their typicality or possession of the particular characteristics being sought. In this way they build up a sample that is satisfactory to their specific needs” (p. 114). As discussed above, this study utilized a quasi-experimental design and the students in the study were designated as belonging to either an intervention or non-intervention class. In order that the two classes had a similar range of language abilities, the process of selecting them could also be thought of as purposive. Firstly, the students in the two classes had similar English levels judging from their scores in the National English University entrance Examination they obtained when they entered the university. Secondly, to make sure that both classes had roughly equal abilities in English language and ICC, they were given a pre-test before the intervention was carried out. The results showed that the two classes did have similar English and ICC levels (See Chapter 4). Consequently, the researcher taught two classes which were statistically equivalent in language skills and intercultural communicative competence.

The sample involved in this study consisted of 140 students, non-English majors at the intermediate English level, who were second-year students (Grade 2008) from two EFL classes at the university. One class of 68 students, the non-intervention class, majored in electric automation and the other class of 72 students, the intervention class majored in electromechanical engineering. 106 (74%) participants were males and 34 (26%) were

females. Their ages ranged from 18 to 22 years old. All of them had at least 6 years' (some even longer) English learning experience and had passed the National English University Entrance Examination. Some 98% has passed the College English Test Band 4 (CET 4). Most of them passed it in June 2009, but some in December 2009.

Table 3.2: Descriptive data for intervention and non-intervention samples

Class	Major	Mean age	Gender	CET4 PR	Total
NIC	Electric Automation	19.04	Male 50	97.1%	68
			Female 18		
IC	Electromechanical Engineering	19.10	Male 56	98.6%	72
			Female 16		

IC=Intervention Class NIC=Non-Intervention Class

CET4PR=Pass Rate of College English Test Band 4

3.5.2 Ethical considerations

The ethics application for conducting this study was approved by the School of Education Research Ethics Committee (see Appendix A). Issues in the ethical field “can constitute a set of considerations that researchers should address in planning research: informed consent, gaining access to and acceptance in the research setting, problems and dilemmas confronting the researcher including matters of privacy, anonymity, confidentiality...” (Cohen & Manion, 2007, p. 52). These issues have been taken into consideration in this research.

Prior to commencing the research, approval for conducting the research was gained from officials at the university in Shanghai. To gain approval, the researcher contacted the Head of the English Department (see Appendix E), the Dean of the Foreign Language College (see Appendix F) and the rector (see Appendix G). As the study involved students from the Electric Automation Department and the Electromechanical Engineering Department, the Deans of the two departments were also approached (see Appendix E & F). This was done through a formal letter with a consent form (see Appendix H) requesting permission and informing in person the Deans of the nature of the study. Access to the participants was requested in writing and agreement from the participants was also sought in written form.

On the first meeting with the participants, they were briefed on the aims and procedures of the research. The participants were also informed of the benefits and risks of involving

themselves in this research. A covering letter stating the nature of the study (see Appendix C) was provided together with a consent form (see Appendix C). The consent form informed the participants of the procedures they would be involved in, the protections that would be in place for their own security, interests and confidentiality, and their entitlements in respect of withdrawing their participation.

The participants were also informed that interviews would be voice-pen recorded. They were asked to sign a consent form stating their willingness to take part in this study. Voluntary participation was requested for the intervention, as well as for the interview sessions (see Appendix D). If the participants did not wish to be involved in the study, they could change to another section of the same subject (a non-research subject) without their interests being affected. This entitlement was spelled out in the consent form.

Students' confidentiality was protected and they were assured of this in the consent form. Students' confidentiality was maximized since the participants' identity was not to be revealed and reported in written form. The information on individual participants was kept anonymous, and pseudonyms were to be used when students were to be referred to in this dissertation or in the event of paper presentations and journal articles.

Since this was an intervention study of 16 weeks duration that was developed by the teacher-researcher, classroom activity was not disrupted. Interview sessions were done outside class time depending on the availability of the participants.

One potential harm that was seen as a threat was the grading system that might affect the students' participation. As this class was also a university subject, participants were graded according to the standard specified by the department. Indeed, not to do so would have been detrimental to the interests of participants. To address this potential harm, the intervention was designed in such a way that it was likely to enhance students' performance. Research evidence indicates that being reflective learners enhances achievement. This research was about using process strategies to enhance learning, so it was predicted that impacts on grades, if any, would be to the students' benefit. If the study had had a negative impact, then the students would have been offered an appropriate constructive intervention. Conversely, this research project did not disadvantage participants in the non-intervention class because they received the *same* programme they would have had had the project not taken place.

In this study, each participant was informed in the consent form and ensured the right to decline to participate before the research was conducted. If they were already into the intervention and felt that they were at risk, they were able to withdraw before the fourth week of the semester. This was the standard procedure of withdrawing or deleting subjects at the university where the research was taking place.

The relationship between the participants and the researcher was professional in nature. Though the researcher assessed students, the assessment was based on the standard specified by the related department. As indicated above, participation in the research was not detrimental to these students in respect of their assessment and there was no conflict of interest. Chinese students were not familiar with the notion of consent to undertake research. I explained to participants that it was both common practice in research and a regulation of the University of Waikato. I used Chinese when interviewing the participants. I was a cultural insider for this research and my prior knowledge of Chinese culture helped me to deal with many of the situations that arose during the interviews. To ensure confidentiality and because all participants were full-time students, I asked the participants to decide the time available for them for interviews. Interviews were held in small classroom in our workplace so that the participants felt comfortable to answer all questions without being heard by other people. They found this room easy to access, because the room was close to their classrooms.

3.5.3 Data collection procedures

This section introduces the data collection procedures used in this study including survey, pre-test and post-test, reflective journal and interview.

3.5.3.1 Overview of procedures

Before the intervention began, all the participants were given a pre-intervention questionnaire (see Appendix I) seeking information about their EFL learning experience. They were administered this questionnaire by me to appraise their attitudes toward current EFL teaching at the university. A motivation and self-rating questionnaire (see Appendix J) was also conducted with the participants in the intervention class before the intervention. In addition, before the beginning of the program, it was established that the two classes were similar in terms of their English mastery and ICC by using their pre-test scores and their scores in the National English University Entrance Examination they obtained when they entered the university.

During the 16-week intervention program, the participants worked with me, the teacher-researcher, in their classrooms. This program involved 64 teaching hours spread evenly over a semester, that is 16 weeks, 4 hours for each week. The participants in the intervention class were exposed to a programme systematically designed for teaching ICC in the context of language teaching, through which they received more culture knowledge and developed skills, attitudes and critical cultural awareness while learning the language. Meanwhile, as mentioned in Section 3.4, the students in the non-intervention class were taught in a traditional way without being exposed to the systematic plan for teaching ICC.

Guided by the theory of Byram (2008) that ICC involves the acquisition of attitudes, knowledge and skills, the activities in this intervention were divided into three phases/stages. The focus of the three phases was on improving intercultural communicative competence in three different aspects: cultural awareness and attitudes in cultural-general and cultural-specific; knowledge in cultural-general and cultural-specific; skills (behaviour) in cultural-general and cultural-specific.

In the **first** phase, students were administered a questionnaire and a pre-test by me. These were done during the first week of semester. From the second week to the sixth week of semester, the teaching and learning activities were focused on developing students' critical cultural awareness and developing students' receptive attitudes toward different cultures and culture learning (cultural-general) and receptive attitudes toward the target culture and target culture persons (culture-specific) through reading, listening, video, speaking and writing. In the **second** phase, the teaching and learning activities were focused on building students' knowledge about cultural-general, including intercultural phenomena such as culture shock, cultural adjustment stages, intercultural development, cultural identity, and cultural-specific aspects such as "little c" target culture knowledge, "Big C" target culture knowledge, pragmatics through reading, listening, video, speaking and writing. In the **last** phase, teaching and learning activities were focused on developing students' intercultural skills (behaviour) in cultural-general such as culture learning strategies, cultural adaptability, intercultural communicative competence and target culture skills in cultural-specific such as "little c" culture-appropriate everyday behaviour and "Big C" culture-appropriate contextual behaviour through role-plays, discussions or debates and oral presentations. Post-test, post questionnaire, and in-depth interviews were administered at the end of the intervention program.

As the teacher-researcher, I reflected for each phase in my reflective journal (see Appendix K). I wrote in my reflective journal once a week about noteworthy events that happened in class; what happened while participants were doing class activities; any events that surprised me as the teacher; how the students performed in communication activities; any evidence of engagement or confidence; how I felt about my performance as a teacher and how I could improve on each class's teaching.

Participants were also invited and given a guideline sheet to write their personal responses to their experiences in their own reflective journals (see Appendix L). They were invited to write down what they had learned after each phase and what their personal feelings were about what they had learned; which aspect of each phase's lessons was useful; what problems they faced during each phase; how they rated their language skills and communicative ability during each phase; what their motivation and confidence levels were in class during each phase.

At the end of the study, two post-tests were administered to all the participants both in the intervention class and non-intervention class. These were an English language proficiency test which tested the participants' basic language skills and a test to assess their ICC. These two tests were the same as the pre-intervention test that tested the participants' basic language skills and ICC. Data collected from the pre- and post-intervention tests were compared and analysed to explore whether there were any associations between the intervention and changes in EFL students' intercultural communicative competence and language skills. Results of this analysis are described in the next chapter. Participants in the intervention group only were invited to answer again the questionnaire (see Appendix J) on their self-rating and motivation and confidence levels in order that the researcher could compare their motivation for learning English and confidence in ICC and language skills before and after the intervention

After the 16-week intervention ended, a standardized open-ended interview (see Appendix M) was conducted. Nineteen participants in the intervention group were invited to be interviewed to get an in-depth understanding of their experiences during the intervention. These students included excellent, average and poor students based on their scores in a pre-intervention test and university entrance examination. The interview session with the participants probed in an open-ended way their attitudes towards the intervention, learning motivation, confidence in

language skills and ICC, and the effectiveness of the intervention, which were relevant to the research questions. These interview sessions were voice-pen recorded.

The following Table 3.3 provides a summary of the research questions and corresponding data collection procedures. Table 3.4 shows the intervention class activities and their corresponding data collection procedures.

Table 3.3: Research questions and data collection procedures

Research Questions	Data Collection Procedures	
	Intervention class	Non-intervention class
1. What are the attitudes of EFL students of non-English departments toward the current EFL teaching program?	Questionnaire	Questionnaire
2. What are the attitudes of intervention-class students toward the intervention of systematically integrating the teaching of ICC into the EFL curriculum and classroom?	Researcher's reflective journals Students' reflective journals Interview	
3. Is the designed instructional program associated with an improvement in intervention-class students' intercultural communicative competence and language skills?	Pre-test and post-test Students' reflective journals Interview	
4. Are there any changes in students' pre-test and post-test scores measuring language skills and ICC for students in both intervention and non-intervention class?	Pre-test and post-test	Pre-test and post-test
5. Are there any changes in motivation and confidence levels for intervention-class students at the completion of the intervention?	Questionnaire Students' reflective journals Researcher's reflective journals	

6. What are some effective ways of systematically integrating the teaching of ICC into the EFL curriculum and classroom?	Students' reflective journals Researcher's reflective journals Interview	
--	--	--

Table 3.4: Weekly intervention and data collection procedures

Week		Activity	Data collection
1	Phase I	Developing students' attitudes such as curiosity and openness, readiness to suspend disbelief about English culture and belief about Chinese culture; and cultural critical awareness through reading, listening, video, speaking, presentation, writing and other class activities	Pre-test Survey Students' reflective journal Teacher's reflective journal
2			
3			
4			
5			
6			
7	Phase II	Increasing and broadening their knowledge of the products of practices in English and Chinese culture ; and cultural critical awareness through reading, listening, video, speaking, presentation, writing and other class activities	Students' reflective journal Teacher's reflective journal
8			
9			
10			
11			
12			
13	Phase III	Developing students' ability to interpret/relate, discover/interact; preparing them to use an appropriate combination of knowledge, skills and attitudes under the constraints of real-time communication and interaction; critical cultural awareness through role-plays on various authentic situations, discussions and debates on various points of view, and oral presentations	Students' reflective journal Teacher's reflective journal Survey Post-test Interview
14			
15			
16			

3.5.3.2 Survey

Surveys “gather data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exist between specific events” (Cohen &

Manion, 2007, p. 205). This research used surveys to obtain information relevant to research questions 1 and 5. Two questionnaires were designed for the survey (see Appendix I & J). “The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyse” (Wilson & McLean, 1994, cited in Cohen & Manion, 2007, p. 317).

The first questionnaire was distributed to all participants in both the intervention and non-intervention classes before the 16-week intervention. It was designed for the purpose of investigating the sample students’ background information, EFL learning experience, knowledge about ICC and culture learning of target language, and their attitudes towards the current implementation of EFL teaching programs for EFL students of non-English departments at the university (see Appendix I). The second questionnaire included two sections, one tapping attitudes and the other motivation. It was distributed only to participants in the intervention class, both at the beginning and at the end of the intervention programme. It was specifically designed for the purpose of investigating any change in the intervention students’ attitudes and motivation toward EFL learning and EFL teaching at the completion of the intervention. The questionnaires were conducted in classrooms 303 and 301 at the third teaching area of the university and each took around 20 minutes. The two questionnaires were in English, but the researcher explained them in Chinese when the participants had problems understanding the questions..

The first pre-intervention questionnaire contained three sections. Section A contained background information, Section B contained questions and multiple-choice questions about students’ EFL learning experience, their knowledge about ICC and their attitudes towards culture learning and teaching of target language and developing ICC. Section C contained questions and multiple-choice questions about students’ attitudes towards current EFL teaching at the university. The participants responded to this questionnaire by marking their choices. Through this questionnaire, information related to the research questions was obtained: One was the students’ learning experience and motivation for learning, their confidence in language skill and communicative competence in English; the other was their attitudes towards the current implementation of EFL teaching programs for EFL students and also their attitudes towards ICC learning and teaching of target language.

The second questionnaire (see Appendix J) was administered only to participants in the intervention class, but it was administered both at the beginning and at the end of the programme. It was designed and conducted for the purpose of investigating the changes of the intervention class students' self-rating of their ability to communicate with English native speakers. It also investigated differences in motivation and confidence levels for intervention-class students at the completion of the intervention. There were three sections in the questionnaire: Section A contained background items; section B contained the students' self-rating of their English communicative competence; and Section C was about students' motivation and attitudes towards English learning and teaching, culture learning and teaching, developing ICC and their confidence in their English mastery and intercultural communicative competence .

The participants responded to Part B by marking one from the options of “always”, “often”, “sometimes”, “occasionally” and “never” in relation to a set of 12 statements and they responded to Section C by marking one from the options of “strongly agree”, “agree”, “disagree”, “strongly disagree” and “not sure” with a set of 20 statements. In this questionnaire, the participants in the intervention class were asked the same questions both before and after the intervention. Questionnaire items were grouped into two categories and six themes. The two categories were: 1. the students' self-rating of communicative competence in English, and 2. the students' attitudes and motivation toward EFL learning/teaching, culture learning/teaching and developing ICC. The six themes were attitudes to English, resources, focus on the teacher, affective response, sense of competence and motivation looking ahead.

Through this questionnaire it was hoped to ascertain any differences in the intervention class students' attitudes and motivation toward EFL learning and teaching, ICC learning and teaching at the completion of the intervention. It served the purpose of addressing Research question 5: Are there differences in motivation and confidence levels for intervention-class students at the completion of the intervention?

3.5.3.3 Pre-test and post-test

Pre-tests and post-tests are frequently used in research, primarily for the purpose of comparing groups and/or measuring change resulting from experimental treatments. According to Cohen and Manion (2007), “In tests, researchers have at their disposal a

powerful method of data collection, an impressive array of tests for gathering data of a numerical rather than verbal kind” (p. 415). Pre-test and post-test were adopted in this research in order that numerical data could be collected and thus the performance of the intervention class and non-intervention class could be compared and any effects of the intervention highlighted. By pre-test and post-test, two of the research questions were addressed. A dependent means t-test was used to compare the pre- and post-test of English language skills and ICC in both the intervention class and non-intervention class in order to compare which class had more improvement and address Research Question 3: Is the designed instructional program associated with an improvement in intervention-class students’ intercultural communicative competence and language skills? Independent samples t-tests were used to compare the intervention and non-intervention classes in English language skills and ICC pre-and post-test in order to address Research Question 4: Are there any differences in pre-test and post-test scores measuring language skills and ICC for students in both intervention and non-intervention classes?

At the beginning of the program, the participants of both intervention and non-intervention classes sat a pre-test. It tested participants’ basic English language skills such as listening, reading, vocabulary and structure, and translation, and, in addition, their intercultural communicative competence (ICC) including intercultural knowledge, skills and attitudes. The purpose was to ascertain the participants’ linguistic competence and ICC, and to ensure intervention class and non-intervention class equivalence prior to the intervention.

The post-test was also given to all participants in both intervention and non-intervention classes. It was similar type of tests to the pre-test, testing the participants’ basic language skills and ICC to assess or measure the participants’ LS and ICC after the course had ended. The post-test of English language proficiency test was conducted to explore whether the intervention appeared to have an impact on students’ basic language skills as tested in the English language proficiency test. The post-test of ICC was done to explore the effectiveness of the intervention on students’ intercultural communicative competence.

Guided by the theory of Byram (1997; 2008), Paige (2000) and Corbette (2003), and drawing on previous studies (for example, Skopinskaja, 2009; Wang Zhengya, 2005; INCA, LdVII, 2004; Lussier et al. 2004; Nakamura, 1996), the pre- and post-test was summative assessment of participants’ achievements in ICC and LS. But during the intervention, formative

assessment was also adopted such as students' and teacher's reflective journals (see the Literature Review and Discussion Chapter)

Based on the three dimensions of assessing ICC (Skopinskaja, 2009), the content of the ICC tests consisted of three aspects: 1) the declarative knowledge profile, such as ways of life, customary practices, music, arts, architecture, literature, history, individual and social norms of reference; 2) behavioural profile in English language and culture or skills related to various contexts of communication; 3) attitudinal profile or attitudes able to cross over from self-awareness to sensitivity towards Otherness, acceptance of and respect for the values of other cultures (Lussier et al., 2004, cited in Skopinskaja, 2009, p. 138. See also the Literature Review and Discussion Chapter). By comparing the two classes' results in the English pre-test and post-tests, the impact of the program on participants' language skills was investigated through quantitative means. By comparing and analysing the results of the ICC assessment in the participants of the intervention class and non-intervention class in a post-test, the different level of ICC between the participants in intervention class and participants in non-intervention class could be seen clearly. The procedure was viewed as providing some (albeit limited) indication of the effectiveness of the intercultural learning and teaching as incorporated in the intervention programme.

3.5.3.4 Reflective journals

In order to modify the programme during the intervention and to obtain additional data to contribute to the research findings, both a researcher's reflective journal and students' reflective journals were used to collect data in this research.

Taggart and Wilson (2005) state that "Reflective journals provide the researcher with a means of analysing and reasoning through a dilemma, enhancing development and reflection and linking understanding with classroom practice" (p. 79). As a teacher researcher, I observed and noted down in my reflective journal observations about the key events that happened in class; any events that surprised me as the teacher researcher; the students' performance in class; evidence of students' engagement and confidence in class activities. In addition, I, as a teacher and practitioner researcher, also wrote down reflections on my performance in class and reflections on how to improve teaching. In this way, I documented my observations of the participants, and recorded thoughts, feelings and ideas that came up

during the data collection phase, all of which was helpful both in modifying my programme and which contributed to the generation of findings in relation to the research questions.

Mertler (2006) considers that journals “provide information similar to homework to the teacher, in that teachers can gain a sense of students’ daily thoughts, perceptions, and experiences in the classroom” (p. 99). In this research, the students in the intervention class were also invited to reflect on what they experienced and felt about the teaching and learning activities during and after each phase of the intervention. Their reflections were important to the improvement of the program and the findings of the study. The guidelines were set by the researcher and given to the students to help them write their reflective journals. They were asked what they had learned, what their personal feelings were about what they had learned, which aspect of the lesson was useful, what their motivation level in class was and what their confidence level was. Through their reflective journals, information about the students’ thoughts, perceptions and experiences were gained. What should be noted here is that out of consideration that the students had many other subjects besides English to deal with, they were invited to write in their journal three times only, once for each of the three phases, because a daily journal would have caused them a heavy work load.

3.5.3.5 Interview

As Cohen and Manion (2007) suggest, an interview can be used to test or develop hypotheses, to gather data and to sample respondents’ opinions. “It may be used as the principal means of gathering information having direct bearing on the research objectives” (Cohen & Manion, 2007, p. 351). In this research, standardized open-ended interviews were used in conjunction with other methods to collect data. The interview questions were closely related to the experimental program. The collection of interview data was helpful to address Research question 2: What are the attitudes of intervention-class students toward the intervention of systematically integrating the teaching of ICC into the EFL curriculum and classroom?, Research question 3: Is the designed instructional program associated with an improvement in intervention-class students’ intercultural communicative competence and language skills? and Research question 6: What are some effective ways of systematically integrating the teaching of ICC into the EFL curriculum and classroom?

In standardized open-ended interviews, “The exact wording and sequence of questions are determined in advance. All interviewees are asked the same basic questions in the same order”

(Patton, 1980, cited in Cohen & Manion 2007, p. 353). Interviews can help the researcher to find out, “what is inside a person’s head, it makes it possible to measure what a person knows (knowledge or information), what a person likes or dislikes (values and preferences), and what a person thinks (attitudes and beliefs)” (Tuckman, 1972, cited in Cohen & Manion 2007, p. 352).

After the intervention program ended, 19 students in the intervention class were selected to participate voluntarily in an interview session. Guided by the research questions, the interview questions focused on the participants’ attitudes towards the approach of systematically integrating the teaching of ICC into the EFL curriculum and classroom for developing students’ ICC and its effectiveness. They were asked: what they thought about the approach of integrating the teaching of ICC into the EFL curriculum and classroom; if they had a chance to change something about this course, what would they change; what they liked or disliked about the intervention course; what aspects and activities conducted in class they liked best; whether they felt their ICC had been improved to some degree; what some positive or negative aspects were of learning English in this way; what their suggestions were on how the course could be improved; and so on. The interview was conducted after the 16-week intervention course ended. The time and place for the interview were both decided by the participants. Chinese was used in the interview which was voice-pen recorded, so as to get a detailed and accurate account of what they experienced and felt before, during, and after the intervention program. The recorded interview was transcribed verbatim and the transcripts were sent to the interviewees confidentially for confirmation. It was translated into English by the researcher who made an effort to keep the English translation close to the original Chinese verbatim. As we know, there is always a chance when we interview our own students that they tell us what we want to hear. To avoid that, at times I changed my way of asking them questions during the interview, encouraging them to talk openly and honestly. I also explained to them that their true opinions including negative ones were needed to improve both teaching and learning, which would be beneficial to themselves, so their negative comments would be welcome and it would never bring any negative influence on their grades in exam. Through the interview, an in-depth understanding of the participants’ experiences during the intervention program, their likes and dislikes, their attitudes and beliefs was gained. Table 3.5 summarizes the data collection instruments used in this study.

Table 3.5: Data collection instruments

Data collection instruments	Qualitative Data Collection Techniques	Researcher's Reflective Journals
		Participants' Reflective Journals
		Interview
	Quantitative Data Collection Techniques	Surveys
		Participants' Reflective Journals
		Pre-tests
	Post-tests	

3.6 Data Analysis

According to Parsons & Brown (2002), “Data analysis is the process of systematically organizing and presenting the findings in ways that facilitate the understanding of these data” (p. 55). To facilitate the readers’ understanding of the data collected in this study, the data gained from the researcher’s reflective journal, the participants’ reflective journals and the interviews were analysed qualitatively, while the data gained from the survey, the pre-test and the post-test were analysed quantitatively. The results of the qualitative and quantitative analysis were used to mutually illuminate both sets of results.

Thematic analysis “is a method for identifying, analysing and reporting patterns (themes) within data. It minimally organizes and describes your data set in (rich) detail” (Boyatzis, 1998, cited in Braun & Clark, 2006, p. 79). According to Braun & Clark (2006), thematic analysis involves the searching across a data set such as interviews or focus groups, or a range of texts to find repeated patterns of meaning. They state that a rigorous thematic approach can produce an insightful analysis that answers particular research questions. In this research, thematic analysis was adopted to analyse the data gained from the researcher’s reflective journal, the participants’ reflective journals and the interviews. According to Braun & Clark (2006), there are six phases of thematic analysis. 1. familiarizing oneself with the data; 2. generating initial codes; 3. searching for themes; 4. reviewing themes ; 5. defining and naming themes; 6. producing the report.

Accordingly, the analysis of the teacher's reflective journals and interview with students in this research underwent these six phases. In the first phase, the interviews were transcribed and translated, the reflective journals read and re-read, and the initial ideas noted down. In the second phase, interesting features of the data were coded in a systematic fashion across the entire data set; the data "chunks" relevant to each code were then collated. In the third phase, codes were collated into potential themes and all data relevant to each potential theme were gathered. In the fourth phase, it was checked whether the themes worked in relation to the coded extracts and the entire data set; then a thematic map of the analysis was generated. In the fifth phase, the specifics of each theme were refined and the clear definitions and names for each theme were generated. The sixth phase was the final opportunity for analysis and so efforts were made to select compelling extract examples, do the final analysis of selected extracts, relate the analysis to the research questions and literature, and produce a report of the analysis.

Quantitative analysis was also conducted in this research. According to Cohen & Manion (2007), quantitative data analysis is a powerful research tool. It can also serve smaller scale investigations, such as case studies. Numerical analysis can be performed using software such as the Statistical Package for Social Sciences (SPSS). The data gained from the questionnaire in this research were analysed quantitatively to find out the mean scores and standard deviation of each survey item. The data gained from the pre-test and the post-test were analysed quantitatively using SPSS 18.0.

There are a number of different types of t-tests available in SPSS and in this research two of them were used. One was an independent samples t-test which was used to "compare the mean scores of two different groups of people or conditions", in this case the intervention and non-intervention classes, and the other was a dependent means t-test or paired-samples t-test, which was used to "compare the mean scores for the same group of people on two different occasions..." (Julie, 2007, p. 232). To address Research Question 4: Are there any differences in pre-test and post-test scores measuring language skills and ICC for students in both intervention and non-intervention classes?, independent samples t-tests were used to compare the intervention and non-intervention classes in English language skills and ICC pre-and post-test. To address Research Question 3: Is the designed instructional program associated with an improvement in intervention-class students' intercultural communicative competence and language skills?, a dependent means t-test was used to compare the pre- and post-test of English language skills and ICC within the intervention class and within the non-

intervention class. The purpose of these comparisons was to investigate whether there were any associations between the intervention and students' LS and ICC.

Effect-size statistical analysis was also used. Effect size is “simply a way of quantifying the difference between two groups. For example, if one group has had an experimental treatment and the other has not (the control), then the effect size is a measure of the effectiveness of the treatment” (Cohen & Manion, 2007, p. 521). To address Research Question 4: Are there any differences in pre-test and post-test scores measuring language skills and ICC for students in both intervention and non-intervention classes, effect size was measured to quantify the difference in pre-test and post-test scores measuring language skills and ICC for students in both intervention and non-intervention classes.

By using mixed methods research, the results of qualitative and quantitative data were integrated to provide a deep and broad understanding of the topic of inquiry. Both explanatory design and triangulation design (see also Section 3.3) were applied to analyse the two types of data. With explanatory design, quantitative data collection and analysis were treated first, followed by the treatment of the qualitative data collection and analysis. Then the two phases were connected to discuss the research results and explain how the qualitative findings helped extend and illuminate the quantitative results. Figure 3.2 presents the visual diagram of the Explanatory Design procedures used in this study.

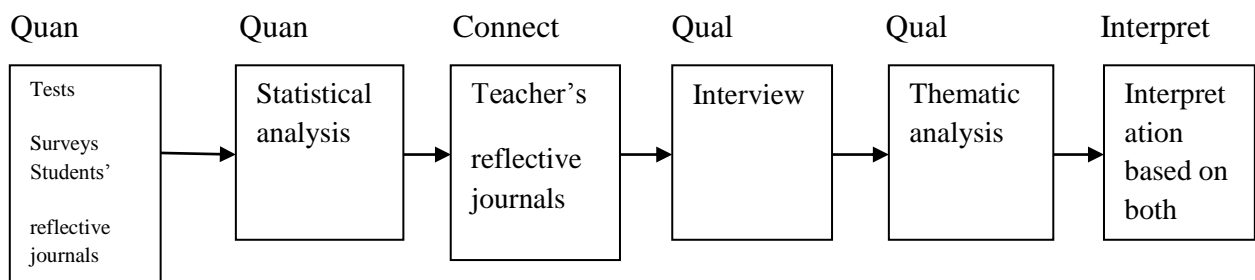


Figure 3.2: Explanatory Design procedures

With triangulation design, to investigate the effects of the intervention teaching method on the intervention-class students' scores of ICC and English language skills, learning attitude and motivation, both quantitative data and qualitative data were collected, analysed, and reported separately. Then the quantitative results and qualitative findings were compared to confirm or cross-validate the findings from the entire study. Figure 3.3 presents the visual diagram of the Triangulation Design procedures in this study

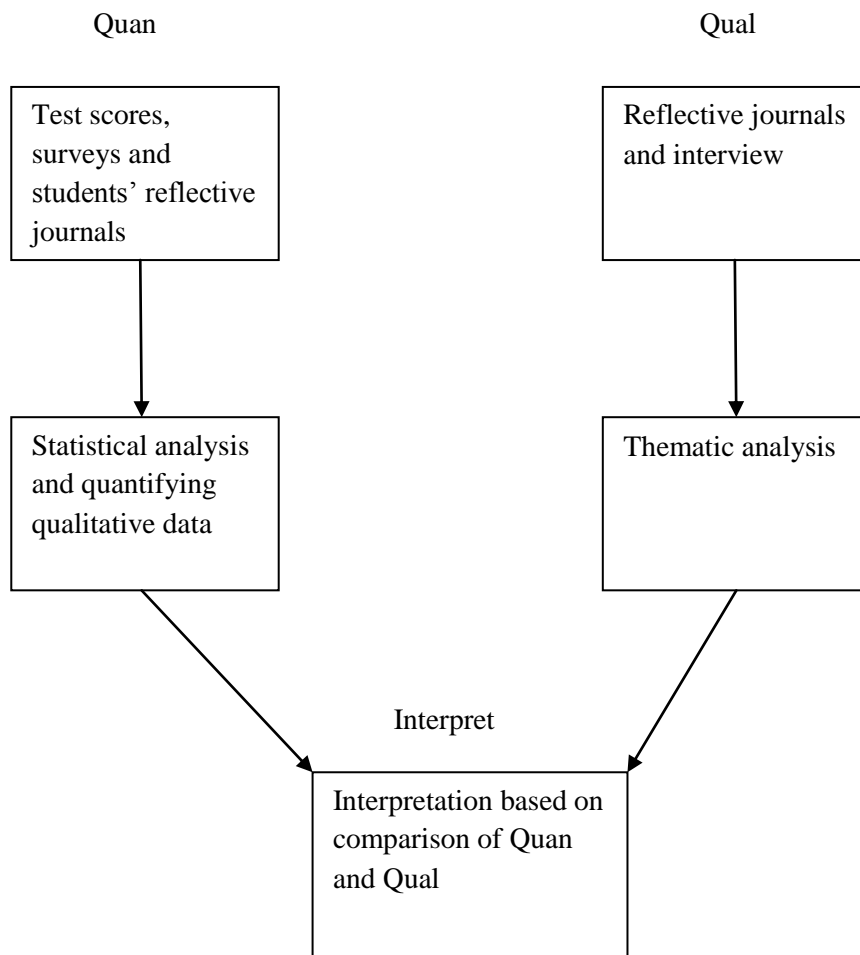


Figure 3.3: Triangulation Design procedures

3.7 Summary

Beginning with the research questions, this chapter has outlined the method and design for data collection and data analysis in this study. The process of data collection such as the research setting, the participants, the ethical issues, the intervention/procedures and the instruments including survey, pre-test, post-test, reflective journals and interviews have been described in detail. Both qualitative data analysis and quantitative analysis used in the research have been illustrated. Possible limitations of the study have also been discussed.

The results and findings of the data analysis will be reported in next Chapter 4 which deals with both the quantitative and qualitative analysis of the various data-sets.

CHAPTER FOUR

RESULTS OF QUANTITATIVE AND QUALITATIVE ANALYSIS

4.1 Introduction

This chapter presents the quantitative and qualitative analysis of the data collected from the English language skills and ICC pre-test and post-test, the pre- and post-questionnaire, interview, students' and teacher's reflective journals. The results of the pre-test, post-test, pre- and post-questionnaire, interview, students' and teacher's reflective journals are presented, analysed, compared and used to address the research questions.

4.2 Results and analysis of pre- and post-tests

In this section, the results of pre- and post-tests are presented and used to address the following two research questions: Research Question 3: Is the designed instructional program associated with an improvement in intervention-class students' intercultural communicative competence and language skills? and Research Question 4: Are there any changes in students' pre-test and post-test scores of English language skills and ICC for students in both intervention and non-intervention classes?

The pre-test administered to both intervention and non-intervention classes was designed to test participants' basic English language skills and, in addition, their intercultural communicative competence (ICC). It was designed to investigate participants' baseline English language/literacy skills and intercultural communicative competence and administered, in part, to ensure intervention class and non-intervention class equivalence prior to the intervention.

The post-test, also administered to both intervention and non-intervention classes, was similarly designed to test participants' basic English language skills and, in addition, their ICC. It was a similar type of test to the pre-test. By comparing the two classes' results in an English language skills pre-test and post-test, the inferred effects of the program on participants' English language skills could be investigated. By comparing and analysing the two classes' results of the ICC pre- and post-test, the different level of ICC between the

participants in the intervention class and participants in the non-intervention class could be calculated, assessed and gauged.

SPSS 18.0 (Statistical Package for the Social Sciences) was used to analyse the data. The number of students was 72 for the intervention class and 68 for the non-intervention class. Independent samples t-tests were used to compare the two classes in English language skills and ICC pre-and post-test. Paired samples t-tests were used to compare the pre- and post-test of English language skills and ICC within the intervention class and within the non-intervention class. Effect size was measured to quantify the difference in pre-test and post-test scores measuring language skills and ICC for students in both intervention and non-intervention classes.

To provide one perspective in respect to the research questions, comparisons of the test results were made as follows:

1. Comparison of the intervention class with the non-intervention class in the English language skills pre-test to establish class equivalence
2. Comparison of the intervention class with the non-intervention class in the ICC pre-test to establish class equivalence and get a baseline measure of ICC
3. Comparison of the intervention class with the non-intervention class in the post-test of ICC
4. Comparison of the intervention class with the non-intervention class in the post-test of English language skills
5. Comparison of the pre-test and post-test of English language skills within the intervention class
6. Comparison of the pre-test and post-test of English language skills within the non-intervention class
7. Comparison of the pre-test and post-test of ICC within the intervention class
8. Comparison of the pre-test and post-test of ICC within the non-intervention class

4.2.1 Comparison of the intervention class with the non-intervention class in the English language skills and ICC pre-test

In order to make sure that the two classes had similar levels or statistical equivalence in English language skills and ICC before the intervention began, the results of the pre-test of English language skills and ICC for the two classes were compared and analysed separately. As this comparison was between two different groups of people, the intervention class (the IC) and non-intervention class (the NIC), an independent samples t-test was used to compare the mean scores of each class. Tables 4.1 and 4.2 show the results of the t-test for the IC and NIC in the English language skills and ICC pre-test, and indicate the two groups were statistically equivalent both in English language skills and ICC prior to the intervention.

Table 4.1: Comparison of IC and NIC Pre-Test of English language skills

	Number of students	Mean	Std. Deviation	t	df	Sig. (2-tailed)
NIC	68	68.38	6.09	1.88	138	.06
IC	72	65.54	6.45			

There was no significant difference in scores between the NIC ($M = 47.87$, $SD = 6.09$) and the IC, ($M = 45.88$, $SD = 6.45$); $t(138) = 1.88$, $p = .06$ (two tailed). The magnitude of the differences in the means (mean difference = 2.01) was very small (eta squared = .025). That is to say, in effect the two classes were statistically equivalent or had a similar level in English language skills before the intervention began.

Table 4.2: Comparison of IC and NIC Pre-Test of ICC

	Number of students	Mean	Std. Deviation	t	df	Sig. (2-tailed)
NIC	68	54.22	2.42	-.20	138	.84
IC	72	54.54	3.13			

An independent-samples t-test was also conducted to compare the mean scores for the intervention class and non-intervention class in the pre-test of ICC. Again, there was no significant difference in scores for the NIC ($M = 16.26$, $SD = 2.42$) and the IC, ($M = 16.36$,

SD = 3.13); $t(138) = -.20, p = .84$ (two tailed). The magnitude of the differences in the means (mean difference = 0.10) was very small (eta squared = .00). That is to say, the two classes were statistically equivalent or had a similar level in ICC before the intervention began.

This analysis confirmed that effectively the two classes were statistically equivalent in English language skills and ICC prior to the intervention, although in respect of English language skills, they were not quite significantly different as the p value was only .01 away from the accepted .05.

4.2.2 A comparison of the intervention and non-intervention class in the post-test of ICC

After the intervention had concluded, a post-test of ICC, which was the same as the pre-test of ICC, was re-administered to examine any association between the intervention and the development in intervention class students' ICC. This test was mainly based on the three dimensions of assessing ICC (Skopinskaja, 2009; Lussier (2007).), as described in methodology chapter. The results of this post-test for the two classes were compared. As this comparison was also between two different groups of people, the intervention class and non-intervention class, an independent samples t-test was used to compare the mean scores of each class. Table 4.3 shows the results of these t-tests and indicates that the mean score of the IC was significantly higher than that of the NIC.

Table 4.3: Comparison of IC and NIC Post-Test of ICC

	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
NIC	68	51.19	7.53	-9.56	138	.000
IC	72	65.21	9.61			

Table 4.3 shows there was a significant difference in scores between the NIC (M=51.19, SD=7.53) and the IC (M=65.21, SD=9.61; $t(138) = -9.56, p = .00$ (two tailed). The magnitude of the differences in the means (mean difference = 14.02) was large (eta squared = .40).

To further investigate and provide further evidence of the possible impact of the intervention, a comparison of the pre-test and post-test ICC scores within the intervention class and non-intervention class was also conducted, and the effect sizes calculated.

Table 4.4: Comparison of the Pre-Test and Post-Test of ICC within the NIC

	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Pre-test	68	54.22	8.05	10.70	67	.000
Post-test	68	51.19	7.53			

A paired-samples t-test was conducted to evaluate the students' scores with respect of the non-intervention class in the pre-test and post-test of ICC (see Table 4.4). There was a significant difference between scores for the NIC pre-test ($M = 54.22$, $SD = 8.05$) and the NIC post-test, ($M = 51.19$, $SD = 7.53$); $t(67) = 10.70$, $p = .00$ (two tailed). The magnitude of the differences in the means (mean difference = 3.03) was large (eta squared = .46). However, as the results indicate, the mean score of the post-test decreased compared with the pre-test. So it is possible to conclude that there was no development in non-intervention class students' ICC.

Table 4.5: Comparison of the Pre-Test and Post-Test of ICC within the IC

	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Pre-test	72	54.54	10.44	-44.34	71	.000
Post-test	72	65.21	9.61			

A paired-samples t-test was conducted to evaluate the intervention class students' pre-test and post-test ICC scores. There was a significant difference in scores between the IC pre-test ($M = 54.54$, $SD = 10.44$) and the IC post-test, ($M = 65.21$, $SD = 9.61$); $t(71) = -44.34$, $p = .00$ (two tailed). The magnitude of the differences between the means (mean difference = 10.67) was very large (eta squared = .93). As these results suggest, the mean score of the post-test

significantly increased compared with the pre-test. Based on the above results, it is possible to conclude that the intervention was associated with some development in intervention class students' ICC.

4.2.3 A comparison of post-tests of English language skills between the intervention and non-intervention class

In order to investigate the possible impact of the intervention on intervention class students' language skills, three comparisons were made: a comparison of the intervention class with the non-intervention class in the post-test of English language skills; a comparison of the pre-test and post-test of English language skills within the non-intervention class; a comparison of the pre-test and post-test of English language skills within the intervention class. The findings are presented in this section.

4.2.3.1 A comparison of the intervention and non-intervention class in the post-test of English language skills

The post-test of English language skills was conducted to examine whether the intervention might also be associated with any effects on intervention class students' basic language skills. The results of this post-test for the intervention class and non-intervention class were analysed using an independent samples t-test. Table 4.6 shows the results of a t-test for the IC and NIC in the post-test of English skills.

Table 4.6: Comparison of IC and NIC Post-test, English Language Skills Results

	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
NIC	68	66.18	9.26	-1.81	138	.07
IC	72	69.29	10.97			

Table 4.6 indicates that there was no significant difference in scores for the NIC (M = 66.18, SD = 9.26) and the IC, (M = 69.29, SD = 10.97); $t(138) = -1.81, p = .072$ (two tailed). The magnitude of the differences in the means (mean difference = 3.11) was small (eta squared = .02). Further investigation on this topic was done in the following sections through a paired-samples t-test, questionnaire, reflective journal and interview.

4.2.3.2 Comparing the pre-test and post-test of English language skills within the non-intervention class and intervention class

In order to investigate further whether the intervention might also have been associated with changes in intervention class students' basic language skills, the results of the pre-test and post-test of English language skills within both the non-intervention class and intervention class were compared. As this comparison was for the same group of people on two different occasions, that is the pre-test and post-test of English language skills within the non-intervention class and intervention class, a paired-samples t-test was used to compare the mean scores of the pre-test and post-test of English language skills within the non-intervention class and intervention class. Table 4.7 and Table 4.8 indicate, respectively, the results of a t-test on the pre-test and post-test results for English language skills within the non-intervention and intervention classes.

Table 4.7: Comparison of the Pre-Test and Post-Test of English Language skills within NIC

	N	Mean	SD.	t	df	Sig. (2-tailed)
Pre-test	68	68.38	8.69	8.67	67	.00
Post-test	68	66.18	9.26			

A paired-samples t-test was conducted to evaluate the students' scores with respect of the non-intervention class in the pre-test and post-test of English language skills. There was a significant difference in scores for the NIC pre-test ($M = 68.38$, $SD = 8.69$) and the NIC post-test, ($M = 66.18$, $SD = 9.26$); $t(67) = 8.67$, $p = .00$ (two tailed). The magnitude of the differences in the means (mean difference = 2.2) was large (eta squared = .53). What should be noted here is that this was associated with a decrease in language skill scores of the non-intervention class.

Table 4.8: Comparison the Pre-test and Post-test of English Language skills within the Intervention Class

	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Pre-test	72	65.54	9.21	11.70	71	.00
Post-test	72	69.29	10.97			

A paired-samples t-test was also conducted to evaluate the impact of the intervention on the scores of students' language skills in the intervention class by comparing their pre-test and post-test of English language skills. There was a significant difference in scores for the IC pre-test ($M = 65.54$, $SD = 9.21$) and the IC post-test ($M = 69.29$, $SD = 10.97$); $t(71) = 11.70$, $p = .00$ (two tailed). The magnitude of the differences in the means (mean difference = 3.75) was large (eta squared = .25).

As indicated by Tables 4.7 and 4.8, the mean scores of the intervention class in the post-test increased compared with the pre-test, while the mean scores of the non-intervention class in the post-test decreased compared with the pre-test. This result offers some indication that the intervention might have been one of the factors that increased students' motivation for learning English, thus improving their language skills. However, to further investigate this result, more evidence was sought from other data, the questionnaire, reflective journal and interview. The findings from these data will be provided in Section 4.3 and 4.4 and discussed in the discussion chapter.

4.2.4 Summary

The intervention and non-intervention class were compared through an English language skills and ICC pre-test before the intervention by using an independent samples t-test. The results showed there was no significant difference in scores for the intervention and non-intervention class in the pre-test of English language skills and ICC. These results confirmed that the two classes had a similar level in English language skill and ICC prior to the intervention. The two classes' equivalence was ascertained to make sure that the research experiment was valid.

Comparing the intervention class and non-intervention class in the post-test of ICC and comparing the pre-test and post-test of ICC within the intervention class and non-intervention class, it can be seen that there was a significant difference in scores for the intervention class and non-intervention class in the post-test of ICC. In order to investigate whether the intervention might also be associated with intervention class students' basic language skills, comparisons between the intervention and non-intervention class in pre- and post-test of English language skills were made. The analysis of the results showed that there was a

difference in mean scores for both classes in the pre-test and post-test of English language skills and the score for the intervention class in post-test increased, while that for the non-intervention class decreased. However, the difference was not quite significant and the effect size was very weak.

To sum up, through analysis of the results of pre- and post-tests, two of the research questions in this study were addressed: Research Question 3: Does the designed instructional program possibly have some associations with the development in intervention class students' ICC and language skills? Research Question 4: Are there any changes in students' pre- and post-test scores measuring language skills and ICC for students in both intervention class and non-intervention class? At this point, the data would suggest 1: The intervention was positively associated with an improvement in intervention class students' ICC. 2: The intervention was associated with changes in intervention class students' basic language skills (perhaps as a result of changes in motivation). The latter topic was investigated through the questionnaire, reflective journaling and interviews and is reported in sections that follow in this chapter.

4.3 Results and analysis of the pre- and post-intervention questionnaires

This section discusses findings from the pre- and post-intervention questionnaires to address the following research questions: Research Question 1: What are the attitudes of EFL students of non-English departments toward the current EFL teaching program, English learning and ICC learning? Research Question 2: What are the attitudes of intervention-class students toward the intervention? Research Question 5: Are there any differences in motivation and confidence levels for intervention-class students at the completion of the intervention?

Three questionnaires were completed. The first one (See Appendix I) was administered to all participants in the intervention class and non-intervention class before the intervention began. The second (See Appendix J) was administered to the participants in only the intervention class before the intervention began. The third one (using the same questionnaire as the second one) was administered to the participants in the intervention class.

The first questionnaire was designed for the purpose of investigating students' background information (see Section 3.5.1), their attitudes toward English learning, ICC learning and the current EFL teaching program. Resulting findings were deemed to be useful for the

researcher in designing a more appropriate teaching programme for the intervention. The second and third questionnaire had the same content and were distributed only to participants in the intervention class both at the beginning and at the completion of the programme. It was designed and conducted for the purpose of investigating the changes in intervention-class students' self-rating of their ability to communicate with English native speakers. It also investigated changes in motivation and confidence levels for intervention-class students at the completion of the intervention.

For the first questionnaire, the number of students and the percentage of choices for each question are shown, while for the second and third questionnaire, the number of students and the means for each item are shown in order that they can be compared to indicate any changes in participants' attitudes and motivation toward EFL and ICC learning and teaching, their self-rating of their English communicative competence, and their self-confidence in their English mastery and intercultural communicative competence. The results of each question and item were analysed in detail.

4.3.1 Results and analysis of the pre-intervention questionnaire to both intervention and non-intervention classes

Before the 16-week intervention began, the questionnaire to all the participants both in the intervention class and non-intervention class was conducted respectively on 1st and 3rd March, 2010 in classrooms 303 and 301 at the third teaching area of the university in Shanghai and each lasted around 20 minutes. The questionnaire was in English, but the researcher explained it in Chinese, when the participants had problems understanding any of the items.

The total number of participants was 140 including 72 (intervention class) from the Department of Electromechanical Engineering and 68 (non-intervention class) from the Department of Electric Automation. Of these, 106 (75%) students were male and 34 (25%) were female. A total of 139 questionnaires were collected because one student was absent for illness on that day.

For Question 1 (Appendix I), students were asked how long they had learned English. The results (as can be seen in the following Table 4.9) indicated that most of the students had considerable EFL learning experience. Many students had learned English for 9 or even more than 9 years and only a few of them had learned it for 6 years. Even so, as Table 4.13 shows, 53.3% of the students rated their communicative ability as bad or very bad.

Table 4.9: Years of study English

Years of studying English	Number (n=139)	Percentage
6	16	11.5%
9	36	25.8%
> 9	87	62.5%

The first group of questions were about students' reasons for learning English. When asked whether they liked to study English, 80.6% of the students indicated that they liked to study English and 19.4% of them indicated that they didn't. The following comments typified those who suggested they liked to study English:

- I like to study English because I can communicate with people in other countries and know a lot of different things. (Student 1)
- I like to study English because I am curious about the world. (Student 3)
- I like to study English because I like foreign culture, with good English, we can learn foreign culture. (Student 8)
- I like to study English because it can broaden my views and outlook towards the world. (Student 7)
- I like to study English because I can get to know different culture and spread my view by using English as a tool during communication. (Student 9)
- I like to study English because study English can help me to know western culture and in the modern society English is a must tool. (Student 10)
- I like to study English because it can help me to read more information about foreign countries. (Student 12)
- I like to study English because English can help me communicate with foreigners and know some culture about other countries. (Student 13)
- I liked to study English because I can communicate with foreigners and watching films made by USA and Europe without translation and it is useful tool to communicate with foreigners. (Student 15)
- I liked to study English because it is useful tool to communicate with foreigners. (Student 16)

The following Table 4.10 sets out major reasons why students liked studying English. The reasons were categorized and generated from what the students stated in answering why they liked to study English. The statements from the first group of students (56%) in Table 4.10 were centred on the theme "Communicate with English speakers". The second group (35%) stated that they liked to study English because it was useful for their future career. The last group (9%) said that they had an intrinsic interest in English language.

Table 4.10: Reasons for learning English

Reasons why students liked to study English	Percentage
They wanted to know about western culture and communicate with English native speakers without difficulties	56
English is important, a must skill for future career and for further study abroad	35
English has intrinsic interest as a language	9

From the above Table 4.10 and the statements from students, it appeared that most of the students emphasized communication with English speakers and developing cultural knowledge, which gives some indication that ICC was important for foreign language learning for these students.

Similarly, the reasons why students (19%) didn't like to study English are also worth noting. Some of them said they didn't like to study English because it was boring and hard. Some said that they simply could not remember words and grammar, however hard they tried and they did not know why. As one of them said, "Even if we remembered some words today, we would soon forget them tomorrow..." Their answers might suggest that the method of their learning English or the teaching was boring. Or maybe there were memorising problems for them.

With regard to the importance of studying English, almost all the students (96%) thought English was important or very important for them (see the Table 4.11).

Table 4.11: Importance of studying English

	Very important	Important	Not so important	Not important at all
Percentage	59.1	36.9	2.9	0.7

Since students thought studying English was important, they might be expected to want to master it as well as they could though their motivations and reasons for studying English were different.

When asked whether they did anything to improve their English outside the classroom, 76.3% of the students answered yes, while 23.7% of them answered no. The ways in which students improved their English independently are shown in Table 4.12.

Table 4.12: Ways of improving English outside class

Ways of improving English	Percentage
Attending English courses outside classroom to prepare for tests such as CET 6, English Examination for Postgraduates, IELTS, TOEFL and GRE	51
Memorizing words	26
Listening to the radio, watching English TV programs or films and reading English magazines and novels	23

Table 4.12 suggests that the CET examination system, along with the motivation of many students who hoped to further their study abroad, made them attend English courses outside their classes, with the aim of improving their English and passing various tests. Although the majority of the students (56%), as shown in Table 4.10, said they wanted to study English because they wanted to know about Western culture and communicate with English native speakers, they still had to face the reality of passing examinations.

Question 5 and Question 6 in this first questionnaire asked students to rate their language skills and ability to communicate. The results are shown in Table 4.13.

Table 4.13: Students' self-rating of language skills and ability to communicate

	N=139			
	Language Skill		Communicative Ability	
	No.	%	No.	%
Very good	3	2.2	2	1.4
Good	17	12.2	13	9.4
Average	93	66.9	50	36.0
Bad	19	13.7	66	47.5
Very bad	7	5.0	8	5.8

As seen in Table 4.13, only 18.7% students rated their language skills as bad or very bad while 53.3% of them rated their ability to communicate with English native speakers as bad

or very bad. This might suggest that many students were much less confident in their ability to communicate with English native speakers than in their language skills and that from the perspective of these students, one's sense of language skills mastery does not mean one is confident to communicate well with native speakers.

Another group of questions explored the students' attitudes towards the current implementation of EFL teaching programs for non-English majors at the university. The results showed that 33.1% of the students were satisfied with the current English class at the university, while 66.9% of the students were not. Main reasons for dissatisfaction centred on teaching content and methods. Most of the students said that their English class was mostly focused on reading, vocabulary and grammar and they found it hard to speak English, and especially hard to communicate with native English speakers. For example, one of the students stated: "Whenever I met with English speaker, I didn't know how to begin a talk." Another student said: "Sometimes I need to write an English letter, but I don't know how because in English class our teacher never taught us." Their complaints indicated that what they learned in English class was not always applicable to their communication with English native speakers either in writing or speaking..

The reported focus of the current English class at the university is shown in Table 4.14.

Table 4.14: Focus of current English class at the university

Focus of English class	Percentage
Grammar, vocabulary and reading	52.5
Language skills	37.4
Target language culture	3.5

To answer the question whether their English teacher used various teaching approaches, 53.2% of students suggested their English teacher as using various teaching approaches while 46.8% of them did not.. When students explained the various teaching approaches used by their teachers, responses were mostly focused on power point, watching English movies, listening to English songs and music, and presentations. No one mentioned that the culture of English-

speaking countries was systematically introduced into the English class and no one said that their teachers attached much importance to intercultural communicative competence.

In answer to questions 10 and 11, 60% of the students answered that English teaching at the university prompted ‘fear’ or ‘an unpleasant feeling’. They were asked what caused this and the results are shown in Table 4.15

Table 4.15: Fear or unpleasant feeling of current English teaching

The cause of fear	Percentage
Ways of teaching	45
Examinations	30
Making mistakes when speaking and writing	20
No progress	5

As table 4.15 shows, an unpleasant feeling or fear mostly originated in ways of teaching (45%). The fact that 30% of the students had fear of examinations, 26% had fear of making mistakes when speaking and writing and 5% had fear of no progress might suggest that students lacked confidence in their English.

The last group of questions investigated students’ attitudes towards English, culture and ICC learning. Asked how often their teacher introduced culture, 10.07% of the students said their teacher did it often, 89.20% said sometimes and 0.71% said never. Table 4.16 shows the results of their responses to this last group of questions.

Table 4.16: Knowledge and attitudes towards ICC and culture teaching

Statements 14-18	Yes	No
I know what intercultural communicative competence is.	56 (40.2%)	83 (59.7%)
I think culture knowledge of target language can help me improve my ability to communicate with native speakers.	130 (93.5%)	9 (6.4%)
Culture knowledge of target language is interesting to me	116	23

	(83.4%)	(13.8%)
Do you like English teaching materials focused on discussions related to target language culture?	131 (94.2%)	8 (5.7%)
Do you like your English teacher to integrate the teaching of culture into the English curriculum and classroom?	135 (97.1%)	4 (2.8%)

As Table 4.16 shows, although intercultural communicative competence was a new term for nearly 60% of the students, 94% agreed that cultural knowledge related to the target language would help them improve their ability to communicate with native speakers. Culture knowledge of the target language appeared to be interesting to the majority of the students. Also a vast majority of the students liked English teaching materials focused on discussions related to target language culture and liked their teachers to integrate the teaching of culture into the English curriculum and classroom.

They were also asked what English teaching should be focused on. The results are shown in Table 4.17 below.

Table 4.17: The focus of English teaching

	N=139	
What should English teaching be focused on?	Number of students	%
Developing speaking skills	16	11.5%
Developing reading skills	2	1.4%
Developing writing skills	2	1.4%
Developing all language skills (listening, speaking, reading and writing)	7	5.0%
Developing intercultural communicative competence and all language skills	112	80.5

On the basis of Table 4.17, it appears that most of the students thought that English teaching should be focused on developing both intercultural communicative competence and all

language skills. However, it should be acknowledged here that the design of last option in Table 4.17 was somewhat predisposing and leading. As to the teaching approach, 10.8% of students preferred a teacher-centred approach, 15.8% of them preferred a student-centred approach, while 73.4% preferred a combination of a teacher-centred and student-centred approach.

4.3.2 Results, analysis and comparison of the pre- and post-intervention questionnaire to the intervention class

This pre-intervention questionnaire (Appendix I), given only to participants in the intervention class, was conducted before the 16-week intervention began, on 3rd February, 2010 in classrooms 303 at the third teaching area of the university in Shanghai and lasted around 20 minutes. The post-intervention questionnaire (Appendix I), also administered to the participants in the intervention class, was conducted after the 16-week intervention ended, on 28th June, 2011 in the same venue. The pre and post-intervention questionnaires were the same, which allowed the researcher to compare intervention-class students' responses to the questions about their self-rating of ICC and about both their previous English class teaching program and the intervention class teaching program. Again, the questionnaire was in English, but the researcher offered explanations in Chinese when participants had problems understanding the items.

The total number of participants was 72 (intervention class) from the Department of Electromechanical Engineering. Of these, 56 (77%) students were male and 16 (23%) students were female.

This questionnaire began with a question about students' CET scores and the results showed that their CET pass rate reached 98.6%. Although they were asked about their scores for each section, namely listening comprehension, reading comprehension, vocabulary and structure, and writing, all students gave only their total scores, because they said that they didn't know the scores for each part.

The following Tables 4.18, 4.19, 4.20, 4.21 4.22, 4.23, and 4.24 show the frequencies of responses for each of the items in Section B and Section C of the questionnaire both before and after the intervention. For each item, the number and a mean value are given for the purpose of investigating changes of the sample students' self-rating of communicative competence in English as well as their attitudes and motivation toward English, culture and

ICC learning . The mean values have been reversed so that the higher the number, the more positive the attitude.

The first part of this questionnaire asked students to respond to 12 statements which investigated their self-rating of communicative competence. The results suggested that there were slight changes in the mean value of pre- and post-questionnaire results in relation to students' self-rating of communicative competence in English and there was a general trend where students' self-rating of communicative competence in English moved in a positive direction. In general, more students were confident in their communicative competence in English after the intervention than before the intervention. What should be noted is that the post-test mean score for some items was less than the pre-test score, which signals a positive change, as we can see in Table 4.18 that these items are negative statements.

Table 4.18 provides the number of students and a mean value of pre- and post-questionnaire responses to each statement about the students' self-rating of communicative competence in English. Changes in students' self-rating of communicative competence in English can be seen. While these changes seem small, they are nevertheless changes in a positive direction. In later sections of this chapter, I will show whether these changes were supported by other data from pre- and post-test, students' reflective journals and interviews. A more nuanced picture of these changes will emerge from an analysis of the qualitative data.

Table 4.18: Changes of the students' self-rating of communicative competence in English

Pr=Pre-questionnaire Po=Post-questionnaire

Statement	Never		Occasionally		Sometimes		Often		Always		Mean	
	Pr	Po	Pr	Po	Pr	Po	Pr	Po	Pr	Po	Pr	Po
1. I cannot communicate in English with native speakers at all.	8	8	16	17	22	26	14	12	12	19	3.08	2.95
2. I can communicate in English with native speakers	5	2	8	7	22	20	25	31	12	12	3.43	3.61
3. I can communicate in English with native speakers well.	13	13	19	16	22	25	11	11	7	7	2.72	2.76

4.I need to use some language from my own language to help me describe unfamiliar things in English.	4	4	7	7	26	27	24	23	11	11	3.56	3.52
5.I can express my opinions fluently and confidently in English.	6	3	20	15	30	36	14	15	2	3	2.80	3.00
6.I cannot come up with appropriate ways of expressing myself in English.	2	2	6	16	40	34	19	16	5	4	3.26	3.13
7.I have difficulties in expressing ideas in English.	6	6	19	17	32	35	12	11	3	3	2.81	2.69
8.I make grammatical mistakes when I speak with native speakers.	0	0	14	14	33	34	21	20	4	4	3.20	3.19
9.I notice the inappropriateness when speaking and communicating with native speakers	1	1	13	12	33	34	17	17	8	8	3.25	3.26
10.I am afraid of speaking English in front of native speakers	18	17	18	22	21	20	10	10	5	3	2.52	2.44
11.I feel embarrassed speaking English to native speakers	14	14	26	25	18	21	11	10	3	2	2.48	2.45
12.In English class, I prefer my teacher to explain in Chinese language	8	14	21	13	18	27	18	10	7	8	2.93	2.79
	N=72											

The second group of questions in this questionnaire asked students to respond to 20 statements which explored changes in students' attitudes and motivation toward English, culture and ICC learning. These statements were further grouped into six sub-groups.

The first subgroup statements (1-3) investigated students' attitudes to English learning. According to the results of their responses, it appeared that both before and after the intervention almost all students believed that English was one of the important subjects they were learning. It also appeared that after the intervention more students stated that they were interested in their English class and enjoyed learning English in class. Table 4.19 shows the number and a mean value of pre- and post-questionnaire responses to the first subgroup statements. It appeared that there were positive changes in students' attitudes to English learning.

Table 4.19: Changes of attitudes to English learning

Pr=Pre-questionnaire Po=Post-questionnaire

SD=strongly disagree D=disagree NS=not sure A=agree SA=strongly agree

Statement	SD		D		NS		A		SA		Mean	
	Pr	Po	Pr	Po	Pr	Po	Pr	Po	Pr	Po	Pr	Po
1. English is one of the most important subjects I am learning.	2	1	1	1	0	2	30	28	39	40	4.41	4.45
2. English is one of the subjects I am interested in.	6	0	7	2	12	5	30	43	17	22	3.62	4.18
3. I enjoy learning English in class.	9	1	10	4	10	6	30	48	13	13	3.38	3.94
	N=72											

The second sub-group statements (4-6) explored students' attitudes to teaching materials used in their previous English class as compared with the intervention English class. On the basis of their responses, it appeared that many students did not think that the textbook used in their former English class was interesting. The same textbook was used before the intervention and during the intervention. During the intervention, besides the textbook, complementary materials were developed and used. All students indicated that the complementary materials used in the intervention English class were highly relevant to target language culture and 94.4% of the students agreed that the complementary materials used in the intervention English class were more interesting than the textbook. Table 4.20 provides the number of students and a mean value of pre- and post-questionnaire responses to each statement about teaching

materials. Positive changes in students' attitudes to resources used in the intervention can be seen in Table 4.20.

Table 4.20: Resources

Statement	SD		D		NS		A		SA		Mean	
	Pr	Po	Pr	Po	Pr	Po	Pr	Po	Pr	Po	Pr	Po
4. The text book used in English class is interesting.	15	17	18	11	16	26	21	15	2	3	2.68	2.66
5. The complementary materials used by my English teacher are highly relevant to target language culture.	10	0	6	0	13	0	35	64	8	8	2.34	4.11
6. The complementary materials used by my English teacher are more interesting than the text book.	11	2	4	1	3	1	46	53	8	15	3.50	4.08
	N=72											

The third sub-group of statements (7-11) investigated students' attitudes to the teachers and teaching approaches used in both their previous English class and the intervention English class. According to the results of their responses, it appeared that more students after the intervention agreed that the teaching instructional approach used by the teacher during the intervention motivated them more to learn, while more students agreed that they preferred the instructional approach used by their intervention teacher to the former traditional one. More students after the intervention agreed that their intervention English teacher encouraged them to communicate in English and gave them opportunities to practice English. Table 4.21 provides the number of students and a mean value of pre- and post-questionnaire responses to each statement about teachers and teaching approach. Positive changes of the students' attitudes to their teachers and the teaching approach can be seen in Table 4.21. However, it should be acknowledged that although the students did the questionnaire anonymously, still it was possible that they had bias in these responses (7-11) in Table 4.21.

Table 4.21: Focus on the teacher and teaching approach

Statement	SD		D		NS		A		SA		Mean	
	Pr	Po	Pr	Po	Pr	Po	Pr	Po	Pr	Po	Pr	Po
7. My English teacher is friendly.	0	0	3	0	2	2	48	28	19	42	4.15	4.55
8. My English teacher encourages me to communicate in English.	5	6	4	0	2	1	49	36	12	29	3.81	4.13
9. My English teacher gives me opportunity to practice English.	7	7	4	2	7	1	32	40	12	22	3.61	3.94

10. The teaching instructional approach used by my teacher motivates me to learn better.	5	1	9	4	11	7	41	46	6	14	3.47	3.93
11. I prefer the instructional approach used by my English teacher to other traditional classroom instructions.	3	3	2	1	23	4	34	55	12	9	3.63	3.91
N=72												

The fourth sub-group of statements (12-13) explored students' engagement in their English class. From their responses, it appeared that after the intervention, more students agreed that they felt engaged and interested during their English class. However, the fear of attending English class stayed the same. Table 4.22 provides the number of students and a mean value of pre- and post-questionnaire responses to each statement about their affectivity in their English class. It can be seen that there were changes of their affectivity to the class in Table 4.22.

Table 4.22: Affective response

Statement	SD		D		NS		A		SA		Mean	
	Pr	Po	Pr	Po	Pr	Po	Pr	Po	Pr	Po	Pr	Po
12. I feel engaged and interested during English class	8	3	15	2	9	10	38	46	2	11	3.15	3.83
13. I don't feel any fear attending this class.	6	8	12	10	17	15	23	25	14	14	3.37	3.37
N=72												

The fifth sub-group of statements (14-18) investigated students' sense of competence in English and ICC. The responses suggested that after the intervention more students were confident in English mastery and more while more students thought their English mastery improved after the intervention. Table 4.23 provides the number of students and a mean value of pre- and post-questionnaire responses to each statement about their sense of competence. Changes can be seen in Table 4.23.

Table 4.23: Sense of competence

Statement	SD		D		NS		A		SA		Mean	
	Pr	Po	Pr	Po	Pr	Po	Pr	Po	Pr	Po	Pr	Po
14. I learn a lot from English lessons	12	6	6	0	9	2	26	45	9	19	3.22	3.98

15. I think my English mastery is getting better.	14	9	14	11	9	12	26	31	9	9	3.02	3.27
16. I think my intercultural communicative competence has been developed to some degree.	10	5	6	1	12	3	37	58	7	6	3.34	3.80
17. I am confident I can pass English subject well.	10	6	6	6	4	5	36	40	16	15	3.58	3.72
18. I am confident I can get better grade.	22	23	6	3	10	10	24	25	10	11	2.91	2.97
	N=72											

The sixth sub-group of statements (19-20) explored students' motivation for future English learning. The results of their responses showed that most of the students both before and after the intervention agreed they would like to learn as much as possible about the target culture in the future and they would like to spend more time in learning English if they had more time. This might suggest that most of them realized the importance of learning the target language culture and were interested in learning it. The findings might also suggest that the students had positive thoughts on the intervention. Table 4.24 provides the number of students and a mean value of pre- and post-questionnaire responses to each statement about their motivation for future English learning.

Table 4.24: Motivation looking ahead

Statement	SD		D		NS		A		SA		Mean	
	Pr	Po	Pr	Po	Pr	Po	Pr	Po	Pr	Po	Pr	Po
19. I would like to learn as much as possible about target language culture and ICC in the future.	8	4	5	6	3	5	45	46	11	11	3.63	3.77
20. If I have more time, I would like to spend more time in learning English.	6	3	3	3	4	0	41	42	18	24	3.86	4.12
	N=72											

4.3.3 Summary

Through an analysis of the results of the first pre-intervention survey to all participants both in the intervention class and non-intervention class, data were obtained about students'

English learning experience, reasons for learning English, their self-rating for language skills and ability to communicate in English, their attitudes toward ICC learning and teaching and their attitudes toward the current EFL teaching program.

By analysis and comparison of means in the pre- and post-intervention questionnaire administered to the participants in the intervention class, changes can be seen in the sample students' self-rating of communicative competence in English as well as in their attitudes and motivation toward English learning, teaching, ICC learning and teaching.

To sum up, through an analysis of the results of the questionnaires, three research questions were addressed. Research Question 1: What are the attitudes of EFL students of non-English departments toward the current EFL teaching program? Research Question 2: What are the attitudes of intervention-class students toward the intervention? 5: Are there any changes in motivation and confidence levels for intervention-class students at the completion of the intervention? At this point, the data would suggest: 1: The attitudes of a large percentage of intervention and non-intervention class students toward the current EFL teaching program indicated dissatisfaction. 2: The attitudes of intervention-class students toward ICC learning and teaching changed in a positive direction after the intervention. 3: Students became more motivated and moderately more confident in their ability to communicate in English with native speakers after the intervention.

4.4 Findings from interviews, and students' and teacher's reflective journals

4.4.1 Introduction

This section discusses findings from interviews, and students' and teacher's reflective journals to address four research questions: Research Question 2: What are the attitudes of intervention-class students toward the intervention? Research Question 3: Is the designed instructional program associated with an improvement in intervention-class students' intercultural communicative competence and language skills? Research Question 5: Are there any changes in motivation and confidence levels for intervention-class students at the completion of the intervention? Research Question 6: What are some effective ways of systematically integrating the teaching of ICC into the EFL curriculum and classroom?

The interviews were the main instrument used. The students' and teacher's reflective journals were used as additional data to complement the findings from the interviews. All of the data were interpreted by using thematic analysis (See also Section 3.6 in Chapter 3).

The interviews for the intervention class were held at the completion of the intervention program. As stated in Chapter 3, Section 3.5.3.5, nineteen students were involved in individual interviews, six females and eleven males. They were selected evenly from lower, middle and higher group students. As mentioned in Chapter 3, there is always a chance when we interview our own students that they tell us what we want to hear. To avoid that, at times I changed my way of asking them questions during the interview, encouraging them to talk openly and honestly. I also explained to them that their true opinions including negative ones were needed to improve both teaching and learning, which would be beneficial to themselves, so their negative comments would be welcome and it would never bring any negative influence on their grades in exam. Guidelines for students' journals, set by the researcher, were given to students to assist them to write entries in their reflective journals, but the prompts were open-ended and not aimed at having students endorse the intervention.

Based on the findings from the thematic analysis of the data, three broad themes emerged. They were: students' interest and motivation in learning; students' self-perception of improvement; and students' views (on factors affecting confidence in speaking and on improving the course).

4.4.2 Students' interest and motivation in learning

Motivation in second language learning refers to the attempt and desire to learn a language and positive attitudes towards learning it (Dornyei 1994). It is believed that interest is a powerful motivator and motivation has a potential impact on second language learning. Without ample motivation even learners with the highest intelligence or most notable abilities cannot achieve learning goals. This is also true for ICC learning. Renninger (2009) explains that it is possible for learners to develop and deepen interest in a topic over time, and that a person's environment (teachers, activities, texts, peers, etc.) contribute to this interest development. On the basis of the interview transcripts, students' and teacher's reflective journals, a major theme of students' interest and motivation in learning during the intervention emerged. Five sub-themes associated with students' interest and motivation were apparent: **1. resource selection as engaging, 2. teaching methods, 3. teaching media, 4. sense of importance of ICC, 5. the student factor.**

4.4.2.1 Teaching resources as engaging

Bernard (2010) asserts that when material is relevant to students' current lives and interests, they see a good reason to engage with the material and so autonomously do so. The teaching resources used in the intervention came in different forms including materials related to listening, speaking, reading and writing. Based on the students' responses from the interviews and reflective journals, students appeared to be engaged with the teaching materials and a great number believed that the teaching resources used were informative, useful, new, attractive and interesting. 17 out of 19 students interviewed stated that the teaching materials were informative, useful and interesting. The following are typical statements from these 17 students. In the interview, Student 7 said assuredly in Chinese:

课上我们的阅读材料给了我们许多关于跨文化交际的信息，象文化冲击、文化适应、语用学等等，阅读材料还圣经故事、文学作品、历史、风俗习惯、社交常识等，听力视频材料有时事，上海世博会、英国首相卡梅隆就职演讲，总之学的材料还挺丰富新颖也有趣... (Student 7)

Translation: The reading materials gave us a lot of information about intercultural communication such as culture shock, culture adaption, pragmatics and so on. It also included some stories from the Bible, social customs and habits, socializing knowledge, literature work, history and so on. Listening and video materials contained BBC news, British Premier inauguration speech, the opening ceremony of Shanghai Expo and English movies. All quite new and interesting... (Student 7)

Another student, Student 15 made a similar comment in the interview, saying:

我觉得我们学的听力阅读和口语材料对我们来说有趣也有用，比如那篇关于肢体语言与文化的课文，我觉得就很有意思，还有口语教材有关如何用英语开始一个话题、如何称呼打招呼、如何接受邀请或拒绝邀请，还有老师补充的一些材料如中英传统节日对比、中英颜色词象征意义对比等，觉得很吸引我们... (Student 15)

Translation: I feel the materials we learned in listening, reading and speaking were interesting and useful. Like the text about body language and culture, I felt it very interesting. And also in speaking, there are texts about how to start a topic in conversation, how to greet and how to accept or decline an invitation, form of address. Besides, you had some complementary materials like comparison of traditional festivals in English and Chinese culture, comparison of symbolic meaning of colour words in English and Chinese. They are useful and attractive to us. (Smiling)

And Student 1 smiled and said:

老师，咱们学的这些东西挺实用的，西方的社会风俗与习惯，生活方式啦，大学校园的学习和生活啦，食品与饮食习惯，中英传统节日及庆祝啦，我们爱听这些，觉得新鲜有意思... (Student 1)

Translation: Teacher, what we have learned is practical such as western customs and habits, life styles, university campus study and life, food and eating, traditional festivals in English and Chinese culture... we enjoyed listening to these things, feel it fresh and interesting ...

And in reflective journals, 87.5% of the students (63 out of 72) used expressions suggesting that the teaching materials were rich, practical and interesting. The following are two typical statements from these 87.5% students, Student 9 wrote:

上这节课学的东西很多，新西兰教育制度、大学生活，住房、银行方面的事，怎么存钱怎么取钱等的表达法，风俗习惯，社交知识和日常生活。(Student 9)

Translation: From the lessons, I learned a lot of things, such as New Zealand education system and university life, banking, how to express in English when I want to deposit and withdraw money from bank. And also we learned different custom, socialize knowledge.

Similarly, Student 32 wrote in the reflective journal:

我们上课所学的总体很好，内容很充实，有趣实用，学到了许多以前课本上学不到的文化知识。(Student 32)

Translation: What we have learned in class is very good overall. The content is very rich. It is interesting and practical. We learned a lot of knowledge about culture which we could not learn from our previous textbooks.

Such comments above and the interview responses and reflective journals writing suggest that a significant number of students found the teaching materials engaging for a range of reasons, such as usefulness, attractiveness, interestedness, informativeness, novelty, practicality, which might support the likelihood that the teaching resources used in the intervention aroused students' interest and engaged them, and thus promoted their motivation to learn.

4.4.2.2 Teaching methods

The findings from the interviews and other supporting qualitative data showed that four aspects of the teaching methods adopted during the intervention were viewed by the students as contributing to their interest and motivation in learning. They were: comparison and contrast, case study, class activities (including presentation, discussion, role-play and debate), and overall teaching style.

Comparison and contrast

The comparison/contrast, according to Haley (2010), is:

a set of interpretive actions that we make in order to develop a clearer, more compelling understanding of the two objects. Just as important, however, are the uses of comparison and contrast in informal discussions in class, during study sessions, and beyond. These can lead both to broader understanding and to more precise recognition of subtle details... The process of comparing and contrasting two things, in itself, can be interesting and stimulating. (p. 23)

During the intervention, comparison and contrast was frequently used to study the different culture aspects of Chinese and English. In the interview, a prevalent number of students (16 out of 19) considered the comparison and contrast of Chinese and English culture to be impressive, interesting and attractive. When interviewed, Student 17 said (smiling):

老师讲课将中英文化方面比较，如不同的思维方式、不同的生活方式、不同的宗教信仰，不同的习俗节日等等，觉得印象深刻，我个人认为是有效的学习文化差异的方式。(Student 17)

Translation: In class, you compared different culture aspects between English and Chinese such as different way of thinking, different life style and different religion, different customs, festivals and so on. It impressed us deeply and in my opinion, it is an effective way of studying different culture.

Student 6 made a similar comment to Student 17. He stated:

课的内容很丰富，我最喜欢的是老师给我们讲中英文化的比较和不同，如数字动物在中英文中不同的象征意义，中英文中各自不同的节日和它们的英语表达法等等，奥我们还学了关于跨文化交际、文化冲击、文化适应的英语文章，从这些文章中中学到了许多以前课本上学不到的知识和信息。(Student 6)

Translation: The lessons were rich and what I liked most was your talk about the comparison and difference between English and Chinese culture such as number and animal words and their different symbolic meaning in Chinese and English; different festivals in Chinese and English, and how to express them in English. Oh, by the way, we also read and learned English articles about intercultural communication, culture shock, culture adjustment and get a lot of knowledge and information about different culture in English which we could not learn from our previous textbook.

The similar claim was also reflected in the comments of a great number of students (68%) in their reflective journals. They identified the effectiveness of contrast and comparison in teaching and learning a different culture. They said that they felt it was interesting to learn culture by comparison or contrast. Typically, for example, student 12 wrote in his reflective journal:

我觉得老师比较中英文化的方式学习文化差异对我们来说既有趣又容易记住，文化对比对我来说很有吸引力。(Student 12)

Translation: I feel the way in which the teacher compared the difference between English and Chinese culture was interesting and easy for us to remember. Comparison and contrast between cultures are very attractive to me.

In class, whenever I compared or contrasted different or similar aspects of Chinese and English culture, students appeared very attentive. Notes from my reflective journal suggested that students were very interested in the comparison and contrast of Chinese and English culture:

Today in class, I compared the different symbolic meaning of colour words in Chinese and English, students looked interested and very attentive listening. Some of them wrote notes and some of them actively asked various questions about what I was talking about. The class atmosphere was lively and relaxing. (Teacher's reflective journal, March 31 2010)

Based on the comments above, it seemed that comparison and contrast was viewed as an effective way to learn similarities and differences between Chinese and English culture as it appeared to arouse students' interest in and curiosity about different culture and ICC learning and made it easier for them to digest and memorize what they were learning, thus motivating them to learn and try their best to improve their abilities to communicate in English.

Case study

During the intervention, students were sometimes provided with cases of failure in intercultural communication and asked to analyse what led to the failure or miscommunication and misunderstanding between people from different cultures. Cases such as an American's unpleasant experience in China, a young Chinese student's experience in the United States, an American ESL teacher's description of a situation where he expected Chinese students to ask questions in class when they needed clarification and so on.

Findings from the interviews and other qualitative data showed that students appeared to be active and interested in learning intercultural communication skills by analysing the case of failure in intercultural communication. 13 out of 19 (68%) students interviewed thought that case study was one of the most useful and helpful aspects of the lessons. The following are a few typical examples. As stated by Student 2 in the interview:

嗯... 课上我们学了许多关于跨文化交际失败的例子，这些例子对我们提高跨文化交际能力很有帮助，懂得了文化冲击原因，如果我们出了国就知道如何尽快适应不同的文化... (Student 2)

Translation: Well, in class, we learned a lot of examples of failure in intercultural communication which was very helpful to improving our ICC. We came to understand the cause of culture shock and how to adapt ourselves to different culture as soon as possible if we went abroad...

Student 14 also found case study was interesting and helpful. In the interview, he commented:

老师，我觉得最让我感兴趣的是那些中英不同文化的人交往中误解的剖析，那些交际失败的例子，有时让人觉得可笑，有的交际失败会引起令人尴尬甚至严重后果，交际失败的原因正是因为缺乏文化意识、跨文化交际的知识和技巧，这些例子给人印象深刻，对我们文化意识的培养非常实用和有帮助。(Student 14)

Translation: Teacher, I feel what interested me most was the analysis of miscommunication and misunderstanding between people from Chinese and English culture when they communicated in various occasions. Those cases of failure in intercultural communication made us laugh and sometimes the failure caused embarrassing or even serious consequences. The analysis of those failures in intercultural communication showed us that the failures were caused by lack of cultural awareness, intercultural knowledge and skills. In a word, those cases gave us deep impression and they were very practical and helpful to developing our cultural awareness.

Similar opinion was identified in a significant number of students' (49%, 35 out of 72 students) reflective journals. The following is a typical comment from these 49% students:

I learned some ways of communication in English from examples of failure in communication. It is very useful in our speaking English. (Student 42)

My reflective journal noted:

In class today, I gave students three cases of failure in communication between English native speaker and Chinese native speaker. Students were divided into groups to discuss the causes which led to communication failure and they appeared very active and attentive and discussed it heatedly. (Teacher's reflective journal, April 8 2010)

From the interview responses and reflective journals writing above, it seemed that students became engaged analysing examples of failure in intercultural communication and were challenged to try their best to identify the causes of the failures in intercultural communications. They appeared to be interested in it as they felt it useful and practical.

Class activities

Based on the information gathered from the student interviews and teacher's reflective journals, four positive class activities were identified. They were: *presentation, discussion, role-play and debate*.

Presentation activities were done regularly at the beginning of class. Every time five students were invited to do their presentations, discussing their opinions related to intercultural communication, English culture or different aspects of Chinese and English culture. They chose their own specific topic which they were interested in. In relation to presentation activities, 12 out of 19 interviewees thought highly of presentation as a class activity. For example, one of the students, Student 14 said during the interview that he liked the activity of presentation because it could improve his self-study ability and oral English, stating:

老师，Presentation 我比较喜欢，第一 presentation 首先每个人做的没几个人做过，他会自己花时间去研究这个题目或者研究这个 topic，然后至少会对下面的听众或者老师来说，他可能会有更深入的了解，一般这些学生他们做的 topic 什么的都会用各种英语查询资料，第一就是有不一样的更深入的了解，第二就是当你站在台上做 presentation 的时候，英语表达能力呀还有个方面都会有一些不一样的提高，然后这是一种比较不错的形式。(Student 14)

Translation: Teacher, presentation, I like presentation more. Firstly, the topic of everyone's presentation was all different. So the presenters would spend time researching and studying their topic. To the audience or the teacher who was listening, the presenters had more and in depth understanding about the topic because usually they would search for various English material, documentation and information about the topic. Secondly, when you stood on the platform in classroom, your presentation skills or your ability to express in English would be improved to some degree. This is a quite good activity.

Another typical and similar comment came from Student 15:

Presentation 我最喜欢的是 presentation，因为你如果有什么知识想法不知道怎么表达相当于没用的，所以说你要想让别人知道你的想法，你要用 presentation 把它表达出来，让别人知道你的想法，和别人的思想进行沟通交流，这样才能促进我们的共同发展，也能提高我们的英语口语表达能力。(Student 15)

Translation: Presentation, what I like most is presentation because if you have some knowledge, thoughts/opinions, but you don't know how to express it then they are useless. If you want others to know your thoughts/opinions you must present them and let others know about it and communicate with others. Only in this way, can we all make progress together and improve the abilities to express ourselves in oral English.

Student interest and engagement in presentation and their positive thought about presentation were also apparent in my journal:

In the beginning of class this morning, five students did their presentations. They did it well in different ways. Interestingly, one of them focused on western classical musicians. While he introduced them briefly, he played a piece of Mozart which greatly attracted the audience, his classmates and teacher. The other student talked about different traditional English food and Chinese food. He used power point to show beautiful pictures of the foods which also aroused everyone's interest and curiosity. They seemed to have done a lot of research about their topic. (Teacher's reflective journal, March 25 2010)

From the students' comments and teacher's journal above, it appeared that students liked and were engaged in presentation because it was an productive way of learning knowledge of ICC and enabled them to develop their self-study ability and ability to utilize English language to express themselves. Other students, as an audience, interacted with the presenters, which made the class atmosphere relaxing and lively and motivated students to learn. All students shared the knowledge presenters gained by their own studying and researching. Through presentation, students seemed to be becoming more and more confident and competent to express themselves and communicate in English, especially oral English.

Discussion activity was also used frequently during the intervention. For example, the students were given a passage entitled 'Intercultural Communication' together with some comprehension questions for a preview. Then they were divided into groups to discuss the assigned comprehension questions. After discussion, representatives from each group presented the answers to each question in class. Then, the teacher summarised the answers, talked about background information, writing style, key ideas, structure and so on, and explained some language points to further improve the students' understanding of the reading material. In the meantime, the students were also encouraged to ask questions related to the text. Other times, the students listened to some passages talking about cultural awareness and receptive attitudes towards cultural differences, for example, adapted from Zhang's *Bridge Between Minds: Intercultural Communication* (2007). After listening, they were asked to work in pairs to address discussion point such as: cultural awareness and receptive attitudes, keeping an open mind, being aware of cultural differences. Sometimes the students listened to a few case stories of intercultural communications and discussed in groups what problems might arise in that kind of communication and why.

From student interviews, 14 out of 19 students seemed to have very positive views on discussion activities. They found discussion engaging because it enabled them to be focused, practise their oral English, and learn how to think about and solve problems independently. As stated by Student 13:

Discussion 我比较欣赏那种讨论性的问题，因为每个人对每个事情看法是不一样的，也许你认为你这个观点是对的，而你这个观点又不是太全面，你就课堂精力会比较集中，会去听别人是怎么看待这个问题的，从而补充你自己的观点，然后是自己的理解更加深刻，这样或许你理解是错误的，你会及时改正，使自己得到更大的进步，同时也可以让别人看到你的优点，你的理解能力就会得到很大的提升，还有思维能力，总之可以提高你综合素质，就这样。(Student 13)

Translation: For me, I more like activities of discussion. I enjoy discussing questions because everyone has different opinions or views about one thing. Maybe you think your views are correct, but your views are actually not quite complete. Then in class you will be very focused on listening to others and see how they view the questions. In this way, you can understand it more in-depth and you may also correct your wrong understanding. You will make a great progress in your English comprehension ability and ability to think. In a word, your overall quality can be improved. Ok, that's all.

Student 9 thought that the discussion activities enabled students to practise talking in English and provoked independent thought. Affirmatively, he commented:

Discussion 是我最感兴趣的，在课堂上讨论了发表意见了，我们都在尽量用英语表达我们自己的观点，这样不知不觉地我们的口语也在慢慢提高，讨论还使我们学会了独立思考解决问题的能力，而不是象以前那样总是在听老师照本宣科地将给我们听。(Student 9)

Translation: Discussion is what I am most interested in. In class when we discussed or expressed our opinion, we were always trying our best to use English. In this way, without knowing our spoken English was gradually improved. Besides, discussion helped us learn how to think about and solve problems independently. We no longer only listened to the teacher tell us everything like before... (smiling)

Notes from my reflective journal indicated that students performed actively in class when it came to discussion activities:

In second period of class today, the students listened to a text titled *Around the World* adapted from Jones' *Let's talk 3* (2008, p. 28). It focused on languages and customs in different parts of the world. The students listened to some conversations in it and then discussed in group about different languages and customs, habits and behaviour in different cultures. Many of them looked enthusiastic to speak out their thoughts when they discussed with their classmates. Even those who were usually shy and not talkative seemed to try talking in their groups. (Teacher's reflective journal, April 28 2010)

Although not all the students commented on discussion during their interviews, 14 out of 19 said that they enjoyed learning through discussion activities and thought of it as a helpful way to improve their ability to think independently and to express themselves and communicate in oral English. The above comments and my reflective journals also revealed that most of them took an active part in discussion activities. It seemed that the discussion activities were

thought-provoking and enabled students to become more interactive, aroused their enthusiasm and hence promoted their learning motivation to develop their communicative competence in English.

Role-play activities were most frequently used at phase three of the intervention. During this phase the focus was on developing students' intercultural skills which needed much practice. So role-plays simulating authentic situations were done through listening and then role-play, reading and then role-play, watching video and then role-play to train students' ability to function and interact in English. In these activities, students participated in role-playing activities focused on an authentic situation. For example, I used an authentic video clip of a situation they may encounter in real life such as an invitation, making an excuse, a job interview or a situation that might be cultural sensitive. The students observed a model and then practised and performed for the class.

In relation to role-play, almost all interviewees (18 out of 19, 95%) said that it was a most helpful, lively and fun activity to learn communication skills in English. The following are a few typical comments from them. Student 11 said that role-play was his favourite class activity because it was fun, interesting and helpful, making it easier for students to learn, deeply understand and use English. He said:

老师，我觉得我最喜欢的是 *role-play*，就是角色扮演，它这种就是能够让你深刻体会说话人那种语调呀，那种表达的意思，就是完整地更深刻地理解说的这些话是什么意思，还有我觉得这是最有趣的一种很有趣的一种。(Student 9)

Translation: Teacher, I feel *role-play* is my favourite activity, I feel. Yes, *role-play*. It enabled us to deeply feel and experience the tone and understand the exact meaning of the speaker, that is to say, to gain entire and deep understanding of the role we were playing. And it was a very interesting and most fun activity.

Similarly Student 12 seemed to be highly interested in *role-play* too. He said in an emphatic tone:

角色扮演给我们提供了模拟的真实场景，然后我们来扮演一个场景中的各种角色，给了我们锻炼英语口语表达交流能力的机会，从扮演过程中我们也能体会到人家本族语的人在各种情况下是如何交流如何应对的，也学到了许多中英文化许多方面的不同，而且每次做角色扮演大家都很高兴，觉得很有趣。(Student 12)

Translation: *Role-play* provided us with simulating authentic situations in which we played the various roles. It provided us with chances to practice our oral English and abilities to express ourselves and communicate in English. By *role-play*, we could also feel and understand how English native speakers communicate under various

circumstances and learned a lot of different aspects in communications between Chinese and English culture. Moreover, every time we acted role-play, we felt happy, fun and interesting.

Student 19 also made similar comments, saying in a gentle tone:

role-play 很有意思，对我们练习口语非常有帮助，每次做了 role-play，扮演过的角色说的话记得很清楚，在实际交流中能用得上，并且很自信是对的英语。
(Student 19)

Translation: Role-play was very fun and helpful to our oral English. Every time after we acted a role, we could remember very clearly what the role said. Then when we communicate in real life we are very confident in saying those words or expressions we learned in the role-play.

Students' interest and motivation in role-play could also be seen from my reflective journal. My notes suggested that students appeared to be very active and happy/pleased when they performed in a role-play.

Today in class, students were asked to act a play titled *Shelter* in groups. The whole class appeared to enjoy watching their peers performing and even be excited about performing role-play activities. Some of them acted vividly and humorously and made the class laugh many times. The class atmosphere was very lively and relaxing. When they performed the play, I also noted some pronunciation and language mistakes they made and I pointed out after they finished performing the role-play. (Teacher's reflective journal, May 26 2010)

The interview responses from students and my reflective journals suggest that role-play has the potential to increase students' interest and motivation and provide them with authentic experiences for practising English language. It might be one of the most effective ways of teaching oral fluency, communication skills, cultural factors and grammar as well. It clearly provided a memorable learning experience. They felt that when they encountered a similar scenario on their own, they would be prepared and culturally aware of the appropriate responses.

Debate is viewed as an effective activity to cultivate critical thinking skills and increased learning on the subject debated. Ngeow and Kong (2003) sum this up:

. . .the purpose of learning with in this context is not to 'get it right' but to produce something meaningful through critical inquiry, debate and reflection. Using debate in classroom of students seems like a good way to help students learn more about a subject and critically think about it. (p.1)

During phase one of the intervention, debate was sometimes used as a class activity to study about cultural awareness and attitudes towards cultural differences. The class was divided into eight groups, with each two groups debating opposing views. For example, they were given opposing views to debate, such as **Pro**: 'Foreigners who go to live in a new country should give up their own habits and conform to the customs and values of the host culture as soon as possible.' **Con**: 'Foreigners who go to live in a new country should be aware of the difference between their own and the host culture and then gradually adapt themselves to the customs and values of the host culture.' From the interviews, a significant group of students (8 out of 19, 42%) had positive views on debating. They thought it was attractive, interactive, engaging, interesting, fun and helpful to their speaking, listening and writing as well. Here are a few typical comments:

Debate 我觉得 debate 环节是最吸引同学的, 因为 debate 的话大家都 interaction 然后不会去开小差休息, 然后 debates 应该是很有趣的, 同学之间针锋相对的辩论, 然后活跃了课堂的气氛, 也让大家深入思考了这样一个问题, 而通过这样能够达到教学目的 (Student 3)

Translation: Well, debate, I think debate was the most attractive part to students because when we debated everyone was interacting and completely engaged in it. It was impossible for us to let our mind wander or sleep in class. In addition, debate was most interesting and fun too because we debated enthusiastically/tit for tat between us which added levity to lively class atmosphere. Through debating on opposing views, everyone has had a profound thought about a question and thus achieved the learning goals.

Similar and positive claim was also identified in the comments of Students 5 and 16. As stated by Student 5:

我个人比较喜欢 debate, 课前老师给了我们辩论的题目, 这样我们在下面到图书馆还有网上要查好多材料来支持自己的论点, 查的当中我发现学到了好多相关的知识, 并学着组织利用这些资料来分析问题, 支持我自己的论点, 其实对我的写作也帮助挺大的。(Student 5)

Translation: Personally, I like debate more. Before class we were given debate topics and usually we would search about the topics on line or in library to find materials for supporting our own argument. While doing this, I found I had learned a lot of knowledge related to the topics and learned how to organize these materials to analyse a question to support my own argument. Actually all this was quite helpful to my writing too.

Student 16 also found debate helpful to listening skills and spoken English:

老师，我喜欢辩论那种形式，能锻炼我们的口语交流能力和听力，在辩论的时候我们还能学会如何对对方的反驳做出迅速的应变，提高了在公开场合说英语的勇气和自信心。(Student 16)

Translation: Teacher, I like the activity of debate because it can train our communication skills in oral English and listening comprehension. Besides, through debates we learned how to promptly respond to the points which opponents raised. It improved our courage and confidence in speaking English in public.

Based on responses from students' interviews, it can be seen that debating is viewed as having a number of advantages. It seemed to students that debate enabled them to be interactive and focusing of attention. They could learn how to find, organize, and use the information they collected. It developed their ability to research, investigate and analyse for themselves and their ability to think independently and critically. Students could gain knowledge outside their normal academic subjects through research about various topics. Debates also developed their courage and confidence in speaking English and their ability to make prompt, analytical responses and were seen as improving their speaking, listening and writing skills.

Teaching styles

Darkenwald (1989) sees teaching style as based on characteristic behaviours that are engaged in for promoting student learning. Conti (1989) defines teaching style as a range of behaviours that allow the teacher to operate comfortably and adds that these behaviours or qualities are persistent from context to context and are not linked to the content. Positive opinions about my teaching style were identified from more than 90% of students' comments in their reflective journals (the students' reflective journals were all submitted anonymously). Based on these students' comments, a great number of students considered my teaching style clear, lively and relaxing, motivating and encouraging. The following are typical statements from these students. As written by Student 32:

李老师和蔼可亲，工作热情很高，每次都以饱满的热情投入课堂，她很容易与同学们沟通，同学们也都愿意和她接触，师生关系相处得十分融洽，因而课堂效率也就提上来了，老师讲的起劲，我们也听的起劲，总之一句话，李老师是一位非常优秀的老师。能够热心的帮助学生解决问题，讲课生动有趣，能够活跃课堂气氛，是学生的良师益友！(Student 32)

Translation: Teacher Li was kind and friendly. She was always devoted and full of enthusiasm in every class. She was very easy-going and could communicate well with students and we were all willing to communicate with her too. The relationship between her and us was very harmonious, so naturally the efficiency of class learning

was improved. We were attentive as she taught well, lively and interestingly, making the class atmosphere lively. And she was very helpful to students and was really our good teacher and helpful friend.

Similarly, Student 8 wrote:

老师讲解思路清晰透彻，方便了我们更好的理解课文，方法易于接受，受同学欢迎。注重培养学生的语言实际应用能力，课堂气氛活跃、师生互动良好，能够很好的理解学生。(Student 8)

Translation: The teacher's train of thought and explanation were clear and easy to follow, which helped us a lot with understanding better what we learned. Her way of teaching was easy to understand and popular among students. She attached importance to developing our practical ability to use language. She could understand us very well, teacher-student interaction was good and class atmosphere was lively.

The other two typical comments came from Student 24 and 67:

我们很喜欢上英语课，感觉很好，老师总是那么和蔼可亲，老师善于和同学们交流，善于调动学生的积极性，注意培养我们的学习能力和学习积极性。讲课内容量很大，补充知识丰富，深入浅出，我们都很喜欢老师，上课很轻松，思路清晰，讲课生动风趣，课堂气氛活跃，学生积极性很高。(Student 24)

Translation: We enjoyed attending English class, feeling very good. The teacher was always kind and friendly. She was good at communicating with us and motivating us to learn. She attached importance to developing our learning ability and motivation. Her lessons were informative and rich and she could make complicated things simple. We all like her. Her lessons were relaxing, lively and interesting. The atmosphere in class was lively and we were highly motivated.

老师重视学生在学习上的态度，鼓励学生提高学习的积极性。在一点一滴之中教会了我们许多的知识。更重要的是，她给与我们学习上的指导，不断的鼓励我们，性格温和耐心，深得喜爱。一个有爱心的外语老师。(Student 67)

Translation: The teacher attached importance to students' attitudes towards learning. She encouraged and motivated us to learn. Little by little, she taught us a lot of knowledge. More importantly, she gave us guidance in learning and kept on encouraging us. She is gentle and patient with a loving heart and is very much liked by students.

Based on students' comments above, it appears that a teacher's enthusiasm, quality and character, and positive attitudes towards teaching can affect students' learning attitudes and their motivation in learning. Being clear, lively, relaxing and encouraging made it comfortable for the students to learn in class and thus promoted and motivated their learning. The data also indicated that a harmonious teacher-student relationship was viewed as stimulating students' interest in learning. Harmony promotes motivation too. Actually, I feel awkward using such quotations because it is unusual for a Chinese teacher to engage in self-

praise. However, to provide the evidence for supporting the theme that the teaching style was viewed as influencing students' interest and motivation in learning, I had to use these quotes from students. I tried very hard to be detached in analysing and reporting on this theme.

4.4.2.3 Teaching media

Teaching media was another factor which seemed to motivate the students in learning during the intervention class teaching and learning. In life, we often obtain our knowledge about foreign cultures and foreign countries from the media: television, radio, feature films, internet, music, photography, news, advertisement, etc. Similarly, in teaching foreign language and culture, especially intercultural communications, media, especially multimedia, have become an indispensable part of classroom practice. Multimedia includes a combination of text, audio, still images, animation, video, or interactivity content forms.

During the intervention, I combined websites with video, audio, or text images, using internet, computer, power point, language laboratory and multimedia English teaching software. The students appeared to be much more interested in learning through various teaching media (especially multimedia) and hands-on class activities than only from the textbook information or reading materials. This fact can be seen from the students' (14 out of 19) comments in the interviews and from their reflective journals as well. A prevalent opinion was that they liked learning through multimedia, especially through watching videos, because it enabled them to learn listening, ICC knowledge vividly and it was interesting, fun and not boring. They felt it instructive and highly motivating. As stated by Student 10 in the interview:

Watch video, 我喜欢 watching video,不仅是看电影, 还有新闻之类的, 视频之类的, 比如说 CNN 的一些视频, 那些看了之后不仅能练习听力, 也可以增长知识, 与时俱进... (Student 10)

Translation: Watch video, I like watching video, not only watching movies but also some videos like news, CNN and so on. By watching those, we can practice our listening and increase our knowledge and keep up and advance with the times.

Two other students expressed their opinions in the interview about the use of various teaching media as follows:

我觉得人类都是感官动物, 进行感官上的教育就是, 第一, 听力材料, 第二, 看点多媒体, 然后这些东西结合起来, 比如说看一些电影, 电影里面看到这些场景, 然后告诉他这个文化会怎么样... (Student 3)

Translation: I feel human being is a kind of animal with senses, so sense-based education should be, firstly listening materials, secondly as much as multimedia, and

combining all of those things. For example, watching movies and there were various kinds of scenes in the movies. And then the teacher told us about the related culture and many things in those movies...

我觉得上课方式的话，就是对一些英文电影呀，跨文化对话的视频呀，演一些角色，做起来很有意思，就是同学们积极性也蛮高的... (Student 9)

Translation: I feel what we did in our class, say forms of learning, (Pause) English movies, the video related to culture, role-play were very interesting and fun to us and we were quite highly motivated when we did that...

A great number of students (94%) also reported in their reflective journals that they felt multimedia like audio, video, multimedia software, CDs and DVDs were one of the factors which interested them. The following is a typical statement from a student's reflective journal. As Student 45 wrote:

故事片及时事新闻我最喜欢看，还有那些介绍英语国家人文地理的短片等等，比如象我们看的英语电影《阿甘正传》、《辛德勒的名单》，还有上海 2010 世博会开幕式和英国首相卡梅隆就职演讲等，这些电影和视频既有意思，又是很好的文化、历史、时事的学习，寓教于乐，学习就不会感到枯燥。(Student 45)

Translation: Feature film, current affairs and news I liked most. And also those short documentary which introduced English speaking country's human geography and so on. For example, the English film we watched such as *Forrest Gump*, *Schindler's List*, and the video of *Shanghai World Expo Opening Ceremony* and *British Premier Cameron's Inaugural Address* were interesting and instructive because through them we could learn culture, history current affairs. Combining education with recreation/amusement, we did not feel bored any more.

Notes from my reflective journals also suggested that students very much enjoyed learning through watching various videos, films:

In the second period of the class today, as soon as I said: "Now we will watch a film named *Forrest Gump*" and showed them the synopsis of the film by power point on the screen, the students looked all cheerful and excited, curious... Some of them exclaimed: "Oh, wonderful", some of them smile, some of them talked excitedly with their desk mates, waiting eagerly to watch the film... ((Teacher's reflective journal, April 29 2010)

Throughout the three phases of the intervention, multimedia CD-ROM software was used for teaching and learning. Watching video was frequently conducted. The contents of video included film, documentary, current affairs, culture-related DVD, and so on. The qualitative data above indicated that the students seemed to enjoy learning through multimedia and watching video. It appeared to arouse their interest and motivation in learning because they were actively involved in an enjoyable activity and they no longer learned passively in a kind of boring atmosphere.

4.4.2.4 Sense of importance of ICC

Interview data suggested that most of the students were aware of the importance of ICC. They appeared to have realized the importance of cultural awareness, attitudes towards different culture, knowledge about intercultural phenomena such as culture shock, cultural adjustment, pragmatics, intercultural skills or behaviour and so on. They were motivated and eager to learn about ICC because, as a majority of students (14 out of 19) stated when interviewed, ICC learning was very important, useful and practical as it could help them avoid cultural conflict, widen their sphere of knowledge. And it could support their English language learning as well. The following are typical examples from these students interviewed. As stated by Student 4 during the interview:

我觉得把跨文化交际能力的学习融入课堂教学是很重要很有用的，因为只学习语言技巧只能提高语言能力，但是对国外一些文化及跨文化交际方面的知识等一点也不了解，当我们以后出了国和别人交谈，别人说的很多东西都是他们的文化的东西，我们肯定就不懂，有些东西，比如说谚语呀之类的东西，然后我们学了这些文化后，对他们有些习俗呀常识呀有了了解，就不会产生文化上的冲突，所以把跨文化交际能力的学习导入教学还是很重要的。(Student 4)

Translation: I feel it is very important and useful to integrate ICC learning into classroom teaching because if we only learn language skills we can only improve our language ability. If we know nothing about foreign culture and knowledge about ICC and go abroad in future, when we talk with people who talk about a lot of things related to their culture such as idioms and proverbs, we surely cannot understand them. After we learn about them and about customs, common knowledge and so on, we can easily avoid cultural conflict. So integrating the teaching of ICC into English classroom is very important.

The awareness about the importance of ICC can also be seen from Student 3's comments:

如果你知道别的国家的文化和跨文化交流的知识的时候，你可以和外国人侃侃而谈该国的文化，然后你也能很好的和外国人建立良好的沟通和关系，而且学习文化对于英语学习是很有帮助的，你可以知道这门语言发展的历史以及它的人文背景，这样对你了解英语的整体框架是很有用处的。(Student 3)

Translation: If you know about the culture of a country and knowledge of ICC, you can talk with fervour and assurance about their culture with people there. And you can also construct a very good relationship with people there and communicate well and smoothly with them. In addition, culture learning is very helpful to English learning as you may learn about the development history and humanistic background of English language.

Another typical comment about the importance of ICC is from Student 1 who stated as follows:

我觉得把跨文化交际能力的学习导入课堂教学一是增加了同学的外来词汇量，就是对一些专业术语等比较了解，增加了词汇量；二是拓宽了知识面，不仅锻炼了听力技巧语言技巧而且对外面有了了解，对一些文化的了解有一定的帮助。(Student 1)

Translation: I feel there are advantages to integrate ICC learning into classroom teaching. On one hand, it enlarged our vocabulary related to various aspects of foreign culture, that is to say, we have had a good understanding of some specialized terms. On the other hand, it widened our sphere of knowledge. It not only trained our listening skills and other language skills, but also enabled us to know about outside world and helpful to understanding some aspects of different culture.

A great number of students (53%) also reported in their reflective journals that they felt what they had learned about ICC was useful and important. The following are two typical comments from students' reflective journals:

通过老师给的一些跨文化交际失败的例子，我真正明白了懂得文化差异的重要性，也知道了文化意识的重要性... 我们学外语时其实对这些方面的知识很想学很渴求... (Student 9)

Translation: Through some case studies which our teacher gave us, I learned the importance of understanding cultural difference and the importance of cultural awareness as well... Actually, we want very much to learn or even eager to learn about those knowledge...

我觉得学的课在用英语交流时很实用，课上学到的东西如怎样在不同的特定环境下得体地用英语表达自己，就是老师提到的语用学很重要，我想学到更多。(Student 41)

Translation: I feel the lessons are quite practical in communication in English, like how to use English, how to express oneself in English appropriately in different particular context. That is pragmatics our teacher mentioned. It is very important. I want to learn more.

The above comments from students indicated that they appeared to be aware of the importance of learning about ICC because they felt that it was practical and useful, and thereby motivating.

4.4.2.5 Student factor

The **student factor** was the fifth sub-theme under the theme **Students' interest and motivation in learning**. Findings from the interviews and teacher's reflective journals showed that factors related to the students themselves seemed to have either a positive or negative influence on their interest and motivation in learning English and intercultural communicative skills. Some factors increased their interest and motivation in learning, but others decreased it. The following are a few typical statements from the interview data which

showed that some factors hindered students' interest and motivation in learning and improvement and confidence in communication skills in English. Those factors included individual differences in ability, language anxiety, and personal interest.

Individual differences in ability

A couple of students reported that they felt they did not want to learn because their English had been very poor and they were unable to learn it well. As stated by Student 2 in the interview:

我的英语从中学开始一直不是太好，可能是自己学习没有规律，今天学了单词，明天就忘了，也想学好，但就是学不好，所以就没耐心了，有时就不想学了...(Student 10)

Translation: Since middle school, my English has been poor. Maybe it is because I don't know how to learn it. The words learned today, I will forget them tomorrow. I do want to learn it well, but always fail. So I have become less and less patient and sometimes don't want to learn it any more...

Language anxiety

Foreign language anxiety is the feeling of uneasiness, worry, nervousness and apprehension experienced by non-native speakers when learning or using a second or foreign language. These feelings may stem from any second language context whether associated with the productive skills of speaking and writing, or the receptive skills of reading and listening (http://en.wikipedia.org/wiki/Foreign_language_anxiety). Language anxiety was observed as hindering students' interest and motivation in learning. A few students reported that they felt nervous and scared when speaking English because they were afraid of being laughed at. Student 1 stated in the interview, looking shyly:

我在课堂上站起来说英语时,回答老师问题啦、做 presentation 啦、或者和其他同学一起在课堂上做角色扮演啦，经常害怕，害怕就说不出来，就结结巴巴的，又怕同学笑话，反正我就是害怕说英语，不敢说也不想说，怕人家笑，不知为什么就是紧张。我阅读和语法结构还比较了解 ... (Student 1)

Translation: When I stood up in class speaking English, answering your question, doing presentation or role playing together with other students, I was often so scared that I stammered or even could not speak out. I was afraid of being laughed at by classmates, so I dared not to speak and actually don't want to speak to class. Don't know why I am nervous. My reading and grammar are good enough...

Observations related to language anxiety were apparent in my reflective journal:

Reading class today, learning a passage titled *Stumbling Blocks in Intercultural Communication*. Some questions were given to students to answer. I asked one boy student one of the questions. He stood up, only smiling shyly, and could not speak out any English... After class, wanting to know why, I talked with the boy's classmates who were also his flatmates and they told me he was always too shy to speak in public and he was the same in other class. And actually the boy enjoyed talking with them in private, totally different from when he was in class, they said... (Teacher's reflective journal, April 1 2010)

This was not the only case in class. From my observations, some shy students were usually very quiet in class. They never volunteered to talk in class unless they were called to. On the contrary, those who were outgoing always enjoyed expressing themselves to class in English and volunteered to talk in

Personal interest in English

Some students commented that personal interest was one of the factors which hindered or increased their motivation in learning. For example, Student 11 commented as follows:

有的人对英语不感兴趣，你给他导入什么也没用... 个人兴趣问题，有的人对语言很敏感，有些人对外国音乐，对美剧之类的感兴趣，那他们会自己去找各种资料，我以前有同学特别喜欢篮球 NBA，那个时间还比较早，两千年的时候还没有中文解说，他们就自己去找原版的英文解说听，也是在不知不觉中英文练得非常好，这也是一种日常生活中的学习方面，还有我个人也是喜欢一些经济什么的，我回去看一些外国的 open course 之类的，那也是一种不一样的学习方面... (Student 11)

Translation: Well... if someone is not interested in English, no matter what you are teaching or introducing in class, it is useless... I think it is a question of personal interest. Some people are very sensitive to language. Some students are interested in foreign music, American drama and so on, and they will look for various materials and document. I had a few classmates before who very much liked basketball NBA, that was earlier time, 2000 I think... when there was no Chinese commentary. Then they looked for English commentary... then without knowing, their English became very good. This is also one aspect of learning English in daily life. Similarly, I myself like economics, so I often watch some open course of foreign countries. It is also a different aspect of learning...

This student was talking very indirectly. The point this student was making is that if a student is not interested in English at all, no matter what the teacher is teaching and no matter how interesting the lesson is to other students, it is not effective to a student who has no interest in learning a foreign language at all. But if a student is interested in something, he/she will not only listen attentively in class, but also learn by himself/herself actively after class.

From the statements above, it appeared that there were negative factors that hindered students' interest and motivation in learning and improvement and confidence in learning English communication skills. Their individual differences in ability such as memory, sensitivity to language; personal interest; and language anxiety such as nervousness, shyness, introversion, shame and fear of making mistakes all affected their attention and persistence in learning.

4.4.3 Students' self-perception of improvement

Students' self-perception of their improvement was the second general theme identified from an analysis of students' reflective journals and interviews. Three sub-themes emerged in relation to this general theme: *improvement in motivation level*, *improvement in confidence level* and *improvement in language skills and ICC*.

4.4.3.1 Sense of improvement in motivation

During the intervention, the students in the intervention class were invited to write entries in their reflective journals following each of the three phases of the intervention (see also Section 3.5.3.1 and Table 3.4 of Chapter 3 about the theory of Byram (1997, 2008) that ICC involves the acquisition of attitudes, knowledge and skills). Guidelines (see Appendix L) for students' journals, set by the researcher, were given to students to assist them to write entries in their reflective journals. The journal guidelines invited students to respond to a number of topics, one of which was about their motivation level in class. However, the prompts were all open-ended and not aimed at having students endorse the intervention.

[The guideline prompt for motivation was: "My motivation level in class was:", so most students responded to it with just one or two or a few words such as "very vigorous", "很有热情(very enthusiastic)", "很好(very good)", "very interested", "very high", "interested", "good", "active", "positive", "enthusiastic", "better than before", "improved", "higher than before", "提高了(improved)", "just so-so", "not too bad and not too good", "middle", "ok", "中等、一般(average)", "general", "low", "poor". Among the 72 students, only a small number of students responded to it with short sentences such as, "Active and I am always intent on listening" (Student 4), "I am interested in all kinds stories and foreign culture. I want to absorb more interesting culture knowledge and I am curiosity of everything I don't know well." (Student 1), "The class is interesting. And I will still take more active part in this class if we still have this class next semester" (Student 3). Through the analysis of these data, the responses fell into six categories (including the sentences just mentioned).

The following table 4.25 shows the students' responses in terms of their motivation level in class at the completion of each of phases one, two and three. The percentage for each phase's responses in each category can be seen in table 4.25.

Table 4.25: Motivation in learning at phase one, two and three

n=72

Entry items	Entries students wrote	Percentage		
		Phase 1	Phase 2	Phase 3
My motivation level in class was	Very interested, very high, very enthusiastic, very vigorous, very good	20%	19%	20%
	Good, interested, active, enthusiastic, positive	24%	22%	29%
	Improved, higher than before, have more motivation than before	27%	35%	40%
	General, middle, average, not too good and not too bad, just so-so, not change a lot	21%	16%	6%
	Depend on different lessons and upon the content of text	5%	6%	5%
	Poor, low	3%	2%	2%

Based on the information in Table 4.25, the percentage of students who indicated that their motivation level in class was “high, good, improved” was 71% (20+24+27) for phase one, 76% (19+22+35) for phase two and 89% (20+28+41) for phase three. There was a relatively small positive increment between phase 1 and phase 2 and a significant increment between phase 2 and phase 3 (of 13%). This pattern of increment may be associated with the fact that phase three focused on developing students' intercultural communicative skills in relation to which a number of activities were conducted. From my observations, students looked interested and were highly active when they got chance to practise their spoken English through various class activities. This was consistent with the findings shown in Section 4.4.2, which indicated that students' interest and motivation in learning were affected by the teaching resources, teaching methods, teaching media, and their awareness of the importance of ICC.

Students' self-perception of their improvement in learning motivation was also apparent in most students' comments in the interviews. Student 18, for example, stated:

一般很少有这种跨文化交际的课程，而当我们和外国人交流的时候总会有很多文化方面的冲击冲突，对于文化方面的冲击就需要有文化这类的课程对我们进行指导，不会让我们变得很尴尬。当你导入了文化课程之后，学生也有兴趣学，了解别国的文化那是一件很有趣的事情...(Student 18)

Translation: Usually there are seldom such courses like intercultural communication. When we communicate with foreigners, there will always be a lot of culture shock

and culture conflict. To deal with them, we need such courses to guide us so that we don't feel embarrassed. When you introduced culture courses into our classroom, students became interested. It is a very interesting thing to learn and understand the culture of other countries...

In the interview, Student 4 commented as follows:

我觉得这课挺有趣的，然后能够吸引住学生的，学生也就会投入很多的精力去学习它那个外国的文化，然后渐渐渐渐地他们就会非常喜欢这门课，然后就学好了... (Student 4)

Translation: I feel the class was interesting. When it attracts students, students will spend time and make efforts to learn foreign culture. Then gradually they come to like this course and learn it well too...

Similar opinions were expressed in the students' reflective journals. The following two comments were typical. Student 39 wrote:

My motivation is improved. It is higher than before. The teacher tell something I am very interested in such as culture 社会时事现况等等(translation: social, current affairs and so on. (Student 39)

Student 51 made a similar comment:

The culture part is useful to build up a sense of respecting toward different culture and tradition I have more motivation than before. (Student 51)

Pre- and post-questionnaire results displayed in Table 4.22 show that after the intervention more students agreed that they felt engaged and interested in learning in their English class. Table 4.24 indicates that most of the students agreed they would like to learn as much as possible about the target culture in the future and they would like to spend more time in learning English if they had more time. These data align with students' interview and reflective journal data that indicate a self-reported improvement in their motivation level.

4.4.3.2 Sense of improvement in confidence

As stated in the above section, the student journal guidelines invited students to respond to a number of topics, another of which was their confidence levels in speaking English. Again, the prompts were open-ended and not aimed at having students endorse the intervention.

As the prompt for students' confidence was: "My confidence level in speaking English was:", most students responded to it in only one word or a few words, such as "very well", "very high", "high", "good", "confident", "ok", "staying stable", "general", "just so-so", "moderate", "in a middle rank", "middle", "average", "not very high", "not so good", "not

improved”, “not change a lot”, “have no confidence”, “very low”. Only a small number of students responded to it with short sentences such as “I am very confidence” (Student 21), “I became more and more confident during this period” (Student 18), “Higher for I have known well of different culture and many aspects of life” (Student 1), “有时没自信(sometimes not self-confident)” (Student 41). Through the analysis of these data, the responses also fell into six categories.

The following table 4.26 shows the students’ responses in terms of their confidence level in speaking at the completion of each of phases one, two and three. The percentage for each phase’s responses in each category can be seen in this table.

Table 4.26: Confidence in speaking English at phase one, two and three

n=72

Entry items	Entries students wrote	Percentage		
		Phase 1	Phase 2	Phase 3
My confidence level in speaking English was	Very confident, very high, very well	7%	7%	7%
	Good, high, confident, ok	22%	23%	26%
	Improved, higher than before, more and more confident, have more confidence than before	21%	28%	41%
	Up-middle, not bad, staying stable, general, moderate, in a middle rank, middle, average, a little, just so-so	27%	23%	13%
	Not very high, not so good, not improved, not change a lot	20%	16%	11%
	Have no confidence, very low	3%	3%	2%

Based on the entries which students wrote in their reflective journals shown in Table 4.26, the percentage of the students who suggested that their confidence levels were “high, good, improved” was 50% (7+22+21) for phase one, 58% (7+23+28) for phase two and 74% (7+26+41) for phase three. There was a relatively small positive increment between phase 1 and phase 2 and a significant increment between phase 2 and phase 3 (of 16%). However, compared with the percentage (89%, see Table 4.25) of students who indicated that their motivation levels in class were “high, good, improved” for phase three, the percentage of the students who indicated that their confidence levels were “high, good, improved” for phase three was lower (74%). That is to say, the increment in confidence levels was smaller than for motivation levels.

A similar finding emerged from the interviews and students’ statements in their reflective journals. Student 5, for example, commented in the interview:

上星期我出去嘛，和外国人用英语聊了，他跟我说中文，我不知道该说英文还是中文，以前我没有自信，不了解外国人的说话习惯，不知道怎么开始一个话题，现在学了一些跨文化知识行为技巧，心里还是有点底了比以前，我说英文了... (smiling, speaking in a low voice, shyly)

Translation: Last week I went out and chatted with foreigners in English. He firstly spoke to me in Chinese and I was hesitating whether I should speak English or Chinese. You know, I did not have confidence before because I did not know about their habit of speaking and I did not know how to start a topic. Now that I have learned some knowledge and skills of intercultural communications, I felt a little more confident that day than before, so I spoke English...

Student 8 said in an affirming tone when interviewed:

我感觉这种导入文化背景呀跨文化交际什么的这种学习让我们学到更多的东西，我觉得稍微能感觉出比以前有点信心了，起码是说英语时有点信心了。但是我们对自己在短期内的一种成长不太了解，这个能给我们带来的效益就是你在日后跟老外交流的时候，你懂他们很多的背景，大家有共同的语言共同的话题... 这样肯定是有利于和他们的交流。(Student 8)

Translation: I feel integrating culture backgrounds and intercultural communications, such sorts of study enabled us to learn more... And I somewhat feel kind of a bit more confident than before, at least feel a little more confident when speaking English. But it is hard for us to feel a big progress in such a short time. The effect and benefit this course can bring us is that when we communicate with foreigners in future, we can have common topics and language as we learned a lot about their backgrounds and culture... it is helpful to our communication with them...

Similarly, Student 11 wrote in the reflective journal:

我比以前自信了，因为英语课我学了许多关于跨文化交际的知识例子等等... (Student 11)

Translation: I have more confidence than before because in English class I have learned a lot of knowledge of intercultural communication, case study of failure in intercultural communication and so on...

Students' improved confidence was also apparent in my reflective journal:

For the first period of today's class, role-play was conducted in groups. Every group showed their play to the class. Compared to the first phase of the intervention, students appeared to be more relaxing and confident in starting a conversation or responding to their peers during role-play... The boy who never opened his mouth, was trying to do the role-play with his peers, although stammered, trying to express himself in English. Unlike before, he was totally at a loss what to say and dared not to open his mouth, he did it ok, his peers in the class all applauded for him and I praised him to the class too... (Teacher's reflective journal, June 16 2010)

From students' comments above, students' confidence in speaking English was changing in a positive direction. However, it seemed that although they realized that ICC learning was important to their intercultural communications and the intervention promoted their confidence levels in speaking to some degree, it can be inferred that it would take longer for them to become fully competent in speaking.

4.4.3.3 Sense of improvement in language skills (LS) and ICC learning

Sense of improvement in LS

Another topic the journal guidelines invited students to respond to was their self-rating of language skills at the completion of each phase. Again, the prompts were all open-ended.

The prompt for students' self-rating of LS was: "My listening ability was:, my speaking ability was:, my reading ability was:, and my writing ability was:", so most students responded with only one or a few words such as, "best", "well", "good", "fluent", "ok", "better", "improved a lot", "developed very much", "improved some", "improved a little", "微有提高(improved a little)", "提高了很多(improved a lot)", "steady", "the same as before", "just so-so", "no change", "no difference", "not well", "not so good", "差(poor)". Among the 72 students, only a minority responded with sentences such as: "Improved. I got many chances to improved it" (Student 11), "Quite good and undoubtedly improving" (Student 28), "I feel I didn't make much progress" (Student 25), "My listening ability has improved and I wish I can keep going" (Student 37), "Compared with the improvement of listening ability, my speaking ability has less improvement for this phase one" (Student 3), "Improved. I learned many phrases which can be used in my daily speaking" (Student 26), "Staying steady, because there is not enough occasion for me to make a speech or answer the question" (Student 24), "Not very good for my lack of vocabulary" (Student 42), "Enhancing more and more natural English expression begin to come out of my thought" (Student 44), "Reading is the best of all my abilities of English maybe" (Student 26), "I am not sure for I haven't write much in English by now" (Student 1), "Writing speed more quickly" (Student 51). Through an analysis of these data, the responses fell into four categories.

The following table 4.27 shows students' responses in terms of their confidence level in speaking at the completion of each of phases one, two and three. The percentage for each phase's responses in each category is indicated here.

Table 4.27: Self-rating of LS for phase one, two and three

n=72

Entry items	Entries students wrote	Percentage				
		Phase 1	Phase 2	Change 1-2	Phase 3	Change 1-3
My listening ability was	Good, ok	4%	4%	0%	6%	2%
	Improved a lot, improved some, improved a little	62%	65%	3%	74%	12%
	middle, not too bad just so-so, same as before,	20%	19%	-1%	12%	-8%
	Not well, not improved, unknown poor	14%	12%	-2%	8%	-6%
My speaking ability was	Fluent, good	4%	4%	0%	4%	0%
	Developed much, improved, improved a little	46%	48%	2%	63%	17%
	Steady, the same as before, just so-so, no change, no difference	25%	23%	-2%	15%	-10%
	A bit weak, not very good, not well, not ideal, poor, unknown	25%	25%	0%	17%	-8%
My reading ability was	Best, well, good	7%	9%	2%	14%	7%
	Improved a lot, improved some, improved a little	47%	59%	12%	73%	26%
	Middle, moderate, just as before, just so-so, the same	29%	17%	-12%	5%	-24%
	Not well, weak, no improvement, poor unknown	17%	15%	-2%	8%	-9%
My writing ability was	Well, good	4%	5%	1%	5%	1%
	Better, improved a lot, improved some, improved a little	35%	44%	9%	57%	22%
	middle, moderate just as before, , no much progress, just so-so, not changed a lot	41%	36%	-5%	27%	-14%
	Not very well, not so good, , weak, poor, not sure, unknown	19%	15%	-4%	11%	-8%

As Table 4.27 shows, at the completion of phase 3 a large number of students (74% for listening, 73% for reading, 63% for speaking, 57% for writing) felt that there had been improvement in their language skills. Based on the degree of change in the phase 1-2 column and the phase 1-3 column, there was a smaller positive increment between phase 1 and phase 2 and a more significant increment between phase 1 and phase 3 (12% for listening, 17% for speaking, 26% for reading, 22% for writing). This pattern of increment may also be associated with the fact that phase three focused on developing students' intercultural communicative skills in relation to which a number of activities were conducted. From my observations, students appeared more confident when practising their spoken and listening English through various class activities. Indeed, I expected this outcome because of the activities the students engaged in. This finding was in line with the findings shown in Section 4.4.3.2, which indicate students' self-reported improvement in their confidence levels.

Students' statements in their reflective journals also indicated a self-reported improvement in language skills. Typically, for example, Student 8 wrote:

At first, most listening materials were too fast for me to follow, but now I feel better because we practised a lot of listening and learned listening skills in English class. (Student 8)

Student 55 commented on reading improvement as follows:

We practised many fast reading, I can read faster than before.

With regard to speaking ability, here is a typical statement from student 45:

Spoken English is my problem, but in class we are encouraged by teacher to exercise speaking English with our classmates. Now I dare to speak a little, not too afraid.

As to English writing improvement, Student 14 commented:

My writing was improved a little. Before, I didn't know how to write a letter in English, from the lesson I learned proper form of letter writings.

Students' sense of improvement in English language skills was apparent too in the interview data. Here is a typical comment from the interview. As stated by Student 3:

嗯...我觉得我的英语还是有所提高的,尤其是听力和口语,上课时你给我们听了好多与文化相关的各种各样的听力材料,还有视频电影之类的,口语 role-play 的实践和老师讲得阅读技巧使我有所进步,象 skimming, scanning, 怎样找文章的主题思想和段落的主题句... 另外,我的写作是否提高了,我也搞不清,可能是练得比较少... (Student 3)

Well, I feel my English has improved some, especially listening and spoken English. In class, we listened a lot to various culture related materials and watched videos, and movies as well... Practice of role-play, reading skills like skimming, scanning, how to find the main idea of an article or a paragraph enabled me to make some progress in reading and speaking. But I am not clear whether my writing has been improved or not because we did not practice writing much...

Based on students' comments above, it appeared that developing some skills in listening, reading, writing and speaking, and practising them through class activities contributed to a self-reported sense of improvement in students' language skills to some degree.

Sense of improvement in ICC learning

A self-reported sense of improvement in ICC learning was identified from an analysis of students' interviews at the completion of the intervention. 15 out of 19 students interviewed

reported that they felt their ICC learning improved to some degree. The following are typical statements from these students. Student 1 for example, felt that knowledge of ICC learning had helped him improve both his English and communicative ability and when interviewed he said:

...我们这样的话首先从他们的文化学习，了解跨文化交际知识，这样的话对英文会有有一个更好地把握...这样的话那个通过这种方式当然很容易使自己的英文及英文的交流能力得到一个很好的提高...那前提是上课认真听讲。我觉得我这一段的英语提高了。就是思路跟着老师走，之后好好听课练习实践... 微笑...
(Student 1)

Translation: ...now like us, beginning with their culture, we firstly learned about intercultural communication knowledge and we got a good understanding and mastery of English ... In this way and through the method, it certainly enabled us to improve our own English and our English communication competence got a very good improvement. Of course, the pre-condition is listening carefully in class. I feel my English has been improved after this period of time. In class I always followed your train of thought, and also carefully listened to you, practised and exercised... smiling...

A similar claim was also identified in the comments of Student 5 who said that culture and ICC learning had helped them promote their cultural awareness:

我觉得这个课开在我们综合电控和机电专业，文化 ICC 帮助还是比较大，我们收获多一点，因为我们专业将来可能会出国，以后要融入外国文化，如果提前在中国像这样就相当于预习一下外国文化跨文化交流知识，我觉得蛮有用处的，我们的文化意识有所提高... (Student 5)

Translation: I feel this course opened in our electromechanical engineering department was helpful because culture and ICC helped us a lot more. And we benefited more because we are possible to go abroad to further our study in near future and we will have to integrate into foreign culture. If we do in China as we did now, we previewed foreign culture and knowledge of intercultural communication skills, I feel it's very useful and our cultural awareness has been improved to some degree...

Another typical comment on a self-reported improvement in ICC learning was from Student 6:

...将一些与日常生活有关的文化和跨文化交流的内容导入到课堂，大家越也有积极性学，我觉得我跨文化交流的知识增加了，这对我们以后出国生活学习，和外国人交谈交流啦有帮助，这个课对我的英语学习尤其是我的听力学习有帮助... (Student 6)

Translation: Integrating daily life related culture and the content of intercultural communication into classroom arouse our motivation to learn. I feel my knowledge of

intercultural communication has increased, which will be helpful to my future study, life and communications with foreigners when I go abroad...

A self-reported improvement in ICC learning can also be seen from Student 7's comments:

...我觉得我对文化差异的理解和意识有所提高，跨文化交流的知识增加了，比如说因为我们上课的时候不是学了不同的颜色的文化吗？然后很多颜色是和我们自己的文化是不一样的，比如红色在我们文化中相当于革命的，而在国外是红灯区之类的，这就避免了我们和别人说颜色时产生不同的意见不同的见解和尴尬... (Student 7)

Translation: ...I felt my understanding and awareness of cultural differences improved some and ICC knowledge increased. For example, we learned cultural differences in colours and many of them in English are different from our culture. Take "red" for example, it can symbolize revolution in our culture, but in western country it can mean red-light district. So when we talk about colour with foreigners, with such knowledge we can avoid misunderstanding and embarrassment...

Based on the students' comments above, it appeared that ICC learning helped to strengthen their awareness of culture differences and their English communication skills, increase their knowledge of culture and prepare them well for their future intercultural communicative competence with foreigners either in China or overseas.

4.4.4 Students' views

On the basis of the interview transcripts, two sub-themes related to students' views were apparent. They were: *factors affecting confidence in speaking; aspects of pedagogy.*

4.4.4.1 Factors affecting confidence in speaking

Based on findings from the interviews, it appeared that some factors such as *familiarity of discussion topics; ability of language skills; teacher's encouragement; willingness to take risks and listeners' responses* affected their confidence in speaking or communicating in English. The following are typical statements from the students interviewed.

Familiarity of discussion topics

Some students (11 out of 19) thought that familiarity with the discussion topic influenced their confidence in speaking. The following are typical statements from them. Student 7 commented in the interview:

这样我觉得说英语需要自信的话，首先是对自己要说的要表达什么东西要说什么自己必须要了解，了解人家的文化啦、习俗啦、背景啦等等，而且自己要非常清楚怎么样用英文来清楚地把自己的意思表达出来，如果这些都知道了当然

敢开口了，肯向大家表达他自己所要说什么，而且大家都能听得懂，当然如果自己不会的话，对这些知识没有掌握得很牢，所以想表达表达不出来，当然也就没有自信了，这是我想说的，首先要对知识有一个具体的把握... (Student 7)

Translation: So I feel firstly if I have some knowledge about what is being talked about, and knowledge about their culture, customs, background and so on, and also if I am very clear how to express my meaning clearly in English, then I will feel more confident in speaking English. If so, I will surely dare to open my mouth and express myself to everyone and make myself understood. Of course, on the contrary, if I don't have any knowledge and don't know how to express myself, of course I will not have any confidence. So firstly we must have a good understanding or mastery of some knowledge. This is what I want to say.

Similarly, Student 16 considered that familiarity of discussion topic affected confidence in speaking, saying:

...这样我觉得要想说英语自信的话首先这个话题是你熟悉的，因为你对这个方面比较有自信而且了解得比较多的话，那你就会有自己的 confidence 来发表一下自己的观点..... (Student 16)

Translation: ...so I feel to be confident in speaking English, we must be familiar with a discussion topic and we know relatively more and are relatively self-confident in in this topic, then we will have self-confidence in expressing our own views...

Student 11 also made a similar comment, saying:

...我觉得首先要讲的东西是你熟悉的和感兴趣的，然后你要有欲望去讲，也就会有自信去和别人谈... (Student 11)

Translation: ...I feel firstly you must be familiar with and interested in what is being talked about. Then you will have desire to talk and you will also have confidence to talk with others...

Student 19 had same views, saying:

...我觉得就是比较大众性的我熟悉的话题，就是我自己能够清楚地表达我想说的内容，就能有自信，就是大家都能听懂的，就算我说错了他也能理解我想说什么...(Student 19)

Translation: I feel if it is a popular topic which I am familiar with and it is the content which I can express myself clearly, then I can be confident. That is to say, I can make myself understood. Even if I make mistakes listener can also understand what I am talking about...

Ability of language skills

Other students (9 out of 19) mentioned that their ability in language skills also affected their confidence in speaking. Student 12 considered that large vocabulary and fluency in English was one of the factors that improved one's confidence in speaking, saying :

我觉得可能就是讲得流利，然后你熟悉就是你想说的那些东西...我觉得就自信，谈论这些话题的时候，你脑子里首先会闪出一系列有关这个话题的词汇，然后你不管有没有句子，主要是词汇出来了，就感觉自己会表达出这个意思了，就是大家都能听懂的，就算我说错了句子他们也能理解我想说什么。我觉得词汇量要大，别说一会儿不知道那个词怎么说就没自信了...(Student 12)

Translation: I feel maybe when you can speak fluently, you will feel confident. And also when talking about topics, as long as the vocabulary can come to your mind, then you feel you will be able to express your meanings and make yourself understood by others. I feel we should have a large vocabulary, otherwise you will lose your confidence when you don't know the words you want to use...

Student 7 also said that fluency of English can promote confidence in speaking:

...我觉得这样，说英语要自信的话...而且他自己要非常清楚非常流利地自己要知道怎么样用英文来把自己的意思表达出来，如果这些他都知道了他当然敢开口了，肯向大家表达他自己所要说什么，当然如果他自己不流利的话，对这些知识没有掌握得很牢，所以你想让他表达表达不出来，当然也就没有自信了...

Translation: I feel it this way. If one wants to be confident in speaking English... one must also know how to express or speak out his meaning in English very clearly and fluently. If so, he of course dare to open his mouth and is willing to express himself to others. Of course, if he cannot speak fluently and has not mastered related knowledge, he cannot express himself and of course he will not have self-confidence...

Student 8 made a similar comment, saying:

...我觉得还有词汇量要大，别说一会儿不知道那个词怎么说就没自信了，如果你知道就是你想说的那个东西那些单词，就会有更多信心去说...

Translation: Besides, I feel you must have a very large vocabulary. While you talk, if you don't the words you want to say, then you will lose your confidence. But if you know those words you want to say, then you will have more confidence to talk....

Listeners' responses

Some students (6 out of 19) felt that the listeners' response was also one of the factors that affected their confidence in communicating. For example, in the interview Student 17 commented:

我觉得最主要的是首先你讲的人家听得懂，就是说不是说你讲得好不好，或者是说有双方的因素，听的人的反应，你能看到人家的面部表情或者是一些反应，我觉得对方比较喜欢我说，你会觉得比较有自信... (Student 17)

Translation: I feel what is most important is firstly that you can make yourself understood. That is to say, no matter whether you can speak well, the factor of both sides, listeners' responses, you can see the expression on their face or some other responses, I feel if the listeners like to hear what I am saying, then you will become more confident...

Student 18 also found listeners' response affect his confidence in speaking English. He said:

我觉得挺重要的一点是我要和对话人之间有一个交流，我希望对方对我有一个支持，我说什么他会点头，或者面部表情比较自然，这样就会比较有自信，就越说越有感觉... (Student 18)

Translation: One of the most important things, I think, is that when I communicate with a person, I hope he can give me kind of support such as nodding or having a natural facial expression. If so, I will have more confidence and more and more I want to speak...

Student 2 made a similar comment, saying:

...我觉得听话的人比较喜欢听我说，我就会有自信，如果人家不怎么听了，我也就没有说下去的欲望了... (Student 2)

Translation: I feel if the listener like what I am talking about, I will be confident. On the contrary, if listeners don't quite like to listen, then I will have no desire to continue talking...

Teachers' encouragement

A few students (3 out of 19) mentioned that teachers' encouragement could make them more relaxed and confident and teachers' prompt corrections were beneficial to them. As stated by Student 9:

我认为听他说的人，比如说老师，应该去鼓励他，不管他说的是什么，说的对说的错，都要去鼓励引导他，这样他越说就会越放松，就会说得越多。还有，我认为如果说错了，老师可以面带微笑地纠正，我希望老师能立刻指正出来，因为当时印象会比较深刻，如果真有错老师不说出来的话，自己不知道哪块儿错了，那下次我还会一直下去... (Student 9)

Translation: I think the listeners, for example, the teachers should encourage student, no matter what he says, whether he is right or wrong, always encourage him and guide him, then he will speak more and more relaxingly and will speak a lot more too. Besides, I think if student speaks wrong, the teacher may correct him with a smile. I always hope my teacher correct me immediately because it will give me a deep

impression. If I make mistakes, the teacher doesn't let me know, then I don't know what the mistakes are and next time I will make the same mistakes...

Similarly Student 13 stated:

...当学生在课堂上说英语的时候，老师的鼓励表扬对我们树立说英语的信心很重要... 当然有错的时候也要纠正，要不然下次会犯一样的错误...(Student 13)

Translation: ... when students speak English in class, teacher's encouragement and praise is very important for us to develop our confidence in speaking English...

Willingness to take risks

A couple of other students thought that one's own courage was the most important thing to develop confidence in speaking English. For example, Student 3 stated when interviewed:

...要想自信我觉得最重要的是敢于开口，不能因为害怕而不去说，而是要拼着命想办法去让自己锻炼自己的口语。自己的胆量，I am very brave (laughing...)
(Student 3)

Translation: To be confident, I feel the most important thing is to dare to open our mouth. We should not always keep quiet because of scaring, on the contrary, we should try hard to get every chance to practice our oral English. It's a question of our own courage. I am very brave... (laughing)

Student 4 commented:

...我觉得就是不能太爱面子太怕别人笑话，必须胆子大，如果老是害怕别人笑话，就很难会有自信去讲外国话.....(Student 13)

Translation: ... I feel we cannot be too concerned about face-saving and too afraid of being laughed at. We must be brave. If we are always afraid of being laughed at by others, it will be very hard to speak a foreign language confidently...

Although only a couple of students mentioned the question of face, actually it is a common problem for Chinese students, especially those who are withdrawn. From my observation in class, I found a great number of students dare not to speak English because they were worried and afraid that they would be laughed if they made mistakes. This, according to them, will make them lose their face. They are just unwilling to take risks in order to save their face.

From the statements above, it appeared that there were a number of factors which seemed to have either a positive or negative influence on students' confidence in speaking or communicating in English. Some factors promoted their confidence in speaking, but some

others inhibited it. Fluency in English and a large vocabulary together with familiarity of the talk topic had the potential to increase confidence in communicating in English. Listeners' responses, teachers' encouragement and students' willingness to take risk affect one's confidence in speaking too. It seemed that if students knew about foreign culture and learned ICC (that is, they were familiar with the discussion topic), it promoted their confidence in communication with English native speakers.

4.4.4.2 Aspects of pedagogy

It is well known that effective interaction between teachers and students is one of the key factors for a good teaching. The second sub-theme under the third general theme, *students' views* identified in students' reflective journals and interviews, was aspects of *pedagogy* – students' views on improving the intervention course. It covered five aspects: *appropriateness of resources; more participation and more practice; too much content in the given time; speed of teaching; learning environment*. These are described below.

Appropriateness of resources

The first sub-theme identified in the results of students' responses in their reflective journals for phase one was appropriateness of resources, in particular, the speed of listening materials. There were a significant number of students (36%) who indicated in their reflective journals that the speed of listening materials was too fast for them and there were too many new words which hindered their understanding. The following are three typical comments from these 36% students. Student 2, for example, wrote: "The speaker sometimes speaks quickly, I couldn't keep up with him". (Student 2)

Student 39 stated: "Some dialogue in the listening material is too quick for me to follow".

(Student 39) Student 50 commented: "Sometimes I can only understand a little about the listening material, most of the time I didn't know what the conversation is talking about".

(Student 50)

One of the students interviewed, Student 10 made a similar comment, saying:

嗯... 刚开始的时候有些听力材料我听不懂, 我觉得对我来说听力的一些材料不仅速度太快, 不知道的单词太多, 就不知道人家在说什么了, 单词如果都知道还稍微好点, 能听懂一些...

Translation: Well, in the beginning, I could not understand some of the listening materials. I felt not only the speed was too fast for me, there were also too many new

words and then I simply did not know what the speakers were talking about. If there were no new words, felt a bit better...

Based on the students' comments above, it seemed that the selection of some listening materials was not appropriate, especially for students whose English was poor or not very good. For phase two and three, I was more careful about the selection of listening materials, trying to take into account the lower ability students and explained new or unfamiliar words before having them listen and let them listen more than once or played the listening materials repeatedly.

More participation and more practice

More participation and more practice was the second sub-theme to emerge under students' views. Based on the students' responses from the interviews, a few students (3 out of 19) interviewed commented that although they had participated in class activities to practise their oral English, still they felt it was not enough and they needed more chance to practise. As stated by Student 7:

嗯...我觉得还是课堂活动，就是说每个同学的参与性参与的机会不够，参与演讲啦、参与到文化的讨论啦，做一些 PPT presentation 啦，轮到的次数比较少，总之希望有更多的机会来锻炼...

Translation: Um... I feel the class activities, in class activities the chance of participation for each of the students was not enough, for example, the participation of making a speech and of discussion about culture, and also doing presentation with PPT, we did it in turn and the number of turn was less for each person. In a word, we hope that we could have more chance to practice...

Student 9 made a similar comment as follows:

我觉得就是上课学了的东西在实际当中遇到后，一下反应不过来，所以讲了之后的实践还是不够，多实践多应用一下，会更好一些...

Translation: I feel when I came across what we had learned in class, I could not make it myself. So the practice of what we have learned was not enough. If given more chances to practice and apply what we have learned, will feel better...

Based on the comments from the students interviewed, it appeared that more practice and participation were wanted by them and they thought that this would enable them to apply well what they had learned in class into practice in life.

Too much content in the given time

The third sub-theme identified in the results of students' responses in their reflective journals (6%) was that they felt that the learning content was too much in the given time. The following are typical statements from these students. As stated by Student 10:

“老师讲的跨文化交际的内容很多也有趣，但感觉上课时间短，很难记住那么多的内容”。

Translation: The ICC knowledge our teacher taught was interesting and included a lot of contents, but the class time is too short to learn so much. Difficult to memorize so much.

Similarly, student 33 wrote: “I feel difficult to remember so many in class”. And student 45 commented that he hoped to have more class time to learn the ICC knowledge.

Although not many students commented in this way, it was true that the lessons at phase two which focused on ICC knowledge included a wide range of learning content. Time for the intervention experiment was not quite enough to teach effectively and for students to digest the knowledge in a short time. This question will be discussed in both Limitation Section of Methodology Chapter and Discussion Chapter

Speed of teaching

In their reflective journals, 5 (7%) students reported that they wished that the teacher explained or taught at a slower speed and they wished to learn more. The following are two typical comments from these students: “Sometime the teacher played the video only once. It's very hard to follow the speaker and learn them” (Student 6) Student 17 commented:

“Some words showed in PPT should be explained. PPT should have more pictures. And some difficult part of listening could be played twice” (Student 17)

Although only a minority of students commented thus, it was meaningful and useful for the teaching. As a result of the above responses from students' reflective journals for phase one, I adjusted my teaching for phase two and three during the intervention. It was beneficial and helpful for me to find a more appropriate way of teaching.

Learning environment

The learning environment was the fifth sub-theme to emerge under students' views. Based on the students' responses from the interviews, some students (4 out of 19) interviewed mentioned that they wished there were some foreign teachers involved in their ICC learning and teaching. As stated by Student 14:

我觉得学习英语最重要的就是人所处的环境，但进入人家的语境来学习人家的文化，对于在中国你要推行这种教育，就是在另一个国度推行你想学习的人家那个过渡的文化，这种你如果把人家整体搬过来，那要投资很大，所以得找一个适合我们中国人的方式，中国老师，最好是在外国生活学习过的中国老师给我们上文化导入啦文化对比啦跨文化交际方面的知识，然后外教来上口语课，他们对他们自己文化比较了解，所以他们上课时都带有他们那边的文化，所以给我们的影响会是很大的，我觉得这样学英文效果会更好... (Student 14)

Translation: I feel the environment is the most important to English learning, but for China, learning other countries' culture in their language context or in their countries will cost too much and need too great an investment. So we need to find a proper way for us Chinese people. We would like our English teacher of China, especially those who have had experience in studying and living abroad, to teach us culture, knowledge of intercultural communication and so on, and in the meantime foreign teachers to teach us spoken English. They know very well about their own culture and when they teach us, they will naturally bring their own culture with them. The effect they brought us will be great and I think learning in this way will be even more effective...

Similarly, Student 17 said:

因为我们在的这个环境周围人都说的是中文，就算学的东西再多我也不知道拿出来用，如果上课中国老师和外国老师都有就好了，中国老师对比中外文化，我们比较容易懂容易接受，外国老师上口语实践更正宗更真实，他们可以自然而然地将他们的生活方式习惯融入到我们中间... (Student 17)

Translation: As in our environment people all speak Chinese and no matter how much we have learned, I just don't know how to apply it. If we have both English teacher from China and foreign teachers to teach us in class, that will be nice. Teachers from China can compare Chinese culture and English Culture which is easier for us to accept and foreign teachers can teach us oral English practice which is more real because they can very naturally integrate their life style, customs and so on into us...

From students' comments above, it seemed that they felt the combination of Chinese English teacher and English native speaker teacher would be ideal for ICC teaching and learning.

4.4.5 Section Summary

This section has presented findings from interviews, and students' and teacher's reflective journals. Based on the findings from the thematic analysis of these qualitative data, mainly from the interviews, with students' and teachers' reflective journals as a complement, three overarching/broad themes emerged: **students' interest and motivation in learning; students' self-perception of improvement; students' views.**

Five sub-themes emerged under **students' interest and motivation in learning**, namely resource selection as engaging, teaching methods, teaching media, sense of importance of ICC and student factors. Among these, teaching methods consisted of four components, comparison and contrast, case study, class activities (presentation, discussion, role-play, debate) and teaching style; student factors consisted of three components, individual differences in ability, language anxiety and personal interest in English.

Three sub-themes emerged under **self-perception of improvement**. They were sense of improvement in motivation, sense of improvement in confidence, sense of improvement in LS and ICC learning.

Two sub-themes emerged under **students' views**: factors affecting confidence in speaking and aspects of pedagogy. Among these two, factors affecting confidence in speaking consisted of five aspects familiarity of talk topics, language skills ability (enough vocabulary, fluency in English), teacher's encouragement, willingness to take risk, listeners' responses; aspects of pedagogy consisted of five components: appropriateness of resources, more participation and practice, too much content in the given time, speed of teaching, learning environment.

Through an analysis of these qualitative data, four research questions were addressed. Research Question 2: What are the attitudes of intervention-class students toward the intervention? Research Question 3: Is the designed instructional program associated with an improvement in intervention-class students' intercultural communicative competence learning and language skills? Research Question 5: Are there any changes in motivation and confidence levels for intervention-class students at the completion of the intervention? Research Question 6: What are some effective ways of systematically integrating the teaching of ICC into the EFL curriculum and classroom? At this point, the data would suggest:

1. The attitudes of intervention-class students toward the intervention were positive.
2. The intervention might have some positive associations with an improvement in intervention-class students' LS and ICC learning.
3. Intervention-class students' learning motivation and confidence in English communication changed in a positive direction.
4. Some effective aspects of ICC teaching and learning were identified.

4.5 Chapter Summary

This chapter has presented results of pre- and post-tests; findings from pre- and post-intervention questionnaires; findings from interviews, and students' and teacher's reflective journals.

First, the results of the quantitative data analysis indicated that the intervention had some associations with improvement in intervention-class students' language skills and ICC learning and that the intervention had more impact on their ICC learning than on their LS. This was expected because the intervention program focused on ICC learning and teaching. Such results were supported by qualitative data which indicated students' self-perception of improvement in ICC learning, LS and their sense of improved confidence in English communications.

Second, data from pre-intervention questionnaires to all participants both in the intervention and non-intervention class indicated that most of the students had learned English for nine or more years, but more than half of them rated their communicative ability with English native speakers as bad or very bad while only a few of them rated their language skills as bad or very bad. It revealed that many students were much less confident in their ability to communicate with English native speakers than in their language skills, and that from the perspective of these students, one's sense of language skills mastery does not mean one is confident to communicate well with native speaker. The data also showed that almost all students realized the importance of studying English and a great majority of students liked to study English, mainly for three reasons: to know about Western culture and communicate with English speakers without difficulties; English is important and it is a "must" skill for their future career and for further study abroad; English has intrinsic interest as a language. Most students emphasized communication with English native speakers and knowing about culture because they realized their lack of ability to communicate with English native speakers, which gave some indication that ICC learning and teaching were important for their English language intercultural competence. In addition, the data reflected a general negative attitude of students towards the current EFL teaching program, since the attitudes of a large percentage of intervention and non-intervention class students toward the current EFL teaching program indicated dissatisfaction. The reasons for this dissatisfaction focused on teaching methods, teaching content, the reality of passing various examinations and so on.

Third, the data from interviews, and students' and teacher's reflective journals suggested that students' interest and motivation were influenced by various aspects of the ICC teaching and learning such as resource selection, teaching methods, teaching media, students' awareness of importance of what they were learning as well as students' own factors. Students seemed to be engaged by practical materials which were informative, useful, new, real and authentic, such as current affairs, customs, western education system, culture adaption and so on. They considered comparison and contrast of Chinese and English culture as an effective way of learning about ICC because they felt it impressive and interesting. They were active and interested in learning intercultural communication skills by analysing the case of failure in intercultural communication as it enabled them to be aware of what usually led to miscommunication and misunderstanding between people from different cultures. The data from the students' interviews and teacher's reflective journals also indicated that some class activities, if conducted appropriately, could have a positive effect on students' interest and motivation in learning.

Role-play was regarded by almost all the students interviewed as a most helpful, lively, and fun activity to learn communication skills in English, because it provided them authentic experiences with English language and memorable learning experiences that they could draw from to help communicate in English in real life outside the classroom. They felt it was one of the most effective ways of teaching and learning oral fluency, communication skills, cultural factors and grammar as well. When they encountered a similar scenario on their own, they would be prepared and culturally aware of the appropriate responses. Student also thought highly of presentation as a class activity because it was a productive and interactive way of learning knowledge of ICC, enabling them to develop their self-study ability and ability to research and utilize English language to communicate. The data also revealed that students believed in the benefits of discussion activities as they were able to provoke their active thought, improve their ability to think independently and enable them to practice talking in English.

As an activity to cultivate increased critical skills, debate seemed to be enjoyed by students because it gave them chance to learn how to research, investigate, organize and analyze for themselves, how to use the information they collected and how to think critically. Through research about a particular topic, they could gain knowledge outside their normal academic subjects. Debates also developed their courage and confidence in speaking English and their

ability to make prompt, analytical responses and it was seen as able also to improve their speaking, listening and writing skills.

In their reflective journals, the students' comments on the teaching style reflected a general belief that a teacher's enthusiasm, quality and character, and positive attitudes towards teaching had the potential to affect students' learning attitudes and motivation. And the teaching style of being clear, lively, relaxing and encouraging made it comfortable for the students to learn in class and hence promoted and motivated their learning. The data also indicated that a harmonious teacher-student relationship was one of the prerequisites to stimulate students' interest in learning. Harmony promotes motivation too. Believing in the varieties of ways of learning and teaching, students stated that during the intervention they enjoyed learning through multimedia and watching video, websites, audio, text images, using the internet, Power-point presentation, language laboratory and multimedia English teaching software, which made them no longer feel bored in class.

The data from student interviews and reflective journals revealed that the students gained more and more awareness of the importance of cultural awareness, that their attitudes towards different cultures learning were positive and that knowledge about intercultural phenomena as they felt, could not only widen their sphere of knowledge and improve their abilities to communicate in English, but also support well their English language learning. However, the data from interviews and teacher's journals also revealed that some negative aspects of student factors such as individual differences in ability, language anxiety and lack of personal interest in English hindered students' interest and motivation in learning and their improvement and confidence in learning English communication skills.

The data from interviews, and students' and teacher's reflective journals also showed a general tendency that with their learning motivation promoted, they became more and more confident in English communication. Meanwhile the students' reflective journals data indicated students' self-perception of improvement in LS and ICC learning, although for various reasons, the increment of LS improvement in listening, speaking, reading and writing was not the same and the degree of students' improvement in ICC learning was different from student to student.

The interview data reflected students' views about some factors affecting their confidence in speaking, such as familiarity of talk topics, language skills ability, teacher's encouragement, risk-taking and listeners' responses. Views about aspects of pedagogy (suggestions for

improving the intervention course) also emerged in the interviews and students' reflective journals data. Their suggestions covered five aspects of teaching which were all important for me to reflect on and adjust my teaching during the intervention and for future teaching and research. Based on their suggestions, I took some responsive measures about the selection of listening resources, giving students more chances to participate in class activities and practice, balancing the time and teaching content, and looking to the combination of Chinese English teacher and English native teacher for future ICC teaching and learning.

The next chapter will provide a detailed discussion of the findings presented in this chapter by addressing directly the research questions, while relating the findings to the literature of ICC learning /teaching and L2 learning motivation.

CHAPTER FIVE

DISCUSSION

The previous chapter presented the findings from the study. This chapter provides a discussion of the key findings with reference to each research question. The findings of this study will also be discussed in relation to previous studies in the area of intercultural communicative competence in foreign languages teaching, with special attention to systematic planning and teaching ICC in the second language classroom. Each section that follows serves to address one of the research questions that this study investigated.

5.1 Students' attitudes toward current English teaching and learning

This section addresses the first research question, which was:

What are the attitudes of EFL students of non-English departments toward the current EFL teaching program?

This question concerned the attitudes of all participants in both the intervention and non-intervention class toward current English teaching and learning at the university where the intervention was carried out. The data from the pre-intervention questionnaire indicated the students' general dissatisfaction with the current EFL teaching program. This seemed to have been due to several factors.

In the first instance, the data showed a general preference in the students for learning about Western culture and developing their intercultural communicative competence in the English language learning classroom. However, it seemed that what they were learning in their current English class did not meet their needs in this respect. Their English class seemed to have been mostly focused on reading, vocabulary and grammar, which were not applicable to their communication with English native speakers in either speaking or writing. As the findings presented in 5.3.1 showed, although students thought English was important for them and they had learned it for 9 or more years, their self-evaluation of their communicative ability still rated as bad or very bad. It seemed that while most students liked to study English in order to communicate with native speakers, or be prepared for their future study abroad and future careers, the teaching content and methods were not designed for this purpose.

Although some teachers used various teaching techniques such as Powerpoint, watching movies, and presentations, most of them only randomly introduced the target culture knowledge during English class. It seemed that there was no prior, systematic and unified plan about how to teach ICC and there was no unified implementation at the whole teaching program level. The development of students' intercultural communicative competence seemed to have not been given due importance. This might be why they said that they found it hard to communicate with English native speakers even after they had learned English for 9 or more years. Ample evidence was found to support Sun's (2013) comments in the literature that "if we conduct an on-site observation of what is going on in the classroom of English departments in Chinese universities, we are most likely to be disappointed by the intermittent or unplanned handling of intercultural elements overshadowed by the enthusiastic efforts of teachers to impart linguistic skills or subject knowledge" (p.100). This was indeed true for the English classrooms of non-English departments as reported by my participants.

The students' needs mentioned above might be understood as congruent with those who argue that the adequate acquisition of a foreign language involves the acquisition of cultural practices, and that teaching for linguistic competence cannot be separated from teaching for intercultural competence (see, for example, Valdes, 1986; Buttjes, 1990; Kramsch, 1993; Saville-Troike, 1996; Duranti, 1997; Qing & Tian, 2008; Locke, 2010; Byram, 1997, 2008). Cultural learning has to take place as an integral part of language learning, and vice versa (Byram, 1997, et al. 1994). Therefore, this study intervention aimed to put into classroom practice ICC learning/teaching theories and methods developed from the literature, systematically planning and integrating ICC learning and teaching to develop students' intercultural communicative competence. As Byram (2008) asserts, when culture is integrated into the language learning process, it should be planned carefully.

In the second instance, the pre-intervention questionnaire data showed that while students had an intrinsic interest in Western culture and English as a language, English classes were felt to be boring, which might be because the teaching content and methods were boring and could not arouse students' interest and learning motivation. As indicated in Table 4.15 of Section 4.13, students appeared to have a fear or unpleasant feeling in relation to the current English teaching program, which was caused by teaching methods, exams, making mistakes when speaking and writing English, and making no progress. For example, a teacher-centred approach was typically used in English classes, whereas most students preferred a combination of a teacher-centred and student-centred approach. Students' dislike of aspects

of the teaching program might have led to their boredom and reduced motivation in learning English.

In the third instance, although students, as reported in 5.3.1, wanted to study English because they wanted to know about Western culture and communicate with English native speakers, they had to face the reality of passing various exams or tests such as CET 6, English Examination for Postgraduates, IELTS, TOEFL and GRE. Therefore, over half of them attended English courses outside the classroom to prepare for these exams or tests. Those courses they attended outside the classroom were mainly focused on teaching students how to deal with exams and tests, which might have improved their exam-passing ability, but not their intercultural communicative competence. The pre-intervention questionnaire data indicated that a majority of students were interested in culture knowledge of the target language and almost all students wanted English teaching materials focused on discussions related to the target language culture and wanted their teachers to integrate the teaching of culture into the English curriculum and classroom. They thought that cultural knowledge related to the target language would help them improve their ability to communicate with native speakers. This reflects the view that language and culture are closely related to each other, and language learning and learning about target cultures cannot realistically be separated (Kramsch 1993; Valdes 1986).

In brief, the pre-intervention questionnaire showed that the current English teaching program seemed to be focused more on reading, vocabulary and grammar than on teaching culture and developing students' ICC, while students seemed to be interested in culture and ICC learning /teaching in the English classroom. Although some teachers occasionally introduced culture randomly, it was unplanned and unsystematic.

5.2 Students' attitudes toward the intervention

This section deals with the second research question:

What are the attitudes of intervention-class students toward the intervention of systematically integrating the teaching of ICC into the EFL curriculum and classroom?

This question concerned the intervention-class students' attitudes toward the intervention. The data from the pre- and post-intervention questionnaire, students' reflective journals and interview indicated positive attitudes toward the intervention of systematically integrating the

teaching and learning of ICC into EFL curriculum and classroom. Almost all the students appeared to identify with the importance of learning and teaching ICC in the EFL classroom, which seemed to be consistent with the culture and ICC literature. They also felt it aroused their interest and increased their learning motivation. These will be discussed with reference to assumptions about culture and ICC learning and teaching in the relevant literature.

Importance of ICC learning and teaching in EFL classroom

The students' attitudes towards the intervention, which emerged in the data, were found to be congruent with ICC in foreign language teaching in the relevant literature. It was consistent with culture and ICC theorists, who view ICC as abilities required to perform effectively and appropriately when interacting with people who are both linguistically and culturally different from oneself (Fantini, 2009), and advocates (e.g., Byram, 1997, 2008) of ICC teaching in foreign languages education.

The intervention-class students in this study, as Table 4.16 in Chapter 4 indicated, seemed to believe that culture knowledge of the target language would help them improve their ability to communicate with native speakers. The interview and students' reflective journals data showed that the students generally appeared to have realized the importance of cultural awareness, attitudes towards different cultures, knowledge about intercultural phenomena such as culture shock, cultural adjustment, pragmatics, intercultural skills or behaviour and so on. This belief was evident in the way the students talked about their awareness of the importance of ICC. ICC learning and teaching, in Student 4, 3 and 1's words, was very important, useful, practical and advantageous to their English learning because they believed that ICC knowledge could make it easier for them to understand and communicate smoothly and construct a good relationship with people from different cultures and thus avoid cultural conflict. It helped widen their sphere of knowledge and it had the potential to support their English language learning. For example, they believed that ICC learning enabled them to learn about the development history and humanistic background of English language and to enlarge their vocabulary related to various aspects of foreign culture. It also trained their listening and other language skills. The students seemed to believe that English language learning could also benefit from culture and ICC teaching and learning.

The students' positive attitudes toward ICC learning and teaching in the English classroom, to a large extent, might be understood as consistent with theories of culture and ICC teaching/learning in the literature. It lends practical evidence and support to culture and ICC

theorists who assert that language and culture are closely related to each other, so language learning and learning about target cultures cannot realistically be separated (Kramsch 1993; Valdes 1986), and that the acquisition of a foreign language is the acquisition of the cultural practices and beliefs this language embodies, so that teaching for linguistic competence cannot be separated from teaching for intercultural competence (Byram, 1997). However, in the relevant literature, it seemed that there was little systematic inquiry done through practitioner research in systematically planning and integrating ICC learning/teaching into the EFL classroom in China.

Learning motivation and positive attitudes toward aspects of ICC learning/teaching

The discussion above indicated students' awareness of the importance of ICC and significant factors which led to their positive attitudes toward ICC teaching/learning. The interview and students' reflective journals data also showed that they seemed to be interested in learning Western culture and motivated to learn about ICC because, as a majority of students stated when interviewed, that culture and ICC learning were important, interesting, useful and practical. This seems to be in line with the theories of motivation in second language learning which regard motivation in second language learning as the attempt and desire to learn a language and positive attitudes towards learning it (Dörnyei, 1994) and positive attitudes toward the L2 community and a desire to communicate with and become similar to valued members of that community (Gardner & Lambert, 1972). The ICC intervention provided a basis for students developing positive attitudes.

Post- questionnaire findings showed that after the intervention more students stated that they were interested and engaged in their English class and enjoyed learning English in class. There were positive changes in students' attitudes to English learning. This was, I believe, in part because culture and ICC teaching were integrated into the English classroom, which could be further supported by some students' statements in the interview that they wanted very much to learn or even eager to learn because culture and ICC learning were important and interesting to them. It seemed that culture and ICC learning/teaching stimulated students' interest and motivation to learn English. Secondly, positive changes could also be seen in students' attitudes to the teaching resources used in the intervention. The students indicated that the materials used in class were highly relevant to target language culture and ICC. They expressed their interest and willingness to learn about English culture and ICC rather than from the textbook used in their previous English class, which mainly focused on language

skills such as listening, reading and writing. Thirdly, the questionnaire-based findings also indicated that more students after the intervention showed positive attitudes toward the teaching approaches used in the intervention. They seemed to prefer the instructional approach used in their intervention English class to the previous traditional one. In the intervention English class, as they commented, they were more encouraged than in their previous English class to communicate in English and given more opportunities to practise English, which motivated them more to learn. Fourthly, although some students expressed their fear of attending class because, as they explained in the interview at the end of intervention, they were afraid of making mistakes when speaking English in class, the pre- and post- questionnaire data showed that both before and after the intervention most students expressed their willingness and desire to spend more time in the future learning English and as much as possible about the target culture and ICC. This might imply that most of them were aware of the importance of learning the target language culture and ICC, and they were interested and motivated to learn them. In fact, ample evidence was found in other qualitative data from interviews, and students' and teacher's reflective journals to indicate students' positive attitudes toward aspects of ICC learning/teaching. These will be discussed in Section 5.5.1. which addresses the connection between ICC learning/teaching and students' learning motivation.

These findings connect with Dornyei's (1990) conceptualization of motivation in foreign language learning, which identifies related dimensions of a broadly conceived integrative motivational subsystem. The findings of this study showed the dimensions of the motivational subsystem, that is, the students' interest in English and culture, and their desire to broaden their views and seek new stimuli and challenges related to ICC learning.

However, the other central argument I would like to put forward as a result of this study is that the intervention class students expressed positive attitudes toward the ICC intervention and were willing and motivated to learn English culture and ICC, not only because it was important, useful and practical, but also because culture and ICC learning itself was likely to be attractive and interesting to them as they seemed to quite enjoy the process of learning culture and ICC. Culture and ICC learning has the potential, then, to enhance students' motivation for learning English language, which will be discussed in detail in Section 5.5. This relates to the distinction between intrinsic and extrinsic motivation in motivation theories in the literature (Deci & Ryan, 1985; Dornyei, 1994; Bandura & Schunk, 1981). The students' awareness of importance, usefulness and practicality of ICC learning as extrinsic

motivation stimulated them to learn. Meanwhile their enjoyment and interest in ICC learning as intrinsic motivation energised their learning too. In designing the intervention I also drew on the theories of intrinsic and extrinsic motivation to energise my students' learning. I focused on ways of arousing their curiosity and interest, that is, I put my emphasis on intrinsic motivation since it is a central motivator of the educational process. However, in order to enhance intrinsic motivation further, extrinsic motivations/rewards such as tests, appropriate use of praise, proximal subgoals like tasks of preview and review, were also applied. All these, I suggest, contributed to their positive attitudes toward the intervention of ICC learning.

5.3 Associations of ICC learning/teaching with students' ICC and LS

This section will discuss the associations of the intervention of integrating ICC learning/teaching into English classroom with students' ICC and LS. More precisely, it seeks to address the third research question:

Is the designed instructional program associated with an improvement in intervention-class students' intercultural communicative competence and language skills?

The qualitative data of this study generated findings related to the intervention class students' self-perceptions of their improvement in ICC and LS. Accordingly, the following sections discuss the students' self-perceptions of their improvement in ICC and LS. The students' sense of improvement in both ICC and LS generally seemed to contribute empirical evidence and support for the feasibility, practicality and effectiveness of ICC learning and teaching in EFL classroom in China's tertiary institutions. These will be discussed with reference to assumptions about culture and ICC learning in the relevant literature such as the roles of the classroom and the roles of the classroom activities.

Associations with students' ICC

Findings from the interviews showed that students' generally believed that the intervention had improved their ICC learning to some degree. It seemed that ICC learning, and practising it and exercising it in the English classroom, was viewed as helping improve their communicative ability. As the students indicated, both their English and English communicative competence improved somewhat. The students generally believed that they

benefited from the class because it helped them preview foreign culture and knowledge of intercultural communication skills, which, according to them, improved their cultural awareness and would be very useful if they went abroad to further their study. Integrating Western customs and intercultural communicative skills practice into English classroom was viewed as increasing their knowledge of intercultural communication as well as their understanding and awareness of cultural differences, which would be helpful to their future study, life and communications with foreigners both at home and abroad. The students' belief in the feasibility, practicality and effectiveness of ICC learning and teaching in the EFL classroom was consistent with statements in the literature about the role of the classroom in culture and ICC learning. It seemed to lend practical evidence to culture and ICC theorists such as Mitchell (1988), Damen, (1987), Kramsch (1993), Byram (1997) and Paige (2000), who assert that the classroom can provide some benefits for language, culture and ICC learning and that it enables students to experiment freely and safely with language and encourages them to make sense of the language and culture for themselves. Byram (1997) for example, emphasized that classrooms can be seen as living cultures in which learners are interactive and practices are immediately significant; they not only provide teachers with an environment to present knowledge to students systematically but also offer students an opportunity to acquire skills under the guidance of a teacher and practice and imitate real communication as in real culture. However, in the literature there seems to be a scarcity of empirical studies dealing with the real world of classrooms as living cultures, particularly focusing on systematically integrating ICC teaching/learning into English into EFL classrooms at tertiary institutions in China. This study has provided findings on the feasibility and practicality of ICC teaching in the second language classroom. It has, I believe, also illustrated some effective ways of ICC teaching/learning in EFL classrooms for non-English majors at universities in the Chinese context, as will be discussed in Section 5.6.

In addition, the quantitative data of this study also showed that the intervention was positively associated with an improvement in intervention class students' ICC. This will be presented and discussed in detail in Section 5.4 to answer the fourth research question about whether there were any differences in students' pre-test and post-test scores measuring language skills and ICC for students in both intervention and non-intervention classes.

Associations with students' LS

Findings based on the students' reflective journals together with the interview data, as presented in Section 4.4.3, highlighted their self-perception of improvement in English language skills. A large number of students tended to believe that there had been certain improvements in their listening, speaking, reading and writing. As reported in Table 4.27 which indicated the students' self-rating of LS at the completion of each phase, the percentage for their improvement in each language skill, listening, speaking, reading and writing was increased to some degree. The increment in their self-rating of improvement in LS for each study phase seemed to be associated with various activities conducted in the intervention, which focused on the development of students' intercultural communicative skills. The students seemed to believe that they became better at listening, because in the English class they had practised a lot of listening and learned listening skills, they could read faster than before because they had practised fast reading and learned reading skills such as skimming, scanning, how to find a topic sentence of a paragraph, how to find the main idea of an article or a paragraph. They saw themselves as becoming more confident in speaking English, because they were encouraged to practise speaking English with one another in class and exercise after class. With regard to their writing ability, one of the students indicated that his writing improved a little because he learned some writing skills in English class, such as how to write a letter and how to write a CV in English. Some students, for example Student 3, believed that his English had generally been improved, especially listening and speaking, because in class they listened to various culture related materials, watched videos and English movies; and they believed that the practice of role-play enabled them to make some progress in speaking.

During the intervention, the teaching resources selected were closely relevant to various aspects of Western culture and ICC. In my observations, the students appeared to be greatly motivated when they were provided with such materials for practicing listening, speaking, reading and writing. This might suggest that learning motivation was also one of the factors which led to active learning and thus an improvement in their English language skills. The students' sense of improvement in LS discussed above showed that practice through various classroom activities, especially with teaching materials related to culture and ICC development, was most important, and some basic skills of listening, reading and writing were also necessary. Plenty of practice with appropriate teaching materials plus the teaching of some skills but not others explained the development of the students' language skills in the classroom.

In addition, the quantitative data of this study also suggested that the intervention was associated with some positive changes in the intervention class students' LS. This will be presented and discussed in detail in Section 5.4. to answer the fourth research question which investigated the differences in students' pre-test and post-test scores measuring language skills and ICC for students in both intervention and non-intervention classes.

The discussion above suggests that ICC learning and teaching not only improved learners' ICC learning, but was also beneficial to their LS learning including listening, speaking, reading and writing because, as the findings in Section 5.2 indicate, ICC learning promoted their motivation in learning, so that the students became much more active in practicing speaking, reading and listening through classroom activities with various culture and ICC related materials. This is consistent with motivation theories in the literature which emphasize that motivation determines the extent of active, personal involvement in second language learning (Oxford & Sharin 1994). It appears to support the findings of Gardner and colleagues' study (2005) which argues that language learning motivation is a key factor in successful language learning.

The conclusion I draw here is that the ICC intervention served to improve learners' basic language skills as a result of improved learning motivation. Most theories in the ICC literature seem to focus on illustrating that ICC learning/teaching brings benefit to learners' ICC improvement, but seldom mention the benefit it brings to students' learning motivation, thus the flow-on benefit to their language skills. There were various reasons and factors for the increase in students' learning motivation in this study, which will be discussed and illustrated in Section 5.5. to answer the fifth research question about the associations of ICC learning/teaching with students' learning motivation and confidence in ICC.

5.4 Associations of ICC teaching/learning with differences in ICC and LS scores for IC and NIC students

This section will discuss the connection between the intervention and differences in ICC and LS scores in pre- and post-test for students in the intervention and non-intervention classes. More precisely, it seeks to address the fourth research question (which actually lends support to the third research question as well):

Are there any differences in students' pre-test and post-test scores measuring language skills and ICC for students in both intervention and non-intervention classes?

This question concerns the pre-test and post-test scores measuring language skills and ICC for students in both intervention and non-intervention classes. As Chapter 4 has showed, comparisons of the test results were made, using SPSS independent samples t-tests and paired samples t-tests. The results of the quantitative data analysis indicated that the intervention appeared to be associated with differences in ICC and LS scores between intervention and non-intervention class students. The intervention was associated with an improvement in intervention class students' ICC and LS scores. Accordingly, the following sections discuss the results of the quantitative data analysis which indicated the intervention's association with differences in ICC and LS scores between intervention and non-intervention class students and which suggested some connection with an improvement in intervention class students' ICC and LS scores.

Associations with differences in ICC scores for IC and NIC students

To confirm that the intervention and non-intervention classes had a similar level in ICC and English language skills, an ICC and LS pre-test was done prior to the intervention and the two classes were compared through an ICC and English language skills pre-test before the intervention by using an independent samples t-test. As the results showed, there was no significant difference in students' pre-test scores measuring ICC and LS between the intervention and non-intervention classes, that is to say, the two classes were statistically equivalent in ICC and English language skills pre-test. These results confirmed that the two classes had a similar level in English language skills and ICC prior to the intervention. The two classes' equivalence was ascertained to make sure that the research quasi experiment was valid.

To begin with the post-test of ICC (see Section 4.2.2), the differences in ICC scores for the intervention class and non-intervention class students (see Table 4.3) revealed that the mean score of the intervention class was significantly higher than that of the non-intervention class. To provide further evidence of the possible impact of the intervention on students' ICC, a comparison of the pre-test and post-test ICC scores within the intervention class and within the non-intervention class was also conducted. For the intervention class, the results showed that the mean score of the ICC post-test significantly increased compared with the ICC pre-test and there was a significant difference in scores between the ICC pre-test and the ICC post-test (see Table 4.5). For the non-intervention class, however, the results indicated that the mean score of the ICC post-test decreased compared with the ICC pre-test (see Section

4.5). This might suggest that there was development in intervention class students' ICC while there was no development in the non-intervention class students' ICC.

Based on the above results discussed, it is possible to conclude that the intervention was associated with some development in intervention class students' ICC and there were differences in the development of ICC between the intervention and non-intervention class. These differences suggest strongly that the intervention had some impact on the development of students' ICC, after all, that was its intention. This is consistent with the findings of the qualitative data which highlighted the intervention class students' self-perceptions of their improvement in ICC (see also Section 5.3) The ICC learning/teaching in the study intervention was systematically planned to integrate with my second language classroom practice and curriculum objectives were set up accordingly. Byram's (1997) ICC model and specified objectives, as he notes, "shall help foreign language teachers to plan more deliberately than they often do, to include intercultural competence in their pedagogical aims" (2009, p. 324). The objectives, according to him, can also provide the foundation for assessment of students' competence. In the present study, the way I carried out ICC teaching and learning procedures and assessment was generally in keeping with what was recommended by Byram (1997) and other advocates in the literature. The study set out to find empirical evidence to support various proponents of ICC teaching/learning and assessment theory (eg. Eisner, 1994; Byram, 1997, 2009; Paige, 2000; Corbette, 2003; Lussier, 2007; Fantini, 2009; Skopinskaja, 2009; Holmes 2012).

For the intervention class, this study referred to Byram's (1997) ICC model, stages in the general process of ICC curriculum planning and their specified objectives, when the teaching and assessment intervention was planned. Firstly, the ICC model proposed in the literature by (Byram, 1997) was used, to a large extent, in the general planning of this intervention. Based on Byram's ICC model, I divided the intervention into three phases, phase one attitudes, phase two knowledge and phase three skills. Six stages of analysis and decision-making were adopted to integrate ICC into the language learning process (this will be discussed in detail in Section 5.6). In planning for the teaching/learning of ICC and practice for each phase, the focus was on specifying aspects of attitudes, knowledge, skills and critical cultural awareness, making it detailed and practical for teaching/learning to be carried out, and in the meantime taking into account the circumstances of China's education system and the context of EFL background in the university that was the site of my study. In this way, we avoided

teaching/learning ICC in unplanned ways or only intermittently and to make the ICC teaching/learning systematic, which was in line with Eisner's (1994) definition of curriculum "as a program intentionally designed to engage students in activities or events that will have educational benefits for them" (p. 31). For the curriculum planning in this study, a series of planned activities were designed which had some aim, some purpose, some objectives for the teacher and the students and which intended to have educational consequences for the intervention class students as both the qualitative and quantitative data have revealed.

Secondly, aspects of Paige's (2000) Conceptual Model of Culture Learning and aspects of Byram's (1997) ICC model in terms of objectives were both referred to and applied in this intervention analytically and selectively, adapting it to the specific circumstances of the students in China. A more detailed plan was made, relating aspects and objectives of both models to the implementation of the intervention, including teaching content, teaching resources, teaching methods, class activities and teaching media, and then putting it into classroom practice. In this way, the intervention sought to establish feasible and practical ways of dealing with ICC teaching/learning in the English classroom, which suited Chinese students in the Chinese context. These ways of ICC teaching/learning seemed to have had impact on students' ICC as the quantitative results have indicated. This not only lends practical evidence of the feasibility of ICC theory in the literature, but also provides a reference for foreign language teachers who intend to teach ICC in second language classrooms in China.

For the non-intervention class, however, no systematic plan of ICC teaching/learning was done for their English classroom practice. I did not plan ICC teaching/learning systematically. What I did about culture and ICC teaching with them was only randomly inserting some teaching content related to English culture and ICC learning. For example, when we came across a text entitled "Chinese Food" in their English textbook, I put in some related Western food culture information to compare the differences and similarities in various aspects of food culture between English and Chinese culture. Therefore, it seemed that differences between systematic and non-systematic planning and teaching were likely to have been one of the main factors which resulted in differences in ICC scores for intervention and non-intervention class students and differences in the development of ICC between the intervention and non-intervention class.

In brief, quantitative findings showed that there were differences in ICC scores for IC and NIC students and the intervention class students' improvement in ICC seemed to be associated with ICC teaching/learning in a planned and systematic way. These results were consistent with the data from the interview, which highlighted the intervention class students' self-perceptions of their improvement in ICC as discussed in Section 5.3. Therefore, findings from quantitative data and qualitative data taken together suggest that the intervention had some positive effect on students' ICC learning. And to some extent, it helped answer the third research question: *Is the designed instructional program associated with an improvement in intervention-class students' intercultural communicative competence and language skills?* It seemed also to lend practical support to the feasibility of implementing ICC teaching/learning theories as propounded in the literature and provided pointers for second language teachers to teach ICC in classroom at tertiary institutions in China.

Differences in LS scores for IC and NIC students

As discussed above, analysis of quantitative data showed that the intervention class and non-intervention class were statistically equivalent in both ICC and English language skills pre-test, that is, the two classes had a similar level in English language skills and ICC prior to the intervention.

With regard to the post-test of LS, as the quantitative analysis showed, through comparison of the intervention and non-intervention classes' post-test of LS, the difference in LS scores for the intervention class and non-intervention class students was not quite significant (see Table 4.6). To investigate further whether the intervention might have been associated with changes in intervention class students' basic language skills, the results of the pre-test and post-test of English language skills within the non-intervention class and within the intervention class were compared. The results indicated that the mean scores of the intervention class in the LS post-test increased compared with the LS pre-test (see Table 4.8), while the mean scores of the non-intervention class in the LS post-test decreased compared with the LS pre-test (see Table 4.7). There were differences in the development of LS between the intervention and non-intervention class and there was development in the intervention class students' LS while there was no development in non-intervention class students' LS.

Based on the above findings, it is possible to conclude that the intervention was associated with some development in the intervention class students' LS. Those differences might suggest that the intervention had some positive influence on the development of the intervention class students' LS. This was consistent with the findings from the qualitative data which emphasised the intervention class students' self-perceptions of their improvement in LS (see also Section 5.3). The positive changes in the intervention class students' LS post-test might be due to their improved learning motivation which, as argued earlier, was likely to have resulted from the intervention. In respect of the association of the intervention with students' learning motivation and improvement in language skills, this has already been discussed in Sections 5.2 and 5.3, which revealed that ICC teaching/learning promoted their motivation in learning and made the students more active in practicing various communicative skills through classroom activities with various culture and ICC related materials, all of which had some association with their improvement in language skills. This is consistent with Gardner and his colleagues' study (2005), which argued that language learning motivation is a key factor of successful language learning.

In addition, the results of the LS pre- and post-test comparison between and within the intervention and non-intervention class, which showed the differences in LS scores for IC and NIC students, also support qualitative findings suggesting a connection between the intervention and students' learning motivation and improvement in language skills. To some extent, it helped answer the third research question: *Is the designed instructional program associated with an improvement in intervention-class students' intercultural communicative competence and language skills?* The following Section 5.5 will discuss in more detail the factors which promoted students' learning motivation in this intervention to answer the fifth research question about the association of ICC learning/teaching with students' learning motivation and confidence in ICC.

Regarding ICC assessment

ICC assessment content

According to Fantini (2009), instructional objectives, course design and implementation, and assessment should be aligned and should not be separated, otherwise the educational process is compromised. Objectives, according to Byram (2009), can provide the basis for assessment of students' competence. With them a teacher can evaluate if she or he has achieved her or his intentions. With regard to ICC assessment content in this study, since the curriculum

design, teaching plan and implementation were based on the objectives of ICC defined by Byram (1997), the assessment content was closely related to Byram's ICC model in terms of objectives, testing the dimensions of attitudes and critical cultural awareness, knowledge and skills. Lussier's (2007) working model of the three dimensions in assessing ICC and Skopinskaja's (2009) further specifications on the basis of Lussier's model were also referred to as a more detailed guideline for ICC assessment in this study. Similar to the design of ICC teaching/learning in this study, its assessment also took into account the specific learning context of Chinese students in the EFL classroom, their specific learning purposes, their needs and the fact that this study was aiming to attain short-term goals, since the intervention lasted only six months. In short, the assessment content of ICC in this study conformed to Byram's (1997) notion in the literature that assessment should firstly focus on those objectives to determine how far learners have reached the competence described by those objectives and secondly consider the purposes of assessment which are determined by context.

Assessment methods

With regard to the assessment methods and types of test format, based on the objectives of ICC learning defined by Byram, I referred to Lussier's model and Skopinskaja's specifications of the three dimensions in assessing ICC to design the test for this study. For each dimension and aspect of ICC in terms of objectives, I decided on, as appropriately as possible, the methods and the types of test format when setting the paper for the examination. For example, knowledge was carried out by means of objective test items like multiple choice, true or false statements, and short question-answer items and so on, while "skills or deeper and more global test of students' abilities" (Corbett, 2003) were carried out by means of subjective test items such as identifying genres, selecting appropriate language, transformation tasks, reflective tasks, interpretive skills, compare (regroup, infer, synthesise, and judge the information found in texts), analysis of cases of intercultural communications or conversations, and so on.

As discussed in previous sections, in this study summative assessment, that is, pre-test and post-test were conducted with the combination of formative assessment, that is, teacher's and students' reflective journals, questionnaire and interviews as self-evaluation reports and performance evaluations, to investigate aspects of their learning process, experience and performance. The former evaluated the students' achievement by the end of this intervention course with a final mark and the latter was an on-going process which not only gave students

guidance on their performance and improved the learning process, but also gave me some useful information on which aspects I needed to adjust in my teaching for the following learning phases and to consider as implications for future study and research. The forms of assessment in this study aligned with Byram's (1997) suggestion that it should follow logically from the objectives and specifications of those ICC dimensions. And by and large, it was consistent with ICC assessment guidance suggested by Corbett (2003), Lussier (2007) and Skopinskaja (2009).

In brief, the ICC test in this study was an application of Byram's (1997) ICC assessment theory or ICC model in terms of objectives and guidance and suggestions about ICC assessment put forwarded by Skopinskaja (2009), Lussier(2007) and Corbett (2003). However, the difference in the ICC test used in this study was applying it selectively and analytically according to specific circumstance for students in China, such as the learning context, their needs, the fact that it was aiming to attain short-term goals because of the limited time frame, and so on. As practitioner research, this study provides a reference for short-term ICC learning and its assessment and also provides a reference for future long-term research and study in practical classroom ICC learning/teaching and assessment. Nevertheless, it should be noted that since the assessment of ICC learning is sophisticated, there were inevitably limitations in ICC assessment in this study. The limitations will be covered/discussed in Section 5.8.

Assessment function in the study intervention

Regarding the purpose/function/benefit of ICC and LS pre and post-tests for this study, firstly, it ascertained the two classes' equivalence to make sure that the use of a NIC was valid. Secondly, with the results of ICC and LS pre- and post-tests I was able to investigate whether the instructional program of integrating ICC teaching/learning into the EFL curriculum and classroom was associated with an improvement in intervention class students' language skills and ICC learning. These can be considered in the light of a theory of assessment and ICC assessment function emphasized by proponents (Eisner, 2002; Byram, 1997; Corbett, 2003; Skopinskaja, 2009; and Fantini, 2009) that one aspect of *all* assessment is its effect on teaching and learning, since an assessment enables both teachers and learners to be reassured in the pursuit of their objectives (Byram, 1997).

Pre- and post-questionnaires, students' and teacher's reflective journals, and interview as a further aspect of and a different kind of assessment in this study intervention also produced some positive influences and benefits for the intervention of ICC learning and teaching in various ways. For example, through analysis of them I was able to identify which aspects of ICC and LS were students' weakness and strengths, which I could take into account while I designed and planned the course and lesson. They also had a positive influence on scheduling, and determining points of emphasis and priorities in the teaching. I spent more time addressing students' weaknesses and put more emphasis on those points which seemed to be both students' weak points and important aspects for developing their intercultural communicative competence. These assessment events acted as a kind of navigation or guide for the planning and teaching in the intervention. This is in line with Corbett's (2003) notion that teachers and learners need assessment as a means of diagnosing problems and charting future needs. In addition, recognition by an institution that a subject like culture is worth assessing can act as a stimulus for teachers and students to take it seriously

In short, the assessment of ICC components informs teachers about the level of their students' ICC performance (Skopinskaja, 2009). The ICC pre-test, post-test, together with the pre- and post-questionnaire, students' and teacher's reflective journals and interview provided evidence for the practicality and feasibility of ICC teaching/learning in a EFL classroom in a Chinese university of China as well as a basis for further research in the same area in future. It provided theoretically and practically methods and navigation or guidance for researching students' future self-study of ICC.

5.5 Associations of ICC learning/teaching with students' learning motivation and confidence in ICC

This section addresses the fifth research question which was:

Are there any changes in motivation and confidence levels for intervention-class students at the completion of the intervention?

This question concerned the associations of ICC teaching/learning with intervention-class students' learning motivation and confidence in ICC. In general, the data from questionnaires, interviews, and students' and teacher's reflective journals showed that intervention-class students' learning motivation and confidence in English communication changed in a positive direction.

5.5.1 Associations of ICC learning/teaching aspects with students' learning motivation

The findings from the thematic analysis of the data showed a positive change in intervention-class students' learning motivation. Comparison of pre- and post-questionnaire results displayed in Table 4.22 and 4.24 indicated that after the intervention more students felt engaged and interested in learning in their English class and most of the students wanted to learn as much as possible about the target culture in the future and to spend more time in learning English had they more time. Students' reflective journal data displayed in Table 4.25 also indicated a positive increment in students' motivation levels in class. These all aligned with students' interview and reflective journal data that showed a self-reported improvement in their motivation level (see Section 4.4.2). Meanwhile, from observations noted in my reflective journal, I found that students looked interested and highly active when they got an opportunity to practise their spoken English through various class activities. This resonated with the findings shown in Section 4.4.2, which indicated that students were interested and motivated in learning and their motivation was affected by the teaching resources, teaching methods, teaching media, their awareness of the importance of ICC and occasionally some other factors. All this was consistent with Dornyei's (1994) theory of motivational components specific to the learning situation and useful for grasping the array of variables and processes involved in second language learning. This seemed to be also true for ICC learning in the EFL classroom. Dornyei's (1994) motivational components include course-specific motivational components concerning the syllabus, teaching materials, the teaching method and learning tasks; teacher-specific motivational components include the teacher's personality, teaching style, feedback, and relationship with the students; group-specific motivational components concern the dynamics of the learning group.

Similar to Dornyei's (1994) motivational components, study findings indicated that students' interest and motivation in learning were mainly due to several factors such as *teaching resources, teaching methods, teaching media, their awareness of the importance of ICC and their own factors* as well.

Teaching resources and students' learning motivation

The findings provided evidence that one of the factors which influenced students' interest and motivation in learning was the teaching resources used in the intervention which came in different forms, including materials related to listening, speaking, reading and writing. Bernard (2010) asserts that when material is relevant to students' current lives and interests,

they see a good reason to engage with the material and so autonomously do so. As presented in 5.4.2, the students seemed to like the materials which were practical, informative, useful, new, real and authentic such as current affairs, customs, the Western education system, cultural adaptation and so on. For example, they seemed to have been interested in texts and conversations about how to start a topic in conversation, how to greet and how to accept or decline an invitation, how to make a phone call in English and so on. They seemed to have also enjoyed and engaged in reading texts or materials about the New Zealand education system, university campus study and life, food and eating, banking, how to express themselves in English when depositing or withdrawing money from bank, socializing knowledge, body language and culture shock. When learning about how to write a job application and CV in English, they appeared to be very intent on learning it. Besides, such materials as stories from the Bible, literature work, history and so on, listening and video materials containing BBC news, the opening ceremony of Shanghai Expo and English movies, materials comparing traditional festivals in English and Chinese culture, comparing symbolic meanings of colour words and animals in English and Chinese – these all seemed to have interested the students and they looked happy and active when participating in class.

The reason for this, as some of them commented during the interview, was that the materials which they learned during the intervention were useful, practical, fresh and attractive to them. Even in China, after they graduated they might work in foreign-funded companies based in China or sino-foreign joint ventures or China's companies doing business or cooperative projects with foreign countries, and so on. It seemed to them that the materials in their previous textbook were unrealistic and what they learned was not quite applicable in their real life and work. Compared with their previous textbook, the teaching resources seemed to be closer to practical life. In short, the teaching materials seemed to be engaging and motivating for a range of reasons, such as usefulness, attractiveness, interest, informativeness, novelty and practicality. This seems consistent with Bernard's (2010) assertion that when material is relevant to students' current lives and interests, they see a good reason to engage with the material and so autonomously do so.

Associations of teaching methods and students' learning motivation

As the findings from the interviews and other supporting qualitative data showed, the second factor that contributed to students' interest and motivation in learning was the teaching

methods adopted in the intervention which included four aspects: *comparison and contrast*, *case study*, *class activities* (including presentation, discussion, role-play and debate), and overall *teaching style*. This is in line with Dornyei's (1994) notion of motivational components which include teaching methods.

Comparison and contrast was one teaching method which was viewed by the students as contributing to their interest and motivation in learning. The use of comparison and contrast in class can lead both to broader understanding and to more precise recognition of subtle details, and the process of comparing and contrasting two things, in itself, can be interesting and stimulating (Haley, 2010). The findings from the interviews showed students' strong preference for the comparison and contrast used in the intervention to study the similarities and differences between various aspects of Chinese and English culture and ICC knowledge. As presented in Section 4.4.2., a large majority of students regarded the comparison and contrast of Chinese and English culture interesting and engaging. During the intervention, the students appeared attentive listening in class when contrast and comparison was done related to aspects of English and Chinese culture such as different way of thinking, different aspects of life style and religion, different customs, festivals, colour, animal words and differences in connotative meaning. In brief, it seemed that students regarded comparison and contrast as an effective way to learn similarities and differences between Chinese and English culture as it appeared to have aroused their interest in and curiosity about a different culture. This finding related to using comparison and contrast in the this study intervention is consistent with Haley's (2010) claim that the comparison/contrast can develop a clearer, more compelling understanding of two objects.

Case study was another strategy that appeared to stimulate students' interest and motivation in learning. It is one of the course-specific motivational components put forward by Dornyei (1994). IC class students were given cases of failure in intercultural communication and asked to try analysing what led to the failure or miscommunication and misunderstanding between people from different cultures. The findings showed that students appeared active and interested in learning intercultural communication skills by analysing cases of failure. As reported in Section 4.4.2, a significant number of students were attentive and engaged in analysing examples of failure in intercultural communication. As they commented, it was helpful in improving their understanding of the cause of culture shock and of miscommunication and misunderstanding between people from Chinese and English cultures. They saw an analysis of these failures in intercultural communication as helping them

develop their cultural awareness and ability to adapt themselves to a different culture if they went abroad. The examples of failure in intercultural communication themselves seemed intrinsically interesting as they prompted a lot of jokes and funny stories. In addition, the failure sometimes caused embarrassing or even serious consequences, which made the students reflect on themselves so that they could avoid the similar mistake in their future intercultural communications. In brief, using cases of failure in intercultural communication combined with discussion activity in class seemed to have been welcomed by the students as it was practical and interesting to them and thus stimulated their motivation.

Certain *class activities*, another course-specific motivational component (Dornyei, 1994), were also found to stimulate students' interest and motivation in learning. In line with this, as presented in Section 4.3.2, the pattern of increment in students' motivation levels in class displayed in Table 4.25 might also be associated with the fact that phase three focused on developing students' intercultural communicative skills in relation to which more class activities were conducted. My reflective journal also indicated that students looked interested and were active when they got a chance to practise their spoken English through various hands-on class activities. The positive class activities for ICC learning identified by students in this study included *presentation*, *discussion*, *role-play* and *debate*.

The students thought highly of *presentation* as a class activity for ICC learning because, according to them, they could choose for presentation their own favourite topic related to intercultural communication, English culture or different aspects of Chinese and English culture which interested them most. This activity improved their research ability and oral English, since before the presentation they would usually spend time researching and studying, searching for various English materials, documentation and information about the topic. When they stood on the platform in class, their presentation skills or ability to express themselves in oral English was developed and improved to some degree. The various presentation topics seemed to have aroused their interest and curiosity and it seemed to be a productive way of learning knowledge of ICC. Besides, while listening to the presenters, other students interacted with them and shared the knowledge presenters gained by their own research, which made the class atmosphere relaxed and lively.

Most of the students found *discussion* engaging because it enabled them to be focused, practise their oral English, and learn how to think about and solve problems independently. They took an active part in discussion activities and found them thought-provoking. It

enabled them to become more interactive, aroused their enthusiasm and hence promoted their motivation to develop communicative competence in English. While discussing questions in groups or pairs, every student had his or her own opinions to share. They could learn from each other, complement each other's view, improve their understanding and comprehension ability, and think and solve problems independently. My reflective journal indicated that many students appeared enthusiastic when engaged in discussion with their classmates. Even those who were usually shy and not talkative tried talking in their groups, because they felt more relaxed and less nervous than when they did their presentation to the whole class. In this active way, their spoken English gradually improved while learning motivation was promoted.

Another class activity, *role-play*, was frequently adopted during phase three of the intervention, since the focus of this phase was on developing students' intercultural skills, which needed much practice. The findings showed that role-play had great potential to increase students' interest and motivation as it provided them with authentic experiences for practising English language. Ample evidence was found to indicate that almost all of the students enjoyed role-play because they regarded it as helpful, lively, interesting and a fun activity to learn communication skills in English. For example, as Student 9 pointed out (see Section 4.4.2.), role-play enabled a deep understanding of the role they were playing and Student 12 commented that by role-play, they could feel and understand how English native speakers communicate under various circumstances and appreciate differences in communication practices between Chinese and English culture. My reflective journal indicated that the students seemed to enjoy and be highly engaged in role-play. For example, during the intervention the students were asked to act a play in groups. The whole class seemed to enjoy watching their peers perform and were excited about performing their roles. Some of them acted vividly and humorously and prompted much laughter. This might be because role-play is a kind of experiential learning activity and "integrating experiential learning activities in the classroom increases interest in the subject matter and understanding of course content" (Poorman, 2002, p. 32).

Findings also indicated students' liking of *debate*. Debate is considered by some as a good way to help students learn more about a subject and critically think about it (Ngeow & Kong, 2003). During phase one of the intervention, debate was sometimes used as a class activity to study cultural awareness and attitudes towards cultural differences. It appeared that students liked debating, regarding it as engaging, interactive and helpful to their speaking, listening

and writing as well. This might be because, firstly, when they debated they were all interacting and completely engaged, which made it impossible for them to let their minds wander. Besides, since they debated enthusiastically among themselves, the activity itself added levity to the classroom atmosphere which, according to them, made it enjoyable. Debate seemed to facilitate critical thinking. When they prepared for a debate topic, they would engage in research which enabled them to access content and how to organize materials and ideas to analyse a question and support their own argument. This seemed to help their writing too. The other reason they seemed to like debating was that it exercised their communication skills in oral English and listening comprehension and developed their ability to promptly respond to the points which opponents raised, which improved to some degree their courage and confidence in speaking English in public. This finding supports Ngeow and Kong (2003), who suggest that debating is an effective activity to cultivate critical thinking skills and increase learning about the subject debated.

In brief, the positive aspects of hands-on class activities such as presentation, discussion, role-play and debate seemed to be factors which stimulated students' interest and promoted their motivation to learn. They were one of Dornyei's (1994) course-specific motivational components and were associated with enhanced students' motivation in ICC learning in this study intervention.

Findings from the students' reflective journals submitted anonymously indicated some connections between my own teaching style with students' learning motivation. As mentioned above, one of the teacher-specific motivational components propounded by Dornyei (1994) concerns the teacher's personality, teaching style, feedback, and relationship with students. The findings reflected students' positive opinions about my own teaching style. As presented in Section 4.4.2., a great number of students considered the teaching style clear, lively and relaxing, motivating and encouraging. They appeared to see me as kind, friendly, devoted, easy-going, patient, understanding and helpful. They commented on such things as enthusiasm, positive attitudes towards teaching, a harmonious relationship between them and me, my ability to encourage and motivate and communicate with them, and make complicated things simple. All these factors appeared to affect students' learning attitudes and their motivation to learn. Such feedback, offered anonymously, is consistent with Dornyei's (1994) theory of teacher-specific motivational components. It might also be understood as consistent with Darkenwald's (1989) notion that teaching style is based on characteristic behaviours that are engaged in for promoting student learning, and Conti's

(1989) notion that teaching style is a range of behaviours that allow the teacher to operate comfortably, where these behaviours or qualities are persistent from context to context and are not linked to the content.

Association of teaching media with students' learning motivation

The findings also showed that students liked learning through various teaching media rather than only from the textbook or reading materials. During the intervention, I combined websites with video, audio, or text images, used the internet, computers, Powerpoint presentations, the language laboratory and multimedia English teaching software. It seemed that students were motivated by the use of multimedia which, according to them, was one of the factors that interested them in the ICC learning/teaching because of a number of advantages.

Firstly, they saw it as enabling them to practise listening. For example, through audio sources such as the news, BBC, Radio NZ, CNN, VOA, and by watching movies and videos, they could practise their listening and speaking. This also enhanced their ICC knowledge as I would usually talk about the culture and ICC related aspects in those audios, videos or movies before, during or after viewing/listening. This practice appeared instructive and highly motivating for them. Secondly, the students were motivated to enjoy learning through watching videos/films because they were both instructive and entertaining. For example, during the intervention I chose feature films, current affairs news, and a short documentary which concerned broad aspects of the English-speaking world. The students appeared to be motivated and engaged. They saw such resources as both enjoyable and increasing their knowledge of various aspects of Western culture.

The conclusion I draw here is that teaching media play an important role in promoting students' motivation in ICC learning and teaching as a course-specific motivational component (Dornyei, 1994). Its importance should be emphasized in classroom ICC learning and teaching.

5.5.2 Associating a sense of the importance of ICC with students' learning motivation

Findings from the interview and the students' reflective journals indicated that their sense of the importance of ICC was another factor which motivated them to learn. A majority of students stated that they were interested in learning Western culture and motivated to learn about ICC because culture and ICC learning were important and useful. As discussed in

Section 5.2, findings indicated students' general awareness of the importance of cultural awareness, attitudes towards different cultures, knowledge about intercultural phenomena such as culture shock, cultural adjustment, pragmatics, intercultural skills or behaviour and so on. Their awareness of the importance of ICC seemed to have motivated them to learn it in English classrooms. Since they realized the importance of ICC learning/teaching, they might be motivated to learn it. For example, according to the findings presented in Section 4.4.2., they saw ICC learning through class activities leading to their better understanding, better development of relationship and smoother or more appropriate communication with interlocutors from different cultures and contexts and thus avoiding cultural conflict as much as possible. ICC learning might broaden their knowledge and at the same time brings benefit both to their ICC improvement and their learning motivation, with flow-on benefits to their language skills.

As discussed in Section 5.2, most students thought studying English was important for various reasons and they wanted to master it as well as they could though their reasons for studying English were different. Similarly, as the data from pre- and post- questionnaire to intervention class showed, both before and after the intervention most of the students believed that English was one of the important subjects they were learning. However, after the intervention more IC students stated that they were interested and engaged in their English class and enjoyed learning English in class. That is to say, there were positive changes in the intervention class students' attitudes to English learning. This might suggest that awareness of the importance of English study and ICC learning/teaching, together with the actual intervention had some connection with students' learning motivation.

A sense of the importance of ICC learning was one factor which probably contributed to students' positive attitudes toward learning and resulting motivation. This is consistent with Dörnyei's (1994) theory that regards motivation in second language learning as the attempt and desire to learn a language and positive attitudes towards learning it and Gardner & Lambert's (1972) theory that the motivation for learning a second language is based on positive attitudes toward the L2 community and a desire to communicate with and become similar to valued members of that community. What I would like to point out is that their theories apply to ICC learning, that is, the attempt and desire to learn ICC and positive attitudes towards learning it can be regarded as one motivation in ICC learning.

5.5.3 The role of other factors in learning motivation

As reported in the findings, there were several factors related to the students themselves that seemed to have a negative influence on their interest and motivation in learning English and intercultural communicative skills. As shown in Section 4.4.2. a range of factors: their *individual differences* in ability such as memory and sensitivity to language; *language anxiety* such as nervousness, shyness, introversion, shame and fear of making mistakes; and *personal interest* all affected their attention and persistence in learning. Such factors hindered or even decreased students' interest and motivation in ICC learning in classroom. Although this finding was from only a tiny minority of students, it was typical and confirmed the notion of group-specific motivational components concerning the dynamics of the learning group (Dornyei, 1994).

In the first instance, there was evidence to show that *individual differences* in ability might hinder learning motivation. Students did not want to learn if their English was very poor and they felt unable to learn it well. No matter how much they wanted to learn English well and no matter how hard they tried, they always failed in their academic performances. Gradually they lost patience and got tired of learning. The individual differences in their abilities and their serious lack of confidence often resulted in their losing interest and motivation to learn. This relates to self-efficacy and self-confidence theory (Dornyei, 1994) that there are positive correlations among motivation, self-confidence and academic performances. The students who were weak in English tended to judge their ability as poor, which led to their belief that they had no ability to produce results, accomplish goals or perform tasks competently. Their negative self-concept tended to decrease their motivation in ICC learning in classroom.

In the second instance, findings also showed that students' *language anxiety* had a negative influence on their interest and motivation in learning English and intercultural communicative skills. For example, as reported in Section 4.4.2., several students reported that they felt nervous and scared when speaking English because they were afraid of being laughed at. Even if their grammar was fairly good, they were uneasy and worried when they spoke or communicated in English, being too shy to speak in public. I observed such students looking so scared that they actually did not want to speak to class. Therefore, to some extent their feelings of anxiety resulted in a lack of self-confidence and reduced their interest and motivation in ICC learning, especially oral communication skills learning. This is consistent with Clement & Kruidenier's (1985) notion that self-confidence in using L2 is regarded as a

combination of a high self-perception of L2 competence and low anxiety in using L2. The students' language anxiety in this intervention supports this notion from a different perspective.

In the third instance, interview findings indicated that *personal interest* was also a factor which hindered or increased the students' motivation in learning. A few students' statements in the interview revealed that if a student inherently was never interested in learning a foreign language or English, no matter what the teacher was teaching and no matter how interesting the lesson was to other students, it was not effective to a student who inherently had no interest in learning a foreign language at all. But if a student was inherently interested in or enjoyed learning foreign languages, he/she not only listened attentively in class, but also learned more by himself/herself actively after class. This appears to support Deci and Ryan's (1985) motivation theory of intrinsic motivation, that one does something because it is inherently interesting or enjoyable and intrinsic motivation is apparent whenever students' natural curiosity and interest energise their learning. In brief, the findings of this study regarding such factors as individual differences in ability, language anxiety and personal interest lend a specific and practical support to motivation theories of Dornyei (1994), Clement & Kruidenier (1985) and Deci & Ryan's (1985).

5.5.4 Students' self-perceived sense of increased motivation

As discussed above, findings indicated that the intervention-class students' learning motivation appeared to be associated with aspects of ICC learning and teaching in the study intervention, including teaching resources, teaching methods, teaching media, their awareness of the importance of ICC and some other factors. Consistent with these findings, students' self-perception of improvement in motivation level was identified in findings from their reflective journals and interviews (see Section 4.4.3.).

The IC students' motivation levels in learning at phase one, two and three presented in Table 4.25 indicated a general positive change in students' motivation level in class. The positive change could be explained by the facts discussed above, that students' learning motivation was affected by the teaching resources, teaching methods, teaching media, their awareness of the importance of ICC. However, the positive increment between phase 1 and phase 2 was relatively smaller, while the positive increment between phase 2 and phase 3 was relatively more significant. This might be due to the fact that phase three focused on developing students' intercultural communicative skills in relation to which a number of hands-on class

activities were conducted. This positive change in students' motivation level in class could be further explained by my observations and the students' comments in the interview and their reflective journals. Based on my phase three observations, students looked interested and were highly active when they got opportunities to practise their spoken English through various class activities. They found integrating ICC learning into the English classroom helped guide them to avoid embarrassment or conflict in their communications with foreigners. There were seldom courses which introduced ICC systematically into their English classroom before and the intervention course broadened their knowledge of English culture in matters such as social customs, current affairs, education and so on. It helped them develop culture awareness, building up their sense of respect toward different culture and tradition. In short, the students' self-perception of improvement in motivation in ICC learning appeared to mainly result from the fact that they found it interesting and useful/practical. This aligns with and lends support to the above discussion on associations of ICC learning/teaching with students' learning motivation.

In brief, in the ICC teaching literature, it seems that few studies show clearly how systematic ICC learning and teaching can stimulate students' interest and motivate them to learn English in class. No previous research, it seems, has used practitioner research to investigate how ICC learning and teaching in the EFL classroom can promote students' learning motivation and confidence in ICC.

5.5.5 Associations of ICC learning/teaching and students' confidence in speaking and ICC

Consistent with the positive change of students' motivation level in ICC learning discussed above, findings also indicated a positive change in students' confidence levels in speaking English and ICC (see Section 4.4.3). Their increased confidence was proportionate to the results of ICC pre- and post-tests, which indicated an improvement in intervention class students' ICC test scores at the completion of the intervention. This is consistent with Dornyei's (1994) self-confidence theory in the literature indicating positive correlations among motivation, self-confidence and academic performance. It also supports Gardner and his colleagues' (2005) studies and findings, which argue that language learning motivation is a key factor of successful language learning. For example, in their reflective journals and interview, some students stated that they felt a little more confident than before in speaking English or communicating with foreigners and they had come to know how to start a topic

and have more topics to talk about with foreigners and so on. My observations also indicated an improvement in students' confidence in speaking English in class. According to them, this was due to the fact that they learned some knowledge and skills in intercultural communications, case studies of failure in intercultural communication and so on. This was all helpful to their English speaking and intercultural communication and contributed to building up their confidence in ICC. In addition, their increased confidence might also be associated with their interest and motivation in ICC learning and their improvement in ICC post-test as discussed in previous sections.

As shown in Table 4.26, students' confidence levels in speaking English was changing in a positive direction at the end of each phase during the intervention. Similar to the change of students' motivation levels in ICC learning discussed above, there was a relatively small positive increment between phase 1 and phase 2 and a more significant increment between phase 2 and phase 3. This could be explained by the fact that phase three focused on developing students' intercultural communicative skills in relation to which a number of hands-on class activities were conducted for developing oral communication skills. This might suggest that practice played an important role in improving students' speaking ability and promote their confidence levels in intercultural communications. However, compared with the positive increment in students' motivation level in ICC learning, the increment in confidence levels was relatively smaller. This could be explained by suggestions by some students that although they were interested and motivated in ICC learning and although they felt a little more confident in speaking and ICC, it was impossible for them to make great progress in ICC in such a short time (six months). Although they were aware that ICC learning was important to their intercultural communications and they were interested and motivated to learn it, and although through the intervention their confidence levels in speaking and communications were promoted to some extent, it could be inferred that it would take them a longer time to become fully confident and competent in speaking and intercultural communications since ICC involves very broad aspects with its emphasis on the acquisition of skills and attitudes as well as knowledge (Byram, 2008).

In brief, results from pre- and post-questionnaire for the intervention class, as presented in Table 4.23, which indicated that after the intervention more students were confident in English mastery, the results of ICC pre- and post-test which indicated an improvement in intervention class students' ICC test scores, and the findings from interviews, students' and teacher's reflective journals which identified improvement in students' learning motivation,

all to some extent explain why students' confidence in speaking/ICC changed in a positive direction. This all lends a practical support to Dornyei's (1994) self-confidence theory in the literature that there are positive correlations among motivation, self-confidence and academic performances; Gardner and his colleagues' (2005) claim that language learning motivation is a key factor of successful language learning.

Other factors affecting confidence in speaking

Interview findings revealed several other factors that affected students' confidence in speaking or communicating in English. Factors such as familiarity of discussion topics; ability in language skills; teacher's encouragement; willingness to take risks and listeners' responses were found to have either a positive or negative influence on students' confidence in speaking or communicating in English. Firstly, it appeared that fluency in English and a large vocabulary together with familiarity with the topic had the potential to increase confidence. Secondly, listeners' responses and teachers' encouragement affected their confidence in speaking too. When they could make themselves understood and the listeners were attentive, they were more confident in speaking. There was evidence to show that when they spoke in English, listeners' support such as an interested expression and nodding made them more confident. Similarly, a few students stated that teachers' encouragement made them more relaxed and confident when they spoke English in class. This strongly suggested that listeners' positive responses promoted a speaker's confidence while non-attentive or negative responses inhibited it. Therefore teachers' encouragement is significant in promoting students' confidence in speaking and should be particularly emphasised in a ICC learning class. Thirdly, students' willingness to take risks also affected their confidence in speaking. A couple of students mentioned the question of courage and face-saving which is typical of Chinese students. Some students did not have courage or dared not to speak English because they were worried and afraid that they would be laughed at if they made mistakes. This, according to them, would make them lose their face. From my observations in the intervention class, this seemed to be a common problem for students, especially those who were withdrawn. Another deep reason for this might be that introversion and restraint are valued and advocated in traditional Chinese culture and this idea has been deeply rooted in people's character and personality. My many years' experience in teaching English in China would support this. The above discussion of these factors which either promoted or inhibited students' confidence in speaking relates to self-efficacy and the self-confidence theory of Dornyei (1994, 2001), Clement & Kruidenier (1985) and Tavani & Losh (2003)

which suggest the students' internal characteristics, such as motivation and self-confidence strongly influence their achievement. Therefore, how to help students get rid of factors is an important consideration in planning ICC learning.

5.6 Some effective ways of managing ICC learning/teaching in the EFL curriculum/classroom

This section deals with the sixth research question:

What are some effective ways of systematically planning and integrating the teaching of ICC into the EFL curriculum and classroom?

This question concerned ways of systematic planning and teaching ICC which were adopted in the intervention of this study. As discussed above, the intervention class students' improvement in motivation and confidence levels in ICC learning, their attitudes toward the intervention, and their improvement in language skills and ICC post-tests suggest the feasibility, practicality and effectiveness of the ICC learning and teaching in the intervention. This might have resulted from several factors which were related to ways of planning and teaching. The basic dimensions of curriculum planning which Eisner (1994) suggests be considered in designing educational programs were taken into account in the process of curriculum development in this study, especially in the design of learning activities and materials. Accordingly, as summarized in Table 5.1 below, the following sections discuss the systematic planning and teaching of the curriculum, which include three phases of ICC learning, six stages of ICC curriculum planning, setting ICC learning objectives, resource selection, teaching media and aspects of methods of ICC learning/teaching such as class activities and teaching style. The intervention class students' views on improving the course are also discussed.

Table 5.1: Outline of discussion on planning and teaching ICC in the EFL classroom

Division of three learning phases	Phase I	Attitudes (curiosity and openness)	
	Phase II	Knowledge	
	Phase III	Skills of interpreting/relating and of discovery/interaction; critical cultural awareness	
Six stages of analysis and decision-making	1. the geo-political context	4. identification of objectives	
	2. the learning context	5. the ICC threshold	
	3. developmental factors	6. sequence in the curriculum	

Objectives of ICC learning and teaching	Phase I	Developing students' attitudes such as curiosity and openness, readiness to suspend disbelief about English culture and belief about Chinese culture.	
	Phase II	Increasing and broadening their knowledge of the products of practices in English and Chinese culture.	
	Phase III	Developing students' ability to interpret/relate, discover/interact; preparing them to use an appropriate combination of knowledge, skills and attitudes under the constraints of real-time communication and interaction; critical cultural awareness.	
Other dimensions and components of curriculum planning and teaching	Resource selection for ICC learning/teaching		
	Aspects of teaching methods	Comparison and contrast	
		Case study of failures in intercultural communications	
		Class activities : presentation, discussion, role-play, debate	
Teaching style and teaching media			
Students' views on pedagogy	1. appropriateness of resources	4. speed of teaching	
	2. more participation and more practice	5. learning environment	
	3. too much content in the given time		

5.6.1 Systematic planning of three phases for ICC learning/teaching

The discussion of the research questions above has confirmed the feasibility and effectiveness of ICC learning/teaching in the EFL classroom. The feasibility and effectiveness was primarily attributable to the systematic planning for ICC learning/teaching. The findings, to some degree, contribute to the practical and theoretical development of ICC learning/teaching for non-English majors at universities in the Chinese context where ICC and culture are generally taught randomly and in an unplanned way.

As Byram (2008) emphasizes, if culture is to be integrated into the language learning process, it must be planned as are the language elements. Since Byram's (2009) ICC model (see Figure 2.2) is firmly based in foreign language teaching, it can help foreign language teachers to plan more deliberately to include intercultural competence in their pedagogical aims. I divided the ICC teaching/learning of the intervention into three learning phases based on his model, which involves the acquisition of skills, attitudes and critical cultural awareness, and knowledge respectively. Meanwhile I also referred to Paige's (2000) conceptual model of culture learning (see Table 2.2), a more detailed model of learning which in some ways complements that of Byram. The division of three learning phases made the teaching/learning systematic and avoided doing it "only intermittently and in unplanned ways" (Byram, Esarte-

Sarries, & Taylor, 1991). With the focus of each learning phase, I was able to refine, specify and plan systematically the content of subcompetences involved in ICC for the lessons in each phase. Therefore, deciding learning objectives, resource selection, teaching methods, and class activities for each phase all had a theoretical basis or guidelines to follow and were done in a systematic and planned way. In addition to theorised ICC models, in planning the curriculum and designing the intervention, I also drew on learning motivation theories propounded by Dörnyei (2001, 1994), Akram (2007), Oxford & Sharin (1994), Gardner & his colleagues (2005), Deci & Ryan (1985), Bandura & Schunk (1981), Tavani & Losh (2003) and so on (see Section 2.4). This had some positive effect on promoting students' learning motivation (see Section 4.4).

The systematic planning also facilitated student learning. The plan and theorised ICC model were briefly introduced to the intervention class students in their first lesson. From my observations, almost all the students appeared curious and interested to know about these and, as some of them commented, the plan and knowledge of ICC model theory made them feel their ICC learning was well organized and they obtained a clear idea of the learning objectives. When they knew what ICC covered and what they were learning about ICC, they knew how to direct their learning, and their learning became more objective-oriented not only in class but also particularly after class and even in their future self-study of ICC. This is, I believe, also an important factor that motivated them to learn throughout the intervention and made their ICC learning more effective.

In the study intervention, although the learning objectives, resource selection, teaching methods, and activities for each phase were decided in relation to a particular focus, because the skills, attitudes, knowledge and critical cultural awareness involved in ICC learning are interrelated, the content for each phase sometimes overlapped each other and become mutually supporting. For example, studying cases of failure in intercultural communication inevitably involved skills, attitudes and critical cultural awareness, and knowledge. This explained why the students liked learning ICC through analysing cases of failure. It exercised their comprehension skills or competence in intercultural communication since it concerned various aspects of ICC learning, attitudes, knowledge, skills and cultural awareness. Therefore, while the division is significant in setting a general direction for each learning phase, there is sometimes a need to relate aspects of the ICC model to each other to facilitate learning.

One of the three fundamental features of Byram's (1997) ICC model, as he summarises it, is that it is a model for the acquisition of ICC in an educational context, and includes educational objectives. The second feature is that the model proposes an attainable ideal, the intercultural speaker. In this sense, the study was generally consistent with these two features since I set the learning objectives (see detailed discussion in Section 5.6.3) for the ICC teaching, aiming to prepare the students to become intercultural speakers in the future. In the intervention, the foreign language classroom (the EFL classroom) was used to teach and learn ICC, which was advocated by proponents like Mitchell (1988), Damen, (1987), Kramsch (1993), Byram (1997), Paige (2000) and Corbette (2003). It was in accordance with Byram's notion that ideally foreign language teaching should be "a means to attain competence in intercultural communication through learning a language and its relationship to the cultural practices and identities interlocutors bring to an interaction" (Byram, 1997, p. 47). However, with respect to the third feature of Byram's ICC model, which notes specifications of locations of learning and of the roles of the teacher and learner, the study intervention did not completely conform to it in the consideration of the locations where ICC is acquired. He notes that there are three categories: classroom, fieldwork and independent learning, each of which is differently linked to the objectives of the model. This intervention was carried out in a classroom in combination with students' independent learning after class under my guidance. I assigned some work for them to do after class and these assignments were differently linked to the learning objectives of ICC. Fieldwork could not be conducted for this study intervention because of limited time and limited conditions. Nevertheless, findings indicated that the intervention was associated with students' improvement in motivation and confidence levels in ICC learning, and their improvement in language skills and ICC. The classroom programme together with students' independent learning of ICC after class was feasible and effective in developing students' confidence in ICC and learning motivation even though the intervention was unable to utilise fieldwork learning.

Little has been done to systematically plan and integrate ICC learning and teaching into the EFL curriculum and classroom practice for non-English majors at tertiary institutions in China. The way I put Byram's (1997, 2009) theory of ICC into EFL classroom practice and the way I planned and designed the curriculum in this study lend practical support to Byram's (1997, 2009) theory of ICC as the findings indicated that the intervention had a positive effect on students' ICC learning. The research methodology of this study involved a mixture of approaches and methods (see also Section 3.3 in Chapter 3): practitioner inquiry, action

research, case study, mixed methods with explanatory design and triangulation design, the collection of a mixture of qualitative and quantitative data, and a quasi-experimental design, which provided a deeper and broader understanding of the phenomena and enhanced the validity and reliability of this study.

5.6.2 Six stages of analysis and decision-making in ICC curriculum planning

The data also suggested that the intervention of ICC learning/teaching was feasible, practical and effective, to a certain degree, as a result of the detailed and careful curriculum plan of integrating ICC learning/teaching into the English classroom.

As Byram (2008) emphasizes, a careful and detailed plan is indispensable to integrating culture into the language learning process. With a view to making a careful and detailed plan, I applied Byram's (1997) general process of ICC curriculum planning in which he suggests six stages of analysis and decision-making to integrate ICC or culture into the English learning process. The stages Byram (1997, p. 79-81) suggests are: (1) the geo-political context; (2) the learning context; (3) developmental factors; (4) identification of objectives; (5) the ICC threshold; and (6) sequence in the curriculum. Although curricula must be planned for each context, this scheme served as a guideline in ICC curriculum planning for this research and study intervention. In planning the curriculum and designing the intervention, I specified those stages based on Byram's theory.

In stage 1, the geo-political context, I analysed what ICC means for Chinese students in the Chinese context. Since they lived in China, the analysis of their need had to draw upon Chinese societal as well as their individual perspectives. For example, in designing the curriculum, setting the learning objectives and goals, selecting the resources, I took into account what the students needed to learn in order to become competent in intercultural communication and how competent they wanted to be, and what Chinese society required of them in respect of their intercultural communicative competence. On one hand, Chinese society needs more and more people who are interculturally competent as interactions between China and Western countries are increasing. On the other hand, for Chinese university students, as indicated in findings from the questionnaire data in this study, there is a will to become competent in intercultural competence, since some of them wanted to go abroad to further their study, some harboured work-related ambitions, and some because they

realized that ICC was becoming more and more important and useful for them anyway. These factors all counted for planning the ICC.

In stage 2, analysis and decision-making in relation to the learning context, I analysed learning locations and other parameters. Generally speaking, in China, curricula are usually determined by the Chinese National Education Committee and university authorities other than by teachers and learners themselves. In order to make sure that there were no constraints imposed in curriculum planning, especially in the selection of curriculum materials, I checked and analysed the parameters set by the education committee and the university. In fact, nowadays the Chinese National Education Committee and universities in China attach great importance to English curricula and the development of students' intercultural communicative competence, which was evident in *College English syllabuses Revised Edition 2007* in the literature (see Section 2.1). This study was in line with them, which was advantageous for the intervention. There were no constraints imposed in curriculum planning.

In stage 3, students' developmental factors, during the intervention, in order to know and decide whether the learning objectives were appropriate or inappropriate for the students, I analysed the cognitive and affective development of the students in relation to the teaching and learning. As the findings showed, during the intervention students were invited to write reflective journals at the end of each learning phase where they reflected on the teaching and learning. I also observed and wrote a reflective journal about their performance in class. From their reflections and my observations I got some idea of their cognitive and affective development in relation to the teaching and learning and gauged the appropriateness and inappropriateness of the learning objectives so that I could adjust them. The following learning phase then benefited from the adjustment.

In stage 4, identification of objectives (also based on Byram's ICC model), I made the decision about which objectives should be set as guidelines for each learning phase of the curriculum (see below Section 5.6.3 for the learning objectives setting). The further specific objectives for ICC skills, knowledge and attitudes were also complemented by specific objectives for linguistic, socio-linguistic and discourse competence. These decisions around objectives complied with the geo-political context, the learning context and students' developmental factors.

In stage 5, the ICC threshold, by building on the preceding stages and starting from the students' practical situation and the practical learning/teaching environment, I specified the threshold/goal of ICC for the students in the intervention class and foresaw the situation in which they would draw upon their ICC, where they achieved a basic intercultural communicative competence and at least became more confident in ICC through the learning of aspects of ICC, attitudes, knowledge and skills. As the study intervention was only a short-term measure and in order to set an attainable goal, I set it at a moderate level. A threshold is "the attainable goal of being a competent intercultural speaker in a given situation, rather than a stage on the way to the unattainable goal of native speaker competence" (Byram, 1997, p.107).

In stage 6, with regard to sequence in the curriculum, as discussed in Section 5.6.1 above, this intervention was generally divided into three phases: attitudes, knowledge and skills based on Byram's ICC model. Since attitudes, knowledge and skills are interrelated, the learning content for each phase sometimes overlapped. . By considering the students' perceived needs and levels of psychological development, I decided on ordering and prioritizing the objectives and determining priorities in knowledge. Skills and attitudes were developed holistically in relation to the cultural and linguistic content of the course. The priorities of linguistic competence and of knowledge were moderated by considering the need to develop attitudes and skills simultaneously.

In brief, these specified six stages of ICC curriculum planning seemed to have played an important role in making ICC learning/teaching practical, feasible and thus effective, as the findings indicated. Other aspects of Eisner's basic dimensions of curriculum, such as setting learning objectives, deciding on teaching methods (especially resource selection) also followed those specified six stages. These dimensions will be discussed in the following sections.

5.6.3 Setting objectives for ICC learning/teaching

One of the basic dimensions of curriculum planning Eisner (1994) suggests is objectives. As revealed in the discussion of the research questions above, the learning objectives set for the curriculum planning of this intervention also contributed to its practicality, feasibility and effectiveness.

Byram (1997) defined skills, knowledge, attitudes and critical cultural awareness in terms of objectives. These were applied in planning for this study intervention. However, to adapt them to the specific circumstance of my context and this short-term study intervention, and to comply with those specified six stages, I used them analytically and selectively combined with Paige's (2000) Conceptual Model of Culture Learning, while adapting it to the Chinese context.

The learning objectives for phase one involved developing students' attitudes, specifically: willingness to engage with English culture in a relationship of equality; interest in discovering different perspectives on interpretation of familiar and unfamiliar phenomena both in Chinese and English cultures and cultural practices; willingness to question the values and presuppositions in cultural practices and products in the Chinese environment; readiness to experience the different stages of adaptation to and interaction with English culture of English-speaking countries such as Britain, America and New Zealand and readiness to experience adaptation to and interaction with people from English cultures in China; readiness to engage with the conventions and rites of verbal and non-verbal communication and interaction in English culture. In short, it meant developing students' attitudes such as curiosity and openness, readiness to suspend disbelief about English culture and belief about Chinese culture.

For phase two, the learning objectives involved developing students' knowledge of: the arts, history, geography, business, education, festivals and customs of English-speaking countries; historical and contemporary relationships between China and English-speaking countries; the means of achieving contact with people from English-speaking countries; misunderstandings between Chinese people and people from English cultures; cultural adjustment stages, culture shock, culture learning, cultural identity, cultural marginality, pragmatics and sociolinguistic competence. In short, it meant increasing and broadening their knowledge of the effects of certain practices in English and Chinese culture.

The learning objectives for phase three involved developing students' skills of interpreting and relating, discovery and interaction, and critical cultural awareness. Specifically, these were skills such as: identifying ethnocentric perspectives in an English document or event and explaining their origins; identifying areas of misunderstanding and dysfunction in an interaction between people from English and Chinese culture and explaining them in terms of each of cultural system; and mediating between conflicting interpretations of phenomena in

Chinese and English culture. In addition, it involved: eliciting the concepts and values of documents or events in English and to develop an explanatory system that might be applied to other phenomena; identifying similar and dissimilar processes of interaction, verbal and non-verbal, and negotiate an appropriate use of them in specific circumstances; identifying an appropriate combination of knowledge, skills and attitudes to interact with people from English country and culture; identifying and making use of institutions which facilitate contact with English-speaking countries and cultures; using knowledge, skills and attitudes for mediation between interlocutors of Chinese and English culture. All of this aimed to develop the students' ability to interpret a document or event from an English culture, to explain it and relate it to documents from Chinese culture. It meant the ability to acquire new knowledge of English culture and cultural practices and to apply knowledge, attitudes and skills under the constraints of real-time communication and interaction.

In fact, the objective of developing the students' critical cultural awareness operated throughout the three learning phases. This meant developing the students' ability to identify and interpret explicit or implicit values in documents and events in Chinese and in English; evaluating documents and events which embed an explicit perspective; preparing them to interact and mediate in intercultural exchanges in accordance with explicit criteria; and negotiating where necessary a degree of acceptance of these criteria by drawing upon their knowledge, skills and attitudes. In brief, all this aimed to prepare students to evaluate critically, and on the basis of explicit criteria, perspectives, practices and products in Chinese and English-speaking cultures and countries.

With these objectives for ICC learning clearly established, other aspects of the intervention such as the selection of teaching resources, teaching methods, class activities, teaching media and assessment were done systematically and carried out in a planned way, based on the objectives. These made this study intervention different from other studies of ICC teaching in China in the literature (see Section 2.2.3) and highlight its contribution to the practice of ICC learning/teaching theories in the EFL classroom for non-English majors at tertiary institutions in China. However, it should be acknowledged that the planned learning objectives seemed to be too demanding for a minority of students whose English was very weak. From my observations and as the findings showed, although they were making a big effort, it was hard for them to attain the goals set. Objectives for ICC learning/teaching, if set too high, will not work for students with low ability in English language; they will probably lose their self-

confidence. The solution, I suggest, might be streaming students through a pre-test and pre-questionnaire to establish their English levels and learning needs. Then, in the same way (as I described above), the division of three learning phase and six stages of ICC curriculum planning can be used to set appropriate objectives of ICC learning respectively for the streamed classes with different English levels. For classes with lower English ability, the objectives of ICC learning could be lowered to an attainable level so lower-ability students' learning motivation can be stimulated and their self-confidence be increased. This, I believe, is not only beneficial to developing their ICC but also gradually increase their language skills since, as the findings showed, ICC learning promoted learners' learning motivation, and had a flow-on benefit to their language skills.

5.6.4 Selecting resource for ICC learning/teaching

As discussed in Section 5.5.1, the findings showed that the students viewed the teaching materials as effective in motivating them to learn. This was, I believe, partly due to several factors which were taken into account when I selected the materials. In the first instance, the selection of the teaching resources for the study intervention was based on the systematic planning of three phases for ICC learning/teaching, six stages of ICC curriculum planning and the learning objectives, which have been discussed above. The selection of teaching resources for each learning phase was done according to: (1) the focus of each learning phase in terms of attitudes, knowledge and skills; (2) the process of six stages, analysing and making decision about the geo-political context, the learning context, developmental factors, identification of objectives, the ICC threshold, and sequence in the curriculum; and (3) the learning objectives for developing attitudes, knowledge, skills and critical cultural awareness. As criteria for an analysis of teaching materials, Byram (2008) suggests that the prioritization of five so-called *savoirs* should be taken into consideration. He (1997) specifies five formulations of the kinds of knowledge and skills (see Section 2.3.3), which I took into account by linking them to the objectives of each learning phase. Byram's theories, however, were applied selectively and analytically to suit the Chinese context of my intervention such as time frame, students' levels and needs, and so on. This study, then, provides pointers for Chinese English teachers who have interest in teaching ICC in the EFL classroom in Chinese context and for those editing ICC teaching materials or textbooks for non-English majors in Chinese universities.

In the second instance, the teaching resources used in the study intervention came in different forms, including materials related to listening, speaking, reading and writing. They were either a written or spoken text, or a visual image for discussion, interpretation and evaluation, or a media text for analysis. Consistent with Corbette's (2003) notion that authentic materials are valuable classroom resources in communicative language teaching in general, for the ICC teaching and learning in this study, authentic materials were arguably the most important and indispensable because they were "evidence of how a culture operates" (Corbette, 2003, p. 42). They might be viewed as evidence of how people in English cultures or countries communicate in various contexts. Of course, not all teaching materials were authentic. Under some circumstances, I constructed teaching resources to correspond to the ICC teaching and learning demands of the classroom, adapting them to the limited timeframe, students' levels and learning needs. For example, I sometimes gave them hand-outs summarising information, or adapted an article which was too long to study in class, or decided on a proposition for debate, and so on. In a word, a variety of forms, authenticity and adaptability of the teaching resources contributed to students viewing the teaching materials as effective, motivating, practical and interesting, as the findings showed in Section 4.4.2.

In the third instance, the source of the teaching materials was broad and various. They were selected from English textbooks, magazines, newspapers, radio segments (BBC VOA, Radio NZ), internet websites, advertisements, television reports, touring brochures, travellers' tales, musical items, and still and moving images. The variety of teaching materials in part explains why students found them as informative, interesting and useful. Meanwhile, it should be noted that findings from the students' reflective journals for phase one indicated that a significant number felt that speed of the listening materials was too fast for them. Therefore, for phase two and three I set out to meet the students' levels and needs (see Section 5.6.6 for a related discussion). This reflects Pulverness's (1996) view that students' needs must influence the type of input that the curriculum designer will wish to use.

To sum up, in addition to the principle/rule that the selection of the teaching resources for the study intervention be based on the systematic planning of three phases for ICC learning/teaching, six stages of ICC curriculum planning and the clearly set learning objectives, and the prioritization of five so-called *savoirs* be taken into consideration, another principle/rule I followed was that the materials themselves should be both authentic, varied and adapted to specific circumstances, while ensuring they were up to date since, as noted by

Byram (1997), Street (1993), Paige (2000), a culture is not unchanging and static but dynamic. These criteria appeared to ensure that the teaching resources were practical, interesting and informative, which to some extent, explained why they were effective in stimulating students' interest and engaging them and thus promoted their motivation to learn (see Section 4.4.2).

5.6.5 Aspects of ICC learning/teaching methods

As discussed in Section 5.5, the study findings showed the teaching methods also contributed to stimulating students' motivation and developing their confidence in ICC. Four aspects of teaching methods in the study intervention were found to have some positive effect on their learning motivation and thus improving their ICC and LS. They were: *comparison and contrast, case study, class activities* (including presentation, discussion, role-play and debate), *overall teaching style and media*.

The findings showed that a large majority of the students saw comparison and contrast of Chinese and English culture as an effective way to learn similarities and differences between them. Much of the learning was done through *a comparative study*, aiming to develop the students' ability to evaluate and reflect critically on perspectives, practices and products in Chinese culture and English culture. We compared and contrasted such aspects as education, religion, ways of thinking, life style, traditions and customs, relationships between parents and children, husbands and wives, and so on. For example, I designed a role-play on how to accept an invitation to a dinner and how a host or hostess circulated in both a Chinese and English context. The effectiveness of comparison and contrast was commented on by a large majority of the students (see also 5.4.2) and should be a regular feature of ICC instruction. Comparison and contrast impressed students deeply and made it easier for them to digest and remember what they were learning. It also stimulated their interest in and curiosity about different cultures and ICC learning and enabled them to learn analytically and critically. The effectiveness of comparison and contrast evident in the findings lends practical support to Byram's (2009) suggestion that a comparative study of other societies be done to develop learners' critical cultural awareness. I used it to develop students' ability to reflect critically on the values, beliefs and behaviours of Chinese society and to evaluate critically and, on the basis of explicit criteria, perspectives, practices and products in English cultures and countries. This practice also conformed to Haley's (2010) notion that comparison/contrast may lead to a clearer, more compelling understanding of the two objects and the use of them

in class discussion can lead to “broader understanding and to more precise recognition of subtle details... the process of comparing and contrasting two things, in itself, can be interesting and stimulating” (p. 23).

The study findings also indicated that a majority of the students identified the usefulness and practicality of *case studies*. They appeared active and interested in learning intercultural communication skills by analysing the case of failure in intercultural communication. To contrast the difference in Chinese and English cultures, I collected examples of miscommunication and misunderstanding between Chinese people and people from English-speaking cultures, for example, an American’s unpleasant experience in China, a young Chinese student’s experience in the United States, an American ESL teacher’s description of a situation where he expected Chinese students to ask questions in class when they needed clarification. Student endorsement of this learning strategy was due to several factors, I believe. Case studies were an effective method to help students achieve one of the learning objectives, that is, identifying areas of misunderstanding and dysfunction in an interaction between people from English and Chinese culture and explaining them in terms of each of the cultural systems and mediating between conflicting interpretations of phenomena in Chinese and English culture. Analysis of cases of failure helped students understand the cause of miscommunication and misunderstanding and prepared them to deal with culture shock and adapt themselves to a different culture either when they went abroad or when they contact different cultures in China. Case study provided an opportunity for the students to learn practical and real examples or differences around values, traditions, customs, habits, rites of verbal and non-verbal communication and interaction, and so on. In short, case study helped students realize that lack of cultural awareness, intercultural knowledge and skills might lead to failure in intercultural communication and to some extent helped improve their cultural awareness and ICC. I should add that when I sought examples of miscommunication and misunderstanding between Chinese people and people from English-speaking cultures, I found such resources lacking. Hence, a number of examples I used were gained by my interviewing Chinese people who were living or studying in New Zealand and had had the experience themselves of miscommunication and misunderstanding while interacting with native speakers. This lack of resources suggests another area for future study. More teaching resources on cases of miscommunication and misunderstanding between Chinese and English native speakers would help ICC classroom learning/teaching for non-English majors at universities in China.

The role of the classroom is regarded as important and beneficial for language, culture and ICC learning by such scholars as Mitchell (1988), Damen, (1987), Kramsch (1993), Byram (1997) Paige (2000) and Corbette (2003) since it can provide a protective setting for students to learn without being afraid of risking misunderstandings with native speakers as in real settings. It can also provide teachers with an environment to present knowledge to students systematically, offer students an opportunity to acquire skills under the guidance of a teacher and to practise and imitate real communication as in real cultural contexts. It can also be a place for reflection on skills and knowledge acquisition and for the acquisition of attitudes (Byram, 1997). Since *class activities* are an indispensable part of any classroom, they are pivotal to ICC learning. In the ICC literature, however, the suitability of class activities which might be used to achieve the goals of ICC learning and teaching is not focused on and little has been done to identify the most appropriate class activities for ICC learning/ teaching classroom.

Challenged by this gap, I devised/designed/planned and conducted class activities for the intervention by relating each objective and goal of ICC learning/teaching to an appropriate class activity, focusing on promoting students' interest in learning motivation and developing their ICC. As was evident in the study findings, four class activities adopted and conducted in this study intervention were identified by most students as effective ways of learning ICC: *presentation, discussion, role-play and debate*.

The findings indicated that most students viewed *presentation activities* as a productive and interesting way of learning knowledge of ICC. During this intervention, at the beginning of each class five students were invited to do presentations, discussing their opinions related to intercultural communication, English culture or different aspects of Chinese and English culture. They were allowed to choose their own topic of interest. As reported in Sections 4.4.2., students liked and were engaged in presentations, with several factors contributing. Firstly, it helped develop their research ability. The research process itself was a learning process which broadened their vision and knowledge of ICC. In addition, they enjoyed being able to choose their own topics. Secondly, the presentation topics varied from student to student. For example, one student focused on Western classical musicians which greatly interested his audience. Another student talked about traditional English and Chinese food. Sometimes audience members interacted with the presenters, which made the class atmosphere relaxing and lively. Thirdly, when they did their presentations they aimed to express their opinions in oral English, and appeared to become more confident in expressing

themselves. The disadvantage was that lower ability students seemed reluctant to do presentations through a lack of self-confidence and sometimes resorted to Chinese. I solved this by grouping low ability and high ability students in pairs and let them do their presentation in pairs. Their cooperation made the low ability students appear much more confident in their presentation.

As was evident in the finding, *discussion activities* were viewed by students as an effective way of learning ICC. Group and pair discussion was frequently used after students engaged with a teaching resource related to ICC. For example, students listened to a discussion about cultural awareness and receptive attitudes towards cultural differences, adapted from Zhang's *Bridge Between Minds: Intercultural Communication* (2007). After listening twice, they were asked to work in pairs to address a discussion point: cultural awareness and receptive attitudes, keeping an open mind, being aware of cultural differences. Sometimes students were given a reading passage together with comprehension questions to preview before class. In class time they were divided into groups to discuss the assigned comprehension questions and representatives from each group presented answers to each question in class. Usually after a presentation, I summarised and complemented the results of their discussion, shared background information, and explained key points to further improve the students' understanding of the materials. As indicated in Section 4.4.2., the findings showed that students liked the discussion activities. This was, I believe, because they helped develop their ability to think actively and solve problems independently and were beneficial to their spoken English too. In addition, the findings indicated that discussion activities engaged students actively. In one class, students listened to some conversations in a text titled *Around the World* adapted from Jones' *Let's talk 3* (2008, p. 28) which focused on languages and customs in different parts of the world. Then they were given fifteen minutes to discuss in groups about different customs behaviours in different cultures. In my observation, the students appeared keen to share their thoughts and even shy students attempted to talk in their groups. Discussion activities were not only thought-provoking and enabled students to become more interactive, but also stimulated their enthusiasm to learn. Student discussion of comprehension prompts first, followed by teachers' explanation and instruction can help reverse the situation of teacher-centred "cramming" pedagogy in the EFL classroom for non-English major students. I found the design of pre-given questions to be time-consuming, and needed to be relevant. Questions prompts in many textbooks often lack pertinence and can

hinder student understanding. Ideally, every student should have a turn in representing the group's answers. This can promote their motivation and confidence in presenting/speaking.

There was evidence in the interview data to show that almost all the students interviewed regarded *role-play* as a helpful and fun activity to learn communication skills in their English class. Role-plays were most frequently adopted at phase three of the study intervention since the objective of this phase was developing students' intercultural skill, which needed much practice. As reported in Section 4.4.2., role-plays simulating authentic situations were done through having students base their role-play on resource they had listened to, read or viewed. In these activities, students participated in role-playing focused on an authentic situation. For example, after reading a play entitled *Shelter*, the students were asked to act it in groups. Other times, after watching an authentic video clip of a situation they might encounter in real life such as a job interview, students were asked to practise and perform in groups or pairs for the class. Occasionally, I designed a situation and students role-played it, devising communication themselves, which was more challenging to them because it exercised their ability to use an appropriate combination of knowledge, skills and attitudes to interact with people from an English-speaking country and culture. For example, I designed situations which they might come across such as going to a bank and opening a bank account, or looking for accommodation. As the findings showed, students commented on the effectiveness of role-play and enjoyed learning through it. This was due to several factors. **Firstly**, role-play in the classroom enabled them to act various roles so they could imitate and experience, feel and understand more deeply the communicative situations from different perspectives. They were no longer passive receivers of the teacher's knowledge; on the contrary, everyone got involved in a role-play, which enabled him/her to remember clearly what the role demanded. When they encountered a similar scenario on their own, they would be prepared and be culturally aware of the appropriate responses. Secondly, in role-play students did not worry about making mistakes and causing misunderstanding with English native speakers since it was a simulation. As argued by Mitchell (1988), Damen, (1987), Kramsch (1993) and Byram (1997), the classroom is a protective setting where students can feel free to make mistakes without being afraid of causing offence. Thirdly, as the findings showed, it appeared that role-play had the potential to develop students' abilities to express ourselves and communicate in English, to increase students' interest and stimulate motivation in learning and make the class atmosphere lively and relaxing. In my view, role-play is an indispensable part of classroom ICC learning and one of the most effective ways of teaching

oral fluency, communication skills and different cultural aspects related to Chinese and English culture. However, time constraints were a problem of in the intervention. Some students commented that there was insufficient time to practice their role-play. ICC learning/teaching, like language learning, is better in small classes which allow for such activities to be undertaken. Sadly, there were 72 students in the intervention class of my study! This is normal number for such classes in most Chinese universities. When conducting role-play, I suggest, the division of groups should distribute high- and low-ability students evenly and a teacher's comments should be mainly encouragement. This can avoid lower-ability students' learning motivation being hindered and self-confidence decreased.

Findings showed that a significant group of students liked debating as an activity. *Debate* was sometimes used as a class activity to study attitudes towards cultural differences and cultural awareness at phase one of the study intervention. In one debate activity conducted in class, I gave students two opposing views. **Pro:** 'Foreigners who go to live in a new country should give up their own habits and conform to the customs and values of the host culture as soon as possible.' **Con:** 'Foreigners who go to live in a new country should be aware of the difference between their own and the host culture and then gradually adapt themselves to the customs and values of the host culture.' As was evident in the findings, the students appeared engaged in debating and viewed it as helpful in several ways. Firstly, to prepare for the debate the students would spend time searching in library or on line for supporting materials for their own argument. In the process of searching they learned more knowledge related to aspects of the topic and learned how to analyse questions and organize and use the information they collected to support their argument, which to some degree exercised their writing ability too. It developed their ability to think independently, profoundly and critically. This supports Ngeow and Kong's (2003) notion that debate is an effective activity to cultivate critical thinking skills and increase learning on the subject debated. Secondly, debating in class not only provided opportunities for students to interact and learn how to promptly respond to the points which opponents raised but also improved their courage and confidence in speaking English in public. Thirdly, while debating in class, the students looked focused and enthusiastic. All this suggests that debating as an activity not only cultivates critical thinking skills and increases learning on the subject debated, but is also interactive, engaging, interesting, and helpful to students' speaking, listening and writing. It can lend variety to class activities. What needs to be pointed out is that debate, from my perspective as a teacher, seemed to be more suitable for higher-ability students than lower-ability ones. It required

students not only to make adequate preparation through research before class but also to have good speaking skills. As lower-ability students were usually weak in oral English, debate was too challenging for them. More often than not, they kept quiet during debating activities. Therefore, debating, as a class activity, needs to be done sparingly since it may induce in lower-ability students a sense of inferiority.

In addition to class activities, *teaching style and teaching media* were also found to play an important part in making ICC classroom learning/teaching more effective. As reported in Section 4.4.2 and discussed in 5.5.1, the findings suggested that a teacher's enthusiasm, personality, and positive attitudes towards teaching had the potential to affect students' motivation. A harmonious teacher-student relationship also stimulated students' interest in learning. Being clear, lively, relaxing and encouraging made it comfortable for the students to learn in class and thus promoted and motivated learning. The improvement in learning motivation had a positive influence on the effectiveness of ICC learning and teaching in the classroom.

The findings also highlighted students' preferences for learning through various teaching media, especially through multimedia and watching videos. Throughout each learning phase, I used a number of multimodal resources. As evident in Section 5.5.1, students appeared to be much more motivated in learning multimedia than from the textbook or reading materials. Such resources enabled them to engage with ICC knowledge through all their sense and practise their listening. They found such learning fun. Therefore, carefully selected teaching media are an indispensable part of ICC classroom practice since they can stimulate students' interest and to some extent affect the effectiveness of ICC learning and teaching in the classroom.

In addition to what Robinson (1981) Eisner (2002), Byram (1991, 1997) and Corbette (2003) say about the teacher's in the literature, since I was both the researcher and teacher in this practitioner study, and as the teacher in this study intervention, my role involved more than the systematic planning of three phases for ICC learning/teaching as detailed earlier. I had to consider the learning potential of the class, adjusting and adapting my teaching in relation to where the students were at. This was challenging.

It is well acknowledged that teaching methods are not fixed or static and will dynamically change from time to time in the light of various factors. This was also true of [the](#) methods of ICC teaching/learning, including class activities and teaching media, which were adopted in

this intervention. To make them effective, the adoption of the teaching methods in the intervention had to be flexible, sometimes overlapping and supporting each other depending on the focus of each learning phase, the learning objectives and content and the teaching resources. A combination of teacher-centred and student-centred teaching was adopted, depending on the specific situation. At the end of each class, I gave students some guidance for their after-class independent learning related to the learning objectives of each learning phase. After class the students sought relevant materials to read or watch or listen to, and sometimes they were required to write a summary of their after-class learning. Findings from the interviews, and students' and teacher's reflective journals, showed that the learning and teaching carried out mainly in class with a combination of students' after-class learning under the guidance of the teacher appeared to be effective. Therefore, it might be surmised that the learning and teaching of aspects of ICC can be done in a classroom through the cooperation of teachers and learners, complemented by learners' independent learning after class. As mentioned earlier, this does not completely conform to Byram's model of ICC (Figure 2.2, 1997) in terms of consideration of the locations where ICC is acquired. Even without field work, the learning of skills and attitudes can be undertaken by both teachers and students in the classroom combined with students' after-class learning under the teacher's guidance. This is significant for ICC learning in the EFL classroom for non-English majors in Chinese universities where opportunities for fieldwork teaching are limited.

5.6.6 Students' views on improving the course

Findings from the students' reflective journals and interviews indicated significant ways of improving the intervention course. Their views covered five aspects: appropriateness of resources; more participation and more practice; too much content in the given time; speed of teaching; the learning environment.

Appropriateness of resources

Findings from the students' reflective journals for phase one indicated that a significant number of students felt that speed of the listening materials was too fast for them and there were too many new words which hindered their understanding. This suggested that some listening materials were inappropriate for some students, especially those whose English was poor or not very good. Therefore, for phase two and three, I was more careful about the selection of listening materials, and I listed and explained new or unfamiliar words before having students listen and then let them listen more than once or played the listening

materials repeatedly. The solution appeared to work well and benefited the students' learning at phase two and three. As a teacher, I believe that students' reflective journals or regular and frequent surveys of students' opinions on teaching are beneficial to one's teaching. This has been my practice throughout my teaching in order to adjust the difficulty level of teaching materials, the speed of teaching and so on.

More participation and more practice

There was evidence in the interview data to indicate students' preferences for more opportunities for participation and practice. Although they had participated in class activities such as presentation, discussion, role-play and debate, they felt it was not enough. It appeared that students realized the importance of practice in ICC learning and became motivated by participating in class activities. In fact, they had insufficient opportunity to practice in class since there were 72 students and time constraints. This suggests that language and ICC learning/teaching is conducted in smaller classes. In my view, there is a need for nationwide reform in China because the English class learning of non-English majors is usually conducted in big classes in most Chinese universities. There is also a need for research into the area of class size and course duration. Although such a reform will encounter difficulties such as the imbalance between the number of teachers and students, it is worth aiming at since big class teaching did hinder the development of both students' ICC and LS as the study findings showed.

Too much content in the given time

The findings showed that a minority of students felt that the learning content was too much in the given time. Although only several students commented thus, it was true that the lessons at phase two which focused on ICC knowledge included a wide range of learning content. I myself also felt time for the intervention tight for me to teach and for students to digest too much knowledge in a short time. In addition, there were individual differences in students' ability; the English ability of this small group of students who felt somewhat overwhelmed was relatively weak. Such students required an approach tailored to their needs, hence my earlier suggestion of streaming students.

Speed of teaching

As evident in the reflective journal of a few students, some viewed the speed of teaching as fast and wished me to explain or teach at a slower speed. Although only a few students

commented thus, it was useful feedback for me. As these views were from their reflective journals for phase one, I adjusted my teaching for phase two and three to meet their needs as much as I could. However, the challenge was how to cater for all tastes and levels of ability. A speed suitable for low-ability students is not suitable for high-ability ones. This challenge again suggests that streaming students in ICC and LS learning/teaching class is necessary and worthwhile.

Learning environment

The findings showed that a few students stated that they wished there were some English native teachers involved in their ICC learning/teaching, teaching alongside Chinese English teachers who had had experience in studying and living abroad. Their suggestions were, I believe, reasonable and worth considering because both native and Chinese teachers have their advantages and disadvantages in ICC learning/teaching in the EFL classroom. For example, when Chinese teachers teach knowledge of ICC, they can teach it by comparing Chinese culture and English Culture and make it easier for students to understand. Foreign teachers of EFL perhaps offer advantages in teaching spoken English and oral fluency because their English is more precise and fluent. They operate out of a contrasting cultural perspective and can very naturally integrate their life style, customs and so on into their teaching. Therefore, the combination of an Chinese English teacher and English native speaker teacher might be an ideal option for ICC teaching/learning in the EFL classroom, though I believe that how this might be done is something that future research might shed a light on.

5.7 Significance of the findings

In the ICC teaching literature, it appears that no previous study experimented trialled planning and integrating ICC teaching into the EFL classroom for non-English majors in Chinese universities and to investigate how it might motivate students to learn English and develop students' ICC or their confidence in ICC. Overall, this study contributes to the literature on applying ICC and culture teaching theories (Byram, 1997, 2008, 2009; Paige, 2000; Corbett, 2003; Deardorf, 2009; Kramsch, 1993; Risager, 1993; Street, 1993; Eisner, 1994, 2002; Skopinskaja, 2009; Lussier, 2007; Fantini, 2009 and so on) to EFL classroom practice in several ways.

Firstly, the study is significant in providing practical support for the necessity, feasibility, practicality and effectiveness of systematically planning and integrating ICC learning/teaching into the EFL classroom for non-English majors in Chinese universities.

Secondly, the study's contribution to ICC learning/teaching literature lies more significantly in its applying ICC theories (especially Byram's) in the classroom practice selectively, adaptively, flexibly and critically, making the ICC classroom learning/teaching systematic and planned in a way that contributes to the theoretical and practical development of ICC learning/teaching. Specifically, based on theory of Byram's (1997, 2008, 2009) ICC learning which involves the acquisition of skills, attitudes and critical cultural awareness, and knowledge, ICC learning is roughly divided into three phases and the content of sub-competences involved in ICC is refined, specified and integrated systematically into classroom practice for each phase. Based on Byram's (1997) general process of ICC curriculum planning, his six stages are specified and adapted to the curriculum planning for non-English majors at a university in the Chinese context. Byram (1997) defined skills, knowledge, attitudes and critical cultural awareness in terms of objectives. To adapt those objectives to the specific circumstance of my context and this short-term study intervention, and to keep it compliant with the specified six stages, they are applied analytically and selectively combined with Paige's (2000) Conceptual Model of Culture Learning in setting the learning objectives for the ICC learning in the Chinese context. Accordingly, with clearly established objectives for ICC learning and complying with those specified six stages, other aspects or basic dimensions (Eisner, 1994) of the curriculum such as resource selection, teaching methods, class activities, teaching media and assessment were able to be planned systematically and carried out in a planned way for the three learning phases. This is significant for the EFL classroom for non-English majors in Chinese universities where ICC and culture are frequently taught in an unplanned, random way. As mentioned earlier, with respect to locations of learning ICC and the roles of the teacher and learner, this study did not completely conform to Byram's ICC model. I did, however, show that the classroom together with students' independent learning of ICC after class can have a positive effect on developing students' learning motivation and confidence in ICC. This finding is especially significant for the EFL classroom for non-English majors in Chinese universities, where for some reasons fieldwork learning is almost impossible to implement.

Thirdly, the significance and contribution of the study to ICC teaching literature also relates to findings that classroom ICC learning/teaching can serve to improve learners' basic language skills as a result of improved learning motivation. Most theories in the ICC literature seem to focus on showing that ICC learning/teaching brings benefits to learners' ICC improvement, but seldom mention the benefit it brings to learners' motivation, and hence the flow-on benefit to their language skills. From different and various perspectives, the findings also lend practical support to L2 learning motivation theories of the likes of Akram (2007), Dornyei (1994, 2001), Bandura & Schunk (1981), Deci & Ryan (1985), Lambert (1972), Noels, Pelletier & Vallerand (2000), Winke (2005), Oxford & Sharin (1994), Gardner and his colleagues (2005), Clement & Kruidenier (1985), Clement and Dornyei (2001), Tavani & Losh (2003). More importantly, the findings address a gap in the literature related to students' motivation and confidence in ICC learning as it seems that there is no special/specific theory dealing with students' learning motivation and confidence in ICC learning in foreign language classroom. It expands the theory of L2 learning motivation by showing that L2 learning motivation in general terms is simultaneously developed, under certain circumstances, in conjunction with ICC learning motivation.

Fourthly, the study makes a methodological contribution to the study of ICC learning/teaching in the EFL classroom especially regarding its involving a variety of methods: practitioner inquiry, action research, case study, mixed methods with explanatory design and triangulation design, the collection of a mixture of qualitative and quantitative data, and a quasi-experimental design. Thematic analysis and SPSS 18.0 were also adopted to analyse the data. These provide a deeper and broader understanding of the phenomena under investigation in relation to the intervention and enhance the validity and reliability of the study.

Fifthly, the study has practical implications for and provides pointers for aspects of ICC learning/teaching in the EFL classroom for non-English majors in Chinese universities. It offers some effective strategies for systematic planning and integrating ICC learning/teaching in the EFL curriculum/classroom for non-English majors in Chinese universities which will be significant for teachers at tertiary level who seek effective ICC learning/teaching strategies for use in the EFL classroom. Some research areas for future study in ICC learning/teaching have been identified, such as ICC teaching resources, ICC assessment and teachers' education in ICC.

5.8 Limitations

Although the research was designed an exploratory study, it still has several limitations. The first limitation was time. In order not to affect normal teaching, the intervention or the experimental teaching program lasted only 16 weeks, which is insufficient to adequately integrate all aspects of ICC, since it covers very broad aspects and is such “a complex combination of knowledge, skills and attitudes” (Corbette, 2003, p. 31). I tried integrating only some major aspects of culture and some major points of the three aspects (attitudes, knowledge and skills) which ICC involves. This suggests that a longer time should be spent doing such integrative work in future research.

The second limitation is related to ICC assessment. Guided by the theories of Byram (1997, 2008), Paige (2000) and Corbette (2003), and drawing on previous studies (for example, Skopinskaja 2009, Lussier 1997, 2007, Wang Zhengya, 2005, Nakamura, 1996), I designed the ICC test as delicately as possible. However, it needs further deliberation and modification, because the assessment of a complex phenomenon such as ICC is challenging as has been well acknowledged. As ICC is “a complex combination of knowledge, skills and attitudes” (Corbette, 2003, p. 31), similarly, the assessment of ICC should be also the same. It needs to be planned as carefully and in as great detail as possible. The implication is that the test of ICC in this research was unable to cover all aspects of ICC completely, accurately and in every detail, so ICC assessment can be identified as an area for further research. The same thing is true for curriculum design and improvement.

In addition, I am well aware that assessment of ICC, according to Byram (2008) and Lussier (2009), should be formative rather than occurring as a single summative assessment. However, because of factors such as the limited time-frames of the intervention, students’ heavy workloads in other subjects and the large number of students, besides the ICC pre-test, only questionnaires, students’ and teacher’s reflective journals and interviews were used as formative assessment. If it were not for the factors mentioned above, I would have used more formative assessment tools such as portfolios, dialogic journals, self-evaluation reports, on-going performance evaluations and so on. Due to the constraints of the intervention, speaking could not be included in the test and instead of it, analysis of an intercultural communication case or conversation was used. It is clear that ICC assessment, including summative and formative assessment, is an area that needs long-term further investigation.

Another limitation was the subjectivity and potential bias of the interviewees. As practitioner researcher, I was at the same time the teacher of the participants, my students. Throughout the teaching program, a cooperative and harmonious relationship was maintained and it appeared that the intervention was welcomed by the students. Consequently, as researcher I was concerned that there was possibility that the student interviewees more or less unavoidably had bias out of their respect for their teacher when (they were) asked what they liked or did not like about the course, what the positive and negative aspects of the instruction were, and so on. Even though the questionnaire was confidential it was possible that the students were influenced by not wanting to lose the teacher's approval.

Finally, ICC involves aspects of attitudes, knowledge and skills and it would be interesting to know in which aspects the students improved most, but for reasons such as constraints of time, I was unable to easily study these separately.

5.9 Summary

With reference to each of the research questions, this chapter has discussed the results and findings from the multiple sources of data which include pre- and post-tests, pre- and post-intervention questionnaires, interviews, and students' and teacher's reflective journals.

Section 5.1 dealt with the first research question "*What are the attitudes of EFL students of non-English departments toward the current EFL teaching program?*" The findings showed a general dissatisfaction with the current EFL teaching program which owing to the fact that it could not meet students' needs to develop their intercultural communicative competence and that, while students had intrinsic interest in western culture and English as a language, their English class felt boring because of the content and methods. They had to face the reality of passing various exams or tests while they wanted to know about Western culture and learn how to communicate with English native speakers. Their English class was mostly focused on reading, vocabulary and grammar, which were not so applicable to their communication with English native speakers in either speaking or writing. The students' need to develop ICC and learn about the Western culture is consistent with a view that the acquisition of a foreign language is the acquisition of the cultural practices, and teaching for linguistic competence cannot be separated from teaching for intercultural competence, cultural learning. This was a rationale for this study intervention.

Section 5.2 discussed the second research question “*What are the attitudes of intervention-class students toward the intervention of systematically integrating the teaching of ICC into the EFL curriculum and classroom?*” Findings indicated students’ positive attitudes toward the intervention. Almost all identified with the importance of ICC learning/teaching in the EFL classroom because it was useful, practical and advantageous to their English learning. They believed it would help improve not only their ability to communicate with native speakers, but also their English language skills. Such views lend practical support to culture and ICC theorists who assert that language learning and learning about target cultures and ICC cannot realistically be separated. They also found ICC learning/teaching interesting and motivating to their learning generally. The students’ positive attitudes toward the intervention were not only because it was important, useful and practical, but also because culture and ICC learning itself was intrinsically interesting to them.

Section 5.3 addressed the third research question, “*Is the designed instructional program associated with an improvement in intervention-class students’ intercultural communicative competence and language skills?*” which attempted to explore the association of the intervention with the students’ ICC and LS. The intervention-class students saw ICC learning as helping improve their communicative ability, their knowledge about English-speaking cultures and their cultural awareness. They felt more prepared for their future intercultural communication with foreigners either in China or overseas. The students had a self-perception of improvement in English language skills, although the improvement degree was different in listening, speaking, reading and writing. Their improvement in LS appeared to have some connection with ICC learning and the practice opportunities offered. Because their ICC learning enhanced their motivation to learn, the students became much more active in practicing speaking, reading and listening through classroom activities. The students’ hoped-for improvement in ICC and LS was well supported by an analysis of the quantitative data. The association of the intervention with participant improvement in ICC and LS argues for the feasibility, practicality and effectiveness of ICC learning/teaching in the EFL classroom.

Section 5.4 discussed of the fourth research question, “*Are there any differences in students’ pre-test and post-test scores measuring language skills and ICC for students in both intervention and non-intervention classes?*”. Quantitative data analysis showed that there were differences in students’ pre-test and post-test scores measuring LS and ICC for students in both the intervention and non-intervention classes. ICC and LS post-test scores for students in the intervention class increased while those for students in the non-intervention class did

not. The intervention then was associated with differences in ICC and LS scores between the intervention and non-intervention class students and there was development in intervention class students' ICC and LS while there was no development in non-intervention class students' ICC and LS. I argue that the intervention class students' improvement in LS is attributable to their improved learning motivation which appeared to have resulted from the ICC based intervention. Such an argument is consistent with the widespread view in the literature language learning motivation is a key factor of successful language learning. These results were consistent with findings from the qualitative data which highlighted intervention class students' self-perception of their improvement in ICC and LS. Overall then, findings from all sources taken collectively suggest that the intervention had positive consequences in terms of students' ICC and LS.

Section 5.5 dealt with the fifth research question, "*Are there any changes in motivation and confidence levels for intervention-class students at the completion of the intervention?*" In general, the qualitative data analysis showed that the intervention-class students' learning motivation and confidence in English communication was enhanced through their ICC study and by a range of features of the intervention, as identified and discussed previously. The qualitative data analysis also revealed a positive change in students' confidence level in speaking English and ICC due to the nature of the learning/teaching and amount of classroom practice. Their increased confidence was consistent with their improvement in ICC test scores at the completion of the intervention.

Section 5.6 discussed the sixth research question, "*What are some effective ways of systematically planning and integrating the teaching of ICC into the EFL curriculum and classroom?*" The intervention class students' positive attitudes toward the intervention, their improvement in LS and ICC post-tests, and their improvement in motivation and confidence levels in ICC learning, appeared to result from a number of aspects of the intervention planning and teaching. These included: the systematic planning and teaching of the curriculum, which divided ICC learning into three phases; six stages of analysis and decision-making in ICC curriculum planning; the identification of appropriate ICC learning objectives; resource selection; and a range of classroom activities and strategies. On the whole, the ICC planning was based on especially Byram's ICC theories. However, the theories were applied to this study intervention flexibly, selectively and critically, and adapted to the Chinese. The specific approach to ICC planning and teaching applied in this intervention lends practical support to general approaches to ICC learning/teaching theories in the literature. It also offers

pointers for future research on ICC learning/teaching in the EFL classroom for non-English majors in Chinese universities.

The concluding chapter which follows will discuss briefly some implications from this study for ICC theory, research and teacher education and development, and EFL policy-makers in relation to non-English majors in Chinese tertiary institutions. It will put forward suggestions for further research.

CHAPTER SIX

CONCLUSION

This chapter will conclude the thesis with a summary of the study's key points. It will then briefly discuss the implications of the study in terms of curriculum implementation, teacher education, language policy-making, research and theory. Finally, it will suggest future research avenues in investigating ICC learning/teaching in the EFL classroom for non-English majors at universities in the Chinese context.

6.1 Summary of key points

As practitioner inquiry, this study investigated and experimented with planning and integrating ICC learning/teaching in the EFL classroom for non-English majors at a tertiary institution in China. The topic stemmed from the fact that although many Chinese university students have learned English for a number of years and may have high scores in various English tests, they complain that it is hard for them to communicate with English native speakers in real life, study or work, that is, they lack intercultural communicative competence which is becoming more and more indispensable for students' future career and study prospects. Meanwhile, the *College English syllabus* (2007) formulated by the Chinese Ministry of Education has begun to emphasize the development of students' ICC.

A review of the ICC learning/teaching literature indicates that although in recent years there have been more ICC studies in foreign language teaching in China, it appears that there is a dearth of empirical study of applying ICC teaching theory to foreign language classroom teaching practice. No previous study has been carried out to investigate and experiment systematically the planning and integrating of ICC teaching in the EFL classroom for non-English majors in Chinese universities. In my own practitioner research, I applied ICC and culture learning/teaching theories (Kramsch, 1993; Risager, 1993; Street, 1993; Eisner, 1994; Byram, 1997; Paige, 2000; Corbett, 2003; Lussier, 2007; Byram, 2008, 2009; Dearsdorf, 2009; Spitzberg & Changnon (2009); Skopinskaja, 2009; Fantini, 2009 and so on) and L2 learning motivation theories (Lambert, 1972; Bandura & Schunk, 1981; Deci & Ryan, 1985; Clement & Kruidenier, 1985; Dornyei, 1994; Oxford & Sharin, 1994; Vallerand, 2000; Dornyei, 2001; Clement & Dornyei, 2001; Tavani & Losh, 2003; Noels, Pelletier & Winke, 2005; Gardner,

2005; Akram, 2007) to my own EFL classroom practice to investigate how it might motivate students to learn and how it might develop students' ICC or their confidence in ICC.

This study intervention rested on a hypothesis that systematically planning and integrating ICC learning/teaching into the EFL curriculum/classroom had the potential, depending on its design, to improve students' ICC and increase their motivation to master English. It was also grounded on my conviction that ICC teaching makes language learning more interesting, more effective, and thus, develops not only students' confidence in intercultural communicative competence but also potentially their language skills. A mixture of research methods was adopted to address the research questions: practitioner inquiry (McCutcheon & Jung, 1990; Anderson, Herr & Nihlen, 1994; Cochran-Smith & Donnell, 2006), action research (Kemmis & McTaggart, 1992; Cohen & Manion, 2007), case study (Nisbet & Watt, 1984), mixed methods (Ivankova & Creswell, 2003; Creswell et al., 2003; Creswell, 2008) and a quasi-experimental design (Best & Kahn, 1998). Data collection included: surveys, pre-test and post-test, students' reflective journals, teacher's reflective journals and interviews, and analysed in ways appropriate to the data type.

Students' were generally dissatisfied with the current EFL teaching program for three reasons: culture learning was random and did not meet their need for developing their ICC; they felt English classes were boring because of the teaching content and methods; they had to focus on improving their exam-passing ability because they had to face the reality of passing various English exams or tests. Students' were positively disposed toward the intervention because they saw the importance of learning/teaching ICC in the English classroom and the fact that the systematic ICC learning/teaching ICC in the English classroom stimulated their interest and increased their learning motivation. An association was found between systematic ICC learning/teaching and students' improvement in learning motivation, LS and ICC or confidence in ICC. Finally, a number of effective ways of systematically planning and integrating ICC learning/teaching into the EFL curriculum/classroom were found.

The findings were discussed in the light of ICC and culture learning/teaching theories and L2 learning motivation theories. It was argued that the adequate acquisition of a foreign language involves the acquisition of cultural practices, and that teaching for linguistic competence cannot realistically be separated from teaching for intercultural competence. It is necessary to systematically integrate ICC learning/teaching into the EFL classroom for non-English majors. Systematically planning and integrating ICC teaching into the EFL

curriculum/classroom has the potential to develop students' ICC or confidence in ICC and promote their learning motivation as well. The relationship between systematic ICC learning/teaching and students' learning motivation was further illuminated through the lens of L2 learning motivation theories and the argument was put forward that systematically planning and integrating ICC teaching in the EFL curriculum/classroom brings benefits to students' learning motivation, and a flow-on benefit to their language skills. Effective aspects of the study intervention were discussed through a combination of theories of ICC teaching and L2 learning motivation. It was argued that ICC learning/teaching should be systematically and carefully planned to make it effective. Effective ways of planning the ICC curriculum, methods of integrating the ICC teaching into the EFL classroom were discussed and suggested. These include the use of three distinct learning phases, a process of six stages of ICC curriculum planning, deciding on ICC learning/teaching objectives, and other basic dimensions and components of the curriculum such as resource selection for ICC learning/teaching and teaching method selection.

Limitations of the study were acknowledged in the discussion chapter.

6.2 Implications

This study has several significant implications: practical implications for curriculum implementation, practical implications for teacher education and language policy-makers, methodological implications for research, and theoretical implications for the development of ICC teaching/learning in the EFL classroom.

6.2.1 Implications for curriculum implementation, teacher education and language policy-making

This study has practical implications for the implementation of ICC learning/teaching in the EFL classroom in Chinese universities. It provides a model of systematic planning and integrating of ICC learning/teaching in the EFL curriculum/classroom in Chinese universities where ICC and culture tend to be taught in an unplanned and random way. The proposed model and strategies for systematic planning and teaching ICC curriculum should be applicable for Chinese English teachers at tertiary level, who seek ways of teaching ICC, especially to non-English majors in Chinese universities where for some reasons fieldwork learning of ICC is almost impossible to implement.

One of the issues found from the pre-intervention surveys was that current English programmes for non-English majors did not attach due importance to the development of student's ICC. Even if there was culture teaching in the English class, it was usually brief background information for texts and taught at random. It lacked systematic planning and a unified implementation at the whole teaching program level. These characteristics direct related to a lack of systematic professional development in the area of ICC and ICC learning/teaching, which resulted in a lack of teacher planing and confidence, and teacher difficulties in carrying out ICC learning/teaching in English classes. Although the *College English syllabuses Revised Edition 2007* emphasizes that the ultimate purpose of English teaching is to develop students' ICC and although most English teachers realize the importance of developing students' ICC in English class, they have not received formal professional training in ICC teaching, nor are they well-informed by relevant literature on ICC and ICC learning/teaching. Moreover, there is no unified and systematic planning and implementation of ICC teaching at the whole teaching program level, which leads to teacher difficulties in teaching ICC in their English classes.

It is true that teachers who have been teaching English for years and especially those who have had experience in studying and living abroad have accumulated some ICC knowledge and gained intercultural communicative competence themselves. However, they are not professionally trained and confident to teach ICC systematically based on relevant theories of ICC teaching and practice; nor are they involved in any relevant research to develop rational theories for their teaching practice; nor are their knowledge and experiences explicitly valued in the development of theories and policies.

This has significant implications for policy-makers who need to design a unified policy and plan for English teachers' professional training in ICC teaching. The need for professional development found in this study is consistent with a number of writers' views (Altman, 1981; Hughes, 1986; Kane, 1991; Byram, 1991, 1997; Paige, 2000; Corbett, 2003) on the qualities of the language teacher demanded if they are to effectively include culture and ICC in the language teaching. It supports Kane's (1991) argument that a language teacher needs to be an intercultural educator and comparative sociolinguist, and reflects Altman's (1981) statement that a language teacher should be a communication analyst and developer of communicative competence in the classroom. It also concurs with Paige's (2000) findings that a language teacher's qualities and functions are central to promoting culture learning in language

teaching. There is, then, a need for a language teachers' own education in intercultural communicative competence and a need for policy-makers to develop a unified policy and plan for English teachers' professional training in systematic ICC teaching.

The making of a new policy and plan requires a collaborative effort among experts and educators who are involved in ICC study and English teaching. This study proposes a practical model of systematic planning and integrating ICC learning/teaching into the EFL classroom based on relevant ICC theories. This model can also be used as a resource or model for making policy and systematically planning English teachers' professional development of in ICC teaching. The goals of development and training would be negotiated with the relevant teachers. The development and training would involve a general study of ICC theory or relevant literature, ICC teaching strategies and L2 learning motivation. ICC experts would provide their knowledge on ICC teaching-related theories and literature. Educational experts would focus on strategies for ICC teaching and theories of L2 learning motivation. Relevant teachers would share their knowledge or experience of culture teaching or methods which they think are workable. This may be done through workshops or sessions or seminars. Based on the outcomes of these, policy-makers would design a policy and systematically design a plan for teachers' professional development and training in ICC teaching. Every relevant teacher would have access to professional development and training on a regular basis. This would make the planning and implementation of ICC teaching in English classroom unified and systematic at the whole teaching program level.

In the meantime, key teachers should have ready access to ICC and educational experts for consultation on issues that emerges in the process of teaching. They would be encouraged to share their beliefs about their practice in ICC teaching and report their insights to their peers. Teachers would also have opportunities for dialogues with students, in which they seek students' views on ICC teaching practice. They themselves would be encouraged to engage in guided reflection on their own teaching practice to theorize on the basis of their personal knowledge and develop insights about their ICC teaching practice. Teachers should be given opportunities and responsibilities to advise policy-makers about their beliefs, insights and students' reflections and views, which will enable policy-makers to improve the plan and strategies for professional development and the ICC teaching curriculum. It is advisable to involve policy-makers in the professional development program and even ICC teaching practice, because in this way policy-makers can obtain first-hand information from experts,

teachers and students. Teachers should also be informed of onsite and offsite opportunities for professional training and the institution should support and provide for teachers' professional development.

6.2.2 Implications for research

Most of China's ICC studies and research in foreign language teaching are theoretical and involve general investigation, analysis, reflection and discussion. Unfortunately, there is a dearth of empirical study in applying ICC teaching theory in foreign language classroom teaching practice. Most studies are largely done through theoretical discussion or through questionnaires or interviews, which methodologically lacked a variety in research methods and data collection. For the purpose of collecting ongoing data on the beliefs and practices of both the teacher and intervention students as members of a community of teaching practice, this study used a mixture of research methods which included practitioner inquiry (McCutcheon & Jung, 1990; Anderson, Herr & Nihlen, 1994; Cochran-Smith & Donnell, 2006), action research (Kemmis & McTaggart, 1992; Cohen & Manion, 2007), case study (Nisbet & Watt, 1984), mixed methods (Ivankova & Creswell, 2003; Creswell et al., 2003; Creswell, 2008) and a quasi-experimental design (Best & Kahn, 1998). To deal with the results of the qualitative and quantitative data, explanatory design and triangulation design were applied to mutually illuminate, refine, clarify, and extend findings from both sets of results. A range of analytical procedures were applied to the data as appropriate. Through these various research methods, the emergent data were compared, contrasted and triangulated, which provided an opportunity to explore both the students' and teacher's reflections, views and beliefs as well as the processes involved in the ICC teaching/learning intervention itself. The result was not only an in-depth understanding of the study intervention from diverse perspectives, but also valid, reliable and practical pointers for the planning and practice of ICC teaching in the EFL classroom.

A variety of methodological procedures and more empirical study are needed for future study of ICC teaching in China to ensure validity, reliability and practicality, especially in relation to the application of ICC teaching theories in foreign language classroom teaching practice. This should provide pointers or guides for the planning and practice of ICC teaching in the EFL classroom in the Chinese context. After all, teaching theories are to serve and perfect teaching practice and teaching practice is the best way to test theories of teaching practice. If teaching theories are not applied to practice, they are meaningless. I hope that this

practitioner research has filled the gap by using a mixture of research methods and data collection instruments to explore ICC teaching, and will offer a model for empirical research in relation to this topic.

6.2.3 Implications for theory

Although the most significant contribution of this practitioner research are its implication for the practice of ICC learning/teaching, still the study has several theoretical implications. One of the theoretical implications is that it reveals the relationship between ICC teaching in the classroom and students' learning motivation, which contributes to the development of L2 learning motivation theories by showing that L2 learning motivation in general terms is simultaneously developed, under certain circumstances, in conjunction with ICC learning motivation. In the meantime, previous theories about ICC teaching/learning focus on the relationship between ICC learning/teaching and the benefits it brings to learners' ICC improvement, but seldom mention the benefit it brings to learners' motivation. From different and various perspectives, the study also expands L2 learning motivation theories by showing that classroom ICC learning/teaching can serve to improve learners' basic learning motivation, and hence a flow-on benefit to their language skills. In addition, the study contributes to the literature related to students' motivation and confidence in ICC learning. No previous theory deals with students' learning motivation and confidence in ICC learning in the foreign language classroom. This study expands the theory of L2 learning motivation in this aspect by providing practical support for it.

The study also contributes to the literature regarding the gaps in research around providing a model and strategies for systematic planning and teaching ICC curriculum in the EFL classroom by applying ICC theories systematically. These involve a division of learning phases, a general process of ICC curriculum planning, setting objectives for ICC learning/teaching, resource selection and other aspects of pedagogy such as teaching methods and assessment. Thus, it contributes to the development of the application of ICC teaching/learning theories.

6.3 Suggestions for further research

Some research areas for future study in ICC learning/teaching have been identified and some suggestions are outlined. These areas include teachers' education in ICC, ICC assessment, ICC teaching resources and the research methodology adopted.

The first suggestion for further study is teachers' education in ICC. Findings from Han & Song's (2011) investigation into teacher cognition of ICC in the Chinese English language teaching context of higher education indicate that Chinese university English teachers' conceptualization of ICC and its relevance to ELT is vague, in spite of their strong desire to develop students' ICC. Therefore, to improve students' ICC, the first and foremost prerequisite is teacher professional development. Studies of systematic professional development in the area of ICC and ICC learning/teaching need to be done to train teachers professionally so that they are confident in how to teach ICC systematically and effectively based on relevant theories of ICC teaching and practice.

ICC assessment is also an area which needs to be further studied. Because of constraints of time and as ICC involves very broad aspects, the test of ICC in this study intervention was unable to cover all aspects of ICC completely and in every detail. Therefore, there is a great research space in ICC assessment for long-term further study and research. Besides, both summative and formative assessment of ICC need long-term further investigation also. Similarly, the improvement of ICC curriculum design can also be an area for further study through practitioner research.

Another suggestion relates to teaching resources. While I taught during the intervention, I selected the teaching materials from various resources for the ICC teaching/learning since there was no ready-made appropriate textbook to be used. Yang & Zhuang (2007), who have done research on over ten English textbooks typical of tertiary institution in China, found that current English textbooks are far from meeting the needs of intercultural foreign language teaching. Systematically editing textbooks based on relevant theories for ICC teaching/learning is a big project to be done and it requires a collaborative effort from policy-makers, experts and educators who are involved in ICC study and English teaching. The curriculum planning of this study such as a division of learning phases, the general process of ICC curriculum planning, ICC learning/teaching objectives, resource selection and findings about other aspects of pedagogy might be referred to as pointers for editing ICC textbooks to make them more systematic and appropriate for classroom use.

A final suggestion for future study is that a mixture of research methods and various methods of data collection and analysis need to be applied to triangulate and illuminate each other to holistically serve the research purpose. Long-term research is suggested, since ICC teaching involves broad aspects. In addition, since ICC involves aspects of attitudes, knowledge and

skills, it would be interesting to know in which aspects students improved most. For reasons such as constraints of time, this study could not easily study these separately. To do this, long-term research is needed.

As a concluding remark, I would like to suggest that in relation to ICC teaching in the Chinese tertiary context, more empirical study is needed and should be done. This research has confirmed through empirical study that ICC teaching in the EFL classroom, by applying ICC theories systematically, can enhance students' learning motivation, the development of their ICC, their confidence in ICC, and a flow-on benefit to their language skills. As an English teacher and practitioner researcher, I have committed myself to this challenging but interesting research area. I have learned and developed my research skills and I have learned that multi-methods of research, data collection and analysis are beneficial for exploring the complex aspects of ICC curriculum planning and teaching from different perspectives. This study has taken me on a long journey in my academic area, but I am well aware that there is still a long way for me to go. And there is a long way to go for us Chinese English educators, who are involved in ICC study and English teaching, in undertaking a collaborative effort to bring about further progress in this academic area.

REFERENCES

- Akram, M. (2007). *Attitudes and motivation in English language learning: A study of female learners of southern Punjab*. Retrieved from www.languageinindia.com
- Ames, C. A. (1990). Motivation: What teachers need to know. *Teachers College Record*, 91 (3), 410-421.
- Anderson, G. L., & Herr, K. (1999). The new paradigm wars: Is there room for rigorous practitioner knowledge in schools and universities? *Educational Researcher*, 28 (5), 12-21, 40.
- Bandura, A., & Dale, S. (1981). Cultivating competence, self-efficacy, and intrinsic interest through proximal self-motivation. *Journal of Personality and Social Psychology*, 41, 98-106.
- Bandura, A. (1994). Self-efficacy. In V. S. Ramachandran (Ed.), *Encyclopedia of human behaviour* (Vol. 4, pp. 71-81). New York, NY: Academic Press.
- Bates, D. G., & Plog, F. (1990). *Cultural anthropology*. New York, NY: McGraw Hill.
- Bernard, J. (2010). *Motivation in foreign language learning: The relationship between classroom activities, motivation, and outcomes in a university language-learning environment*. Retrieved from http://repository.cmu.edu/hsshonors/74/?utm_source=repository.cmu.edu%2Fhsshonors%2F74&utm_medium=PDF&utm_campaign=PDFCoverPages
- Best, J. W., & Kahn, J. V. (1998). *Research in education*. Boston, MA: Allyn and Bacon.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.
- Bredella, L. (1992). Towards a pedagogy of intercultural understanding. *Amerikastudien*, 37(4), 559-594.
- Buttjes, D., & Byram, M. (Eds.) (1991). *Mediating languages and cultures: Towards an intercultural theory of foreign language education*. Clevedon, England: Multilingual Matters.
- Buttjes, D. (1990). Teaching foreign language and culture: Social impact and political significance. *Language Learning Journal*, 2, 53-57.
- Brown, J. D. (2001). *The elements of language curriculum: A systematic approach to program development*. Beijing, China: Beijing foreign language teaching and research press.
- Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Clevedon, England: Multilingual Matters.
- Byram, M. (2008). *From foreign language education to education for intercultural citizenship: Essays and reflection*. Clevedon, England: Multilingual Matters.

- Byram, M. (2009). Intercultural competence in foreign languages: Intercultural speaker and the pedagogy of foreign language education. In D. K. Deardoff (Ed.), *The SAGE handbook of intercultural competence* (pp. 321-332). Thousand Oaks, CA: Sage.
- Byram, M., & Esarte-Sarries, V. (1991). *Investigating cultural studies in foreign language teaching: A book for teachers*. Clevedon, England: Multilingual Matters.
- Byram, M., Esarte-Sarries, V., & Taylor, L. (1991). *Cultural studies and language learning: A research report*. Clevedon, England: Multilingual Matters.
- Byram, M., & Morgan, C. (1994). *Teaching-and-learning language-and-culture*. Clevedon, England: Multilingual Matters.
- Campbell, D. E. (2004). *Choosing democracy: A practical guide to multicultural education*. Englewood Cliffs, NJ: Merrill Prentice Hall.
- China Association for Intercultural Communication. (2013). *Intercultural communication for a harmonious world: Challenges and opportunities*. Proceedings of the 10th CAFIC International Conference, 21-24, November, 2013, Hainan, China.
- Clement, R., Dornyei, Z., & Noels, K. A. (1994). Motivation, self-confidence, and group cohesion in the foreign language classroom. *Language Learning*, 44 (3), 417-448.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education*. London, England: Routledge Falmer.
- Cochran-Smith, M., & Donnell, K. (2006). Practitioner inquiry: Blurring the boundaries of research and practice. In J. Green, G. Camilli, & P. B. Elmore (Eds.), *Handbook of complementary methods in education research* (pp. 503-518). Mahwah, NJ: Lawrence Erlbaum.
- Conti, G. J. (1989). Assessing teaching style in continuing education. In E. R. Hayes (Ed.), *New directions for adult and continuing education (Vol. 43, pp. 3-16)*. San Francisco, CA: Jossey-Bass.
- Corbett, J. (2003). *An intercultural approach to English language teaching*. Clevedon, England: Multilingual Matters.
- Creswell, J. W. (2008). *Educational Research: Planning, conducting, and evaluating quantitative and qualitative research*. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: Sage.
- Creswell, J. W., Plano Clark, V. L., Gutmann, M. L., & Hanson, W. E. (2003). Advanced mixed methods research designs. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioral research* (pp. 209-240). Thousand Oaks, CA: Sage.
- Dai, F., & Smith, S. J. L. (2003). *Cultures in contrast: Mis-communication and misunderstanding between Chinese and North Americans*. Shanghai, China: Shanghai Foreign Language Education Press.

- Dai, W., Xu, L., & Wu, L. (2009). *Intercultural communication in English*. Shanghai, China: Shanghai Foreign Language Education Press.
- Darkenwald, G. G. (1989). Enhancing the adult classroom environment. In K. B., DeMarrais, & S. D. Lapan. (Eds.). (2004), *Foundations for research methods of inquiry in education and the social sciences* (pp. 22-50). Mahway, NJ: Lawrence Erlbaum Associates.
- Davis, L. (2001). *Doing culture—Cross-cultural communication in action*. Beijing, China: Foreign Language Teaching and Research Press.
- Damen, L. (1987). *Culture learning: The fifth dimension in the language classroom*. Reading, MA: Addison-Wesley.
- Deardorff, D. K. (Ed.). (2009). *The SAGE handbook of intercultural competence*. Thousand Oaks, CA: Sage.
- Deardorff, D. K. (2009). Implementing intercultural competence assessment. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence* (pp. 477-491). Thousand Oaks, CA: Sage.
- Deci, E. L. & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behaviour*. New York, NY: Plenum.
- Deng, Y., & Liu, R. (1989). *Language and culture*. Beijing, China: Foreign Language Teaching and Research Press.
- Doecke, B. (2003). Ethical issues in practitioner research. *Professional Educator*, 2 (4), 10-11.
- Dörnyei, Z. (1990). *Analysis of motivation components in foreign language learning*. Paper presented at the 9th World Congress of Applied Linguistics, 15-19 April 1990, Thessaloniki-Halkidiki, Greece. Retrieved from: http://www.academia.edu/1979879/Selected_Papers_XXXVII_FAAPI_Conference
- Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *Modern Language Journal*, 78, 273-284.
- Duff, P. (2008). *Case study research in applied linguistics*. New York, NY: Lawrence Erlbaum/Taylor & Francis.
- Duranti, A. (1997). *Linguistic anthropology*. Cambridge, England: Cambridge University Press.
- Eisner, E.W. (1994). *The educational imagination: On the design and evaluation of school programs*. New York, NY: Macmillan College Publishing.
- Eisner, E. W. (2002). *Arts and the creation of mind*. New Haven, CT: Yale University Press.
- Fantini, A. E. (2006). *Assessment tools of intercultural communicative competence*. Retrieved from http://www.sit.edu/SITOccasionalPapers/feil_appendix_f.pdf

- Fantini, A. E. (2001). *Exploring intercultural competence: a construct proposal*. Paper presented in NCOLCTL fourth Annual Conference, 6-8 April 2001. Indiana, USA. Retrieved from http://www.academia.edu/3182491/Ingles_como_lingua_internacional_por_uma_pedagogia_intercultural_critica_Tese_de_Doutorado_
- Fantini, A. E. (2009). Assessing intercultural competence: Issues and tools. In D.K. Deardorff (Ed.), *The SAGE handbook of intercultural competence* (pp. 456-476). Thousand Oaks, CA: Sage.
- Fraenkel, J. R., & Wallen, N. E. (2005). *How to design and evaluate research in education*. New York NY: McGraw-Hill Publishing.
- Gardner, R. C. (1985). *The attitude/motivation test battery: Technical report*. London, England: University of Western Ontario.
- Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and motivation in second language learning*. Rowley, MA: Newbury House.
- Guan, S. (1995). *Intercultural communication*. Beijing, China: Beijing University Press.
- Hall, E. T. (1959). *The Silent Language*. New York, NY: Anchor Books.
- Hall, J. K. (2005). *Teaching and researching language and culture*. Beijing, China: Foreign Language Teaching and Research Press.
- Haley, B. (2010). *Comparison and contrast*. Retrieved from <http://hcc.humanities.uci.edu/humcore/Student//archives/Year2012-2013/WritersHandbook/index.html>
- Han, X., & Song, L. (2011). Teacher cognition of intercultural communicative competence in the Chinese ELT context. *Intercultural Communication Studies*, 3 (1) 175-192.
- Holmes, P., & O'Neill, G. (2012). Developing and evaluating intercultural competence: Ethnographies of intercultural encounters. *International Journal of Intercultural Relations*, 36(5), 707-718.
- Hu, W. (Ed). (1999). *Aspects of intercultural communication*. Beijing, China: Foreign Language Teaching and Research Press.
- Hu, W. (2005). On empirical research in intercultural communication. *Foreign Language Teaching Research*, 37(5) 323-327.
- Ivankova, N. V., & Creswell, J. W. (2009). Mixed Methods. In J. Heigham & R. A. Croker (Eds.), *Qualitative research in applied linguistics: A practical introduction* (pp. 282-293). Basingstoke, England: Palgrave Macmillan.
- Jia, Y. (1997). *Cross-cultural studies*. Shanghai, China: Shanghai Foreign Language Education Press
- Jiao, Y., & Qian, Q. (2009). *British and American cultures and customs*. Beijing, China: Beijing University Press.

- Kemmis, S., & McTaggart, R. (Eds.). (1992). *The action research planner*. Geelong, VIC, Australia: Deakin University Press.
- Khleif, B. B. (1979). Language as an ethnic boundary in Welsh-English relations. *International Journal of the Sociology of Language*, 20, 59-74.
- Kramsch, C. (1993). *Context and culture in language teaching*. Oxford, England: Oxford University Press.
- Lazar, I. (2003). *Incorporating intercultural communicative competence in language teacher education*. Kapfenburg, Germany: Council of Europe Publishing.
- Locke, T. (2010, January 28). *Dialogue around Lanping's proposal*. Retrieved 28 January, 2010, from E-mail: t.locke@waikato.ac.nz.
- Luo, X. (2000). *Comparative studies of English and Chinese cultures from a cross-cultural perspective*. Shenyang, China: Liaoning People's Press.
- Lustig, M. W., & Koester, J. (1996). *Intercultural competence: Interpersonal communication across cultures* (2nd ed.). New York, NY: Harper-Collins.
- McCutcheon, G., & Jung, B. (1990). Alternative perspectives on action research. *Theory into practice*, 29(3), 144-151.
- Mertler, C. A. (2006). *Action research: Teachers as researchers in the classroom*. Thousand Oaks, CA: Sage.
- Miles, M., & Huberman, A.M. (1994). *Qualitative data analysis* (2nd ed.). Thousand Oaks, CA: Sage.
- Mitchell, R. (1988). *Communicative language teaching in practice*. London, England: Centre for Information on Language Teaching and Research.
- Moran, P. R. (2004). *Teaching culture: Perspectives in practice*. Beijing, China: Foreign Language Teaching and Research Press.
- Murphy, E. (1988). The cultural dimension in foreign language teaching: Four models. *Language, Culture and Curriculum*, 1 (2), 147-163.
- Ngeow, K. & Kong, Y. (2003). *Learning through discussion: Designing tasks for critical inquiry and reflective learning*. Retrieved from www.lib.wayne.edu:2053/WebZ/FSFETCH?fetchtype=fullrecord:sessionid=sp07sw
- Nisbet, J., & Watt, J. (1984). Case study: In J. Bell, T. Bush, A. Fox, J. Goodey & S. Goulding (Eds.), *Conducting small-scale investigations in educational management* (pp. 79-92). London, England: Harper & Row.
- Nunan, D. (1992). *Research methods in language learning*. Cambridge, England: Cambridge University Press.
- Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge, England: Cambridge University Press.

- Oxford, R., & Shearin, J. (1994), Language learning motivation: Expanding the theoretical framework. *Modern Language Journal*, 78(1), 12-28.
- Parsons, R. D., & Brown, K. S. (2002). *Teacher as reflective practitioner and action researcher*. Belmont, CA: Wadsworth/Thomson Learning.
- Paige, R. M., & Stringer, D. (1997). *Training design for international and multicultural programs*. Portland, OR: Intercultural Communication Institute.
- Paige, R. M., Jorstad, H. L., Siaya, L., Klein, F., & Colby, J. (2003). Culture learning in language education: A review of the literature. In D. Lange, & R. M. Paige (Eds.), *Culture as the core: Perspectives on culture in second language learning*, (pp. 173-236). Greenwich, CT: Information Age Publishing.
- Paige, R. M., & Jorstand, H. et al.(2000). *Culture learning in language education: A review of the literature*, Retrieved from www.carla.umn.edu/culture/resources/litreview
- Pajares, F. M. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research*, 62(3), 307-322.
- Pallant, J. (2007). *SPSS survival manual: A step by step guide to data analysis using SPSS for Windows*. Maidenhead, England: Open University Press.
- Poorman, P. B. (2002). Biography and role-playing: Fostering empathy in abnormal psychology. *Teaching of Psychology*, 29(1), 32-36.
- Pulverness, A. (1996). Outside looking in: teaching literature as dialogue. *The Hermetic Garage, Last Number but Three*, 69-85.
- Qin, J., & Tian, J. (2008). *English subject educology*. Beijing, China: Foreign Language Teaching and Research Press.
- Renninger, K. A. (2009). Interest and identity development in instruction: An inductive model. *Educational Psychologist*, 44(2), 105-118.
- Revising team. (2007). *College English syllabus for non-English majors*. Beijing, China: Tertiary Education Press.
- Rubin, R. B., Martin, M. M., Bruning, S. S., & Powers, D. E. (1993). Test of a self-efficacy model of interpersonal communication competence. *Communication Quarterly*, 41(2), 210-220.
- Richards, J. C., & Rodgers, T. (2001). *Approaches and methods in language teaching* (2nd ed.). Cambridge, England: Cambridge University Press.
- Robinson, G. L. (1981). *Issues in second language and cross-cultural education: The forest through the trees*. Boston, MA: Heinle & Heinle.
- Robinson, G. (1988). *Cross-cultural understanding*. New York, NY: Prentice-Hall.
- Saville-Troike, M. (1996). Extending communicative concepts in the second language curriculum: A sociolinguistic perspective. In R.M. Paige, D.L. Lange & Y.A. Yershova (Eds), *Culture as the core: Integrating culture into the language curriculum* (pp.1-14). Greenwich, CT: Information Age Publishing.

- Saville-Troike, M. (1996). Language and culture. In S. L. McKay & N. Hornberger (Eds.), *Sociolinguistics and Language Teaching* (pp. 349-382). Cambridge, England: Cambridge University Press.
- Skopinskaja, L. (2009). Assessing intercultural communicative competence: Test construction issues. *Synergise - Pays Riverains de la Baltique* 6, 135-144.
- Samovar, L. A., Porter, R. E., & Stefani, L. (1998). *Communication between cultures*. Belmont, CA: Wadsworth Publishing Company.
- Schunk, D. H. (1991). Self-efficacy and academic motivation. *Educational Psychologist*, 26, 207-231.
- Seelye, H. N. (1994). *Teaching Culture: Strategies for inter-cultural communication*. Lincolnwood, IL: National Textbook Company.
- Spitzberg, B. H., & Changnon, G. (2009). Conceptualizing intercultural competence. In D. K. Dearsdorff (Ed.), *The SAGE handbook of intercultural competence* (pp. 2-52). Thousand Oaks, CA: Sage.
- Stern, H. H. (1983). *Fundamental concepts of language teaching*. Oxford, England: Oxford University Press.
- Street, B. (1993). Culture is a verb: Anthropological aspects of language and cultural process. In D. Graddol, L. Thompson, & M. Byram (Eds.), *Language and culture* (pp. 23-43). Clevedon, England: Multilingual Matters and BAAL.
- Sun, Y. (2013, November 22). *A common framework for intercultural competence development in the discipline of English in Chinese universities: A preliminary proposal*. Keynote speech at the 10th CAFIC International Conference, 21-24, November, 2013, Hainan, China.
- Sun, Y. (2010). *Intercultural studies: New frontiers*. Beijing, China: Foreign Language Teaching and Research Press.
- Taggart, G. L., & Wilson, A. P. (2005). *Promoting reflective thinking in teachers: 50 action strategies* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Tavani, C.M., & Losh, S. C. (2003). Motivation, self-confidence, and expectations as predictors of the academic performances among our high school students. *Child study journal* 33 (3), 141-151.
- Tolich, M. (Ed.) (2001). *Research ethics in Aotearoa New Zealand*. Auckland, New Zealand: Pearson Education.
- Ueber, D. M., & Grosse, C. U. (1991). The cultural content of business French texts. *The French Review*, 65 (2), 247-255.
- Wang, J., & Zheng, L. (2004). *Language and culture: Contrastive studies between English and Chinese*. Shanghai, China: Shanghai Foreign Language Education Press.
- Weng, Q., & Jin, L. (2010). *ELT in China*. Beijing, China: Foreign Language Teaching and Research Press.

- Winke, P. M. (2005). *Individual differences in adult Chinese second language acquisition: The relationships among aptitude, memory and strategies for learning*, Unpublished doctoral dissertation, Georgetown University, Georgetown, USA.
- Zeni, J. (Ed.) (2001). *Ethical issues in practitioner research*. New York, NY: Teachers College Press.
- Zhang, A. (2007). *Bridge between minds: Intercultural communication*. Chongqin, China: Chongqin University Press.
- Zhang, H. (2007). *Intercultural approach to foreign language teaching*. Shanghai, China: Shanghai Foreign Language Education Press.
- Zuber-Skerritt, O. (1996). Emancipatory action research for organizational change and management development. In O. Zuber-Skerritt (Ed.), *New directions in action research* (pp. 83-105). London, England: Falmer.

APPENDICES

Appendix A: Ethics approval

Dean's Office
School of Education
Te Kura Toi Tangata
The University of Waikato
Private Bag 3105
Hamilton, New Zealand

Phone +64 7 838 4466
Ext 8283
www.waikato.ac.nz
pgiles@waikato.ac.nz



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

MEMORANDUM

To: Lanping Li
cc: Professor Terry Locke

From: Dr Rosemary De Luca
School of Education Research Ethics Committee

Date: 20 January 2010

Subject: Research Ethics Application

Thank you for submitting the amendments to your research proposal:

Systematically Planning and Integrating the Teaching of ICC into the EFL Curriculum/Classroom to Promote Students' Learning Motivation and Confidence in ICC: A Practitioner Research at a Tertiary Institution in China

I am pleased to advise that your application has received ethical approval.

Please note that researchers are asked to consult with the School's Research Ethics Committee in the first instance if any changes to the approved research design are proposed.

The Committee wishes you all the best with your research.

Dr Rosemary De Luca
Chairperson
School of Education Research Ethics Committee

Appendix B: Information to participant

Dear student,

As part of my study at the University of Waikato, I am conducting a research project examining the effectiveness of integrating the teaching of culture into the EFL curriculum and classroom. This research will develop an instructional program that integrates the teaching of culture into the EFL curriculum and classroom to enhance students' intercultural communicative competence (ICC). It intends to examine EFL learners' attitudes towards the current EFL teaching program; investigate the effectiveness of integrating the teaching of culture into the EFL curriculum and classroom in improving students' ICC; analyse the differences in EFL students' proficiency in language proficiency and ICC before and after the intervention; study the participant's motivation level in language learning before and after the intervention.

I invite you to be a participant and to be involved in this research. I would like to select you as a participant because you are enrolled in the compulsory English course offered by the university. Your participation is highly valued.

The participants will be divided into two groups, the experimental group and the control group. I will do the intervention for the experimental group using an approach of integrating the teaching of culture into the EFL curriculum and classroom while the control group will also be handled by me but using traditional methods without integrating the teaching of culture into the EFL curriculum and classroom. The control group will not be disadvantaged since they will be taught in a way identical to how they would have been taught had this research not been taking place.

The data for the study will be collected over 16 weeks and some of the sessions will be audio-taped. The researcher and the participant will also keep a reflective journal about the class. At the end of each phase (3 phases), participants will be invited to spend twenty minutes reflecting on the tasks given to them through reflective journaling. At the end of the 16-week period, I would also like to invite 15 participants for an interview session. This interview session will be audio-taped and the transcript sent to you confidentially for checking. The data collected will be analysed to examine the effectiveness of the instructional program that I have designed and implemented.

Some of the lessons will be observed by a colleague of mine who will be especially trained for the task and who will sign a document guaranteeing your confidentiality. He will not be involved in assessing you in any way.

Data gathered will remain confidential and only my supervisors and I will have access to it. Your identity will not be revealed in any analysis and publications. Your test scores' confidentiality will be maintained at all times. Information that I am collecting will be employed for the purpose of my doctoral thesis. An electronic copy of the thesis will be lodged in the Australasian Digital Thesis (ADT) database and it will become widely available. Your participation in the study is important because the information you provide will be useful in designing future EFL teaching in the university so that other students will benefit from the study.

Participation in this study is voluntary and you may withdraw from this research before the fourth week the semester begins. If you want to withdraw, you may join a parallel class which does not participate in this research. If you have any queries regarding this research, please direct them to me or my chief supervisor, Professor Terry Locke at t.locke@waikato.ac.nz. I may be contacted at any time at this number: 15921726703. You may also email me of your queries at l1206@waikato.ac.nz. If you agree to participate in this research, please sign the copy of Informed Consent form and return it to the researcher.

Thank you for your time.

.....

Lanping Li
Researcher
The School of Education
University of Waikato
New Zealand

.....

Professor Terry Locke
Chief Supervisor
Arts and Language Education Department
The School of Education
University of Waikato
New Zealand

Appendix C: Consent form

I have read the information sheet and have been informed about the research project. I understand that I am going to be a participant in this research. I understand that my name will not be revealed in any parts of the research or the written report of the research and I will not be identified without my written permission. I agree to participate and if I wish to withdraw, I should do so before the fourth week into the study.

I am happy to participate in this research and I understand that the use of materials generated by this research will be used for the researcher's doctoral thesis, publication and conference purposes only. I understand that data will be reported in a way to protect my confidentiality, and the data will be stored securely. I also give consent of the audio taping of the interview session and the audio tape to be used for academic purposes.

For data analysis and publication purposes,

<input type="checkbox"/>
<input type="checkbox"/>

I am happy to keep my original name.

I wish to use a pseudonym. The name I would like to use is

Signed:

Name:

Date:

Appendix D: Invitation to participate in an interview session

Dear Student,

I would like to invite you to participate in an interview session that is part of my research project. This purpose of this interview is to gain an in-depth insight of your views about the activities we have conducted in class. If you decide to volunteer to participate in this research, I will ask you to do these things:

Participate in a 20 to 30 minute oral interview.

Your interview will be audio-recorded for later reference.

Your name will not be disclosed.

Any information obtained from this interview will be disclosed only with your permission.

Please indicate your preference for an interview session.

During class	<input type="checkbox"/>
After class	<input type="checkbox"/>
Another time	<input type="checkbox"/>

If you prefer this option, please give me your mobile number so that I can arrange a meeting with you.

Mobile Number:

I agree to participate in this interview. I have been given a copy of this form.

NAME:.....

SIGNATURE :.....

DATE:

Appendix E: Letter of permission to conduct a research

Lanping Li, 110 Mansel Avenue, Hillcrest, 3216 Hamilton, New Zealand

Email address: ll206@students.waikato.ac.nz

Head of Department,

200135 Shanghai, China

16th November 2009

Dear _____

Permission to conduct a study on “Planning and integrating the teaching of culture into the EFL curriculum/classroom to develop students’ intercultural communicative competence”

I wish to seek your permission to conduct a research study on the above topic. As part of my research under the supervision of my chief supervisor, Prof. Terry Locke at the Arts and Language Education Department, School of Education, University of Waikato, New Zealand, I am conducting a research project examining the effectiveness of integrating the teaching of culture into the EFL curriculum and classroom. This research will develop an instructional program that integrates the teaching of culture into the EFL curriculum and classroom to enhance students’ intercultural communicative competence (ICC). It intends to examine EFL students’ attitudes towards the current EFL teaching program; investigate the effectiveness of the instructional program in improving students’ ICC; analyse the differences in EFL students’ proficiency in language proficiency and ICC before and after the intervention; study the participants’ motivation levels in language learning before and after the intervention.

This is an intervention study that requires me to develop a 16-week intervention program from 1st March 2010 to 9th July 2010. However, in grading and assessing the participants involved in this study, I will strictly adhere to the standard specified by the English Department.

I would like to reassure you that I will be protecting the participants’ confidentiality and anonymity. All information collected during the research process will be treated strictly confidential and stored securely with the researcher only.

This letter is a request for your permission to let me conduct my research and to intervene one of the non-major English language courses offered by the department. I would be grateful if you grant me your permission. Thank You.

Sincerely,

Lanping Li

Appendix F: Letter of permission to conduct a research

Lanping Li, 110 Mansel Avenue, Hillcrest, 3216 Hamilton, New Zealand

Email address: ll206@students.waikato.ac.nz

Dean of Foreign Languages College

200135 Shanghai, China

16th November 2009

Dear _____

Permission to conduct a study on “Planning and integrating the teaching of culture into the EFL curriculum/classroom to develop students’ intercultural communicative competence”

I wish to seek your permission to conduct a research study on the above topic. As part of my research under the supervision of my chief supervisor, Prof. Terry Locke at the Arts and Language Education Department, School of Education, University of Waikato, New Zealand, I am conducting a research project examining the effectiveness of integrating the teaching of culture into the EFL curriculum and classroom. This research will develop an instructional program that integrates the teaching of culture into the EFL curriculum and classroom to enhance students’ intercultural communicative competence (ICC). It intends to examine EFL students’ attitudes towards the current EFL teaching program; investigate the effectiveness of the instructional program in improving students’ ICC; analyse the differences in EFL students’ proficiency in language proficiency and ICC before and after the intervention; study the participants’ motivation levels in language learning before and after the intervention

This is an intervention study that requires me to develop a 16-week intervention program from 1st March 2010 to 9th July 2010. However, in grading and assessing the participants involved in this study, I will strictly adhere to the standard specified by the English Department.

I would like to reassure you that I will be protecting the participants’ confidentiality and anonymity. All information collected during the research study will be treated strictly confidential and stored securely with the researcher, and can only be accessed by me or my supervisors.

This letter is a request for your permission to let me conduct my research with your students and to intervene one of the non-major English language courses offered by the department. I would be grateful if you grant me your permission. Thank You.

Sincerely,

Lanping Li

Appendix G: Application to conduct research

Lanping Li, 110 Mansel Avenue, Hillcrest, 3216 Hamilton, New Zealand

Email address: ll206@students.waikato.ac.nz

To

Rector

Teachers' Education Section

200135 Shanghai, China

16th November 2009

Dear _____

Application to conduct research

With reference to the above matter, I would humbly like to seek your kind permission to conduct my research at our university.

As part of my research under the supervision of my chief supervisor, Prof. Terry Locke at the Arts and Language Education Department, School of Education, University of Waikato, New Zealand, I am conducting a research project examining the effectiveness of integrating the teaching of culture into the EFL curriculum and classroom. This research will develop an instructional program that integrates the teaching of culture into the EFL curriculum and classroom to enhance students' intercultural communicative competence (ICC). It intends to examine EFL students' attitudes towards the current EFL teaching program; investigate the effectiveness of the instructional program in improving students' ICC; analyse the differences in EFL students' proficiency in language proficiency and ICC before and after the intervention; study the participants' motivation levels in language learning before and after the intervention.

This research will be conducted for duration of one semester starting from March 1st 2010 to 9th July 2010.

Enclosed with this letter are the necessary documents required. I hope to receive approval for this research to be conducted as soon as possible. Your kind attention and prompt feedback on this matter is highly appreciated. Thank You.

Sincerely,

Lanping Li

Appendix H: Consent form

I have agreed that Mrs. Lanping Li can choose students from Electric Control Department and Electromechanical Department as participants in her research, on “**Planning and integrating the teaching of culture/ICC into the EFL curriculum/classroom to develop students’ intercultural communicative competence**”.

Sincerely,

.....

Appendix I: Pre-questionnaire to all participants

This questionnaire is part of the research project into examining your attitude towards language learning especially the oral communication component. This questionnaire is for research purposes only. The information you provide is very important for developing course materials. Thank you for your cooperation in completing this questionnaire.

SECTION A: BACKGROUND INFORMATION

1. Gender : M/F
2. Major : Electric Control/ Electromechanical

SECTION B: EFL LEARNING EXPERIENCE

1. How long have you learned English?
6 years
9 years
More than 9 years
2. I am satisfied with the current English class at the university.
Yes No
3. What is your English class mostly focused on?
Grammar and vocabulary
Grammar, vocabulary and reading comprehension
Language skills (listening, reading, speaking, and writing)
Target language culture
4. Did your English teacher use various teaching approaches?
Yes. Please explain what teaching approaches were used

No

5. I know what intercultural communicative competence is.	Yes	No
6. I think culture knowledge of target language can help me improve my ability to communicate with native speakers.	Yes	No
7. Culture knowledge of target language is interesting to me.	Yes	No
8. How often did your teacher introduce the culture during English class?	Often Sometimes	Never
9. How do you rate your English language proficiency?	Very bad Bad Average	Good Very Good
10. How do you rate your ability to communicate with English native speakers?	Very bad Bad Average	Good Very good

SECTION C: STUDENT'S ATTITUDES TOWARD CURRENT EFL TEACHING PROGRAM

1. Do you like to study English?

Yes. Why?

No. Why?

2. How important do you think English is?

Very important

Quite important,

Not so important,

Not important at all,

Why _____

3. Do you do anything to improve your English outside the classroom?

Yes (tick ways you do to improve your English outside classroom)

No

I read English novels or/and magazines.

I listen to English radio stations.

I speak English to my friends.

I write e-mails in English.

I write letters/emails to my pen-pals from foreign countries.

I attend English language courses organized outside the campus.

Others. Please

explain _____

4. Does English teaching at the university give you any fear or unpleasant feeling?

Yes

No

5. If you answer *Yes*, please choose what give you any fear or unpleasant feeling.

Ways of class instruction

Fear of inaccurate pronunciation

Fear of examinations

Fear of making mistakes when speaking and writing

Others. Please explain

6. Do you agree that EFL teaching at the university is focused mainly on vocabulary grammar and reading comprehension?

Yes

No

7. What should English teaching be focused on?

Developing speaking skill

Developing reading skill

Developing writing skill

Developing all language skills (listening, speaking, reading, and writing)

Developing intercultural communicative competence and all languages skills

8. Do you like English teaching materials focused on discussions related to target language culture?

Yes. Why? _____

No. Why? _____

9. Do you like your English teacher to integrate the teaching of culture into the English curriculum and classroom?

Yes. Why? _____

No. Why? _____

10. What teaching approach do you prefer when learning English in the class? (Please tick one)

Teacher-centred approach.

Student-centred approach

Combination of teacher and student-centred approach

Appendix J : Pre- and post-intervention questionnaire to the intervention class

Dear participants,

Thank you for agreeing to complete this survey. This questionnaire investigates your attitude and motivation toward language learning. The answers you give are for research purposes only. All information given is treated with strictly confidential. The information you provide will be useful to improve the teaching and learning English language in the university

SECTION A: BACKGROUND DETAILS

1. CET4 Score

Total Score

Listening Comprehension

Reading Comprehension

Vocabulary and structure

Writing

2. Educational Background

a. Name of your last secondary school:

b. Language spoken at home. (You may tick more than one)

Standard Chinese Shanghaiese

Cantonese Others (Please state) _____

SECTION B: ENGLISH PROFICIENCY SCALE RATING

Put a tick on each of the following items based on the scales given.

	Always	Often	Sometimes	Occasionally	Never
1. I cannot communicate in English with native speakers at all.					
2. I can communicate in English with native speakers but use words and short phrases only.					

3. I can hold daily conversations with native speakers in English well.					
4. I need to use some language from my own language to help me describe unfamiliar things in English.					
5. I can express my opinions fluently in English.					
6. I cannot come up with the right words and the appropriate ways of expressing myself in English.					
7. I have difficulties in expressing ideas in English.					
8. I make grammatical mistakes when I speak with native speakers.					
9. I notice the inappropriateness when speaking and communicating with native speakers					
10. I am afraid of speaking English in front of native speakers					
11. I feel embarrassed speaking English to native speakers					
12. In English class, I prefer my teacher to explain in Chinese language					

SECTION C: STUDENT'S MOTIVATION TO EFL TEACHING

Tick for the one that reflects your opinion.

SA is for Strongly Agree

A is for Agree

SD is for Strongly Disagree

D is for Disagree

NS is for Not Sure

	SA	A	SD	D	NS
1. English is one of the most important subjects I am learning.					
2. English is one of the subjects I am interested in.					
3. I enjoy learning English in class.					
4. The textbook used in English class are interesting.					
5. The complementary materials used by my English teacher are highly relevant to target language culture.					
6. The complementary teaching materials used by my teacher are more interesting than the textbook.					
7. My English teacher is friendly					

8. My English teacher encourages me to communicate in English.					
9. My English teacher gives me opportunities to practice English.					
10. The teaching instructional approach used by my teacher motivates me to learn better.					
11. I prefer the instructional approach used by my English teacher to other traditional classroom instructions.					
12. I feel engaged and interested during English class.					
13. I don't feel any fear in attending this class.					
14. I learn a lot from English lessons.					
15. I think my English mastery is getting better.					
16. I think my intercultural communicative competence has been developed to some degree.					
17. I am confident I can pass English subject well.					
18. I am confident I can get better grade than other students.					
19. I would like to learn as much as possible about the target language culture in the future.					
20. If I have more time, I would like to spend more time in learning English.					

Appendix K: Teacher's reflective journal

DATE:

LESSON NUMBER:

TOPIC:

OVERALL AIMS:

1. What were the interesting events that happened today?

2. What happened while participants were doing the activities?

3. What were the events that surprised me as the teacher?

4. Describe students' performance:-

a. Speaking:

b. Motivation level:

c. Confidence:

5. How was my performance as a teacher today?

6. How can I improve on today's teaching?

Appendix L: Student's reflective journal guideline

1. What have you learned during this phase?

2. What are your personal feelings about what you have learned during this phase?

3. Which aspect of this phase's lessons was useful?

4. My listening ability during this phase was:

5. My speaking ability during this phase was:

6. My reading ability during this phase was:

7. My writing ability during this phase was:

8. My motivation level in class was:

9. My confidence level was:

10. What I have learned was:

Appendix M: Students' interview protocol

1. What do you think about this course?
2. What do you think about the approach of integrating the teaching of ICC into the EFL curriculum and classroom?
3. What do you like or do not like about this course?
4. Which activities do you like the best? Why?
5. What are the factors that make you confident in speaking the second language in this class?
6. Do you think your English has improved to some degree? In what way?
7. Do you think your intercultural communicative competence has been developed to some degree?
8. If you had a chance to change something about this course, what would you change?
9. What are some positive or negative aspects of learning English this way?
10. What other aspects of learning have you noticed taking place in the classroom?
11. Give suggestions on how the course can be improved.