

DEVELOPMENT OF TASK-BASED LANGUAGE TEACHING AND
EXPERIENTIAL CULTURE LEARNING CYCLE INSTRUCTIONAL
MODEL FOR ENHANCING INTERCULTURAL COMMUNICATION
COMPETENCE OF UNDERGRADUATE STUDENTS

LI CAIXIA

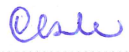
A thesis submitted in partial fulfillment of the requirements for
the Degree of Doctor of Philosophy Program in Curriculum and Instruction
Academic Year 2023


Copyright of Bansomdejchaopraya Rajabhat University


Thesis Title Development of Task – Based Language Teaching and Experimental Culture Learning Cycle Instructional Model for Enhancing Interculturing Communication Competence of Undergraduate Students

Author Mrs. Li Caixia

Thesis Committee



..... Chairperson
(Assistant Professor Dr. Wapee Kong-in)


..... Committee
(Associate Professor Dr. Areewan Iamsa-ard)


..... Committee
(Associate Professor Dr. Suriya Phankosol)


Accepted by Bansomdejchaopraya Rajabhat Univeristy in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy in Curriculum and Instruction



..... Dean of Graduate School
(Assistant Professor Dr. Kanakorn Sawangcharoen)


..... President
(Assistant Professor Dr. Linda Gainma)

Defense Committee


..... Chairperson
(Associate Professor Dr. Oraphan Butkatunyoo)


..... Committee
(Associate Professor Dr. Kemmanat Mingsiritham)


..... Committee
(Associate Professor Dr. Chaiyos Paiwithayasiritham)

Title	Development of Task-Based Language Teaching and Experiential Culture Learning Cycle Instructional Model for Enhancing Intercultural Communication Competence of Undergraduate Students
Author	Li Caixia
Program	Curriculum and Instruction
Major Advisor	Assistant Professor Dr. Wapee Kong-In
Co-advisor	Associate Professor Dr. Areewan Iamsa-ard
Co-advisor	Associate Professor Dr. Suriya Phankosol
Academic Year	2023

ABSTRACT

The purposes of this research were to 1) examine the factors affecting intercultural communication competence of undergraduate students at Guangxi University of Science and Technology, 2) develop the task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology, and 3) study the results of implementing the task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology. The 3 research phases were carried out to answer the 3 research objectives. The population of Phase 1 consisted of 188 former students and 12 lecturers of Integrated English Course in semester 1 of academic year 2022 from 3 English orientations at Guangxi University of Science and Technology; and the sample group of Phase 1 consisted of 128 former students and 6 lecturers from the above mentioned population. The target group of Phase 2 comprised 5 experts, and the sample group of Phase 3 included 34 freshmen who enrolled in Integrated English course from Class A at Guangxi University of Science and Technology. The research instruments involved 1) a questionnaire for students and a semi-structured interview for lecturers, 2) a questionnaire for experts to confirm the instructional model, 3) a set of lesson plans based on the task-based

language teaching and experiential culture learning cycle instructional model, and 4) a set of pretest and posttest paper. The data was analyzed statistically with mean, standard deviation, and percentage.

The research revealed the following.

1. The factors influencing the development of intercultural communication competence of undergraduate students at Guangxi University of Science and Technology comprised 4 internal factors and 5 external factors. The internal factors included motivation and valence, students' perception of ICC-relevant knowledge and skills, cognitive style and personality, and effort and effort attribution, whereas the external factors included teacher role, teaching objectives, teaching materials, teaching methods and student-teacher interaction and cooperation, and teaching assessment.

2. The task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology included 5 components: 1) principle and rationale, 2) objectives, 3) contents, 4) method of teaching & materials, and 5) evaluation. And the six steps designed for the instructional model were 1) pre-task, 2) participation cycle, 3) description and interpretation cycle, 4) presentation cycle, 5) response cycle, and 6) summary and after-class task. The model was 100% confirmed to meet the criteria of utility, feasibility, propriety, and accuracy standards, as evaluated by five experts.

3. It was found that students' intercultural communication competence developed significantly at a "High" relative developmental level. This result is in line with the research hypothesis, which predicted that students' intercultural communication competence will be higher after the implementation of the task-based language teaching and experiential culture learning cycle instructional model.

Keywords: Task-Based Language Teaching, Experiential Culture Learning Cycle, Instructional Model, Intercultural Communication Competence, Undergraduate Students

Acknowledgements

I would like to express my heartfelt thanks to a number of people who have contributed to or assisted in the process of this thesis writing. It is their profound knowledge, rigorous academic attitudes, and heart-warming support that accompanied me all the way.

First and foremost, my deepest gratitude goes to dear Associate Professor Dr. Areewan Iamsa-ard. It is her inspiring and energizing classes, her generosity with precious materials, and her patience and constant encouragement that have been pushing me forward step by step along the academic journey. My special thanks are due to Assistant Professor Dr. Wapee Kong-In and Associate Professor Dr. Suriya Phankosol, who gave me remarkable and cogent suggestions for the improvement of the thesis. Of course, my sincere thanks extend to Assistant Professor Dr. Sarayut Sethakhajorn, Assistant Professor Dr. Saiphon Songsiengchai, Assistant Professor Dr. Prapai Sridama, Associate Professor Jittawisut Wimutipanya, Assistant Professor Dr. Wanida Ploysangwal, Dr. Panas Jansritong, Professor Zhou Liuqin, Professor Zhou Guixiang, Professor Zheng Liping and Professor Lei Cai, who carefully evaluated the research tools and instructional model. Without their resourceful instructions and insightful criticisms the completion of the present paper would have been impossible.

Secondly, I want to express my whole-hearted thanks to all the friends, classmates, colleagues, and students who helped me with the teaching experiment, data collection and analysis.

Thirdly, I feel deeply indebted to my family who provided me with favorable conditions to do my thesis. And I know their support and love will continue to accompany me all my life.

Last but not the least, my grateful thanks extend to Bansomdejchaopraya Rajabhat University for academically preparing me for Ph.D. and my future study and research in the field of Curriculum and Instruction. I feel extremely proud to be a part of Bansomdejchaopraya Rajabhat University.

Li Caixia

Contents

	Page
Abstract.....	i
Acknowledgement.....	iii
Contents.....	iv
List of Figures.....	vi
List of Tables.....	vii
Chapter	
1 Introduction	1
Rationale.....	1
Research Question.....	5
Research Objective.....	5
Research Hypothesis.....	5
Scope of the Research.....	6
Advantages.....	7
Definition of Terms.....	7
Research Framework.....	11
2 Literature Review	13
Integrated English Course.....	13
Development of Instructional Model.....	17
Task-Based Language Teaching.....	21
Experiential Culture Learning Cycle.....	31
Intercultural Communication Competence.....	44
Related Research.....	51
3 Research Methodology	56
Phase 1 was conducted to answer research objective 1 — To examine the factors affecting intercultural communication competence of undergraduate students at GXUST.....	56
Phase 2 was conducted to answer research objective 2 — To develop the task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at GXUST.....	62

Contents (Continued)

	Page
Phase 3 was conducted to answer research objective 3 — To study the results of implementing the task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at GXUST.....	65
4 Results of Analysis.....	70
Part 1: Analysis results serving Research Objective 1 — To examine the factors affecting intercultural communication competence of undergraduate students at GXUST.....	70
Part 2: Analysis results serving Research Objective 2 — To develop the task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at GXUST.....	100
Part 3: Analysis results serving Research Objective 3 — To study the results of implementing the task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at GXUST.....	104
5 Discussion Conclusion and Recommendations.....	110
Conclusion.....	110
Discussion.....	111
Recommendations.....	117
References.....	122
Appendices.....	133
A List of Specialists and Letters of Specialists Invitation for IOC Verification.....	134
B Official Letter.....	137
C Research Instrument.....	150
D The Results of the Quality Analysis of Research Instruments.....	246
E Certificate of English.....	274
F The Document for Accept Research.....	277
Researcher Profile.....	279

List of Figures

Figure	Page
1.1 Research Framework.....	12
2.1 Willis's flexible framework for task-based learning (1996).....	26
2.2 Chaudron et al's KTBLT model (2005)	29
2.3 Experiential Learning Cycle and Basic Learning Styles (Kolb, 1984).....	35
2.4 Experiential Culture Learning Cycle (Moran, 2009).....	36
2.5 Experiential culture learning instructional model for developing intercultural awareness (Wang, 2017)	38
3.1 Summary of the handout for developing the instructional model.....	62
4.1 Comparison of students' test scores on intercultural communication competence before and after learning by the developed instructional model.....	104
4.2 Students' developmental level of intercultural communication competence after the teaching experiment with the developed instructional model.....	107
4.3 Task-based language teaching and experiential culture learning cycle instructional model for enhancing undergraduate students' intercultural communication competence.....	109

List of Tables

Table	Page
2.1 Course structure of Integrated English I.....	16
2.2 Units, modules and contents used in the present study.....	17
2.3 Skehan’s framework for implementing task-based instruction (1996).....	27
2.4 Integration of TBLT and ECLC	42
2.5 Summary of the components of intercultural communication competence.....	46
2.6 Summary of contents, teaching objectives, methods of teaching and evaluation.....	50
3.1 Summary of the process to do in Phase 1.....	60
3.2 Summary of the process to do in Phase 2.....	64
3.3 One-group pretest-posttest design.....	65
3.4 Criteria of interpreting learning outcomes by relative developmental scores.....	68
3.5 Summary of the process to do in Phase 3.....	69
4.1 Descriptive statistics of students’ demographic information (n=128).....	71
4.2 Results of questionnaire for students in overview (n=128).....	72
4.3 Descriptive statistics of BE students’ demographic information(n=44).....	76
4.4 Results of questionnaire for students in BE Orientation (n=44).....	77
4.5 Descriptive statistics of ELT students’ demographic information(n=42).....	81
4.6 Results of questionnaire for students in ELT Orientation (n=42).....	82
4.7 Descriptive statistics of EIT students’ demographic information(n=42).....	86
4.8 Results of questionnaire for students in EIT Orientation (n=42).....	87
4.9 Descriptive statistics of lecturers’ demographic information (n=6).....	91
4.10 Summary of factors affecting intercultural communication competence of undergraduate students.....	98
4.11 Frequency and percentage of conformability of utility standards, feasibility standards, propriety standards, and accuracy standards of the instructional model components in 5 areas by experts.....	101

List of Tables

Table	Page
4.12 Comparison of students' test scores on intercultural communication competence before and after learning by the developed instructional model (Total scores=80).....	104
4.13 Relative developmental score of students' intercultural communication competence before and after learning by the developed instructional model (Total scores=80).....	105

Chapter 1

Introduction

Rationale

Integrated English course is set as one of the compulsory core courses for undergraduate English majors in China (Ministry of Education of the People's Republic of China, 2018). Different from language skill-training courses such as Extensive Reading course and Oral English course, Integrated English course has been offered for English majors for four academic semesters successively in Guangxi University of Science and Technology (GXUST) with the aim to develop students' intercultural communication competence (ICC) and critical thinking ability in line with comprehensive development of language skills (Guangxi University of Science and Technology, 2021).

Intercultural communication competence is the ability to properly use language and sociocultural knowledge to conduct appropriate and effective communicative practice with members of different cultures, and it is the decisive factor in intercultural communication activities. Based on the hypothesis that culture and language are inseparable and communicative competence is the broader notion of linguistic competence (Hymes, 1972; Campbell & Wales, 1970), foreign language teaching should be the main channel to help language learners develop their ICC. In fact, it has already become a consensus in the field of foreign language teaching to extend the teaching objectives from "linguistic competence" (Chomsky, 1965) to "communicative competence" (Hymes, 1972) and to "intercultural communication competence" (Byram, 2022; Sun, 2016; Xu & Wu, 2006; Gao, 2002) in the past decades. In accordance, ICC has also been listed as one of the key competencies for any English major to develop in China (Ministry of Education of the People's Republic of China, 2018).

Majority of teachers and students have already realized that the development of ICC is the ultimate goal of foreign language education (Jia, 1997; Zhang, 2007). However, in practical teaching, due to the lack of a feasible and highly recognized curriculum framework as well as an effective instructional model, language learning and culture learning are often separately presented in different

courses, and even the so-called ICC cultivation embedded in foreign language teaching is usually and simply presented in the form of cultural knowledge lecturing which is scattered somewhere as language background information so that students have little room for cultural exploration and reflection, not to speak of attending to or performing the highly contextualized meaning that arise in acts of communication. Inadequate ICC can be most directly reflected as cross-cultural pragmatic failure and discourse problems easily found in students' speeches, essays and daily conversations with overseas teachers and students, such as unclear view presentation, lack of in-depth cultural insights, and mixed Chinese and English reasoning in discourse development... to name a few. And the indirect reflection of ICC inadequacy might be cultural prejudice and parochialism of ethnocentrism which do not easily reveal in daily communication but would be the root of serious conflict in the long run especially when it comes to intercultural communication at national level.

On one hand, a reasonable curriculum framework for ICC cultivation embedded in foreign language teaching is of great importance. That means, students' ICC can never be cultivated by just one or several culture-related courses alone. Instead, the cultivation should run through the whole language teaching process within a carefully designed system. What is more, requirements for ICC development at each specific stage of the system should be set reasonably and appropriately for students to achieve with teachers' assistance and guidance during their foreign language learning. So teaching contents and teaching methods should also be carefully prepared and designed to meet the demands of language and ICC development at its specific stage. On the other hand, ICC cultivation should never be confined to the imparting or cramming of cultural facts. Damen (1987) points out learning how to learn culture or adapt to cultural changes is much more important than learning "facts" or "truth". So the key issue of ICC cultivation is intercultural experience. Without intercultural experience in person, what students get in training would remain theoretical to a large degree, and it would not be so easy for them to transfer what-they-know into what-to-do or how-to-do in real intercultural encounters. In fact, in China, the absence of intercultural experience has been the key issue for any ICC cultivation in practice to take into consideration.

From the perspective of Constructivism and Situational Theory, whether it is the development of language skills or the development of ICC, most knowledge an individual acquires in classroom is just superficial facts. Only by experiencing and practicing can real internalization take place. Since culture learning and language learning are interdependent, it is necessary and urgent to develop an instructional model which can make use of intercultural experience to integrate language learning and culture learning so that to contribute to the development of learners' ICC at its proper stage. First of all, from the perspective of language learning, the most articulate application of experiential learning is task-based language teaching (TBLT) provided by Kohonen (1992). Learning is regarded as a collaborative and transformative rather than a transmissive process, in which self-direction and learning how to learn are seen as central to the mastery of content. Pedagogical tasks are what learners do in the classroom to activate and develop their language skills through information exchange, but there is a concrete outcome that goes beyond the manipulation of linguistic forms. That means the task has sense of completeness which takes sociolinguistic context into consideration, and learners are able to evaluate how well they have done at the end of the task in linguistic competence and communicative competence. Secondly, from the perspective of culture learning, Moran's experiential culture learning cycle (ECLC) is one of the most feasible applications of experiential learning. Moran (2009) adapted the stages of Kolb's model to more directly incorporate the cultural knowings and the cultural experience. Content and process are joined, whether in a direct engagement in the culture itself or in a vicarious, indirect one, such as reading cultural notes in a language textbook, watching a film, or listening to a teacher's stories about a trip to a different culture. The nature of this encounter is played out in each of the four stages, namely, participation, description, interpretation and response. Over time, through repeated encounters and explicit reference to models of culture learning, learners would acquire more knowledge of the target culture, develop more appropriate linguistic and cultural behaviors at the same time.

To sum up, TBLT and ECLC could be theoretically integrated to improve learners' ICC as well as their language skills in some course which focuses on learners' learning by doing - experiential learning. Therefore, cultural experience based on language practice is the best way for English majors to develop their ICC.

With intercultural experience, the language and pragmatic differences contained in cultural differences will not only be presented in the process of learners' cultural experience and communication, but also learners' gradual mastery of these language and pragmatic differences will enable learners to reflect and reconstruct at the level of self-awareness and realize the development of ICC.

In a case-based study of movie appreciation for college students, quantitative and qualitative evaluation showed that task-based language teaching can serve as an effective way to cultivate learners' intercultural communication competence (Gu, 2019). Cai and Lv's (2019) quantitative findings revealed that students in their teaching experiment get their intercultural communication competence slightly developed after the implementation of task-based language teaching in English class for one semester. Huang and He (2014) integrated culture learning with task-based language teaching in English class and solved the problem of "Chinese culture aphasia" in the way of ICC development. Statistic results of Chang & Zhao's (2012) action research showed that students' intercultural awareness, the most important predictor of intercultural communication competence, developed significantly after one year's teaching experiment with Moran's experiential culture learning cycle in College English course. Although some research has been done on the improvement of ICC by implementing task-based language teaching in English class, there has been very limited empirical research focusing on the enhancement of students' intercultural communication competence by Moran's experiential culture learning cycle in terms of instructional model, let alone the integration of TBLT and ECLC in Integrated English course. Therefore, as one of the key lecturers who has been offering this course for more an 10 years in GXUST, the researcher has been interested in the development of an instructional model integrating task-based language teaching and experiential culture learning cycle for enhancing undergraduate students' intercultural communication competence, which aims to create a good intercultural learning environment in Integrated English course so as to improve students' English language competence and ICC by making full use of intercultural experiential learning opportunities.

As the rationale shown above, the author realizes the importance of studying "Development of task-Based language teaching and experiential culture

learning cycle instructional model for enhancing intercultural communication competence of undergraduate students”.

Research questions

1. What are the factors affecting intercultural communication competence of undergraduate students at Guangxi University of Science and Technology (GXUST)?

2. What are the components of the task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology (GXUST)? And is the developed instructional model appropriate for further implementation and how?

3. What are the results of implementing task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology (GXUST)?

Research objectives

1. To examine the factors affecting intercultural communication competence of undergraduate students at Guangxi University of Science and Technology (GXUST).

2. To develop the task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology (GXUST).

3. To study the results of implementing the task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology (GXUST).

Research hypothesis

After implementing the task-based language teaching and experiential culture learning cycle instructional model, undergraduate students' intercultural communication competence will be higher than that before the experiment.

Scope of the research

Population and the sample group

Population

The total of 68 freshmen from 2 classes of students with different levels of learning achievement, who enrolled in Integrated English course at GXUST in semester 1 academic year 2023. Those sections involve the following.

Class A 34 students

Class B 34 students

The sample group

The 34 freshmen who enrolled in Integrated English course from Class A were obtained by cluster random sampling.

Independent variable

The task-based language teaching and experiential culture learning cycle instructional model

Dependent variable

Students' intercultural communication competence

Contents

There are 7 units, 64 hours in Integrated English course for the freshman in semester 1. The content is shown below:

Unit 1: Meeting people (10 hours)

Unit 2: Discussing time (10 hours)

Unit 3: Communicating with gestures (8 hours)

Unit 4: Getting to places (8 hours)

Unit 5: Dealing with people (10 hours)

Unit 6: Culture of colors (8 hours)

Unit 7: Cultural psychology (10 hours)

According to the development of intercultural communication competence in this study, the researcher chooses Unit 1 and Unit 2 (20 hours) for experiment. The contents are shown below:

Module 1.1 (Unit1): English names and titles (6 hours)

Module 1.2 (Unit1): Etiquette of meeting and introducing people (4 hours)

Module 2.1 (Unit2): Telling and asking about time in English (4 hours)

Module 2.2 (Unit2): Cultural conceptions of time (6 hours)

Time

Semester 1 of academic year 2023 (September – December, 2023)

Advantages

1. **As for students**, they can improve their intercultural communication competence and language competence efficiently, which is conducive to their career development as well as their personal growth in the long run.

2. **As for lecturers** who offer Integrated English course, they can improve their teaching efficiency and enrich their educational research with the developed instructional model. Firstly, lecturers can get their students' language competence and intercultural communication competence developed in the process of intercultural experiential tasks simultaneously and effectively. Secondly, lecturers could utilize this study as a basis or foundation for further research in line with culture learning embedded in English learning.

3. **As for universities and institutions**, they can realize the outcome-based education by reinvigorating teachers' teaching practice and providing qualified English talents with ICC to serve China's social development and economic construction better with the developed instructional model.

Definition of terms

The factors affecting intercultural communication competence of undergraduate students refers to the internal and external factors collected from former students who studied Integrated English course at GXUST by questionnaires and lecturers who teach Integrated English course at GXUST by semi-structured interviews. Both the questionnaire and the structured interview were designed by the researcher with quality confirmation from experts. The internal factors involve the information about students while external factors consist of information about teachers, teaching materials, teaching circumstances and etc. All the factors are obtained, analyzed and identified by questionnaires for students and in-depth structured interviews with lecturers.

Development of the task-based language teaching and experiential culture learning cycle instructional model refers to an instructional framework

which consists of the stable teaching activities and procedures. Such a developed instructional model with 5 components: 1) Principle & rationale, 2) Objectives, 3) Contents, 4) Methods of teaching & materials and 5) Evaluation, is confirmed by the experts in 4 aspects: 1) Utility standards 2) Feasibility standards, 3) Propriety standards and 4) Accuracy standards (Stufflebeam and Shinkfield, 2012) as follows:

Utility standards intend to ensure that the developed instructional model will serve the information needs of intended users.

Feasibility standards intend to ensure that the developed instructional model will be realistic, prudent, flexible, and frugal.

Propriety standards intend to ensure that the developed instructional model will be conducted in conformity with teaching principles and provide positive results.

Accuracy standards intend to ensure that the developed instructional model shows a measure of closeness to a true value.

Task-based language teaching (TBLT) refers to a type of instruction that relies on the use of authentic target language to do meaningful tasks. TBLT is also referred to as task-based instruction (TBI) and can be considered a branch of communicative language teaching (CLT). The notion of tasks is central to this type of instruction. The assessment of learning is mainly based on task outcome and not only on the accurate use of the target language. Generally speaking, there would be three main phases for one task to be completed (Willis, 1996).

Step 1: Pre-task (introduction to topic and task). Topic is introduced to students by brainstorming with the teacher together or a pre-task exercise such as listening to a recording.

Step 2: Task cycle (task ---> planning --->report). Students perform the task in pairs or small groups focusing on meaning and language fluency; then students prepare to report to the whole class focusing on material organization, expression clarity, and language accuracy; finally students gain practice in public, 'prestige' language use and compare their findings and linguistic performance with that of proficient speakers.

Step 3: Language focus (analysis and practice). Students are to complete language-focused tasks based on what they have read or listened to; then

students are to practice new linguistic forms focusing on noticing them for later recognition in other texts.

Experiential culture learning cycle (ECLC) refers to an experience-centered cyclic culture learning process consisting of distinct stages occurring in sequence. The process of culture learning consists of an ongoing series of encounters with cultural differences presented through structured participation in the language-and-culture curriculum (products, practices, perspectives, communities, persons). In short, the following four steps are often followed by teachers for instruction in class (Moran, 2009).

Step 1: Participation. Students experience and engage in certain cultural phenomenon directly or indirectly, with an emphasis on knowing how.

Step 2: Description. Students observe and describe the cultural phenomenon reflectively, with a focus on knowing about.

Step 3: Interpretation. Students explore and interpret the cultural phenomenon abstractly, with a focus on knowing why.

Step 4: Response. Students respond through active experimentation, with an emphasis on knowing oneself.

Task-based language teaching and experiential culture learning cycle instructional model refers to an instructional model with relatively stable teaching procedures and activities established under the guidance of the teaching ideas of task-based language teaching and experiential culture learning cycle. After analyzing the above-mentioned two teaching and learning approaches, the researcher found that, although with different emphasis on language learning and culture learning respectively, the two approaches share similar teaching steps with the same experiential and constructivist underpinning. Following the principle of integrating language and culture teaching, the new instructional model focuses on culture teaching in terms of teaching content and language teaching in terms of teaching methods. Accordingly, 6 steps are designed as below: (Willis, 1996; Moran, 2009)

Step 1: Pre-task. The teacher introduces the topic to learn and a task set to complete with clear teaching objectives. Students are required to identify the topic and complete a pre-test paper about the topic.

Step 2: Participation cycle. Students experience topic-related intercultural encounters indirectly by reading, listening or watching critical incidents,

with culture learning focusing on knowing how and language learning focusing on receptive language skills.

Step 3: Description and interpretation cycle. Students are put into groups for discussion based on their description and interpretation of the cultural phenomenon reflectively, with culture learning focusing on knowing about and/or why and language learning focusing on language fluency. The teacher provides scaffolding and timely feedback to students during their discussion process, aiming to support students in cultural exploration and language fluency practice.

Step 4: Presentation cycle. Students make presentations in class based on their group discussion results, with culture learning focusing on synthesizing knowing why and language learning focusing on language accuracy. The teacher provides students with scaffolding and timely feedback right after their presentation, aiming to support students in cultural exploration and language accuracy achievement.

Step 5: Response cycle. Students respond through active experimentation such as role-playing and simulation games, with culture learning focusing on self-awareness and language learning focusing on communicative competence. The teacher observes and evaluates students' performance, aiming to give comments and formative assessment on students' development of intercultural communication competence in affective and behavioral dimensions.

Step 6: Summary and after-class task. The teacher concludes the learning contents and asks students to check against the specific teaching objectives and the task set provided at the very beginning of the module study. Students are required to complete a post-test paper about the topic. Finally, the teacher gives concluding remarks on students' performance and assigns a writing task to further students' cultural study after class.

Intercultural communication competence (ICC) refers to the ability with which individuals can properly use language and sociocultural knowledge to conduct appropriate and effective communicative practice in three dimensions as 1) cognitive dimension, 2) affective dimension and 3) behavioral dimension. Cognitive dimension consists of cultural knowledge for appropriate and effective intercultural communication such as knowledge of English names and titles when meeting people; behavioral dimension consists of skills of understanding and applying

knowledge in dealing with problems in intercultural communication; and affective dimension refers to the open and positive attitude towards intercultural communication (Guangxi University of Science and Technology, 2021).

Undergraduate students refers to the first year college students who major in English and get enrolled in Integrated English course at School of Foreign Studies in semester 1 academic year 2023.

Guangxi University of Science and Technology (GXUST) refers to a Chinese public comprehensive university with a full range of disciplines located in Liuzhou city of Guangxi Zhuang Autonomous Region, which offers undergraduate and graduate programs with the goal of cultivating advanced application-oriented talents to meet the local economic construction and social needs.

Research framework

This research is a study on Development of Task-Based Language Teaching and Experiential Culture Learning Cycle Instructional Model for Enhancing Intercultural Communication Competence of Undergraduate Students. The researcher studied concepts and theories of Task-Based Language Teaching by Willis (1996), Skehan (1996) and Chaudron et al (2005), and concepts and theories of Experiential Culture Learning Cycle by Kolb (1984), Moran (2009), and Wang (2017). After synthesizing the elements of these teaching methods, the Task-Based Language Teaching and Experiential Culture Learning Cycle are synthesized into a research concept with 6 steps: 1) Pre-task, 2) Participation cycle, 3) Description and interpretation cycle, 4) Presentation cycle, 5) Response cycle, and 6) Summary and after-class task. As for Intercultural Communication Competence, the researcher studied its notion and theories by Spitzberg & Cupach (1984), Byram (2022), Kim (2001), and Chen & Starosta (1996). After comparison and synthesis, intercultural communication competence was identified to be consisted of 1) cognitive dimension, 2) affective dimension, and 3) behavioral dimension. To serve as a research concept, Figure 1.1 is presented as bellow.

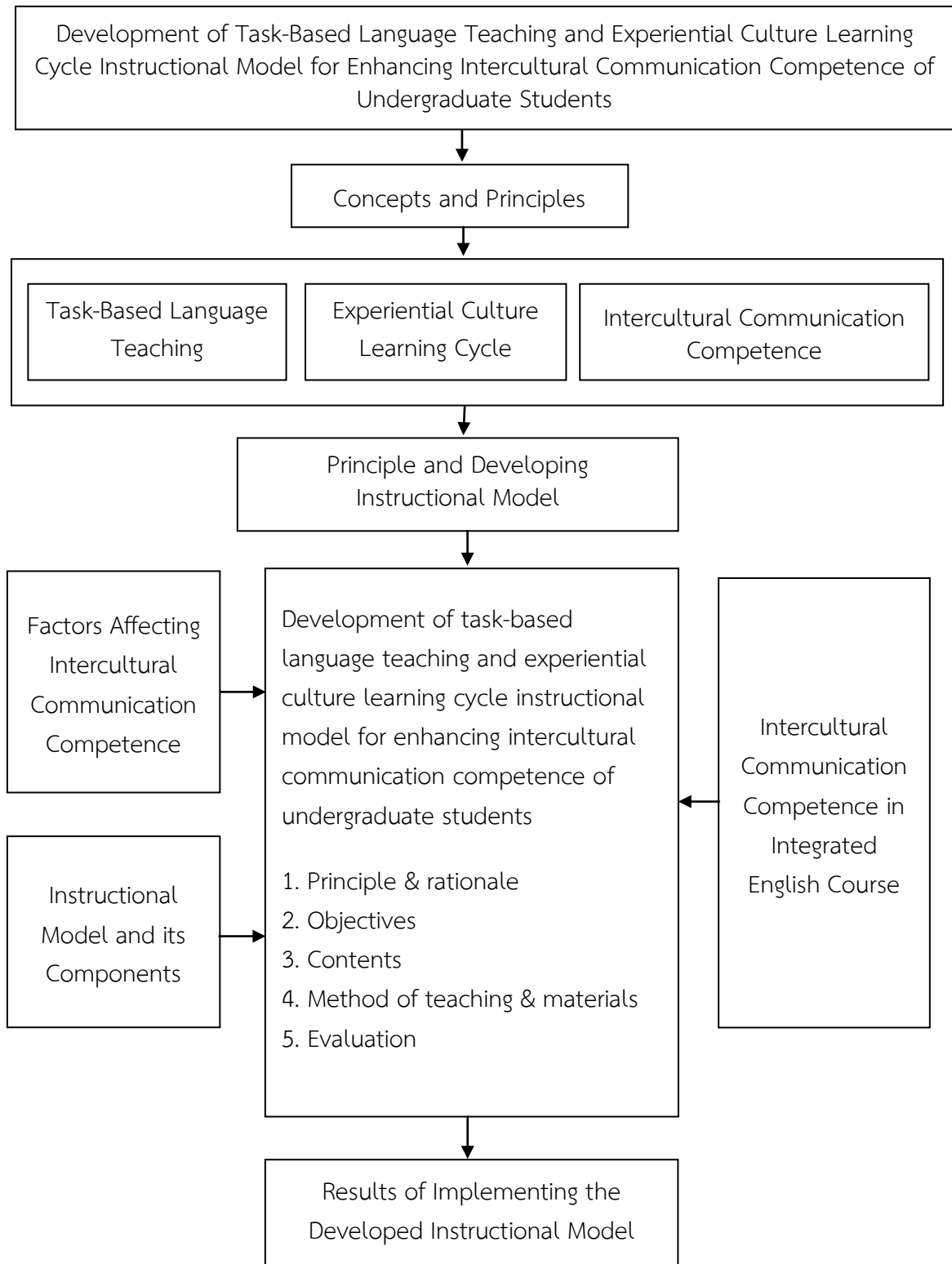


Figure 1.1 Research framework

Chapter 2

Literature Review

In the research entitled “Development of task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students”, the researcher studied the documents concerning the following.

1. Integrated English course in Guangxi University of Science and Technology
2. Development of instructional model
3. Task-based language teaching
4. Experiential culture learning cycle
5. Intercultural communication competence
6. Related research

The details are as follows.

Integrated English course in Guangxi University of Science and Technology

Principles

Principles are practical and general laws helping teachers create the conditions for successful language learning in the classroom (Ellis, 2014). According to *National Criteria* (Ministry of Education of the People’s Republic of China, 2018) and *Teaching Guide* (Ministry of Education of the People’s Republic of China, 2020), Integrated English course is set as a compulsory core course for undergraduate English majors to develop language competence, intercultural communication competence and critical thinking ability on the basis of integrated application of knowledge and skills of English language and culture (Guangxi University of Science and Technology, 2021). With altogether 240 class hours running through four successive academic semesters within the first two college years, Integrated English course is usually expected to provide a solid foundation for successive courses focusing on professional specialized study (e.g. Interpretation and Translation, Business English, and English Language Teaching). Generally speaking, intermediate level English learners begin to take Integrated English course in the first semester of

Grade 1, and continue to do so for two years successively with 4 hours classroom instruction per week and 48 - 64 class hours per semester. The focus of teaching objectives, contents, materials, and methods would vary progressively and systematically according to students' development in language competence and intercultural communication competence in different semester.

Based on the course profile mentioned above, the principles for Integrated English course are as follows (Guangxi University of Science and Technology, 2021).

1) The syllabus construction is communicative and cultural. Since language is viewed as a meaning-based system for communication which shapes and be shaped by culture, a balance between language and culture should be made in terms of the teaching content.

2) The instructional pattern is experiential, which focuses on a student-centered and transformation-oriented process. Authentic tasks focusing on meaning negotiation should be designed for students to experience culture and language in language use. Thus, students could get culture and language internalized cognitively and transformed into their competences correspondingly.

3) The course emphasizes the comprehensive use of language skills and fluency in terms of language competence. That means, receptive skills (reading and listening) and productive skills (writing and speaking) should be activated, utilized and developed spontaneously and simultaneously in interactional activities with fluency taking priority over accuracy.

4) A context of language use should be created and managed within the classroom to keep learners motivated and focused on course targets, due to the foreign language teaching and learning environment in China.

Goals / Aims

The goals or aims which are to be pursued in Integrated English course are:

- 1) To facilitate the active development of language competence;
- 2) To facilitate the active development of cultural competence;
- 3) To facilitate the active development of critical thinking ability;
- 4) To facilitate the development of intercultural communication competence.

Among the four goals, students' development of intercultural communication competence is the ultimate goal for the course to realize. The

comprehensive use of knowledge and skills of language and culture are just the means for the realization of appropriate and effective communication in intercultural situations.

Objectives

Integrated English course in Guangxi University of Science and Technology intends to help students well-prepared with intercultural communication competence so as to meet the requirement of the subsequent specialized professional studies, and the challenges from their future life and career in a culturally diverse world. Students are to have language skills trained and strengthened comprehensively through real-life tasks with learning materials involving various aspects of social life. Besides, through active experience and comparison between Chinese and Western cultures in language use, students are to gain insights into culture and develop an international outlook by critical thinking, which constitutes students' intercultural communication competence. To be specific, the objectives of the course are listed as below (Guangxi University of Science and Technology, 2021).

- 1) To enable students to use words and phrases correctly and appropriately;
- 2) To enable students to understand Western cultures in terms of products, practices, perspectives, communities and persons;
- 3) To enable students to express ideas and opinions accurately and fluently in a presentation or a speech;
- 4) To enable students to exchange information and opinions logically and creatively in a discussion or a debate;
- 5) To enable students to observe, analyze, and interpret cultural differences;
- 6) To enable students to write an essay of 200 words about cultural topics;
- 7) To enable students to adjust their words and actions according to the communication situation and target audience;
- 8) To enable students to be open, positive and confident in intercultural communication.

Curriculum structure

The underpinning approach of Integrated English course is communicative approach following an analytical approach in curriculum structure, which means the cultural topics are identified and arranged according to learners communicative needs in the real target world. However, the arrangement of the cultural topics also follows the principle that the more abstract the topic or idea is the latter the topic would come into class, which is in compliance with learners' cognitive development.

What is more, in terms of the language skills, course will be organized around the strands of speaking and writing essays about cultural topics. Speaking would be broken down into discussions, presentations and performance such as role-playing. Students learn to discuss topics before they learn to present or perform them in class because discussions are more open-ended and informal than presentations and performances but build contents and skills that can be used in presentations and performances.

Since the sampled students for the teaching experiment are freshmen in semester 1, the specific course structure of Integrated English I with 64 class hours in Guangxi University of Science and Technology is presented in the following table.

Table 2.1 Course structure of Integrated English I

Unit	Time (40 hrs.)
Unit 1: Meeting people	10
Unit 2: Discussing time	10
Unit 3: Communicating with gestures	8
Unit 4: Getting to places	8
Unit 5: Dealing with people	10
Unit 6: Culture of colors	8
Unit 7: Cultural psychology	10

The content of Integrated English I is comprised of 7 units. Unit 1 and Unit 2 are chosen by the researcher for implementing the developed instructional model in the present study and creating lesson plans accordingly. The 2 chosen units consist of 4 modules and cover 20 class hours in total, with 2 modules and 10 class hours for each unit. The specific contents for Unit 1 and Unit 2 are presented below.

Table 2.2 Units, modules and contents used in the present study

Unit	Module	Content	Time
1. Meeting people	1.1 English names and titles	1.1.1 Family names and their meanings 1.1.2 Trouble with names and titles	6
	1.2 Etiquette of Meeting and introducing people	1.2.1 Protocol of introducing people 1.2.2 Etiquette of meeting people	
2. Discussing time	2.1 Telling and asking about time in English	2.1.1 Different ways of telling the time 2.1.2 Regularities of time expressions	4
	2.2 Cultural conceptions of time	2.2.1 Different views of punctuality 2.2.2 Different views of scheduling time	

(Guangxi University of Science and Technology, 2021)

Development of instructional model

Definition of instructional model

Since the concept and theory of instructional model was first put forward in the 1950s, many academic educators tries to define it clearly in different ways.

According to Eggen, Kauchak, & Harder (1979), an instructional model is a prescribed teaching strategy designed to achieve specific teaching goals or teaching objectives. It clearly prescribes teachers' role in different stages such as planning, implementation, and evaluation.

According to Saskatchewan Education (1991), an instructional model represents the broadest level of instructional practices while presenting a philosophical orientation to instruction. It is used to select and structure teaching strategies, methods, skills and activities that address particular instructional goals and objectives.

According to Sejpal (2013), an instructional model is a blueprint contrived in advance for providing necessary structure and direction to the teacher to realize the designated objectives.

According to Joyce, Weil and Calhoun (2017), an instructional model is a plan or paradigm that can be used to form courses, design textbooks, and guide teaching activities in classrooms and other settings. As a procedural strategic system representing the teaching process, an instructional model provides a framework for

organizing various types of teaching activities. Based on the way approaching educational goals, instructional models are grouped into the following four families: information processing family, behavioral modification family, social interaction family, and personal family (Joyce, Weil, & Calhoun, 2017).

According to Ye (1993), an instructional model refers to a teaching method and its operating system which involves from teaching principles, teaching contents, teaching objectives and tasks, to teaching process. The operating system is holistic, systematic and theorized.

According to Li (1994), an instructional model refers to a relatively stable structure of teaching activities reflecting a particular teaching theory. Its role is to design courses, arrange teaching materials, guide classroom teaching, and such.

From the definitions above, three features of an instructional model are identified as follows: 1) an instructional model should be supported by certain teaching and learning theory; 2) an instructional model should have a clear goal and operable procedures; and 3) an instructional model should have a relatively stable structure. Thus, in the present study, an instruction model refers to a teaching framework with relatively stable teaching activities and concise operating procedures, underpinned by particular teaching and learning theories, to achieve specific teaching goals and objectives.

Models of instructional design/development as a process

Smith and Ragan (2005, p. 4) defined instructional design/development as “the systematic and reflective process of translating principles of learning and instruction into plans for instructional materials, activities, information resources and evaluation”. It is the entire process of considering how educational tools should be designed, created and delivered to effectively meet students’ learning needs and goals, which means to ensure the quality of instruction with learning and instructional theories. Therefore, scholars and practitioners devised various models of instructional design/development with distinct components and processes to guide instructional designers to develop their own instructional models. In the following, several well-established and influential instructional design/development models are presented and introduced.

ADDIE Model is one of the most widely acknowledged instructional design models, designed and developed by Florida State University for the US military

training program (Allen, 2006). With the five steps of analysis, design, development, implementation and evaluation, ADDIE model illustrates the foundational components of almost any learning design activity. With the dynamism and flexibility, ADDIE model can produce training and support tools that lead to learners' acquisition of the knowledge and skills needed for effective job performance. However, the highly systematic model may also cause instructional designers to ignore other factors which are beyond the ADDIE framework.

Dick and Carey's Systems Approach Model is a typical behaviorism-rooted procedural system consisting of ten major process components, namely 1) identifying instructional goals, 2) conducting instructional analysis, 3) analyzing learners and contexts, 4) writing performance objectives, 5) developing assessment instruments, 6) developing instructional strategy, 7) developing and selecting instructional materials, 8) designing and conducting formative evaluation of instruction, 9) revising instruction, and 10) designing and conducting summative evaluation. Taking components of the instructional context into consideration, the model emphasizes the importance of examining and refining the instruction. Thus, the first nine steps are in an iterative cycle and the last step is a culminating evaluation of the effectiveness of the instruction, which provides guidance for making improvements constantly (Dick, Carey, & Carey, 2015).

Taba Model is a student-centered curriculum design model. In Taba model, a system of teaching and learning is represented in an organization of five mutually interactive elements — objectives, content, learning experiences, teaching strategies, and evaluative measures. There are 7 clear steps proposed for course designers to follow: 1) diagnosis of needs, 2) formulation of objectives, 3) selection of content, 4) organization of content, 5) selection of learning experience, 6) organization of learning experience, and 7) determination of what to evaluate and the means to evaluate (Taba, 1962).

ASSURE Model is a concise instructional design framework based on Gagne's Nine Events of Instruction with constructivist perspective. ASSURE model consists of 6 straightforward and practical steps regarding learner analysis, statement of teaching objectives, selection of media, utilization of materials, the requirement on learners' engagement, and the evaluation and revision based on learning outcomes. ASSURE model becomes one of the most widely taught instructional

models, shifting instruction from teaching-centered approach to learning-centered approach with emphasis on the use of media and teaching materials (Heinich, Molenda, Russell, & Smaldino, 2001).

The Kemp Instructional Design Model is an instructional design framework outlining 9 circular, non-linear stages. The initial step is to identify instructional problems and specify goals for designing an instructional program. The second step is to examine learner characteristics that should receive attention during planning. The third step involves the identification of subject content and analysis of task components related to stated goals and purposes. The fourth step is to state instructional objectives for the learner. The fifth step is sequencing content within each instructional unit for logical learning. The sixth step is the design of instructional strategies for individual learner to master the objectives. The seventh phase is planning the instructional message and delivery. The eighth step is to develop evaluation instruments to assess objectives. And the last step is to select resources to support instruction and learning activities.

Based on the aforementioned models of instructional design/development, 3 conclusions might be drawn in terms of components, steps, and theoretical basis for implementation. Firstly, all models involve 4 components, namely learners, objectives, strategy, and evaluation. Secondly, all models include 3 basic steps as regards 1) specification of the teaching objectives according to learner needs, 2) statement of the instructional materials and strategy, and 3) evaluation of the implementation results. Thirdly, from the perspective of theoretical basis for implementation, all models might be categorized into 3 groups: 1) teaching-centered models, 2) learning-centered models, and 3) teacher-led-and-student-centered models.

In summary, the instructional model employed in the present study involve 5 components in line with the theories above i.e., principle and rationale, objectives, contents, methods of teaching & materials and evaluation.

Confirmatory factors analysis

To ensure the appropriateness of the developed instructional model prior to implementation, the developed instructional model with 5 components: 1) Principle & rationale, 2) Objectives, 3) Contents, 4) Methods of teaching & materials and 5) Evaluation, is confirmed by the experts in 4 aspects: 1) Utility standards 2)

Feasibility standards, 3) Propriety standards and 4) Accuracy standards as follows (Stufflebeam and Shinkfield, 2012):

Utility standards intend to ensure that the developed instructional model will serve the information needs of intended users.

Feasibility standards intend to ensure that the developed instructional model will be realistic, prudent, flexible, and frugal.

Propriety standards intend to ensure that the developed instructional model will be conducted in conformity to teaching principles and provide positive results.

Accuracy standards intend to ensure that the developed instructional model shows a measure of closeness to a true value.

Task-based language teaching

Theoretical background

Task-based language teaching (TBLT) refers to a type of instruction that relies on the use of authentic target language to do meaningful tasks. TBLT is a widely adopted and influential approach to second/foreign language teaching in international ESL/EFL teaching communities since 1980s. Since it was first proposed by Prabhu in 1987, TBLT has received widespread attention in foreign language education community (i.e. Crookes & Gass, 1993; Wu, 1997; Samuda & Bygate, 2008). As an extension of communicative language teaching (CLT), TBLT has gained widespread recognition for promoting language learning, autonomous learning and cooperative learning (Littlewood, 2004), and thus many countries have shifted their language education policies and teaching syllabuses towards TBLT (Nunan, 2003).

Experiential learning

Although humanistic psychology has been influential among origins of task-based language teaching, experiential learning is the most important underpinning among all philosophical positions and empirical traditions which form the theoretical and conceptual foundation of task-based language teaching. Deriving from Dewey's (1938) progressive philosophy of education, Lewin's (1936) social psychology, and Piaget's (1972) developmental psychology, experiential learning views education as the process of bridging the gap between what learners already know and what they have to learn.

Learners' direct personal experience serve as the starting point of the learning experience, and intellectual growth occurs to learners when they participate in with reflection on a series of tasks. Therefore, learners' active participation is the core of this method, and "learning while doing" describes the positive experiential nature of the process. In this regard, experiential learning contrasts with other approaches to education in which teachers impart and cram knowledge to learners. Moore (2010) proposed that experiential learning provides inspiration for the innovation of experience-centered instruction with superiority and operability. Gross and Rutland (2017) compared the differences between experience-centered teaching and traditional teaching through teaching experiments. They pointed out that in experience-centered learning, students become the center of classroom and learning activities, and abstract teaching and learning are transformed into more meaningful learning situations. The teaching of teachers and the learning of students are balanced dynamically in classroom activities. Furthermore, through specific observation and implementation of experience-centered instruction, Alkan (2016) verified its reliability and effectiveness in improving students' academic performance, and claimed that students can better apply the knowledge and skills they have learned during the experience to real life.

The most articulate application of experiential learning to language teaching is provided by Kohonen (1992). In many respects, his model can be seen as a theoretical blueprint for TBLT. The principles he proposed see learning as a collaborative and transformative rather than a transmissive process, one in which the teacher creates an environment within which the learners take control of their own learning processes. Self-direction and learning how to learn are seen as central to the mastery of content. For this reason, TBLT is considered effective in learning target language fluency and cultivating student confidence.

Concerns in practice

Notion of tasks

Since TBLT was proposed, researchers have been debating on its core concept "task". Willis (1996) defines a task as an activity of using the target language to achieve a certain outcome for the purpose of communication. According to Samuda (2001), a pedagogical task is composed of an initial input, activities revolving around the input, and the outcome. Ellis (2003, 2009) provides a comprehensive

definition consisting of a series of important criteria for differentiating a task from an activity. These important criteria include: 1) a task should be meaning-based; 2) there should be actual or potential learner needs to perform the task such as conveying information or expressing opinions; 3) learners should rely on their own verbal and non-verbal strategies freely to complete tasks; 4) a task must have realistic goals beyond language goals, and the completion of a task is mainly based on the concrete achievement of its realistic goals (language itself is not an end in itself, it is only a means to achieve realistic goals). Ellis' definition emphasizes the authentic link between the pedagogical world and the experiential world. This principle of authenticity is highly in line with the probability of occurrence, which is the major concept of communicative competence proposed by Hymes (1972).

Thus, many scholars and educators call for the authenticity of learning materials without adaptation and the use of skills and strategies in task completion, by using teaching methods such as case study, role-playing, problem solving, information-gap task, opinion exchange, and values clarification to reproduce or simulate the real world in teaching. However, problems can easily arise in practical teaching with TBLT, since there are certain requirements on the language proficiency of learners and teachers. This has been a problem pertinent to the Bangalore Project (Prabhu, 1987) from which TBLT draws inspiration. When the design of tasks deviates from daily life, or when tasks fail to provide adequate linguistic support for beginners, the process of a task completion is just superficial (Deng, 2009). For example, avoidance of English might occur in FLT class due to student's low proficiency of English language or students' limited linguistic output just necessary for completing the task (Carless, 2004; Lee, 2005; Li, 2003).

Goals in tasks

There are two main trends in language teaching methodology, the "language analysis" and the "language use" approach (Celce-Murcia, 2014), or termed as the "grammatical" and the "conversational" approach (Sánchez, 2004). These two approaches have always been contradictory, representing a dichotomous system that seems to appear constantly in different ways and forms: written language and oral language; learning grammar and learning how to speak; and formal language use and informal language use. At the end of the 20th century, a new

paradigm of the dichotomy developed into focus on form vs. focus on content, and accuracy-oriented language teaching vs. meaning-oriented language teaching.

As for tasks in TBLT, Ellis (2003) draws useful distinction between focused and unfocused tasks. Unfocused tasks are tasks that may lead learners to choose from a range of forms, but the design of these tasks does not consider the use of specific forms. On the contrary, as Ellis (2003) pointed out, focused tasks aim to induce learners to receptively or effectively process certain specific language features.

Littlewood (2006) asserts that TBLT includes grammar teaching with varying degrees, based on problems of TBLT implementation in East Asian contexts. Five categories of activities (tasks) are outlined along a continuum from no attention to meaning to strongest focus on meaning. They are 1) non-communicative learning activities, 2) pre-communicative language practice activities, 3) communicative language practice activities, 4) structured communication activities, and 5) authentic communication activities.

Willis (1996) acknowledges that focus on form should be taken into consideration more or less in the implementation of TBLT, based on the opinion of Skehan (1996) and Labov (1972) that language accuracy could also be achieved during the process of task completion.

Conflict with educational values and traditions

It has been noticed that the implementation of TBLT originating from Western settings may encounter failure in countries with different “cultures of learning” (Littlewood, 2006; Carless, 2004; Li, 1998; Rao, 1996; Wong & Ho, 2004). TBLT is student-centered learning which emphasizes process and action over content, and meaning over form. The classroom roles and learning strategies generated by this culture may conflict with those from a teacher-centered learning culture which emphasizes knowledge transfer and accumulation (Hu, 2005). EFL countries with similar situations should adapt rather than adopt TBLT into their English teaching (Li, 1998; Littlewood, 2006). And teachers should make a judgment on where to tailor their teaching methods to meet the student’s learning styles, and where to create classroom environment for motivating students to employ suitable learning strategies depending on the circumstances.

Consensus on syllabus design between students and teachers

The above 3 concerns are from teachers' perspective, and there are also similar concerns from students' perspective. As TBLT is a learner-centered approach, it is better for teachers and students to make a consensus on syllabus design which involves learning tasks and its evaluation. The reason first lies in the fact that learning outcomes are influenced by learners' perceptions of what constitutes a legitimate classroom activity. This can be found by the frequent differences between the teachers' intention towards task outcomes and the actual outcomes that learners obtain (Breen, 1984). In addition, learning outcomes are also influenced by learners' perception of what they should contribute to completing the task, their understanding of the nature and requirements of the task, and their definition of the situation in which the task occurs (Breen, 1984). In other words, tasks designed for learners should involve the teacher and students negotiating objectives, planning together, monitoring, and evaluating processes and results.

Given the above concerns in practice, task-based language teaching is not a unified teaching method, but rather an approach that reflects different understandings and presentations of tasks in second or foreign language teaching.

Method of teaching

Willis's flexible framework for task-based learning

With careful examination of the four key conditions of second language acquisition: exposure, opportunities, motivation, and focus on form, Willis (1996) proposed a flexible framework for task-based learning. Willis elaborated on the roles of each stage by defining and giving examples of tasks and their outcomes. Procedures of this framework work sequentially to generate optimum conditions for language learning, with as focus on solving the problem of language fossilization in second language learning classroom.

As shown in Figure 2.1, the flexible framework consists of 3 major stages as pre-task stage, task cycle stage, and focus on form stage. The pre-task stage functions as an introduction to topic and task learners are going to learn and complete. On this stage, topic is usually introduced to students by brainstorming with the teacher together or a pre-task exercise such as listening to a recording. The task cycle stage focuses on using language to exchange meanings. In fact, there are 3 sub-stages working in sequence as task, planning and report. Students perform the task in pairs

or small groups focusing on meaning and language fluency; then students prepare to report to the whole class focusing on material organization, expression clarity, and language accuracy; finally students gain practice in public, ‘prestige’ language use and compare their findings and linguistic performance with that of proficient speakers. As for the focus on form stage, students are first to complete language-focused tasks based on what they have read or listened to, and then students are to practice new linguistic forms focusing on noticing them for later recognition in other texts.

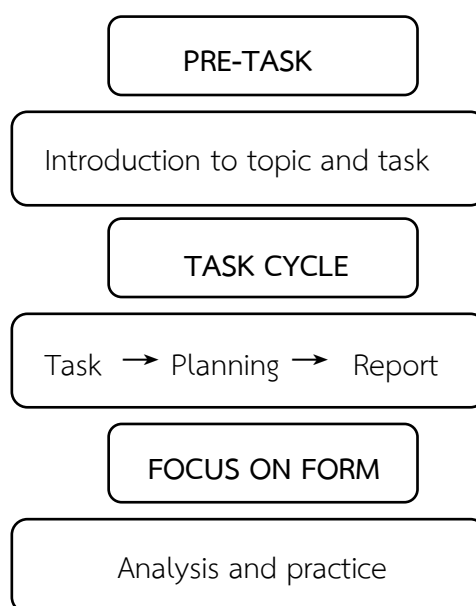


Figure 2.1 Willis’s flexible framework for task-based learning (1996)

Skehan’s framework for implementing task-based instruction

Like Willis (1996) and Littlewood (2006), Skehan (1996) also proposed the necessity of focus on form in task-based language teaching but with a different perspective. Based on the analysis of inter-language development in SLA situations, Skehan (1996) explains the relationship between accuracy, complexity, and fluency in the process of second language acquisition. Further, he claims that tasks and methodological stages of TBLT, as a fluency-oriented approach, should be designed and implemented to achieve a balance between accuracy and complexity-restructuring with interaction-opportunities for fluency. Drawing upon relevant theory and research on proposals for task-based instruction as well as problems with TBLT

such as a potential focus away from form and towards lexis, Skehan proposes a framework for implementing task-based instruction to maximize the probability of achieving the goals of accuracy, complexity-restructuring, and fluency.

As shown in Table 2.3, the framework consists of three major stages as Pre-emptive stage, During stage, and Post stage. And Post stage is comprised of two sub-stages as Post stage 1 and Post stage 2. Regarding Pre-emptive stage, pre-task activities would be carried out to establish target language and reduce students' cognitive load with the general purpose of increasing the occurrence of complexity-restructuring. In the During stage, students would complete some tasks of appropriate difficulty to mediate language accuracy and fluency. As for Post stage 1, students would be provided with tasks aiming to increase their language accuracy, encourage complexity-restructuring, and discourage excessive synthesis. As regards Post stage 2, post-task activities can be used for students to understand the goals and relationships of the tasks they have completed, so as to reduce discrepancies between teachers' and students' views about task requirements.

Table 2.3 Skehan's framework for implementing task-based instruction (1996)

Stage	Goal	Typical techniques
Pre-emptive work	Restructuring - establish target language - reduce cognitive load	Pre-teach Consciousness-raising practice - conventional - parallel tasks - rehearsal of elements
During	Mediating accuracy and fluency	Accuracy focus Conformity pressure
Post 1	increasing accuracy Encouraging restructuring Discouraging excessive synthesis	Public performance - teacher - group - camera Degree of analysis Testing

Table 2.3 (Continued)

Stage	Goal	Typical techniques
Post 2	Cycle of synthesis and analysis	The task sequences - repeating - parallel tasks Task families

Chaudron et al's KTBLT model

Following Long (2000), Chaudron et al (2005) design and develop the Korean Task-Based Language Teaching (KTBLT) modules and propose an instructional model with clear procedures accordingly. Chaudron et al's KTBLT model consists of the teaching and learning of a sequence of pedagogic tasks that gradually increase in complexity and in approximation to a target task. They proposed the concept of "task series", where each task set consists of 7 progressively increasing task series with complexity. The module embodies implicit instruction and learning of language knowledge, which means that grammar and vocabulary are acquired by students through intensive exposure to typical and elaborated native-speaker input as well as ample and intensive practice during the task process. The first three pedagogic tasks (PTs 1-3) belong to a teacher-front and whole-class format, emphasizing on teachers' scaffolding, while PTs 4-7 belong to a student output format focusing on students' communicative output. Language accuracy is controlled by a large number of native-speaker input elaboration, while language accuracy is implicitly controlled by teachers by way of scaffolding during students' output stage.

PT 1 The real thing	Introduction to topic with an authentic lead-in task
PT 2 Fragment tasks	Intensive exposure with comprehension
PT 3 Task with low complexity	Intensive exposure with comprehension
PT 4 Task with more complexity	Pair learning with comprehension and some production
PT 5 Task with medium complexity	Intensive practice with some production
PT 6 Task with medium complexity	Intensive practice with very close to the full target practice
PT 7 Task with medium complexity	Practice with as close an approximation to the target task

Figure 2.2 Chaudron et al's KTBLT model (2005)

In this study, the researcher investigated task-based language teaching. After comparative analysis and synthesis of the concepts and teaching methods of Willis's (1996), Skehan's (1996), and Chaudron et al's (2005), Willis's classical framework for task-based language teaching and Skehan and Chaudron et al's notion of "task series" with increasing complexity are adopted to contribute to the framework for the present study. According to Willis (1996), there would be three main phases for one task to be completed.

Step 1: Pre-task (introduction to topic and task). Topic is introduced to students by brainstorming with the teacher together or a pre-task exercise such as listening to a recording.

Step 2: Task cycle (task→planning →report). Students perform the task in pairs or small groups focusing on meaning and language fluency; then

students prepare to report to the whole class focusing on material organization, expression clarity, and language accuracy; finally students gain practice in public, ‘prestige’ language use and compare their findings and linguistic performance with that of proficient speakers.

Step 3: Language focus (analysis and practice). Students are to complete language-focused tasks based on what they have read or listened to; then students are to practice new linguistic forms focusing on noticing them for later recognition in other texts.

Roles of teachers and students

Roles of teachers

1. Task designer. Task design is central to TBLT. Due to the emphasis on interaction and negotiation between teachers and students, teachers need to constantly adjust classroom teaching activities, fully considering the basic characteristics of TBLT and strictly following the principles of task design

2. Task presenter. Teachers should use “tasks” as a carrier and fully utilize various means such as audio-visual to “activate” learning contents, turning boring knowledge lecturing into communicative activities that students are willing to participate in and accept, so that students can understand the true essence of language learning in natural and real situations.

3. Task organizer. By forming activity groups with a clear labor division and sincere cooperation among group members, teachers should try to ensure that students remain positive and active through the entire learning process from receiving tasks, preparing tasks, executing tasks, reporting tasks to analyzing tasks.

4. Task participant. Teachers should regularly participate in group activities as group members. This could not only provide students with high-quality language input, but also encourage them speak freely and inspire them to broaden their thinking.

5. Task evaluator. Scientific evaluation is an important guarantee for achieving teaching and learning objectives. Teachers should not only objectively and actively evaluate the actual level and classroom performance of each student, but also be good at making comprehensive evaluations based on their learning ability, attitude, level of participation, and spirit of cooperation, so that students can continuously experience the joy of success and progress.

Roles of students

1. Active task participant. Students should actively participate in various tasks and contribute to the learning environment. In the process of discussion and cooperation, interactive and cooperative atmosphere would be build up for more opportunities for language practice, through which students can get language knowledge internalized and language skills developed by language use.

2. Collaborator and adventurer. Collaborative learning based on meaning negotiation is emphasized by task-based language teaching. Therefore, students should have a spirit of adventure taking without being afraid of making mistakes.

3. Monitor of self-regulation. In task-based language teaching classrooms, students must take responsibility for their actions and become self-regulated learners. Students should integrate their learning process with personal goals, design and control their own learning process. In addition, students should consistently check their understanding of what they learn, and construct their own knowledge system. Finally, students should discover their strengths and weaknesses during task completion, continuously adjust their learning methods, and gradually form effective learning strategies.

Experiential culture learning cycle

Theoretical background

Experiential culture learning has been deeply rooted in experiential learning theory (ELT). In fact, it is the application of experiential learning theory in culture learning. Unlike cognitive learning theories and behavioral learning theories, experience plays a central role in experiential learning process, which is intended to be a holistic adaptive process that merges experience, perception, cognition, and behavior.

Based on the experiential works of John Dewey, Kurt Lewin, and Jean Piage, Kolb (1984) proposed a comprehensive and systematic experiential learning theory and established his famous experiential learning model in the book *Experiential Learning: Experience as the Source of Learning and Development*, which systematically elaborated on the process of experiential learning. Kolb believed that the experiential learning process is a circular structure composed of four adaptive learning stages, including concrete experience, reflective observation, abstract

conceptualization, and active experimentation. According to Kolb (1984), learning is the process of transforming experiences and creating knowledge, which means that learners digest and absorb the content they experience, internalize it into their own knowledge, and apply it to practice for verification.

Nunan (2003) believes that the proposal of experiential learning theory has had a profound impact on teaching, which representatively results into the shift of the teaching principle from “imparting knowledge” to “experiencing knowledge”. The instructional model based on experiential learning theory requires teachers to purposefully create vivid and realistic learning situations according to the teaching content, so that students can effectively obtain the content, expand their knowledge theoretically and practically, and improve their skills and competences in a relatively authentic environment. Through direct exposure to learning content, in way of practicing and experiencing what they are supposed to learn in person, students can cultivate their ability of practicing and making innovation in an integrative way of affection and cognition freely and independently.

Constructivist theory

Constructivist theory is the foundation of experiential learning theory. Constructivism regards learning as a process of construction, and this theory requires learners to be proactive and play a leading role in learning. Rousseau (2008) advocated creating an instructional context for students’ learning, in which students develop their own cognition through practical activities such as observation, reflection, induction, and deduction in a natural and open teaching environment, rather than just learning textbook knowledge in the classroom environment. Dewey (1938) advocated “learning by doing”, and believed that education is the reorganization and transformation of experience. In addition to experience, Dewey also emphasized the value of thinking in dealing with experience.

Constructivism emphasizes the central position of learners, and teachers should be facilitators and promoters of students’ meaning construction throughout the learning process, rather than providers and indoctrinators of knowledge. Although instructional models underpinned by constructivism may represent differently, the procedural commonality lies in all models is that the teaching process involves scenario creation and collaborative learning. Learners are not simply receiving information passively, but are actively constructing their own meaning for the

knowledge based on collaboration in scenarios created for their learning (Guo et al., 2005). Compared with the traditional teacher-centered knowledge transfer model, the experiential teaching model emphasizes learner centeredness and believes that self-directed learning is very important. It is closer to the internalized learning cognitive rules of learners.

In terms of intercultural foreign language teaching, the creation and simulation of authentic contexts can stimulate students' learning enthusiasm and enthusiasm for participating in experiences, enabling them to discover language and cultural application skills and rules in the perception and experience of authentic language and culture, and apply them to language practice. This concept reflects the new progress in contemporary foreign language teaching theory, which not only conforms to the principles of communicative language teaching in the past, but also reflects the characteristics of task-based language teaching. In addition, experiential learning is not limited by time and space, and multimedia and online teaching resources create a richer experience for experiential learning. The use of multimedia and online experiential teaching has increased the fun of the learning process, stimulating and stimulating students' senses and thinking, making them active, proactive, and happy to learn and remember language and cultural knowledge (Lv, 2012).

Concerns in practice

The key issue of experiential learning theory in practice is about the interpretation of "concrete experience", which is the central and salient feature of experiential learning. Scholars and educators have different understanding about what is meant by a "concrete experience". For some educators, activities such as reading a book and listening to a traditional lecture might be considered as concrete experiences or part of experiential learning, whereas some educators do not.

The second concern is the significant amount of time and effort that experiential learning process demands. Although time investment is vital for higher order thinking, it obviously would cause problems for courses with time limitation. What else, class management is often a challenge for teachers employing experiential learning approach. It is reported that it is not effective when applied in large classes in Hong Kong and Mainland China.

Method of teaching

Kolb's experiential Learning Cycle

Kolb (1984) put forward the experiential learning model on the basis of the experiential learning theories of Dewey (1938), Kurt Lewin (1936), and Jean Piaget (1972). As shown in Figure 2.1, the theoretical model proposes a cyclic learning process of four distinct stages, each with a different learning purpose. Through a cycle of observation, theorizing, and strategizing, learners go from one experience to another and move toward mastering the subject matter at hand. In this model, the stages occur in sequence: (1) concrete experience; (2) reflective observation; (3) abstract conceptualization; and (4) active experimentation. The concrete experience stage is about students' specific experience, focusing on students' active feelings when participating in some practical activities in a specific situation. On the second stage of reflective observation, students are supposed to analyze their individual feelings and perceptions experienced on the first stage, and deeply reflect on the connotation underlying such feelings and perceptions by actively reviewing and evaluating the learning process. The third stage of abstract conceptualization is for students to form abstract concepts on the content they have just observed and reflected on. They are supposed to integrate and process the knowledge first, then make refinement and generalization further, and finally summarize the general conclusions about the knowledge. The last stage of active experimentation emphasizes the importance of practical application. Students are supposed to rationally extend the general conclusions they have just extracted and generalized to consolidate the acquired knowledge.

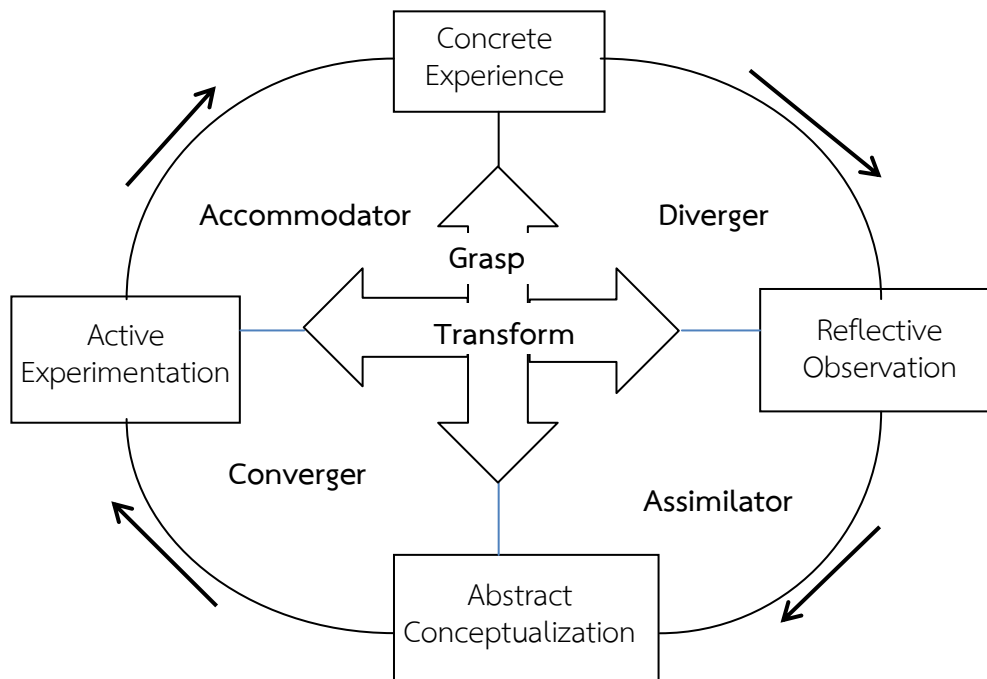


Figure 2.3 Experiential Learning Cycle and Basic Learning Styles (Kolb, 1984)

Moran's experiential culture learning cycle

Moran (2009) adapted the stages of Kolb's model to more directly incorporate the cultural knowings and the cultural experience. The cultural experience, students' encounters with another way of life, parallels Kolb's notion that all learning is experience. Content and process are joined, whether in a direct engagement in the culture itself or in a vicarious, indirect one, such as reading cultural notes in a language textbook, watching a film, or listening to a teacher's stories about a trip to a different culture. The nature of this encounter is played out in each of the four stages.

As shown in Figure 2.2, in terms of the stages of the cycle, with learner appearing at the center, concrete experience becomes participation, where the task is direct or indirect engagement in the culture, with an emphasis on knowing how. Reflective observation becomes description, with a focus on knowing about. Abstract conceptualization becomes interpretation, where learners concentrate on knowing why. Active experimentation becomes response, with an emphasis on self-awareness, knowing oneself. Each of the stage provides a clear pedagogical focus. Content, activities, and outcomes merge in a distinct way for each stage.

What is more, Moran also liberally adapted Young Yun Kim's model of stress-adaptation-growth (1998) to include these four stages. Therefore, in Moran's model of experiential culture learning cycle, the process of culture learning consists of an ongoing series of encounters with cultural differences presented through structured participation in the language-and-culture curriculum (products, practices, perspectives, communities, persons). These differences can trigger emotional reactions. Guided by the teacher, the learners engage in description, interpretation, and response, consistent with the stages of the experiential learning cycle and cultural knowing. Over time, through repeated encounters and explicit reference to models of culture learning, learners acquire more knowledge of the target culture, develop more appropriate linguistic and cultural behaviors, attain greater understanding, and enhance their awareness of their own culture, their intentions, and their competence as culture learners.

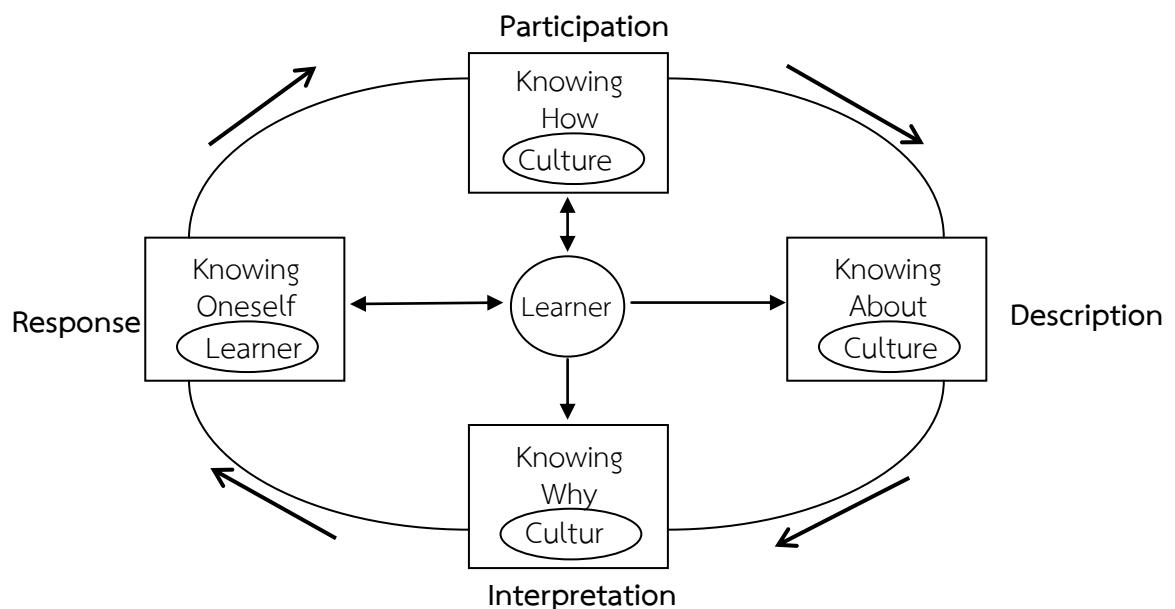


Figure 2.4 Experiential Culture Learning Cycle (Moran, 2009)

Wang's experiential culture learning instructional model

Drawing upon inspiration of experiential learning theories, Wang (2017) designed an experiential culture learning instructional model for developing intercultural awareness in English course for primary students, on the basis of summarizing dialectic nature of language learning and culture learning. As shown in Figure 2.3, the instructional model contains the following 6 steps:

Step 1: Experiencing and feeling. Teachers create scenarios and atmosphere for learners to have emotional association.

Step 2: Observing and reviewing. Teachers encourage students to explore deeper values by questioning the differences between East and West.

Step 3: Reflecting. Teachers implicitly guide students to conduct comparative analysis through empathy.

Step 4: Abstract conceptualizing. Teachers inspire students to share and discuss their own understanding; Learners reach consensus on deeper understanding of values through discussion and synthesis.

Step 5: Analyzing and synthesizing. Teachers organize students to extract knowledge from experiences, encode information and make conclusions; Learners incorporate new knowledge into their existing cognitive structure, thus enriching, regulating, and transforming their existing knowledge system.

Step 6: Active demonstrating. Learners apply what they learn to practice; teachers help students validate their learning and strengthen their learning motivation by evaluating students' performance.

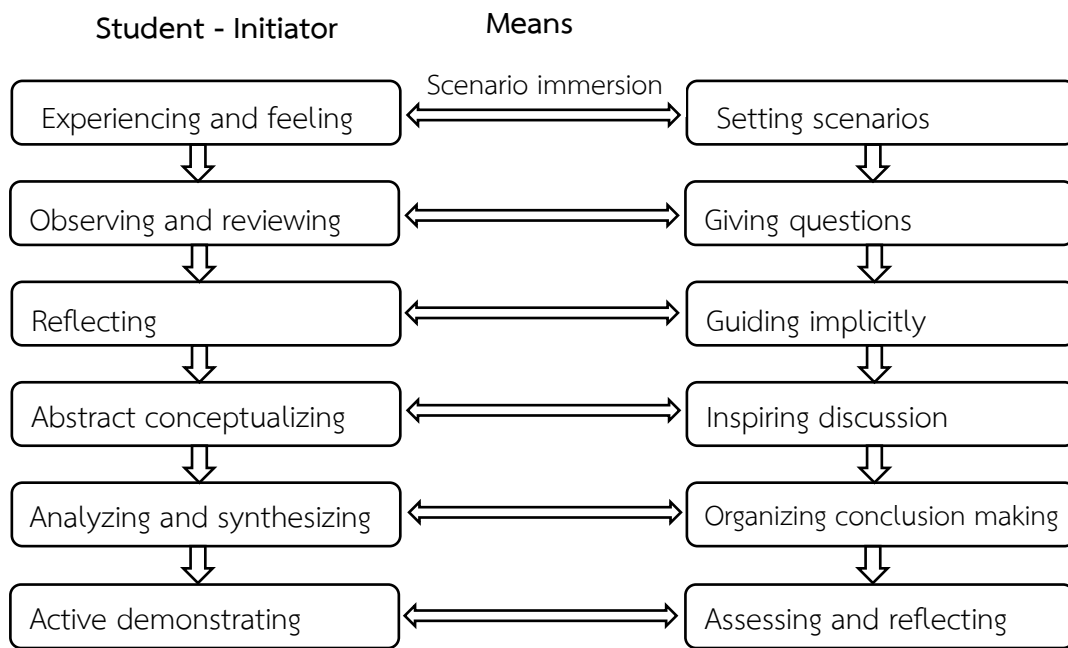


Figure 2.5 Experiential culture learning instructional model for developing intercultural awareness (Wang, 2017)

In this study, the researcher investigated experiential culture learning cycle. After comparative analysis and synthesis of the concepts and teaching methods of Kolb's (1984), Moran's (2009), and Wang's (2017), Moran's model of experiential culture learning cycle is adopted to contribute to the framework for the study. According to Moran (2009), experiential culture learning cycle (ECLC) refers to an experience-centered cyclic culture learning process consisting of distinct stages occurring in sequence. And the process of culture learning consists of an ongoing series of encounters with cultural differences presented through structured participation in the language-and-culture curriculum (products, practices, perspectives, communities, persons). In short, the following four steps are often followed by teachers for instruction in class (Moran, 2009).

Step 1: Participation. Students experience and engage in certain cultural phenomenon directly or indirectly, with an emphasis on knowing how.

Step 2: Description. Students observe and describe the cultural phenomenon reflectively, with a focus on knowing about.

Step 3: Interpretation. Students explore and interpret the cultural phenomenon abstractly, with a focus on knowing why.

Step 4: Response. Students respond through active experimentation, with an emphasis on knowing oneself.

Roles of teachers and students

Roles of teachers

1. Promoter of knowledge. While students become the center of classroom and learning activities, teachers also change from the disseminators of knowledge to the promoters of knowledge, guiding students to actively participate in classroom activities, and effectively supporting and monitoring students' progress in students' learning process.

2. Facilitators. Teachers play a very important role in facilitating the process, such as assisting learners to remain open to trying novel solutions to problems, and encouraging tenacious attitudes without fearing failure. Therefore, it is important for lecturers to shorten the psychological distance and make students feel safe to try out without fearing failure. In addition, special attention and care should be given to introvert students in class. Lecturers should provide more opportunities for them to take part in class activities and give them positive feedback or encourage them timely for the building of confidence.

3. Instructors and collaborators. It is crucial for students to participate in meaning negotiation collaboratively and actively. Therefore, lecturers need to be adept at building an interactive and cooperative learning environment, creating a classroom atmosphere that promotes attempting and adventure-taking. In addition, teachers should also make the learning environment conducive to students' individuality in culture exploration, and experience the joy of exploration in the process of culture learning.

Roles of students

1. Active participant. Active stance must be maintained by students to feel, think, and explore culture through meaning negotiation during the learning process, experiencing proactively from topic identification to assessment. This includes encountering and identifying the cultural topic, describing and interpreting cultural similarities and differences reflectively, concluding and presenting group discussion results, experimenting the cultural phenomenon with relevant ICC knowledge and

skills by role-playing and such actively, and evaluating for learning in a learning cycle. Moreover, students should shift their focus from the culture they experience to the development of self-awareness and cultural awareness, going beyond knowledge and skills on surface to values and perspectives underpinning. Thus, learners would advance their development of intercultural communication competence continuously by actively integrating the learning content, methods, and materials of cultural experiences according to the learning objectives.

2. Co-worker and contributor. In the diverse group work, students are prompted to share viewpoints and perspectives, engage in effective communication, and collaboratively solve problems arising from intercultural communication. Collaborative learning based on meaning negotiation fosters critical thinking and communication skills, which is foundational to the development of intercultural communication competence from cognitive dimension to behavioral and affective dimensions.

3. Monitor of self-regulation. Students need to take responsibility for their own learning and improve their ability to regulate their learning, which is a pivotal aspect of experiential culture learning cycle. Self-regulated learning empower students to enhance their intercultural communication competence swiftly and flexibly by specifying the problems faced with, crafting their learning plans, setting their own learning pace, monitoring and reflecting on the learning process, evaluating the learning outcomes, and reorienting their own learning. Thus, the high level of responsibility and self-awareness from inside students would drive culture learning effectively.

The integration of TBLT and ECLC

The concept of the instructional model is proposed on the integration of task-based language teaching and experiential culture learning cycle. Both are based on experiential learning, with the previous one focusing more on language teaching and the latter one focusing more on cultural learning.

The integration of TBLT and ECLC is theoretically an instructional model with good balance between language teaching and culture teaching. The reason lies in that any teaching materials such as texts and films used in English courses are produced in a specific culture and bear rich cultural connotations. When such

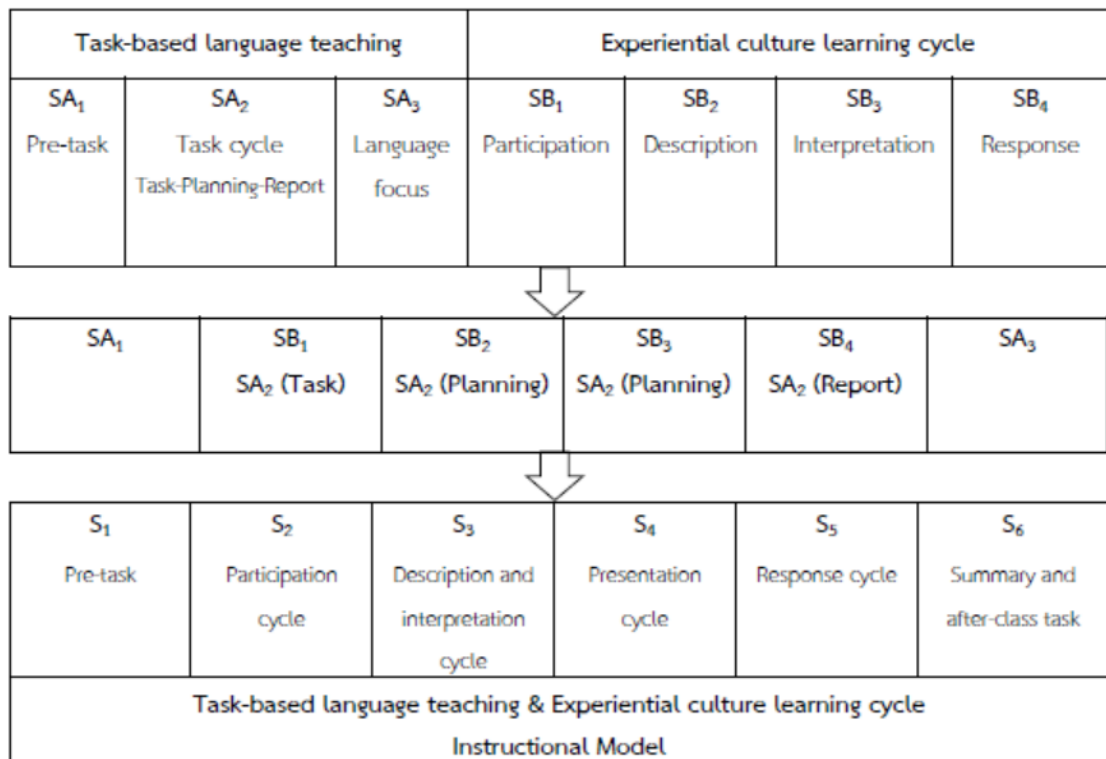
materials are read, watched and analyzed by students with different cultural identities, it creates wonderful opportunities for multicultural dialogues, intercultural exchanges, cultural exploration and mutual cultural learning. In this sense, students' intercultural communication competence can be developed in any English courses from different perspectives and at different stages, which means teachers should do more scientific design for students' language learning activities integrating cultural learning.

The teaching process should contain the four stages of “specific experience, reflective observation, abstract conceptualization, and active practice”, which help the students to learn by themselves and fix themselves to the class and get efficient feedback, and finally they can experience and gain cognition from their active learning. During different cultural experiential activities, different types of task could be employed, so students can communicate with each other, which can help them to improve their ways of organizing the language, provide them chances to use the language, and the activities can also help them to internalize their knowledge. A large number of cultural experiential activities not only help improve students' passion of learning, but also exercise students' ability of facing strain, ability to think critically, ability to fit into the conversation context and put themselves in a right position when they communicate with others.

Compared with the traditional instructional approach, it pays more attention to students' experience and let them join the class in an active way. It creates a free and harmonious learning environment for students and greatly enhances their enthusiasm for learning. Besides, it also ensures the teacher to teach students in accordance with their aptitude, allowing students to choose according to their own interests and hobbies, which can help them learning more effectively and scientifically. Besides, the characteristic of the cultural experiential activities is that the teaching environment has to be created by the teacher or the organizer according to the specific teaching content and the requirements of the target. And the cultural experiential activities will actively guide students to apply the knowledge they have learned in a specific environment. With their personal experience, the students can feel and understand the culture better. As an advanced teaching concept, learning through cultural experiential activities has been applied to many disciplines and fields of teaching.

Table 2.4 shows the process of the integration of task-based language teaching and experiential culture learning cycle.

Table 2.4 Integration of TBLT and ECLC



Meaning of SA, SB, and S:

SA: Steps of task-based language teaching

SB: Steps of experiential culture learning cycle

S: Steps of task-based language teaching and experiential culture learning cycle instructional model

Task-based language teaching and experiential culture learning cycle instructional model refers to an instructional model with relatively stable teaching procedures and activities established under the guidance of the teaching ideas of task-based language teaching and experiential culture learning cycle. After analyzing the above-mentioned two teaching and learning approaches, the researcher found that, although with different emphasis on language learning and culture learning respectively, the two approaches share similar teaching steps with the same

experiential underpinning. Following the principle of integrating language and culture teaching, the new instructional model focuses on culture teaching in terms of teaching content and language teaching in terms of teaching methods. Accordingly, 4 steps are designed as below: (Willis, 1996; Moran, 2009)

Step 1: Pre-task. The teacher introduces the topic to learn and a task set to complete with clear teaching objectives. Students are required to identify the topic and complete a pre-test paper about the topic.

Step 2: Participation cycle. Students experience topic-related intercultural encounters indirectly by reading, listening or watching critical incidents, with culture learning focusing on knowing how and language learning focusing on receptive language skills.

Step 3: Description and interpretation cycle. Students are put into groups for discussion based on their description and interpretation of the cultural phenomenon reflectively, with culture learning focusing on knowing about and/or why and language learning focusing on language fluency. The teacher provides scaffolding and timely feedback to students during their discussion process, aiming to support students in cultural exploration and language fluency practice.

Step 4: Presentation cycle. Students make presentations in class based on their group discussion results, with culture learning focusing on synthesizing knowing why and language learning focusing on language accuracy. The teacher provides students with scaffolding and timely feedback right after their presentation, aiming to support students in cultural exploration and language accuracy achievement.

Step 5: Response cycle. Students respond through active experimentation such as role-playing and simulation games, with culture learning focusing on self-awareness and language learning focusing on communicative competence. The teacher observes and evaluates students' performance, aiming to give comments and formative assessment on students' development of intercultural communication competence in affective and behavioral dimensions.

Step 6: Summary and after-class task. The teacher concludes the learning contents and asks students to check against the specific teaching objectives and the task set provided at the very beginning of the module study. Students are required to complete a post-test paper about the topic. Finally, the teacher gives

concluding remarks on students' performance and assigns a writing task to further students' cultural study after class.

Notes: Within each task set, the first task is a critical incident which is used as the lead-in task to activate students' previous related knowledge of the cultural topic, while the last task of role-playing is used as the final consolidation of the whole task set. In terms of the teaching steps, except for the last task of role-playing serving as the "Response" step, each task should be completed in a cycle of "Participation — Description & Interpretation — Presentation" (Step 2 to Step 5).

Intercultural communication competence

Definition of intercultural communication competence (ICC)

Intercultural Communication Competence (ICC) has been defined by scholars of intercultural communication and educators of foreign language teaching. The definitions listed below are chosen as representations.

According to Kim (1991), ICC is a kind of internal competence, with which a person can handle different intercultural communication appropriately and effectively no matter what kind of specific intercultural situation he is in.

Meyer (1991) defines ICC as a competence that when one encounters cultural behavior, attitudes and expectations from other cultures, one has the ability to deal with that situation.

Dodd (2006) regards ICC as a kind of competence that one has to achieve successful intercultural communication.

Chen (2009) believes that ICC is the extension of communicative competence, and the only difference is that ICC emphasizes more on intercultural situational context and the cultural identity of communicators.

In summary, intercultural communication competence is the ability to properly use language and sociocultural knowledge to conduct appropriate and effective communicative practice with members of different cultures.

Components of intercultural communication competence

Numerous scholars and educators of intercultural communication studied and proposed components of intercultural communication competence as follows:

Spitzberg and Cupach (1984) explained the composition of intercultural communication competence includes three interdependent and interactional

components, which respectively are 1) motivation, 2) skills and 3) knowledge. Motivation refers to the desire to communicate with others; knowledge refers to the awareness and understanding of communication, including various cultural variables and individual identity on the national level; and skills refer to some of the abilities that should be possessed to engage actual behaviors necessary to communicate effectively and appropriately, including attention ability, tolerance of uncertainty, self-calming ability, empathy, self-behavioral adjustment ability, and the ability to accurately predict and interpret each other's behavior.

Byram (2022) put forward five aspects about ICC. The five aspects are 1) intercultural attitudes, 2) knowledge, 3) skills of interpreting and relating, 4) skills of discover and interaction and 5) critical cultural awareness. And these five aspects are strongly interrelated.

Kim (2001) proposed a new theoretical framework of ICC incorporating the research findings of many disciplines such as anthropology, social psychology, linguistics and sociology. According to Kim, ICC comprises of 1) cognitive dimension, 2) affective dimension, and 3) behavioral dimension. Cognitive dimension involves the knowledge of target language and culture, cultural understanding and cognitive comprehensive ability. The cognitive dimension mainly includes the openness of mind, the understanding for the complexity and diversity of things, and the flexibility of vision and perspective. The affective dimension contains empathy ability, uncertainty tolerance, and ability to overcome prejudice and ethnocentrism. Behavioral dimension refers to the ability to deal with communication problems, the ability to establish and maintain relationship, and the ability to complete communicative tasks.

Chen & Starosta (1996) also put forward a three-dimension model of intercultural communication competence. The three levels could be represented by 1) Intercultural Effectiveness, 2) Intercultural Awareness and 3) Intercultural Sensitivity. Intercultural Effectiveness means behavioral skills that allow individuals to negotiate and manage complexity in the global context. Intercultural Awareness means understanding the conventions of the host culture that affect how people think and behave. Intercultural Sensitivity means abilities to promote positive emotions before, during and after the intercultural contact.

The components of intercultural communication competence are summarized as shown in table 2.5 below.

Table 2.5 Summary of the components of intercultural communication competence

Spitzberg & Cupach (1984)	Byram (2022)	Kim (2001)	Chen & Starosta (1996)
1) Motivation	1) Intercultural attitudes	1) Cognitive dimension	1) Intercultural Effectiveness,
2) Skills	2) Knowledge	2) Affective dimension	2) Intercultural Awareness
3) Knowledge	3) Skills of interpreting and relating	3) Behavioral dimension	3) Intercultural Sensitivity
	4) Skills of discover and interaction		
	5) Critical cultural awareness.		

The researcher takes the components of Intercultural Communication Competence (ICC) from Kim (2001) in three dimensions 1) cognitive dimension, 2) affective dimension, and 3) behavioral dimension. And in the present study, Intercultural communication competence (ICC) refers to the ability with which individuals can properly use language and sociocultural knowledge to conduct appropriate and effective communicative practice in three dimensions as 1) cognitive dimension, 2) affective dimension and 3) behavioral dimension. Cognitive dimension consists of cultural knowledge for appropriate and effective intercultural communication such as knowledge of English names and titles when meeting people; behavioral dimension consists of skills of understanding and applying knowledge in dealing with problems in intercultural communication; and affective dimension refers to the open and positive attitude towards intercultural communication (Guangxi University of Science and Technology, 2021).

A summary of the connection between teaching contents, teaching objectives, methods of teaching and evaluation, are shown in table 2.6 below.

Table 2.6 Summary of contents, teaching objectives, methods of teaching and evaluation

Unit / Module / Time	Method of teaching	Task-Based Language Teaching and Experiential Cultural Learning Cycle Instructional Model / Steps						Intercultural Communication Competence				Instruments / Activities	
		S _{.1}	S _{.2}	S _{.3}	S _{.4}	S _{.5}	S _{.6}	Obj.1	Obj.2	Obj.3	Obj.4		
		1. Meeting people (10 hrs.)											
1.1 English names and titles (6 hrs.)	TBLT + ECLC	T&L	L	T&L	T&L	T&L	T&L	√					Pretest-Posttest Students' peer evaluation Teachers' class observation
1.2 Etiquette of meeting and introducing people (4 hrs.)	TBLT + ECLC	T&L	L	T&L	T&L	T&L	T&L		√				Pretest-Posttest Students' peer evaluation Teachers' class observation
2. Discussing time (10 hrs.)													
2.1 Telling and asking about time in English (4 hrs.)	TBLT + ECLC	T&L	L	T&L	T&L	T&L	T&L			√			Pretest-Posttest Students' peer evaluation Teachers' class observation
2.2 Cultural conceptions of time (6 hrs.)	TBLT + ECLC	T&L	L	T&L	T&L	T&L	T&L				√		Pretest-Posttest Students' peer evaluation Teachers' class observation

Descriptions:

1. Meaning of S, T, L

S: Step T: Teacher L: Learner

2. Steps

Step 1: Pre-task.

Step 2: Participation cycle.

Step 3: Description and interpretation cycle.

Step 4: Presentation cycle.

Step 5: Response cycle.

Step 6: Summary and after-class task.

3. Objectives

Objective 1: English names and titles

Students can understand and apply the cultural knowledge of English names and titles in intercultural communication.

Objective 2: Etiquette of meeting and introducing people

Students can understand and apply the cultural knowledge of rules of meeting and introducing people in intercultural communication.

Objective 3: Telling and asking about time in English

Students can understand and apply the cultural knowledge of rules of telling and asking about time in intercultural communication.

Objective 4: Cultural conceptions of time

Students can understand and apply the cultural knowledge of time to schedule time and arrange time in intercultural communication.

Related Research

Related research on Integrated English course in Guangxi Province

As for Integrated English course for undergraduate English majors in Guangxi Province, a lot of theoretical or empirical studies have been carried out on how to develop students' intercultural communication competence as well as English language proficiency in terms of teaching objectives, teaching contents and materials, and teaching methods.

Chen (2012) studied how to reform and innovate Integrated English course in terms of teaching materials and after-class supervision by integrating task-based

language teaching and collaborative learning. The research pointed out that, adhering to the principles of task-based language teaching and collaborative learning, the latest hot issues should be adopted as teaching materials in class, and extra materials of various difficulty levels should be provided to students to meet their practical needs in accordance with specific teaching objectives. It was claimed that such a reform would lead to a balance between teaching and learning, cultivating students' communicative competence and self-learning ability, and enabling them to actively and effectively master English knowledge and skills in various classroom activities.

Lu (2016) studied how to apply task-based language teaching in Integrated English course to improve normal students' communicative competence, critical thinking ability, and future teaching abilities. The research result stated that, by creating a classroom conducive to transforming knowledge into practical abilities, TBLT can continuously enhance the English oral expression ability, critical thinking ability, innovation ability, self-learning ability, and adaptability of normal students, which has a great impact on their future teaching ability.

Huang & He (2014) proposed developing students' intercultural communication competence and communicative skills by teaching Chinese culture with task-based language teaching in Integrated English course. By analyzing the necessity of Chinese culture teaching in Integrated English course, the paper presented the practice of Chinese culture teaching utilizing task-based language teaching, which emphasizes the importance of constant comparison and contrast between Chinese and Western cultures in cultural tasks to improve students' language skills and solve the problem of "Chinese culture aphasia" in the way of students' ICC development.

Although some innovations are made in the teaching and learning of Integrated English course in Guangxi Province as mentioned above, as far to the researcher's knowledge, till now there has been no research on how to assess or evaluate students' intercultural communication competence in Integrated English course, and also there has been no research focusing on the use of Moran's Experiential Culture Learning Cycle in terms of instructional model, let alone the integration of TBLT and Experiential Culture Learning Cycle.

Related research on TBLT, ECLC and ICC

Cai and Lv's (2019) studied how to develop students' intercultural communication competence with task-based language teaching in College English class. In the teaching experiment lasting for one semester, they specified the learning objectives in each class and stressed the input of intercultural knowledge. Although the quantitative findings revealed that students in their teaching experiment just got their intercultural communication competence developed slightly, students' English language proficiency had been improved and their learning motivation had been aroused. Therefore, it was concluded that, with careful task design, reasonable teaching procedures and enough teaching hours, TBLT is a feasible approach to develop intercultural communication competence in college English education.

Yao (2006) applied TBLT to senior high school students' English classroom teaching to improve students' ICC. The experimental results show that the advantage of using TBLT to cultivate students' ICC is beyond doubt, and the completion of the task can stimulate students' motivation to use English to communicate in the real environment and their sensitivity to cultural differences and similarities (which is an important indicator of ICC).

Jin (2010) explained the implementation of experiential college English teaching through empirical research in China, and pointed out that teachers should be good at using multi-evaluation to help learning in the process of experiential teaching for students.

Chang & Zhao (2012) conducted an action research on improving students' intercultural communication competence with Moran's experiential culture learning cycle in College English course. With 1 year of teaching experiment, statistic results showed that students' intercultural awareness, the most important predictor of intercultural communication competence, developed significantly. Therefore, Moran's experiential culture learning cycle was verified to be effective in developing students' intercultural communication competence. However, it is also pointed out that the teaching contents should be advanced from specific, intuitive, and daily life cultural topics to abstract and ideological topics such as values and ways of thinking; the teaching materials should be tailored to learners' individual needs, fully considering learners' cognitive level and language ability; and the method of

comparison and contrast should be adopted to help learners deeply understand the similarities and differences between the two languages and cultures.

Fu & Zhang (2017) made an action research on intercultural teaching in Integrated English course, aiming to develop students' intercultural communication competence. By applying intercultural training methods to foreign language teaching, they carried the teaching experiment for one year and put forward some accessible methods and suggestions for the design and practice of intercultural teaching by presenting a case of classroom activity. The research results showed that students' communicative skills and intercultural communication competence mutually promoted and improved during the learning process. However, the study also pointed out that students' development of intercultural communication competence is not in the form of a linear upward trend, but a spiral upward tendency in the process of constantly discovering and solving problems. Therefore, activities to cultivate intercultural communication competence in Integrated English course should be related to textbook materials as much as possible, appearing repeatedly in different forms during the teaching process to promote and consolidate the overall improvement of students' ICC.

Gu (2017) constructs a framework that consists of a theoretical model and a practical model for intercultural communicative competence (ICC) training compatible with foreign language teaching in China. The practical model is composed of three circles which respectively represent objectives, procedures and activities of intercultural language teaching. Teachers create a simulated communicative environment by designing communicative tasks or projects, enabling students to negotiate meanings in action and cultivate practical skills of intercultural communication competence. In her later study, Gu (2019) applied the practical model into the course of Chinese Culture in Western Films and Television Works for college students. The teaching experiment spanned 8 weeks with 24 teaching hours in total. Both qualitative and quantitative data showed that students' intercultural communication competence developed at a significant level after the implementation of the training model, which verified that task-based language teaching can serve as an effective way to cultivate learners' intercultural communication competence with reasonable teaching procedures.

In terms of improving students' ICC in English language classroom in the context of China, a summary is presented below. First of all, TBLT is widely used in language teaching, however only a few scholars studied how to cultivate students' ICC from the perspective of task-based language teaching. Further, empirical research on TBLT with teaching experiments in college English language classroom is less. Secondly, almost no research cares about the evaluation or assessment of ICC with what was taught in class, in most cases, the instruments employed are psychological scales. Thirdly, most research on experiential learning is theoretical study, whereas empirical studies on practical teaching are relatively limited. As far to the researcher's knowledge, till now there has been no research on how to assess or evaluate students' intercultural communication competence in Integrated English course, and also there has been no research focusing on the use of Moran's Experiential Culture Learning Cycle in terms of instructional model, let alone the integration of TBLT and Experiential Culture Learning Cycle.

Therefore, it is meaningful and necessary to do some quantitative and experimental study on the effectiveness of the development of task-based language teaching and experiential culture learning cycle for enhancing college students' ICC.

Chapter 3

Research Methodology

In the research entitled “Development of task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students”, mixed research methods are used by the researcher. This research is divided into 3 phases.

Phase 1 was conducted to answer research objective 1: To examine the factors affecting intercultural communication competence of undergraduate students at Guangxi University of Science and Technology (GXUST).

Phase 2 was conducted to answer research objective 2: To develop the task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology (GXUST).

Phase 3 was conducted to answer research objective 3: To study the results of implementing the task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology (GXUST).

The details are as follows.

Phase 1 was conducted to answer research objective 1: To examine the factors affecting intercultural communication competence of undergraduate students at Guangxi University of Science and Technology (GXUST).

The population / Sample Group 1

The population

Group 1: The population consisted of 188 former students of Integrated English Course in semester 1 of academic year 2022 from Guangxi University of Science and Technology. The students were all English majors but trained in three specialized English orientations for future career development respectively. The population was comprised of as follows.

64 students from English Business Orientation

62 students from English Language Teaching Orientation

62 students from English Interpretation and Translation Orientation

Sample group

Group 1: The sample group was comprised of 128 former students of Integrated English Course in semester 1 of academic year 2022 from three specialized English orientations of Guangxi University of Science and Technology by simple random sampling.

According to Taro Yamane's sample size computation theory (1967), a 95% confidence level and a maximum variability of 0.05 are required for computing the sample size from a population. With the simplified formula presented below, a sample size of 128 for the survey was obtained.

$$n = \frac{N}{1 + N(e)^2}$$

n = sample size

N = population size

e = margin of error (desired level of precision), which is 5% in this study

Based on the proportion of the sample size in the total population, the specific sample size for each specialized English orientation is presented in the following.

Group A: 44 students from English Business Orientation

Group B: 42 students from English Language Teaching Orientation

Group C: 42 students from English Interpretation and Translation Orientation

Research Instrument 1

A questionnaire for students on factors affecting intercultural communication competence of undergraduate students at GXUST

Designing Instrument 1: Questionnaire for students

1. Studied Integrated English course and factors affecting intercultural communication competence.

2. Designed a questionnaire on 2 types of factors: 19 items about internal factors and 11 items about external factors to enhance intercultural communication competence for the students at GXUST.

3. Presented the draft of the questionnaire to the advisors for checking correctness and completion.

4. Assessed the validity of the questionnaire on factors to enhance intercultural communication competence for the students at GXUST by 5 experts (List name in Appendix A) through Index of Item-Objective Congruence (IOC) according to the criteria shown below (Phongsri, 2011).

+1 = Sure that the contents are related to the factors

0 = Not sure that the contents are related to the factors

-1 = Sure that the contents are not related to the factors

The acceptable items must have the IOC values no less than 0.5. The IOC calculated from the validation measures 1.00.

5. Designed a Likert 5-point rating scale questionnaire with all items of internal and external factors on the following score rating criteria (Fraenkel & Wallen, 2006).

5 means the highest

4 means high

3 means moderate

2 means few

1 means the fewest

6. Conducted the questionnaire survey in Guangxi University of Science and Technology. The questionnaire was only completed by students.

Quality validation

Used IOC by 5 experts (List name in Appendix A) to test the quality of the questionnaire.

Data collection

1. Obtained necessary permission for data collection.

2. Collected data from the students chosen by simple random sampling by way of the developed questionnaire.

Data analysis

The factors affecting intercultural communication competence obtained from the students were interpreted using MEAN interpretation criteria proposed by Phongsri (2011).

4.51-5.00 means the highest

3.51-4.50 means high

2.51-3.50 means moderate

1.51-2.50 means few

1.00-1.50 means the fewest

Descriptive statistics, i.e. frequency, mean (\bar{X}), and standard deviation (S.D.)

The population / Sample Group 2

The population consisted of 12 lecturers who offer Integrated English course to English majors in three orientations at Guangxi University of Science and Technology.

4 lecturers from faculty of English Business Orientation

4 lecturers from faculty of English Language Teaching Orientation

4 lecturers from faculty of English Interpretation and Translation Orientation

The sample group consisted of 6 lecturers, with 2 from each faculty of specialized English orientation, by simple random sampling.

2 lecturers from faculty of English Business Orientation

2 lecturers from faculty of English Language Teaching Orientation

2 lecturers from faculty of English Interpretation and Translation Orientation

Research Instrument 2

Interview for the lecturers

Designing Instrument 2: Interview for lecturers

1. Studied Integrated English course and factors affecting intercultural communication competence.

2. Designed the draft of a structured interview with 10 questions on 2 types of factors (both internal and external factors) affecting intercultural communication competence of undergraduate students at GXUST.

3. Presented the draft of the structured interview to the advisors for checking correctness and completion.

4. Assessed the validity of the structured interview on factors affecting intercultural communication competence of undergraduate students at GXUST by 5

experts (List name in Appendix A) through Item-Objective Congruence (IOC) according to the criteria as shown below (Phongsri, 2011).

+1 = Sure that the contents are related to the factors

0 = Not sure that the contents are related to the factors

-1 = Sure that the contents are not related to the factors

The acceptable items must have the IOC values no less than 0.5. The IOC calculated from the validation measures 1.00.

6. Conducted the structured interview in Guangxi University of Science and Technology. The structured interview was only answered by lecturers.

Quality validation

Used IOC by 5 experts (List name in Appendix A) to test the quality of the structured interview.

Data collection

1. Obtained necessary permission for data collection.
2. Collected data from the lecturers chosen by simple random sampling by way of the developed semi-structured interview.

Data analysis

Content analysis

Output of Phase 1

Factors affecting intercultural communication competence of undergraduate students at Guangxi University of Science and Technology (GXUST) were obtained by following the procedures in a summary as shown in Table 3.1 below.

Table 3.1 Summary of the process to do in Phase 1

Topic	Detail
Research Process	Analyze the internal and external influential factors from students and lecturers
Research Objectives	To examine the factors affecting intercultural communication competence of undergraduate students at Guangxi University of Science and Technology (GXUST)

Table 3.1 (Continued)

Topic	Detail
Research Method	Study the internal and external factors that affect intercultural communication competence of undergraduate students at Guangxi University of Science and Technology (GXUST)
Resources / Target Group	1. Population– 188 students, Sample group– 128 students 2. Key Informants– 6 lecturers
Instruments	1. Questionnaire 2. Interview containing 10 questions
Data Analysis	- Percentage - Frequency - Mean (\bar{X}), Standard Deviation (S.D.) - Content analysis
Results	Draw conclusions from students and lecturers to provide the task-based language teaching and experiential culture learning cycle instructional model

Based on data collected from questionnaires for 128 former students and interviews for 6 lecturers, both internal and external factors affecting students' intercultural communication competence were identified and synthesized by the researcher. And the obtained results were utilized to develop the task-based language teaching and experiential culture learning cycle instructional model that can enhance intercultural communication competence of undergraduate students at Guangxi University of Science and Technology (GXUST).

Phase 2 was conducted to answer research objective 2: To develop the task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology (GXUST).

Research instrument

Conformity Assessment Form of Task-Based Language Teaching and Experiential Culture Learning Cycle Instructional Model in terms of accuracy standards, propriety standards, feasibility standards, and utility standards

Designing instrument

1. Studied related concepts, principles, and process about developing instructional model, including results in terms of factors affecting intercultural communication competence from research objective 1.

2. Designed a handout describing the development of the task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students, which consists of stable teaching activities and procedures. With 5 key components: 1) Principle & rationale, 2) Objectives, 3) Contents, 4) Methods of teaching & materials, and 5) Evaluation, the developed instructional model also meets the standards in 4 aspects: 1) Utility standards, 2) Feasibility standards, 3) Propriety standards, and 4) Accuracy standards. The procedures of the handout were summarized as shown in Figure 3.1 below.

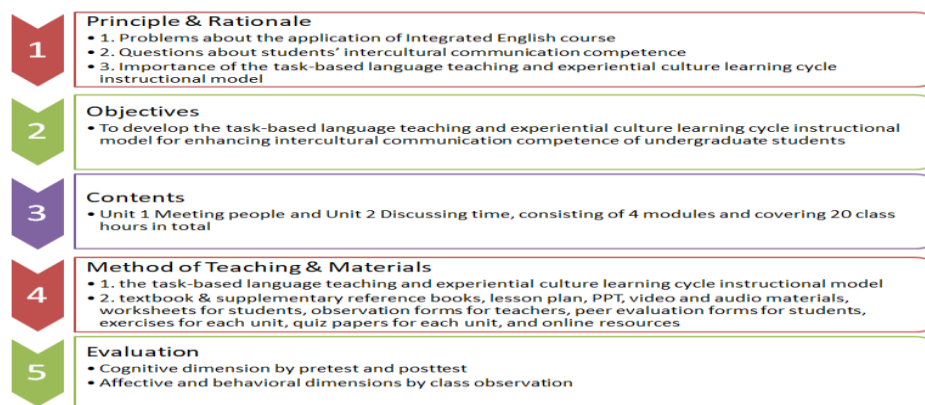


Figure 3.1 Summary of the handout for developing the instructional model

3. Designed a questionnaire on confirming the appropriateness of the instructional model in terms of utility standards, feasibility standards, propriety standards, and accuracy standards.

4. Presented the draft of the questionnaire to the advisors for checking correctness and completion.

5. Assessed the validity of the questionnaire on confirming the appropriateness of the instructional model by 5 experts (List name in Appendix A) through Item-Objective Congruence (IOC) according to the criteria as shown below: (Phongsri, 2011)

+1 = If you think the contents CAN measure the standards given

0 = If you are NOT SURE the contents can measure the standards given

-1 = If you think the contents CANNOT measure the standards given

The acceptable items must have the IOC values no less than 0.5. The IOC calculated from the validation measures 1.00.

6. Designed a questionnaire on confirming the appropriateness of the instructional model with rating results of Agree/Disagree in terms of utility standards, feasibility standards, propriety standards, and accuracy standards.

7. Conducted the questionnaire on confirming the appropriateness of the instructional model by 5 experts (List name in Appendix A) through frequency and percentage.

Quality validation

Used IOC by 5 experts (List name in Appendix A) to test the quality of the questionnaire.

Data collection

1. Asked for permission of data collection.

2. Collected appropriateness of the instructional model in terms of accuracy standards, propriety standards, feasibility standards, and utility standards from the 5 experts (List name in Appendix A) by using the developed conformity assessment form of the task-based language teaching and experiential culture learning cycle instructional model.

Data analysis

Descriptive analysis, i.e. frequency and percentage

The acceptable items must not be less than 100%.

Output of Phase 2

The appropriateness of the task-based language teaching and experiential culture learning cycle instructional model was confirmed by experts with 100%

acceptable items for further implementation. The procedures followed were summarized as shown in Table 3.2 below.

Table 3.2 Summary of the process to do in Phase 2

Topic	Detail
Research Process	Develop the task-based language teaching and experiential culture learning cycle instructional model in terms of accuracy standards, propriety standards, feasibility standards, and utility standards
Research Objectives	To develop the task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology (GXUST)
Research Method	Study the components for developing the task-based language teaching and experiential culture learning cycle instructional model
Resources/Target Group	5 experts to confirm the model according to handout with rating results of Agree/Disagree
Instruments	Conformity assessment form of the task-based language teaching and experiential culture learning cycle instructional model in terms of accuracy standards, propriety standards, feasibility standards, and utility standards
Data Analysis	<ul style="list-style-type: none"> - Frequency - Percentage
Results	Confirming the task-based language teaching and experiential culture learning cycle instructional model to teach in the classroom

Based on the appropriateness validated and confirmed by experts with 100% acceptable items, the task-based language teaching and experiential culture learning cycle instructional model was prepared for implementation to enhance intercultural communication competence of undergraduate students at Guangxi University of Science and Technology (GXUST).

Phase 3 was conducted to answer research objective 3: To study the results of implementing the task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology (GXUST).

The population / Sample Group

Population

The total of 68 freshmen from 2 classes of students with different levels of learning achievement, who enrolled in Integrated English course at GXUST in semester 1 academic year 2023. Those sections involve the following.

Class A 34 students

Class B 34 students

The sample group

The 34 freshmen who enrolled in Integrated English course from Class A were obtained by cluster random sampling.

Research design

A one-group pretest-posttest design was used to study the implementation results of the instructional model, which is presented in Table 3.3 in the following.

Table 3.3 One-group pretest-posttest design

Group	T1	X	T2
Sample group	Pretest	The task-based language teaching and experiential culture learning cycle instructional model	Posttest

T1 – Pretest for intercultural communication competence

X – The task-based language teaching and experiential culture learning cycle instructional model

T2 – Posttest for intercultural communication competence

Research instruments

1. Lesson plans based on the task-based language teaching and experiential culture learning cycle instructional model

2. Pretest and Posttest

Designing Instrument 1: Lesson plans

1. Studied contents, objectives, methods of teaching, materials, and evaluation of ICC in Integrated English course at GXUST.

2. Designed lesson plans by format given.

3. Presented the lesson plans to the advisors for checking correctness, completion and improvement.

4. Assessed the validity of the designed lesson plans by 5 experts through Item-Objective Congruence (IOC) according to the criteria as shown below: (Phongsri, 2011).

+1 = Sure that the contents are related to the topics

0 = Not sure that the contents are related to the topics

-1 = Sure that the contents are not related to the topics

The acceptable items must have the IOC values no less than 0.5. The IOC calculated from the validation measures 1.00.

5. Conducted a try-out of the developed lesson plans with another group of samples for further improvements and implementation with the sample group.

Designing Instrument 2: Pretest and Posttest

1. Studied the testing objectives aligned with intercultural communication competence (ICC).

2. Designed pretest and posttest and presented to the advisors for checking correctness, completion and improvement. The pretest and posttest consist of multiple-choice questions, and there is only one correct answer for each question.

+1 = Correct answer

0 = Incorrect answer

3. Assessed the validity of the designed pretest and posttest by 5 experts (List name in Appendix A) through Item-Objective Congruence (IOC) according to the criteria as shown below: (Phongsri, 2011).

+1 = Sure that the question item is related to the objective

0 = Not sure that the question item is related to the objective

-1 = Sure that the question item is not related to the objective

The acceptable items must have the IOC values no less than 0.5. The IOC calculated from the validation measures 1.00.

4. Took the pretest and posttest to improve and experiment another group not sample group to find the quality of testing.

5. Conducted a try-out of the developed pretest and posttest with another group of samples for analyzing difficulty value (p), discrimination power (r), and reliability (KR-20) (Fraenkel & Wallen, 2006). The calculated p value measures 0.47 which falls within the range of 0.40-0.60 (moderate difficulty level for good application), the r value measures 0.44 falling within the range of 0.40-1.00 (highest discrimination level for very good application), and KR-20 coefficient measures 0.93 (very good internal consistency reliability for measures with dichotomous choices).

The criteria of difficulty value (p) (Leekitchwatana, 2016)

Percentage (%)	Proportion (p)	Difficulty Level	Application
81 – 100	0.81 – 1.00	Very Easy	Should not be used
61 – 80	0.61 – 0.80	Easy	Available
40 – 60	0.40 – 0.60	Moderate	Good
20 – 39	0.20 – 0.39	Difficult	Available
0 – 19	0 – 0.19	Very Difficult	Cannot be used

The criteria of discrimination power (r) (Leekitchwatana, 2016)

Discrimination power (r)	Discrimination Level	Application
0.40 – 1.00	Highest	Very Good
0.30 – 0.39	High	Good
0.20 – 0.29	Moderate	Available
0.10 – 0.19	Low	Cannot be used
0.01 – 0.09	Lowest	Cannot be used
0.00	Non	Cannot be used
-1.00 – -0.01	Reversed Direction	Cannot be used

Data Collection

1. Asked for permission of data collection.
2. Collected students' learning outcomes by using pretest before the experiment.
3. Carried out the experiment.
4. Collected students' learning outcomes by using posttest after the experiment.

Data Analysis

Descriptive statistics – MEAN and standard deviation

Inferential statistics – Paired-sample t-test for dependent samples

Relative Developmental Scores proposed by Kanjanawasee (2001, pp.266-267) as shown below.

$$\text{Relative Developmental Scores} = \frac{\text{Posttest Scores} - \text{Pretest Scores}}{\text{Total Scores} - \text{Pretest Scores}} \times 100$$

The calculated scores from the formula above will be interpreted according to the criteria below.

Table 3.4 Criteria of interpreting learning outcomes by relative developmental scores

Relative Developmental Scores	Developmental Level
76 - 100	Very High
51 - 75	High
26 - 50	Moderate
0 - 25	Low

Output of Phase 3 (Pretest-Posttest)

After the implementation of the task-based language teaching and experiential culture learning cycle instructional model, students' intercultural communication competence is expected to get improved according to the relative developmental scores obtained from the statistics of pretest and posttest. The procedures undertaken in Phase 3 are summarized in Table 3.5 as below.

Table 3.5 Summary of the process to do in Phase 3

Topic	Detail
Research process	Analyze the results of implementing the task-based language teaching and experiential culture learning cycle instructional model by pretest and posttest
Research objectives	To study the results of the task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology (GXUST)
Research Method	Study the implementation results by a one-group pretest-posttest design
Resources / Target Group	Population– 68 students who enroll in Integrated English course, Sample group– 34 students from Class A
Instruments	1. Lesson plan 2. Pretest and posttest
Data analysis	The collected data of pretest and posttest are analyzed by paired-sample t-test.
Results	After implementing the task-based language teaching and experiential culture learning cycle instructional model, students' intercultural communication competence will be higher than that before the experiment.

Chapter 4

Research Results

In the research entitled “Development of task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students”, the result of data analysis are presented as follows:

1. Symbol and abbreviations
2. Results of data analysis

The details are as follows.

Symbol and abbreviations

The symbols and meanings used to present the data analysis as follows:

N	refers to the population size
n	refers to the sample size
\bar{X}	refers to the sample mean
S.D.	refers to the sample standard deviation
GXUST	refers to Guangxi University of Science and Technology
BE	refers to Business English
ELT	refers to English Language Teaching
EIT	refers to English Interpretation and Translation

Results of data analysis

Part 1: Analysis results serving Research Objective 1-To examine the factors affecting intercultural communication competence of undergraduate students at GXUST.

This section presents the analysis results for Objective 1, utilizing tables and descriptions to illustrate the mean, standard deviation, interpretation (Level of Attitude), and ranking of all factors in an overview. Subsequently, items of factors are presented in a similar manner.

Results of the survey for students

Table 4.1 Descriptive statistics of students' demographic information (n=128)

Data	Frequency	Percentage
Gender		
A. Male	19	14.84
B. Female	109	85.16
Total	128	100.00
Age		
A. 18 yrs.	7	5.47
B. 19 yrs.	40	31.25
C. 20 yrs.	59	46.09
D. 21 yrs.	22	17.19
Total	128	100.00
University		
A. GXUST	128	100.00
Total	128	100.00
English Major Orientation		
A. Business English	44	34.38
B. English Language Teaching	42	32.81
C. English Interpretation and Translation	42	32.81
Total	128	100.00

Table 4.1 presents an overview picture of the demographic information of all student participants. Among the 128 participants, 19 (14.84%) were male and 109 (85.16%) were female. The ages of the participants ranged from 18 to above 21 years old. Specifically, 7 participants (5.47%) were 18 years old, 40 participants (31.25%) were 19 years old, 59 participants (46.09%) were 20 years old, and 22 of them (17.19%) were above 21 years old. All the participants (100%) were recruited from Guangxi University of Science and Technology, with none from other universities. As for their major orientation in English, 44 (34.38%) were in Business English Orientation, 42 (32.81%) in English Language Teaching Orientation, and 42 (32.81%) in English Interpretation and Translation Orientation.

Table 4.2 Results of questionnaire for students in overview (n=128)

Factors	\bar{X}	S.D.	Interpretation	Ranking within All Factors
Internal Factor				
1. Students find that it is valuable to take IE course.	3.77	0.91	High	13
2. Students are very interested in enhancing ICC.	3.77	0.91	High	13
3. Students would pay more effort to ICC development if ICC would be evaluated or assessed through exams.	3.81	0.92	High	12
4. Students know that ICC is useful for their future career development.	4.01	0.77	High	5
5. Students know that ICC is useful for their personal growth.	3.58	0.98	High	14
6. Students would view ICC differently if it is set as a core competence for English majors.	3.86	.86	High	10
7. Students believe that language competence is as important as ICC for English majors.	4.18	0.75	High	1
8. Students believe that language is the central means of learning culture in the language classroom.	4.00	0.77	High	6
9. Students feel that they could communicate more fluently, effectively and appropriately with foreigners after taking IE course.	3.84	0.82	High	11

Table 4.2 (Continued)

Factors	\bar{X}	S.D.	Interpretation	Ranking within All Factors
10. Students feel that IE course helps them how to negotiate a shared understanding when cultural differences arise.	3.86	0.78	High	10
11. Students feel that IE course helps them understand cultural differences in verbal and nonverbal communication better.	3.93	0.75	High	9
12. Students feel that IE course helps them identify and make up communication breakdowns in intercultural communication.	3.99	0.71	High	7
13. Students feel more confident when they are communicating with foreigners after taking IE course.	4.04	0.75	High	3
14. Students are more engaged in IE course with the sense of accomplishment and pride through different activities in IE course.	3.94	0.79	High	8
15. Students believe that academic achievements would be influenced by their enthusiasm and willingness to participate in classroom activities.	3.86	0.82	High	10
16. Students believe that academic achievements depend on diligent efforts in learning (assignments, projects, participation, etc.) with their highest potential.	3.99	0.77	High	7
17. Students feel that their personal character would affect their ICC development in IE course.	4.00	0.92	High	6
18. Students feel that their personal learning style and cognitive style would affect their ICC development in IE course.	4.02	0.76	High	4

Table 4.2 (Continued)

Factors	\bar{X}	S.D.	Interpretation	Ranking within All Factors
19. Students feel the importance of ICC development in IE course due to their ICC inadequacy.	4.06	0.75	High	2
Total Average	3.92	0.54	High	
External Factor				
1. Students' ICC development in IE course would be influenced by teachers' own English proficiency and ICC.	4.05	0.77	High	1
2. Students' ICC development in IE course would be influenced if they could get appropriate help from the teacher when they have difficulty in learning.	4.01	0.77	High	3
3. Students' ICC development in IE course depends on the teacher's teaching model.	3.87	0.81	High	7
4. Learning tasks challenge and encourage the students' enthusiasm.	3.87	0.74	High	7
5. Students' ICC development in IE course depends on whether the teacher creates meaningful situations for students to experience culture with language.	3.95	0.78	High	5
6. Students' ICC development in IE course depends on the effectiveness of teaching resources and materials.	3.96	0.73	High	4
7. Resources and teaching materials are interesting for students to realize ICC development in IE course.	3.89	0.79	High	6
8. If the resources and teaching materials are maximally utilized for culture learning along with language proficiency training in IE course, students' ICC would get developed.	4.01	0.68	High	3

Table 4.2 (Continued)

Factors	\bar{x}	S.D.	Interpretation	Ranking within All Factors
9. Classroom physical environment (computer, projector, air conditioner, etc.) affects students' learning enthusiasm.	3.81	0.88	High	8
10. Students are satisfied with and inspired by the cooperation and interaction between students and teachers in IE class.	4.03	0.74	High	2
11. Students' ICC development in IE course is influenced by the adequacy of the course hour.	3.81	0.87	High	8
Total Average	3.93	0.62	High	

Table 4.2 presents the findings on both internal and external influential factors of intercultural communication competence of undergraduate students at Guangxi University of Science and Technology.

Concerning internal factors affecting intercultural communication competence, the overall level was observed to be high ($\bar{x}=3.92$, S.D.=0.54). Examining each item individually, it was noted that the factor with the highest mean score was No.7 Students believe that language competence is as important as ICC for English majors ($\bar{x}=4.18$, S.D.=0.75), followed by No.19 Students feel the importance of ICC development in IE course due to their ICC inadequacy ($\bar{x}=4.06$, S.D.=0.75). In contrast, the factor with the lowest mean score was No.5 Students know that ICC is useful for their personal growth ($\bar{x}= 3.579$, S.D.=0.98).

Regarding external factors affecting the intercultural communication competence of undergraduate students at GXUST, the overall level was identified to be high ($\bar{x}=3.93$, S.D.=0.62). With each factor analyzed individually, it was found that No.20 Students' ICC development in IE course would be influenced by teachers' own English proficiency and ICC was allocated with the highest mean score ($\bar{x}=4.05$, S.D.=0.77), followed by No.29 Students are satisfied with and inspired by the

cooperation and interaction between students and teachers in IE class (\bar{x} =4.03, S.D.=0.74). On the contrary, the factors with the lowest mean score were No.28 Classroom physical environment (computer, projector, air conditioner, etc.) affects students' learning enthusiasm (\bar{x} =3.81, S.D.=0.88) and No.30 Students' ICC development in IE course is influenced by the adequacy of the course hour (\bar{x} =3.81, S.D.=0.87).

Table 4.3 Descriptive statistics of BE students' demographic information (n=44)

Data	Frequency	Percentage
Gender		
A. Male	10	22.73
B. Female	34	77.27
Total	44	100.00
Age		
A. 18 yrs.	3	6.82
B. 19 yrs.	13	29.55
C. 20 yrs.	18	40.91
D. 21 yrs.	10	22.73
Total	44	100.00
University		
A. GXUST	44	100.00
Total	44	100.00

Table 4.3 presents an overview picture of the demographic information of students in Business English Orientation at GXUST. Among the 44 participants, 10 (22.73%) were male and 34 (77.27%) were female. The ages of the participants ranged from 18 to above 21 years old. Specifically, 3 participants (6.82%) were 18 years old, 13 participants (29.55%) were 19 years old, 18 participants (40.91%) were 20 years old, and 10 of them (22.73%) were above 21 years old. All the participants (100%) were recruited from Guangxi University of Science and Technology, with none from other universities.

Table 4.4 Results of questionnaire for students in BE Orientation (n=44)

Factors	\bar{X}	S.D.	Interpretation	Ranking within All Factors
Internal Factor				
1. Students find that it is valuable to take IE course.	3.75	0.92	High	13
2. Students are very interested in enhancing ICC.	3.82	0.94	High	10
3. Students would pay more effort to ICC development if ICC would be evaluated or assessed through exams.	3.67	1.01	High	14
4. Students know that ICC is useful for their future career development.	3.90	0.84	High	7
5. Students know that ICC is useful for their personal growth.	3.60	0.95	High	15
6. Students would view ICC differently if it is set as a core competence for English majors.	3.76	0.89	High	12
7. Students believe that language competence is as important as ICC for English majors.	4.10	0.77	High	1
8. Students believe that language is the central means of learning culture in the language classroom.	3.96	0.84	High	4
9. Students feel that they could communicate more fluently, effectively and appropriately with foreigners after taking IE course.	3.75	0.82	High	13
10. Students feel that IE course helps them how to negotiate a shared understanding when cultural differences arise.	3.80	0.80	High	11

Table 4.4 (Continued)

Factors	\bar{X}	S.D.	Interpretation	Ranking within All Factors
11. Students feel that IE course helps them understand cultural differences in verbal and nonverbal communication better.	3.90	0.78	High	7
12. Students feel that IE course helps them identify and make up communication breakdowns in intercultural communication.	3.91	0.76	High	6
13. Students feel more confident when they are communicating with foreigners after taking IE course.	3.89	0.78	High	8
14. Students are more engaged in IE course with the sense of accomplishment and pride through different activities in IE course.	3.88	0.75	High	9
15. Students believe that academic achievements would be influenced by their enthusiasm and willingness to participate in classroom activities.	3.80	0.76	High	11
16. Students believe that academic achievements depend on diligent efforts in learning (assignments, projects, participation, etc.) with their highest potential.	3.92	0.79	High	5
17. Students feel that their personal character would affect their ICC development in IE course.	4.02	0.88	High	2
18. Students feel that their personal learning style and cognitive style would affect their ICC development in IE course.	4.02	0.75	High	2
19. Students feel the importance of ICC development in IE course due to their ICC inadequacy.	3.99	0.73	High	3
Total Average	3.87	0.56	High	

Table 4.4 (Continued)

Factors	\bar{X}	S.D.	Interpretation	Ranking within All Factors
External Factor				
1. Students' ICC development in IE course would be influenced by teachers' own English proficiency and ICC.	4.03	0.73	High	1
2. Students' ICC development in IE course would be influenced if they could get appropriate help from the teacher when they have difficulty in learning.	3.93	0.75	High	3
3. Students' ICC development in IE course depends on the teacher's teaching model.	3.87	0.76	High	6
4. Learning tasks challenge and encourage the students' enthusiasm.	3.81	0.72	High	7
5. Students' ICC development in IE course depends on whether the teacher creates meaningful situations for students to experience culture with language.	3.89	0.75	High	5
6. Students' ICC development in IE course depends on the effectiveness of teaching resources and materials.	3.94	.79	High	2
7. Resources and teaching materials are interesting for students to realize ICC development in IE course.	3.90	0.724	High	4
8. If the resources and teaching materials are maximally utilized for culture learning along with language proficiency training in IE course, students' ICC would get developed.	3.94	0.70	High	2
9. Classroom physical environment (computer, projector, air conditioner, etc.) affects students' learning enthusiasm.	3.78	0.84	High	8

Table 4.4 (Continued)

Factors	\bar{x}	S.D.	Interpretation	Ranking within All Factors
10. Students are satisfied with and inspired by the cooperation and interaction between students and teachers in IE class.	3.93	0.77	High	3
11. Students' ICC development in IE course is influenced by the adequacy of the course hour.	3.72	0.80	High	9
Total Average	3.89	0.61	High	

Table 4.4 presents the findings on both internal and external factors affecting the intercultural communication competence of undergraduate students in Business English Orientation at GXUST.

Concerning internal factors affecting intercultural communication competence, the overall level was observed to be high (\bar{x} =3.87, S.D.=0.56). Examining each item individually, it was noted that the factor with the highest mean score was No.7 Students believe that language competence is as important as ICC for English majors (\bar{x} =4.10, S.D.=0.77), followed by No.17 Students feel that their personal character would affect their ICC development in IE course (\bar{x} =4.02, S.D.=0.88) and No.18 Students feel that their personal learning style and cognitive style would affect their ICC development in IE course (\bar{x} =4.02, S.D.=0.75). On the contrary, the factor with the lowest mean score was No.5 Students know that ICC is useful for their personal growth (\bar{x} =3.60, S.D.=0.95).

Regarding external factors affecting the intercultural communication competence of undergraduate students at GXUST, the overall level was identified to be high (\bar{x} =3.89, S.D.=0.61). With each factor analyzed individually, it was found that No.20 Students' ICC development in IE course would be influenced by teachers' own English proficiency and ICC was allocated with the highest mean score (\bar{x} =4.03, S.D.=0.73), followed by No.25 Students' ICC development in IE course depends on the effectiveness of teaching resources and materials (\bar{x} =3.94, S.D.=.79) and No.27 If

the resources and teaching materials are maximally utilized for culture learning along with language proficiency training in IE course, students' ICC would get developed (\bar{x} =3.94, S.D.=0.70). On the contrary, the factor with the lowest mean score was No.30 Students' ICC development in IE course is influenced by the adequacy of the course hour (\bar{x} =3.72, S.D.=0.80) .

Table 4.5 Descriptive statistics of ELT students' demographic information (n=42)

Data	Frequency	Percentage
Gender		
A. Male	4	9.52
B. Female	38	90.48
Total	42	100.00
Age		
A. 18 yrs.	2	4.76
B. 19 yrs.	15	35.71
C. 20 yrs.	22	52.38
D. 21 yrs.	3	7.14
Total	42	100.00
University		
A. GXUST	42	100.00
Total	42	100.00

Table 4.5 presents an overview picture of the demographic information of students in English Language Teaching Orientation at GXUST. Among the 42 participants, 4 (9.52%) were male and 38 (90.48%) were female. The ages of the participants ranged from 18 to above 21 years old. Specifically, 2 participants (4.76%) were 18 years old, 15 participants (35.71%) were 19 years old, 22 participants (52.38%) were 20 years old, and 3 of them (7.14%) were above 21 years old. All the participants (100%) were recruited from Guangxi University of Science and Technology, with none from other universities.

Table 4.6 Results of questionnaire for students in ELT Orientation (n=42)

Factors	\bar{X}	S.D.	Interpretation	Ranking within All Factors
Internal Factor				
1. Students find that it is valuable to take IE course.	3.61	1.06	High	17
2. Students are very interested in enhancing ICC.	3.72	0.93	High	16
3. Students would pay more effort to ICC development if ICC would be evaluated or assessed through exams.	4.01	0.84	High	7
4. Students know that ICC is useful for their future career development.	4.08	0.76	High	4
5. Students know that ICC is useful for their personal growth.	3.61	1.01	High	17
6. Students would view ICC differently if it is set as a core competence for English majors.	3.89	0.91	High	12
7. Students believe that language competence is as important as ICC for English majors.	4.25	0.78	High	1
8. Students believe that language is the central means of learning culture in the language classroom.	3.98	0.77	High	9
9. Students feel that they could communicate more fluently, effectively and appropriately with foreigners after taking IE course.	3.75	0.85	High	15
10. Students feel that IE course helps them how to negotiate a shared understanding when cultural differences arise.	3.94	0.72	High	11

Table 4.6 (Continued)

Factors	\bar{X}	S.D.	Interpretation	Ranking within All Factors
11. Students feel that IE course helps them understand cultural differences in verbal and nonverbal communication better.	3.96	0.72	High	10
12. Students feel that IE course helps them identify and make up communication breakdowns in intercultural communication.	4.06	0.70	High	5
13. Students feel more confident when they are communicating with foreigners after taking IE course.	4.11	0.72	High	2
14. Students are more engaged in IE course with the sense of accomplishment and pride through different activities in IE course.	4.00	0.81	High	8
15. Students believe that academic achievements would be influenced by their enthusiasm and willingness to participate in classroom activities.	3.77	0.80	High	14
16. Students believe that academic achievements depend on diligent efforts in learning (assignments, projects, participation, etc.) with their highest potential.	4.03	0.72	High	6
17. Students feel that their personal character would affect their ICC development in IE course.	3.84	1.06	High	13
18. Students feel that their personal learning style and cognitive style would affect their ICC development in IE course.	4.03	0.73	High	6
19. Students feel the importance of ICC development in IE course due to their ICC inadequacy.	4.10	0.74	High	3
Total Average	3.93	0.55	High	

Table 4.6 (Continued)

Factors	\bar{X}	S.D.	Interpretation	Ranking within All Factors
External Factor				
1. Students' ICC development in IE course would be influenced by teachers' own English proficiency and ICC.	4.08	0.76	High	1
2. Students' ICC development in IE course would be influenced if they could get appropriate help from the teacher when they have difficulty in learning.	4.08	0.75	High	1
3. Students' ICC development in IE course depends on the teacher's teaching model.	3.86	0.84	High	7
4. Learning tasks challenge and encourage the students' enthusiasm.	3.87	0.79	High	6
5. Students' ICC development in IE course depends on whether the teacher creates meaningful situations for students to experience culture with language.	3.94	0.87	High	5
6. Students' ICC development in IE course depends on the effectiveness of teaching resources and materials.	4.01	0.71	High	3
7. Resources and teaching materials are interesting for students to realize ICC development in IE course.	3.82	0.87	High	8
8. If the resources and teaching materials are maximally utilized for culture learning along with language proficiency training in IE course, students' ICC would get developed.	3.96	0.69	High	4
9. Classroom physical environment (computer, projector, air conditioner, etc.) affects students' learning enthusiasm.	3.77	0.96	High	9

Table 4.6 (Continued)

Factors	\bar{x}	S.D.	Interpretation	Ranking within All Factors
10. Students are satisfied with and inspired by the cooperation and interaction between students and teachers in IE class.	4.06	0.74	High	2
11. Students' ICC development in IE course is influenced by the adequacy of the course hour.	3.77	0.93	High	9
Total Average	3.93	0.64	High	

Table 4.6 presents the findings on both internal and external factors affecting the intercultural communication competence of undergraduate students in English Language Teaching Orientation at GXUST.

Concerning internal factors affecting intercultural communication competence, the overall level was observed to be high (\bar{x} =3.93, S.D.=0.55). Examining each item individually, it was found that the factor with the highest mean score was No.7 Students believe that language competence is as important as ICC for English majors (\bar{x} =4.25, S.D.=0.78), followed by No.13 Students feel more confident when they are communicating with foreigners after taking IE course (\bar{x} =4.11, S.D.=0.72). In contrast, the factors with the lowest mean score were No.1 Students find that it is valuable to take IE course (\bar{x} =3.61, S.D.=1.06) and No.5 Students know that ICC is useful for their personal growth (\bar{x} =3.61, S.D.=1.01).

Regarding external factors affecting the intercultural communication competence of undergraduate students at GXUST, the overall level was identified to be high (\bar{x} =3.93, S.D.=0.64). With each factor analyzed individually, it was found that factors receiving the highest mean score include No.20 Students' ICC development in IE course would be influenced by teachers' own English proficiency and ICC (\bar{x} =4.08, S.D.=0.76) and No.21 Students' ICC development in IE course would be influenced if they could get appropriate help from the teacher when they have difficulty in learning (\bar{x} =4.08, S.D.=0.75), followed by No.29 Students are satisfied with and

inspired by the cooperation and interaction between students and teachers in IE class (\bar{x} =4.06, S.D.=0.74). On the contrary, the factors with the lowest mean score were No.28 Classroom physical environment (computer, projector, air conditioner, etc.) affects students' learning enthusiasm (\bar{x} =3.77, S.D.=0.96) and No.30 Students' ICC development in IE course is influenced by the adequacy of the course hour (\bar{x} =3.77, S.D.=0.93).

Table 4.7 Descriptive statistics of EIT students' demographic information (n=42)

Data	Frequency	Percentage
Gender		
A. Male	5	11.90
B. Female	37	88.10
Total	42	100.00
Age		
A. 18 yrs.	2	4.76
B. 19 yrs.	12	28.57
C. 20 yrs.	19	45.24
D. 21 yrs.	9	21.43
Total	42	100.00
University		
A. GXUST	42	100.00
Total	42	100.00

Table 4.7 presents an overview picture of the demographic information of students in English Interpretation and Translation Orientation at GXUST. Among the 42 participants, 5 (11.90%) were male and 37 (88.10%) were female. The ages of the participants ranged from 18 to above 21 years old. Specifically, 2 participants (4.76%) were 18 years old, 12 participants (28.57%) were 19 years old, 19 participants (45.24%) were 20 years old, and 9 of them (21.43%) were above 21 years old. All the participants (100%) were recruited from Guangxi University of Science and Technology, with none from other universities.

Table 4.8 Results of questionnaire for students in EIT Orientation (n=42)

Factors	\bar{X}	S.D.	Interpretation	Ranking within All Factors
Internal Factor				
1. Students find that it is valuable to take IE course.	3.87	0.78	High	11
2. Students are very interested in enhancing ICC.	3.75	0.88	High	14
3. Students would pay more effort to ICC development if ICC would be evaluated or assessed through exams.	3.76	0.90	High	13
4. Students know that ICC is useful for their future career development.	4.04	0.71	High	4
5. Students know that ICC is useful for their personal growth.	3.56	0.97	High	15
6. Students would view ICC differently if it is set as a core competence for English majors.	3.90	0.80	High	10
7. Students believe that language competence is as important as ICC for English majors.	4.19	0.72	High	1
8. Students believe that language is the central means of learning culture in the language classroom.	4.04	0.71	High	4
9. Students feel that they could communicate more fluently, effectively and appropriately with foreigners after taking IE course.	3.95	0.78	High	7
10. Students feel that IE course helps them how to negotiate a shared understanding when cultural differences arise.	3.86	0.78	High	12

Table 4.8 (Continued)

Factors	\bar{X}	S.D.	Interpretation	Ranking within All Factors
11. Students feel that IE course helps them understand cultural differences in verbal and nonverbal communication better.	3.91	0.76	High	9
12. Students feel that IE course helps them identify and make up communication breakdowns in intercultural communication.	3.98	0.67	High	6
13. Students feel more confident when they are communicating with foreigners after taking IE course.	4.09	0.76	High	2
14. Students are more engaged in IE course with the sense of accomplishment and pride through different activities in IE course.	3.95	0.82	High	7
15. Students believe that academic achievements would be influenced by their enthusiasm and willingness to participate in classroom activities.	3.93	0.87	High	8
16. Students believe that academic achievements depend on diligent efforts in learning (assignments, projects, participation, etc.) with their highest potential.	4.02	0.78	High	5
17. Students feel that their personal character would affect their ICC development in IE course.	4.09	0.84	High	2
18. Students feel that their personal learning style and cognitive style would affect their ICC development in IE course.	3.98	0.79	High	6
19. Students feel the importance of ICC development in IE course due to their ICC inadequacy.	4.08	0.79	High	3
Total Average	3.94	0.53	High	

Table 4.8 (Continued)

Factors	\bar{X}	S.D.	Interpretation	Ranking within All Factors
External Factor				
1. Students' ICC development in IE course would be influenced by teachers' own English proficiency and ICC.	4.03	0.80	High	2
2. Students' ICC development in IE course would be influenced if they could get appropriate help from the teacher when they have difficulty in learning.	4.03	0.80	High	2
3. Students' ICC development in IE course depends on the teacher's teaching model.	3.87	0.83	High	7
4. Learning tasks challenge and encourage the students' enthusiasm.	3.90	0.73	High	6
5. Students' ICC development in IE course depends on whether the teacher creates meaningful situations for students to experience culture with language.	3.99	0.75	High	3
6. Students' ICC development in IE course depends on the effectiveness of teaching resources and materials.	3.91	0.70	High	5
7. Resources and teaching materials are interesting for students to realize ICC development in IE course.	3.92	0.77	High	4
8. If the resources and teaching materials are maximally utilized for culture learning along with language proficiency training in IE course, students' ICC would get developed.	4.08	0.67	High	1
9. Classroom physical environment (computer, projector, air conditioner, etc.) affects students' learning enthusiasm.	3.82	0.86	High	8

Table 4.8 (Continued)

Factors	\bar{x}	S.D.	Interpretation	Ranking within All Factors
10. Students are satisfied with and inspired by the cooperation and interaction between students and teachers in IE class.	4.08	0.70	High	1
11. Students' ICC development in IE course is influenced by the adequacy of the course hour.	3.90	0.86	High	6
Total Average	3.96	0.62	High	

Table 4.8 presents the findings on both internal and external factors affecting the intercultural communication competence of undergraduate students in English Interpretation and Translation Orientation at GXUST.

Concerning internal factors affecting intercultural communication competence, the overall level was observed to be high (\bar{x} =3.94, S.D.=0.53). Examining each item individually, it was noted that the factor with the highest mean score was No.7 Students believe that language competence is as important as ICC for English majors (\bar{x} =4.19, S.D.=0.72), followed by No.13 Students feel more confident when they are communicating with foreigners after taking IE course (\bar{x} =4.09, S.D.=0.76) and No.17 Students feel that their personal character would affect their ICC development in IE course (\bar{x} =4.09, S.D.=0.84). On the other hand, the factor with the lowest mean score was No.5 Students know that ICC is useful for their personal growth (\bar{x} = 3.56, S.D.=0.97).

Regarding external factors affecting the development of intercultural communication competence of undergraduate students at GXUST, the overall level was identified to be high (\bar{x} =3.96, S.D.=0.62). With each factor analyzed individually, it was found that factors with the highest mean score include No.27 If the resources and teaching materials are maximally utilized for culture learning along with language proficiency training in IE course, students' ICC would get developed (\bar{x} =4.08, S.D.=0.67) and No.29 Students are satisfied with and inspired by the cooperation and

interaction between students and teachers in IE class (\bar{x} =4.08, S.D.=0.70), followed by No.20 Students' ICC development in IE course would be influenced by teachers' own English proficiency and ICC (\bar{x} =4.03, S.D.=0.80) and No.21 Students' ICC development in IE course would be influenced if they could get appropriate help from the teacher when they have difficulty in learning (\bar{x} =4.03, S.D.=0.80). On the contrary, the factor with the lowest mean score was No.28 Classroom physical environment (computer, projector, air conditioner, etc.) affects students' learning enthusiasm (\bar{x} =3.82, S.D.=0.86).

Results of the interview for lecturers

A sample group consisting of 6 lecturers was obtained out of the total population of 12 lecturers offering Integrated English course in 3 specialized English orientations at GXUST by a simple random sampling method. This sampling technique avoids survey bias and ensures the validity and reliability of the research findings.

Table 4.9 Descriptive statistics of lecturers' demographic information (n=6)

Data	Frequency	Percentage
Gender		
A. Male	0	0
B. Female	6	100.00
Total	6	100.00
Age		
A. Below 29 yrs.	0	0.00
B. 30 -39 yrs.	1	16.67
C. 40 -49 yrs.	5	83.33
D. Over 50 yrs.	0	0.00
Total	6	100.00
Faculty of English Orientation at GXUST		
A. Business English	2	33.33
B. English Language Teaching	2	33.33
C. English Interpretation and Translation	2	33.33
Total	6	100.00

Table 4.9 (Continued)

Data	Frequency	Percentage
Professional Title		
A. Professor	0	0.00
B. Associate Professor	2	33.33
C. Assistant Professor	4	66.67
D. Lecturer	0	0.00
Total	6	100.00
Teaching Experience of IE course		
A. Below 3 yrs.	0	0.00
B. 4-6 yrs.	0	0.00
C. 7- 9 yrs.	2	33.33
D. Over 10 yrs.	4	66.67
Total	6	100.00
Overseas Working/Studying Experience		
A. Working experience	4	66.66
B. Studying experience	1	16.67
C. No experience	1	16.67
Total	6	100.00

From table 4.9 provides an overview of the demographic information of the interviewed lecturers from faculties of three English orientations at Guangxi University of Science and Technology. All the 6 interviewees (100%) were female, and no male lecturer was interviewed by simple random sampling technique. The ages of the interviewees ranged from 30 to 49 years old, with 5 (83.33%) between 40 to 49 years old and 1 (16.67%) between 30 to 39 years old. Among the 6 interviewees, 4 (66.67%) held the position of Assistant Professor and 2 (33.33%) held the position of associate professors, with no interviewees being professors or lecturers. In terms of teaching experience of Integrated English course, 4 (66.7%) had more than 10 years of experience while 2 (33.3%) had 7 to 9 years of teaching experience. As regards overseas working or studying experience, 4 (66.66%) had once worked abroad as

visiting scholars, 1 (16.67%) had once been abroad for further study, and only 1 (16.67%) reported with no overseas experience.

Results and discussion of the interview

According to the data collected through interview with the 6 lecturers, the influential factors in GXUST students' intercultural communication competence are discussed, identified and summarized in the form of internal factors and external factors as below.

Internal factors

Four internal factors are identified and concluded in the following part.

Motivation (intrinsic and extrinsic): The 6 interviewed lecturers unanimously believed that motivation affects students' achievement of intercultural communication competence development directly, dominantly and significantly. With clear realization of the foreign language learning environment in China, all the teachers admitted that getting learners to stay motivated in developing ICC is a challenge, as authentic intercultural communication may not easily exist beyond the classroom. However, under such circumstances, the learning motivation of students is particularly important. Therefore, all the interviewed lecturers emphasized that it doesn't matter whether the motivation is intrinsic or extrinsic, and what really matters is whether students are motivated to work in language and culture learning. So no matter it is a timely lip praise or encouragement for passing related exams, measures need to be taken to encourage learners to remain motivated to learn. In accordance, teachers should pay attention to what students care about and need in teaching and learning process, and be willing to provide various activities, methods or support to meet students' needs and motivate them to actively engage in the learning process.

Students' perception of ICC-relevant knowledge and skills: All the 6 interviewed lecturers highlighted the paramount influence of students' perception of ICC-relevant knowledge and skills on students' ICC development. ICC-relevant knowledge refers to knowledge about different cultures and knowledge about intercultural communication such as the influence of environment and sociolinguistic knowledge, while ICC-relevant skills refers to abilities or techniques required for communicating appropriately and effectively with people from different cultures such as interpreting and relating skill, discovering and interacting skill, flexible ability, and techniques to show respect for others in an intercultural situation. Interviewed

lecturers found that students with higher level of ICC-relevant knowledge and skills exhibit more appropriateness and more effectiveness in their intercultural performance in role-playing or critical incident analysis. However, if students perceive ICC-relevant knowledge only as cultural facts of English-speaking countries and ICC-relevant skills as English language skills, they are not likely to integrate those above-mentioned knowledge and skills learning into their language learning, and thus their learning results would be far away from the development of ICC due to their inaccurate perception.

Effort: All the 6 interviewed lecturers emphasized the profound impact of effort on active and voluntary student engagement in the learning process. Due to the limited intercultural communication opportunities students may get outside classroom, class engagement is an extremely important and even the major way for students to practice and experience communicating with a foreign language and all the ICC-relevant knowledge and skills. Based on their experience and expertise in teaching, the lecturers pointed out that the effort students would like to make is a crucial predictor of their engagement in class which is closely related to their achievement of ICC development. Generally speaking, the more effort students would like to make, the higher involvement they would have in class. Students' class engagement mainly takes the form of answering teachers' questions, participating in classroom discussions, giving in classroom presentations, collaborating with other classmates to complete tasks or projects in class, and taking notes in class. Pre-class preparation and after-class review, although not strictly class engagement, are very beneficial for class engagement. Generally speaking, the more students engage in pre-class preparation and after-class review, the higher the frequency of participation in the classroom. In consequence, teachers should foster and reinforce students' beliefs and values about effort and class engagement in their learning process.

Personality: Four of the interviewed lecturers emphasized the influence of students' personality and cognitive style on students' development of intercultural communication competence. Both the development of English proficiency and ICC places high demands on students' participation in classroom activities. Outgoing students are more likely to participate in class activities, discuss and solve critical intercultural problems together with other classmates during the learning process. As for teachers' feedback, they would evaluate with a positive mindset and change

them into stimulus for them to move forward. What is more, when facing various difficulties, they are usually positive and are more adept in solving difficult problems with higher flexibility. Therefore, along the learning process, extroverts could constantly gain confidence and encouragement from themselves and others, which would further motivate them to make effort, participate in class and get all opportunities to develop their intercultural communication competence. However, on the contrary, 2 interviewed lecturers emphasized the special attention and care teachers should give to introvert students in class. Teachers should provide more opportunities to them to take part in class activities and give them positive feedback or encourage them timely for the building of confidence.

External factors

Six external factors are identified and concluded as below.

Teacher role: All the 6 interviewed lecturers unanimously highlighted the significant importance of teachers' conception of ICC and teachers' perception in students' needs. Lecturers emphasized the direct influence teachers' conception of ICC would have on the teaching objectives and teaching focus in class. Once teachers perceive intercultural communication competence just as language proficiency, knowledge about intercultural communication and communication techniques would not be among the teaching objectives, not to mention the appropriate teaching methods required for improving ICC along with language proficiency. Thus, students would also believe they only need to work hard on the improvement of language skills such as listening, speaking, reading and writing in the learning process, which is just halfway along the ICC development. Since the teaching and learning process is a dynamic process between teachers and students in both rational and emotional aspects, teachers should be constantly perceptive to students' needs and adjust the teaching accordingly. Teachers should adjust course objectives according to students' actual situation, shorten the temporal and spatial distance between teaching content and students, and provide teaching methods and activities tailored to the unique needs of different students to improve learning outcomes.

Teaching objectives: All the 6 interviewed teachers emphasized the important role teaching objectives plays in students' development of intercultural communication competence. Teaching objectives are direct reflection of teachers' perception in intercultural communication competence and the route for its development, which

greatly contribute to students' recognition of ICC-relevant knowledge and skills. Therefore, with a clear understanding and acceptance of teaching objectives, students are more likely to proactively preview and prepare relevant content materials before class, achieve task requirements in class, and complete assignments or do further exploration after class. Otherwise, students may just follow teachers passively without knowing where they are heading. Four interviewed teachers even pointed out that students' self-checking against a clear list of ICC teaching objectives for each class is a good way of ICC self-evaluation, which would help students arrange their study autonomously. What is more, the key and difficult points of ICC teaching are also the best entry points for inspiring students to explore cultures proactively and think critically, thus their understanding of culture would be deepened and their intercultural communication competence would get developed.

Teaching materials: All the 6 interviewed teachers underlined the effect of teaching materials on students' development of intercultural communication competence. Firstly, the proportion of cultural content in textbooks will inevitably affect teachers' cultural teaching which is highly correlated with students' development of ICC. There are three problems about current teaching contents which highly influenced students' ICC development in China: a) the lack of systematic organization of cultural teaching contents in English textbooks; b) the lack of teaching aids for culture teaching such as relevant audio materials and PPT; and c) the insufficiency of culture-based language teaching materials. Such teaching materials cannot provide students with an experience of cultural collision, so students cannot develop positive attitudes towards other cultures and cultural relativism, which is a key indicator of the development of intercultural communication competence.

Teaching methods: All the 6 interviewed lecturers believed that appropriate teaching methods can stimulate students' interest in learning, and integrate cultural teaching into language teaching effectively. Keeping students motivated in learning and engaged in class proactively are major purposes of adopting certain teaching methods. Although all the 6 interviewed lecturers emphasized the importance of group discussion and role-playing in understanding values and behaviors of other cultures, they also emphasized the integrative adoption of multiple teaching methods as supplements to each other. One lecturer pointed out

using blended learning to get students involved in learning before and after class with individual assimilation and autonomous exploration. Two lecturers talked about the effect of video-watching, micro lectures, and online live streaming on meeting students' learning of cultural facts and cultural behavior. One lecturer emphasized the 3P (presentation-practice-production) model for students' learning of culture-loaded words and phrases. For intercultural communication skills, critical incidents should be used to develop students' flexible ability of suspending judgment in intercultural situations. In summary, different teaching methods should be utilized to help students obtain different aspects of ICC-relevant knowledge and skills.

Teaching assessment: All the 6 interviewed lecturers emphasized the importance of assessment and evaluation of ICC in students' development of intercultural communication competence. Four of the lecturers pointed out that there is no clear or formal ICC evaluation or assessment in their Integrated English course, and the current informal evaluation is formative through class observation of classroom activities and essays related to cultural topics. What is more, the scores given are not standardized and are solely based on the teacher's personal preferences, thus lacking reliability and validity. In addition, introverted students are almost unable to receive evaluation for not participating much in classroom activities. So students' motivation for developing ICC is relatively weak.

Teaching hour: Three interviewed lecturers reported the influence of teaching hour on students' development of intercultural communication competence. Five lecturers reported that the time they allocated for teaching culture accounted for 1/4 of each teaching hour unit (10 minutes out of 40 minutes), while one lecturer reported less than 10 minutes each time. No matter how much time the lecturers spent on teaching culture, 3 of them reported that they were unable to balance language and culture teaching due to the limited time in class, thus believing what their students learn about cultural knowledge is very limited and superficial.

Summary of the results of the survey and the interview

As teachers and students are the two major entities with subjective dynamics in the teaching and learning process, all the influential factors identified from the two groups of informants are synthesized and summarized as shown in Table 4.10 below.

Table 4.10 Summary of factors affecting intercultural communication competence of undergraduate students

Students' opinion		Lecturers' opinion		Synthesized data	
Internal factors	External factors	Internal factors	External factors	Internal factors	External factors
1. Valence	1. Teacher role	1. Motivation (intrinsic and extrinsic)	1. Teacher role	1. Motivation and valence	1. Teacher role
2. Cognitive style and personality	2. Student-teacher interaction and cooperation	2. Students' perception of ICC-relevant knowledge and skills	2. Teaching objectives	2. Students' perception of ICC-relevant knowledge and skills	2. Teaching objectives
3. Career development (extrinsic motivation)	3. Teaching materials	3. Effort	3. Teaching materials	3. Cognitive style and personality	3. Teaching materials
4. Effort attribution	4. Teaching methods	4. Personality	4. Teaching methods	4. Effort and effort attribution	4. Teaching methods and student-teacher interaction and cooperation
			5. Teaching assessment		5. Teaching assessment
			6. Teaching hour		

Table 4.10 presents all the internal and external factors affecting students' intercultural communication competence, as perceived by students and lecturers. All the findings are ranked in descending order according to their impact on each group of informants.

Through comparative analysis and synthesis of the factors identified from both groups, four internal factors are ultimately affirmed as follows: motivation and valence, students' perception of ICC-relevant knowledge and skills, cognitive style and personality, and effort and effort attribution. And the four internal factors arising inside from students can be further summarized and elaborated from students' psychological dimension, cognitive dimension and behavioral dimension as below: 1) factors concerning students' psychological dimension include motivation and valence, cognitive style and personality, effort attribution; 2) factors concerning students' cognitive dimension encompass students' perception of ICC-relevant knowledge and skills; and 3) factors concerning students' behavioral dimension include effort.

On the other hand, the five external factors coming from outside learners are identified to be teacher role, teaching objectives, teaching materials, teaching methods and student-teacher interaction and cooperation, and teaching assessment. They can be further summarized from the perspective of teachers' subjective dynamics throughout the whole teaching procedures to collaborate and support students by adjusting and adapting instructional elements.

In summary, as teachers are moderators and facilitators of student-centered learning, the above internal factors and external factors are obviously correlated with and interdependent on each other, working inextricably to influence students' development of intercultural communication competence. In accordance, teachers should be carefully taking into account both the internal and external factors when designing an efficient instructional model for enhancing intercultural communication competence of undergraduate students in Guangxi University of Science and Technology.

Part 2: Analysis results serving Research Objective 2-To develop the task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at GXUST.

To serve Objective 2, the collected data of confirming the appropriateness of the 5 components of the task-based language teaching and experiential culture learning cycle instructional model are analyzed according to 4 standards, i.e., utility standards, feasibility standards, propriety standards, and accuracy standards (Stufflebean & Shinkfield, 2012). The results are presented in the form of frequency and percentage based on experts' rating, as illustrated in table 4.11 below and its following elaboration.

Table 4.11 Frequency and percentage of conformability of utility standards, feasibility standards, propriety standards, and accuracy standards of the instructional model components in 5 areas by experts

Components of Task-Based Language Teaching and Experiential Culture Learning Cycle Instructional Model for Enhancing Intercultural Communication Competence of Undergraduate Students		Opinion of the experts															
		Utility				Feasibility				Propriety				Accuracy			
		Agree		Disagree		Agree		Disagree		Agree		Disagree		Agree		Disagree	
No.		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1	Principle & rationale	5	100	-	-	5	100	-	-	5	100	-	-	5	100	-	-
2	Objectives	5	100	-	-	5	100	-	-	5	100	-	-	5	100	-	-
3	Contents	5	100	-	-	5	100	-	-	5	100	-	-	5	100	-	-
4	Methods of teaching & materials	5	100	-	-	5	100	-	-	5	100	-	-	5	100	-	-
5	Evaluation	5	100	-	-	5	100	-	-	5	100	-	-	5	100	-	-

Based on table 4.11, the conformability of each component of the task-based language teaching and experiential culture learning cycle instructional model by 5 experts can be elaborated respectively in the following.

Principle and rationale

The principle and rationale of the task-based language teaching and experiential culture learning cycle instructional model has been highly rated for its appropriateness by the 5 experts unanimously in terms of utility standards, feasibility standards, propriety standards and accuracy standards. By way of illustration, data from experts rating is reported as follows: 1) a 100% approval on its utility, 2) a 100% approval on its feasibility, 3) a 100% approval on its propriety, and 4) a 100% approval on its accuracy.

Objectives

The objectives of the task-based language teaching and experiential culture learning cycle instructional model has been highly rated for its appropriateness by the 5 experts unanimously in terms of utility standards, feasibility standards, propriety standards and accuracy standards. By way of illustration, data from experts rating is reported as follows: 1) a 100% approval on its utility, 2) a 100% approval on its feasibility, 3) a 100% approval on its propriety, and 4) a 100% approval on its accuracy.

Contents

The contents of the task-based language teaching and experiential culture learning cycle instructional model has been highly rated for its appropriateness by the 5 experts unanimously in terms of utility standards, feasibility standards, propriety standards and accuracy standards. By way of illustration, data from experts rating is reported as follows: 1) a 100% approval on its utility, 2) a 100% approval on its feasibility, 3) a 100% approval on its propriety, and 4) a 100% approval on its accuracy.

Methods of teaching & materials

The methods of teaching & materials of the task-based language teaching and experiential culture learning cycle instructional model has been highly rated for its appropriateness by the 5 experts unanimously in terms of utility standards, feasibility standards, propriety standards and accuracy standards. The six stable teaching steps designed for the instructional model including 1) pre-task, 2)

participation cycle, 3) description and interpretation cycle, 4) presentation cycle, 5) response cycle, and 6) summary and after-class task, were evaluated by the 5 experts in terms of the 4 standards against the teaching ideas and steps of task-based language teaching and experiential culture learning cycle. By way of illustration, data from experts rating is reported as follows: 1) a 100% approval on its utility, 2) a 100% approval on its feasibility, 3) a 100% approval on its propriety, and 4) a 100% approval on its accuracy.

Evaluation

The evaluation of the task-based language teaching and experiential culture learning cycle instructional model has been highly rated for its appropriateness by the 5 experts unanimously in terms of utility standards, feasibility standards, propriety standards and accuracy standards. By way of illustration, data from experts rating is reported as follows: 1) a 100% approval on its utility, 2) a 100% approval on its feasibility, 3) a 100% approval on its propriety, and 4) a 100% approval on its accuracy.

Part 3: Analysis results serving Research Objective 3-To study the results of implementing the task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at GXUST. (*Pretest-Posttest*)

The results of data analysis serving Objective 3 are presented in 2 ways in this section: 1) comparing students' test scores on intercultural communication competence before and after the teaching experiment using paired-samples t-test for one-sample group which provide significant difference before and after learning, and 2) reporting individual relative development score (gained score) according to developmental rate as stipulated in Chapter 3 with tables and figures.

Table 4.12 Comparison of students' test scores on intercultural communication competence before and after learning by the developed instructional model (Total scores=80)

Group	Scores	n	\bar{X}	S.D.	t	df	Sig.
Sample Group	Pretest	34	35.56	10.65	-23.41	33	.000
	Posttest	34	63.79	6.66			

*p<0.05

Table 4.12 shows that the posttest average score is 63.79 (S.D.=6.66), and the pretest average score is 35.56 (S.D.=10.65). The posttest score is higher than pretest score by 28.23 on average, and the difference is significant at the level of .000. The results from paired-sample t-test show t-value of 23.41 which is higher than t-distribution (Normal distribution) and p value = 0.000 (*p < 0.05). This indicates students' intercultural communication competence develops significantly after the implementation of the task-based language teaching and experiential culture learning cycle instructional model in Integrated English course.

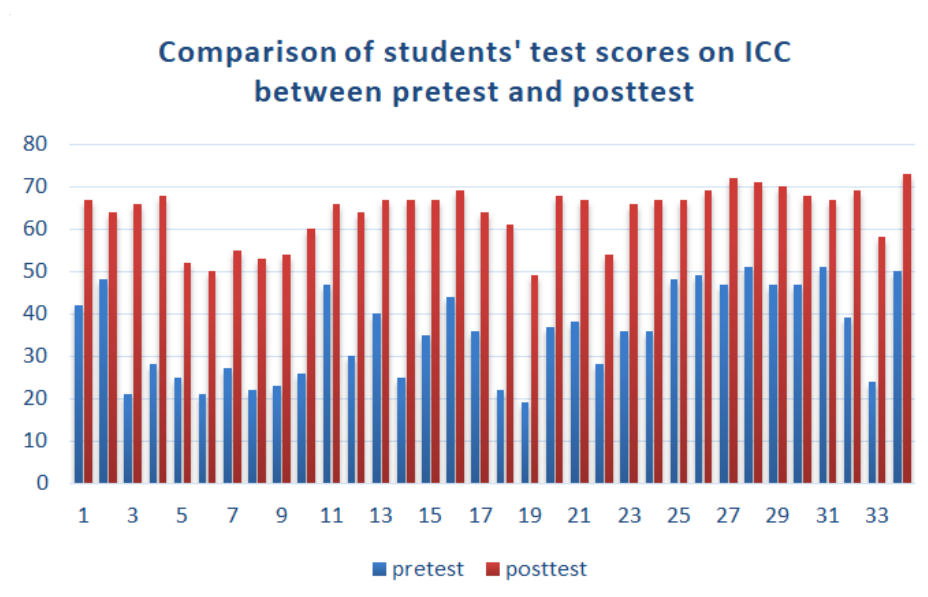


Figure 4.1 Comparison of students' test scores on intercultural communication competence before and after learning by the developed instructional model

Figure 4.1 indicates that all the student participants demonstrated higher in terms of intercultural communication competence after the teaching experiment, although their learning achievements were varying at various degrees. Analyzing with statistics from Table 4.12, it can be summarized that students' intercultural communication competence developed significantly after the implementation of the task-based language teaching and experiential culture learning cycle instructional model.

Table 4.13 Relative developmental score of students' intercultural communication competence before and after learning by the developed instructional model (Total scores=80)

No.	Pretest Score	Posttest Score	Relative developmental score	Development Level
1	42	67	65.79	High
2	48	64	50.00	Moderate
3	21	66	76.27	Very high
4	30	68	76.00	Very high
5	25	52	49.09	Moderate
6	21	50	49.15	Moderate
7	27	55	52.83	High
8	24	53	53.44	High
9	23	54	54.39	High
10	26	60	62.96	High
11	47	66	57.58	High
12	32	64	68.00	High
13	40	67	67.50	High
14	25	67	76.36	Very high
15	35	67	71.11	High
16	44	69	69.44	High
17	36	64	63.64	High
18	24	61	67.24	High
19	21	49	49.18	Moderate
20	39	68	72.09	High

Table 4.13 (Continued)

No.	Pretest Score	Posttest Score	Relative developmental score	Development Level
21	40	67	69.05	High
22	28	54	50.00	Moderate
23	36	66	68.18	High
24	36	67	70.45	High
25	48	67	59.38	High
26	49	69	64.52	High
27	47	72	75.76	High
28	51	71	68.97	High
29	47	70	69.70	High
30	47	68	63.64	High
31	51	67	55.17	High
32	39	69	73.17	High
33	24	58	60.71	High
34	50	73	76.67	Very high
Total Average	35.56	63.79	64.07	High

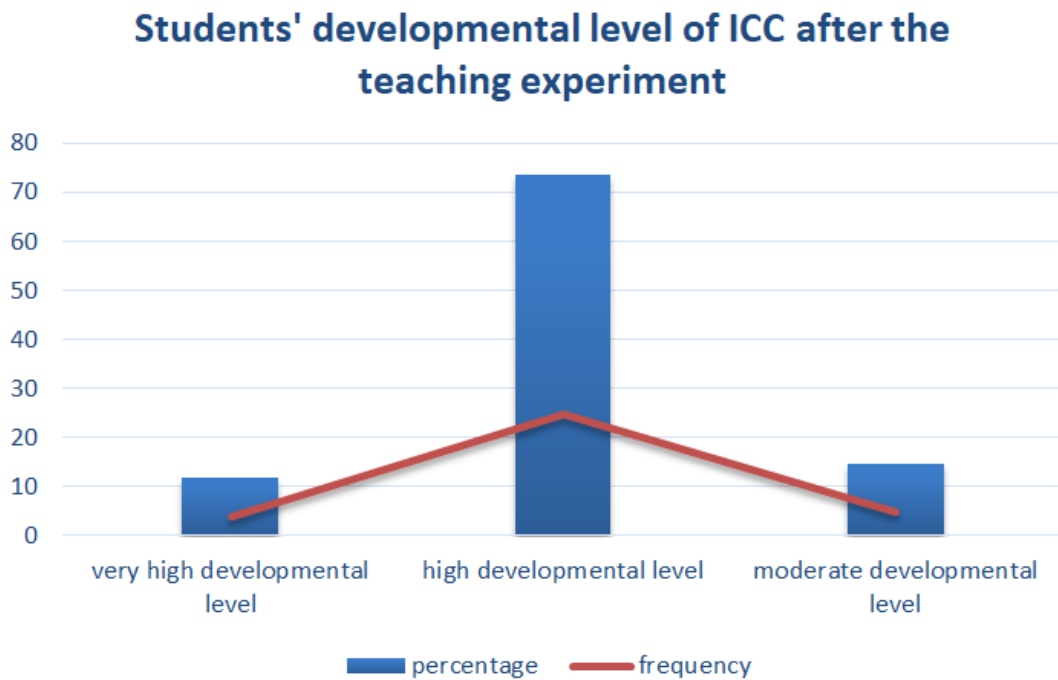


Figure 4.2 Students' developmental level of intercultural communication competence after the teaching experiment with the developed instructional model

According to Table 4.13 and Figure 4.2, after the teaching experiment with the task-based language teaching and experiential culture learning cycle instructional model, the results of the pretest and posttest achievement scores on intercultural communication competence showed that the overall developmental level of students' intercultural communication competence is at a "High" level with a relative development score of 64.07 on average ($\bar{X}=64.07$). Among the 34 participants, there are 4 students (11.76%) at "Very High" developmental level in terms of intercultural communication competence; 25 students (73.53%) at "High" developmental level; 4 students (14.71%) at "Moderate" developmental level. In conclusion, students' intercultural communication competence developed significantly at a "High" relative developmental level after the implementation of the task-based language teaching and experiential culture learning cycle instructional model.

Summary of the Task-Based Language Teaching and Experiential Culture Learning Cycle Instructional Model

In this study, the researcher firstly conducted questionnaire survey with students and interviews with lecturers to identify both internal and external factors affecting undergraduate students' development of intercultural communication competence at Guangxi University of Science and Technology. These findings provide a solid empirical foundation for the construction of the task-based language teaching and experiential culture learning cycle instructional model.

Then, the instructional model was designed and the corresponding teaching plans and student evaluation criteria are formulated. Experts were invited to evaluate the instructional model in terms of its principle and rationale, objective, contents, method of teaching and materials, and evaluation, according to utility standards, feasibility standards, propriety standards, and accuracy standards. The instructional model received unanimous 100% approval by all the five experts, which endorses the theoretical feasibilities and prospective teaching effects of the instructional model.

The researcher conducted a teaching experiment with implementing the task-based language teaching and experiential culture learning cycle instructional model in Integrated English course. Students who underwent this teaching experiment with the instructional model demonstrated significant development of intercultural communication competence at a significant level of .000. And students' intercultural communication competence developed significantly at a "high" relative developmental level with a relative developmental score of 64.07 on average ($\bar{X}=64.07$), which further substantiated the effectiveness of the developed instructional model for enhancing intercultural communication competence with practical implementation.

Based on this research process, the task-based language teaching and experiential culture learning cycle instructional model is summarized in Figure 4.3 as below.

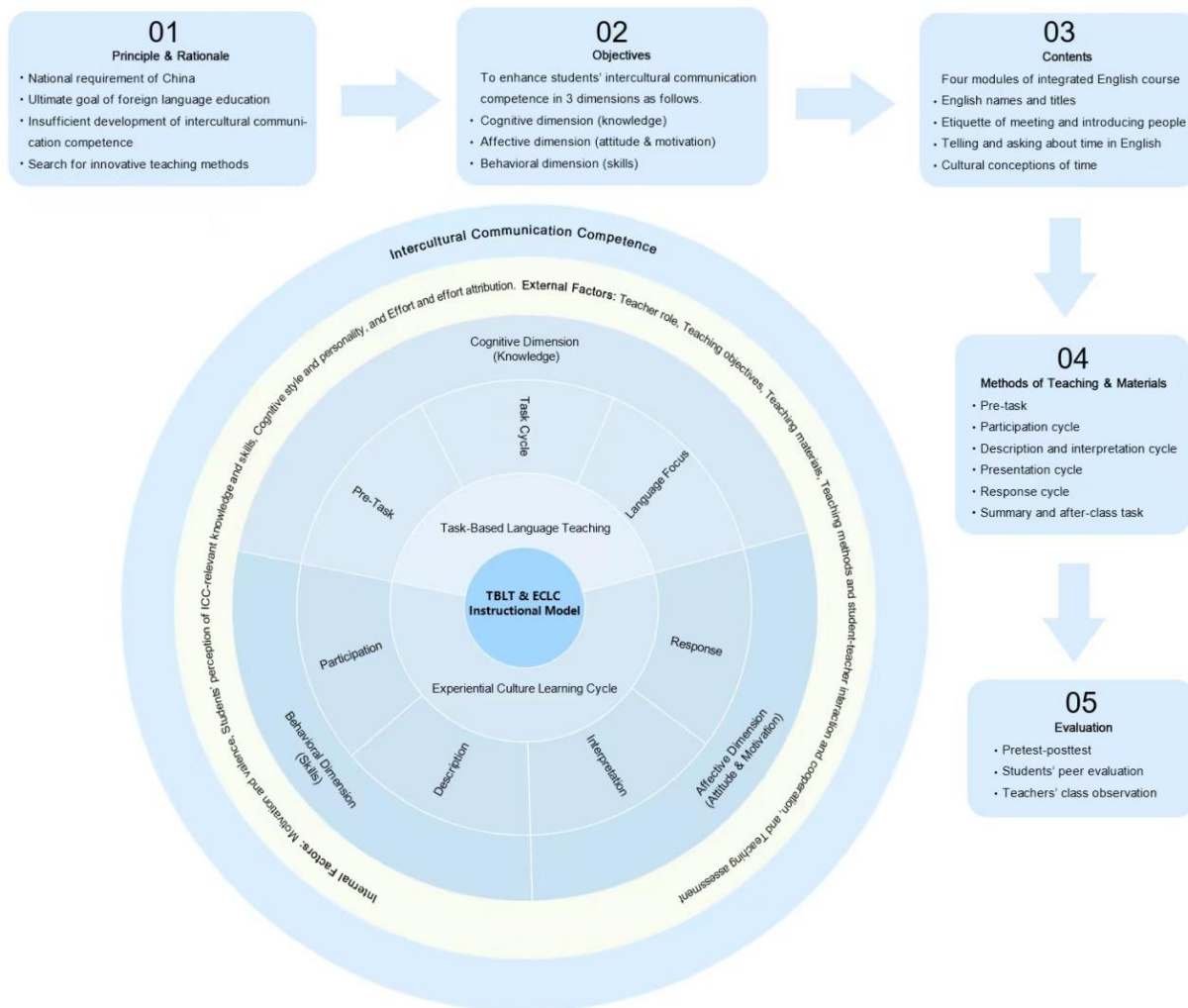


Figure 4.3 Task-based language teaching and experiential culture learning cycle instructional model for enhancing undergraduate students' intercultural communication competence

Chapter 5

Conclusion, Discussion, and Recommendation

Based on the comprehensive data analysis and presentation in Chapter 4, which serve all research objectives arising from the present study entitled “Development of task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students”, conclusions and discussions are made in the following. In addition, suggestions for results application and future research are further recommended on the basis of the findings.

Conclusion

According to the research objectives, conclusions can be drawn as follows.

1. The factors influencing the development of intercultural communication competence of undergraduate students at Guangxi University of Science and Technology comprised 4 internal factors and 5 external factors. The internal factors included motivation and valence, students’ perception of ICC-relevant knowledge and skills, cognitive style and personality, and effort and effort attribution, whereas the external factors included teacher role, teaching objectives, teaching materials, teaching methods and student-teacher interaction and cooperation, and teaching assessment.

2. The task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology includes 5 components: 1) principle and rationale, 2) objectives, 3) contents, 4) method of teaching & materials, and 5) evaluation. The model is 100% confirmed to meet the criteria of utility, feasibility, propriety, and accuracy standards, as evaluated by five experts.

3. It was found that students’ intercultural communication competence developed significantly at a “High” relative developmental level. This result is in line with the research hypothesis, which predicted that students’ intercultural

communication competence will be higher after the implementation of the task-based language teaching and experiential culture learning cycle instructional model.

Discussion

Based on the conclusions drawn from the findings of the research objectives, this section provides a thorough and detailed discussion exploring the implication of the research results based on literature and related research in contrast and comparison.

1. The 4 internal and 5 external factors affecting intercultural communication competence of undergraduate students at Guangxi University of Science and Technology were discussed as follows.

The 4 internal factors included motivation and valence, students' perception of ICC-relevant knowledge and skills, cognitive style and personality, and effort and effort attribution. According to expectancy theory (Vroom, 1964), attribution theory (Platt, 1988; Weiner, 1979), and theory of self-efficacy (Bandura, 1982), if learners psychologically value intercultural communication competence highly and estimate high probability of achieving it with hard work, attendant actions such as active participation in class and longer duration of learning will be taken by learners with motivation thriving inside. Cognitively, students with higher level of ICC-relevant knowledge and skills exhibit more appropriateness and more effectiveness in their intercultural performance, which is in agreement with the proposition that knowledge and skills are two basic key constitutive components of intercultural communication competence (Spitzberg, 2010; Byram, 2022; Adler, 1975; Hanvey, 1987; Moran, 2009). In terms of students' behavioral dimension, due to the fact that class engagement is an extremely important and even the major way for students to practice and experience all the ICC-relevant knowledge and skills in a foreign language learning environment in China, the effort students would like to make for class engagement is closely related to their achievement of ICC development-the learning outcome (i.e., Carbonaro, 2005; Jones et al, 2021). Spitzberg (2000) even claimed that strong motivation with effort along may compensate for lack of knowledge and skills in intercultural communication. In summary, the four internal factors are shaping students' intercultural communication competence from the dimension of psychology, cognition and behavior in an interrelated way.

The external factors included teacher role, teaching objectives, teaching materials, teaching methods and student-teacher interaction and cooperation, and teaching assessment. This may be explained from the perspective of teachers' subjective dynamics throughout the whole teaching procedures to collaborate and support students by adjusting and adapting instructional elements. Providing students with confidence that they would be equally successful by following the teacher step by step (Bandura, 1977), teachers with qualifications in teaching professionalism and intercultural communication competence are also perceptive to students' needs and create course conducive to students' development of intercultural communication competence (Tudor, 1993). With accurate understanding of ICC-relevant knowledge and skills, qualified teachers would set up balanced language-and-culture course goal and clear teaching objectives contributing to students' development of intercultural communication competence (Moore, 1996; Lessard-Clouston, 1996; Social Science Education Consortium, 1999). In order to stimulate students' enthusiasm and initiative in the learning process accordingly, effective and appropriate culture-based language teaching materials would be adapted and organized systematically (Byram, 2013; Aliakbari, 2004; Rico Troncoso, 2010; Karabinar & Guler, 2013); various teaching methods would be carefully integrated to create encouraging classroom activities (Dörnyei, 2001; Griffin & Roberson, 2014), make input comprehensible and construct learners' own knowledge (Long, 1996; Ellis, 2014; Johnson, 1995); and formative and summative assessment with standardized criteria would be included as means of monitoring and scaffolding students' better achievement (Wiener, 1948; Dempster, 1991; Elshout-Mohr, 1994).

Finally, students' development of intercultural communication competence result from the intricate interplay between internal and external factors due to the fact that teachers and students are the two major entities with subjective dynamics relating to the social environment in the teaching and learning process. This may be first explained by the views of influential psychological academics (e.g. Bandura, 1978; Fishbein & Ajzen, 1975; Tolman, 1932), which emphasize the impact of external stimuli on human internal motivation, explaining the necessity of the interaction between external environmental stimuli and internal beliefs and expectations in human behavior. This resonates with similar findings in quantitative

studies on influential factors in students' learning achievement (e.g. Fitrianti & Nur, 2018), which assert that both internal factors and external factors contribute to students' learning achievement simultaneously and positive correlation exists between some internal and external factors. Scholars with prestige in intercultural communication and intercultural language education (e.g. Spitzberg, 2000; Byram & Masuhara, 2013; Deardorff & Jones, 2012) also contend that the development of intercultural communication competence in itself is a manifestation of the synergy between both internal and external dimensions. In the teaching and learning process aiming at improving students' ICC development, teachers act as intermediaries to regulate all external factors to trigger internal factors jointly promoting students' learning outcomes. Byram & Masuhara (2013) especially emphasize teachers' dynamism in borrowing theories and findings from empirical research to guide their actual classroom instruction by producing materials and methods and such in developing students' intercultural communication competence. Therefore, the immediate implication of these findings is that more can be done to improve students' learning achievement by increasing lecturers' effectiveness of mediating internal factors and external factors in terms of teaching objectives, teaching materials, teaching methods, classroom environment such as student-teacher interaction and cooperation, and teaching assessment. This is supported by the idea of Heimlich and Norland (1994) which asserts that it is teacher who provides the "vital human connection between the content and the environment and the learners" (p. 109). This is also in accord with findings of research by Chamidy et al (2023) and George et al (2020), which stated that the factor of teacher had a pivotal positive relationship with students' performance alongside with internal factors. Wonu & Zalmon's (2019) research also corroborated the results of this study indirectly by stating that the constraints on students' achievement were also caused by the lecturer variable.

In conclusion, all the internal factors and external factors identified in the study could be summarized in two aspects: learner aspect and learning situation aspect, which coincide to serve with the aim of designing an effective instructional model, that is, to motivate and facilitate students to realize the goal of developing students' ICC in an educational context.

2. The task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology includes 5 components: 1) principle and rationale, 2) objectives, 3) contents, 4) method of teaching & materials, and 5) evaluation. The model is 100% confirmed to meet the criteria of utility, feasibility, propriety, and accuracy standards, as evaluated by five experts. Discussions were as follows.

The **principle and rationale** of the instructional model have been given solid confirmation by all experts in terms of its utility, feasibility, propriety, and accuracy. This suggests that the underpinning theory and tenets of the task-based language teaching and experiential culture learning cycle instructional model are solid, apt and conducive to enhancing undergraduate students' intercultural communication competence. Grounded in systematic acquisition and analysis of data in line with the actual situation, the instructional model is conducive to the enhancement of students' intercultural communication competence at GXUST, which is effectively supported by the grounded theory approach (Glaser & Strauss, 1967).

The **objectives** of the instructional model have been given 100% recognition unanimously by all experts in terms of utility, feasibility, propriety, and accuracy. This consensus indicates that the objectives set by the task-based language teaching and experiential culture learning cycle instructional model are clear, realistic, appropriate, and pinpoint to the development of undergraduate students' intercultural communication competence at GXUST, which is in line with the objectives of Integrated English course stipulated by *Teaching Guide* (Ministry of Education of the People's Republic of China, 2020).

The **contents** of the instructional model have received a 100% approval from all the five experts in terms of utility, feasibility, propriety, and accuracy. This full approval shows that the learning topics and materials are well-designed and suitable for learners to develop their intercultural communication competence with the developed instructional model at GXUST. The role of appropriate and sufficient comprehensible learning contents and materials in students' learning achievement has been expounded and emphasized by scholars such as Vygotsky (1978), Krashen (1982) and Ellis (2014). In terms of the development of intercultural communication competence specifically, Byram & Masuhara (2013) especially claim that the contents

and materials should be explored to realize the ICC objectives of knowledge, awareness, attitude and skills of language and cultures in learners' context.

The methods of teaching & materials of the instructional model have been confirmed to be functional, pragmatic, proper, and precise by all the experts with 100% affirmation. This unanimous agreement implicates that the teaching methods, techniques and resources employed are effective for the task-based language teaching and experiential culture learning cycle instructional model, and align with the aim of enhancing undergraduate students' intercultural communication competence at GXUST. The analysis on teaching methods and materials concurred with the ideas of numerous scholars in intercultural language education (e.g., Byram & Masuhara, 2013; Tomlinson & Bao, 2004; Pham, 2007), which state sensitive consideration should be given while applying and adapting methods and approaches for different social contexts to avoid inefficiency brought about by direct transplanting. Further, careful utilization of teaching methods with the aid of different materials such as PPT, video and live streaming should also be validated in relation to specific objectives of ICC-relevant knowledge and skills (e.g., Byram & Masuhara, 2013; Rico Troncoso, 2010; Corbett, 2010).

The evaluation of the instructional model has been given 100% affirmation unanimously by all five experts regarding its utility, feasibility, propriety, and accuracy. This implicates that the evaluation and its feedback mechanisms employed by the developed instructional model are effective and appropriate for enhancing undergraduate students' intercultural communication competence at GXUST. The analysis on evaluation is supported by the findings of some empirical studies on developing intercultural communication competence in classroom situation (e.g., Deardorff, 2006; Byram, 2022; Liu, 2009; Chen, 2013), which emphasize evaluation needs to be contextualized and take into consideration its effect upon teaching and learning in dynamics.

In conclusion, the 100% confirmation given unanimously by all the experts in respect of utility standards, feasibility standards, propriety standards and accuracy standards bears out the robustness of the task-based language teaching and experiential culture learning cycle instructional model. It strongly suggests that this model, with its five components, is well-positioned and promising to develop

undergraduate students' intercultural communication competence when implemented correctly in IE course at GXUST.

3. The explanations for that students' intercultural communication competence developed significantly at a "High" relative developmental level were as follows.

First, after the implementation of the task-based language teaching and experiential culture learning cycle instructional model, students' learning achievement on intercultural communication competence was evaluated and assessed by a set of pretest and posttest. The results of the assessment revealed that all the 34 student participants demonstrated a significant development of intercultural communication competence. To be specific, students' mean score on intercultural communication competence test after the experiment was significantly 28.23 points higher than that before the experiment on average at a significant level of .000 calculated by a paired-sample t-test. These empirical data highly supported the research hypothesis that undergraduate students' intercultural communication competence will be higher than that before the experiment after implementing the task-based language teaching and experiential culture learning cycle instructional model.

Secondly, regarding the relative developmental scores obtained by comparing the pretest scores and posttest scores, students' relative developmental score was 64.07 on average. This places the students at the "High" developmental level, which falls in the score range from 51 to 75. This interpretation is in line with the criteria stipulated for interpreting students' learning outcome of intercultural communication competence, which was outlined in Chapter 3 of the dissertation.

Thirdly, this finding corroborates the finding of Ishii's (2009) empirical study, which stated that the intercultural instruction delivered through task-based language teaching could foster students' intercultural communication competence in classroom language teaching. The intercultural instruction used by Ishii was cultural assimilators which, similar to critical incidents used in the present study, create intercultural scenarios with authentic conflicts or problems for students to discuss and solve. In addition, the present finding is consistent with the empirical finding by Chang & Zhao (2012), which verified the effectiveness of Moran's experiential culture learning cycle in enhancing students' intercultural communication competence.

Finally, this empirical finding confirms the claim of many scholars (i.e. Spitzberg, 2000; Deardorff, 2006; Liddicoat & Scarino, 2013; Gu, 2017), in which they argue that meaning negotiation and process orientation are integral to developing ICC. The present study adheres to this interactive approach by designing various cultural tasks such as critical incidents for students to discuss, negotiate and complete appropriately and effectively in a cycle of 6 steps, thereby achieving the specific aim of developing students' intercultural communication competence.

Recommendation

Drawing upon the thorough and detailed discussions on research findings in the previous section, recommendations based on the implications of the study are to be presented in the following two dimensions: applicability in practice and directions for future research.

Applicability in practice

As for students: With the task-based language teaching and experiential culture learning cycle instructional model, students' intercultural communication competence can develop significantly at remarkably high relative developmental level. By emphasizing active engagement, collaborative learning based on meaning negotiation (Yang, 2015), and self-regulated learning (Boekaerts, 1999), this innovative instructional model necessitates the acquisition of a set of knowledge, skills, and attitudes during the learning process, which make students well-positioned to enrich their learning experiences, thus resulting in a remarkable development of intercultural communication competence which is conducive to their career development as well as their personal growth in the long run.

As for lecturers: In the context of implementing the task-based language teaching and experiential culture learning cycle instructional model to enhance students' intercultural communication competence, lecturers can improve their teaching efficiency and enrich their educational research with the developed instructional model once they meet the following demands of the innovative instructional model. Firstly, lecturers are required to understand constructs of intercultural communication competence comprehensively (Gu, 2016). Secondly, lecturers are required to possess a sufficient understanding of the principles and practice of the developed instructional model in order to be able to implement it

(Littlewood, 2006). Thirdly, lecturers need to be adept at building an interactive and cooperative learning environment, creating a classroom atmosphere that promotes attempting and adventure-taking (Moran, 2009; Mantle-Bromley, 1992; Social Science Education Consortium, 1999). Fourthly, lecturers should be able to function as role model, moderator, facilitator, and collaborator correspondingly in students' learning process, supporting and monitoring students' progress (Deng, 2009). Fifthly, lecturers should consistently monitor and improve the developed instructional model with the aid of educational philosophies, and information and communication technology (ICT) in their given contexts (Zhang, 2009).

As for universities and institutions: In order to realize the outcome-based education by reinvigorating teachers' teaching practice and providing qualified English talents with ICC with the task-based language teaching and experiential culture learning cycle instructional model, several recommendations for universities and institutions are presented in the following. In the very first place, professional development should be provided to lecturers to facilitate the implementation of the developed instructional model (Knight, 2002). Secondly, interdisciplinary collaboration and communication should be encouraged to improve the instructional model for enhancing ICC in educational context (Carless, 2005). Thirdly, incentive mechanisms should be established to encourage lecturers to engage in innovative practices and research with the developed instructional model, so that large data could be collected and the model could be constantly refined for students' better development of intercultural communication competence (Carless, 2005).

Future research

As an exploratory and quasi-experimental study, the research has met its initial goals in creating an innovative instructional model for ICC development based on issues that come to play in students' ICC development in classroom teaching, and the findings of the teaching experiment do show that students' intercultural communication competence could be greatly enhanced with the well-functioning instructional model — the task-based language teaching and experiential culture learning cycle instructional model. However, just like some limitations cannot be avoided, future research can take the following directions.

1. Development of Task-Based Language Teaching and Experiential Culture Learning Cycle Instructional Model for Enhancing Intercultural Communication Competence: A Randomized Control Trial Study.

In terms of the effectiveness of the instructional model for enhancing students' ICC, teaching experiment can be conducted with a larger representative sample group with a longer study duration and randomized control trial (RCT) (Chen, 2013). Improvement in learning or achievement produced by longer study duration would be more reliable to confirm the effectiveness of the developed instructional model. Moreover, randomized control trial (RCT) studies can be conducted to further guarantee the effectiveness of the developed instructional model, since RCT is believed to be the most reliable method for examining causal inference in education.

2. Development of Task-Based Language Teaching and Experiential Culture Learning Cycle Instructional Model to Enhance Students' Intercultural Communication Competence in XXX English Course.

The developed instructional model can be extended to different English courses for students with different academic background to contemplate its applicability and practicality across diverse educational backgrounds. For example, the model can be extended to General English Course for non-English majors in universities as well as to English Course for middle school students. With more comprehensive and complete data collected from various courses for students with different academic backgrounds at different educational stages, the universality and effectiveness of the developed instructional model can be further verified.

3. Development of Task-Based Language Teaching and Experiential Culture Learning Cycle Instructional Model to Cultivate Students' Culture Learning Strategies.

Panel studies can be conducted in the future to understand the long-term impact of the developed instructional model on students' development of intercultural communication competence, observing whether the model is in line with student-centered learning in terms of cultivating students' learning strategies. Training students on how to learn is an important task for teachers to realize in teaching (Zhuang & Shu, 1994). Due to the complexity of culture itself in terms of culture learning in language teaching context, the primary concern of developing an

instructional model for ICC development is enabling students to actively construct cognitive structures for how to learn culture within their minds (Damen, 1987). Tracking students' intercultural performance in terms of cognitive, affective, and behavioral dimensions over an extended period will provide a comprehensive understanding of how the developed instructional model contributes to their ongoing growth as intercultural speakers.

4. Development of Task-Based Language Teaching and Experiential Culture Learning Cycle Instructional Model to Enhance Students' Intercultural Communication Competence with CMICC.

Future research can be conducted to innovate and optimize the model by using computer-mediated intercultural communication (CMICC) to introduce authentic intercultural communication into the classroom (Zhang & Li, 2012). Through apps and software such as multiuser object oriented virtual reality spaces (MOOs and MUDs) and interactive chat services (IRCs), authentic intercultural communication can be integrated into various aspects and procedures of this instructional model. Online intercultural communication or exchange in the discussion section can not only better reflects the variability of culture and thus lead the negotiation more interactive and meaningful, but also the cultural collisions in the negotiation process can touch students' minds deeply, thereby resulting in changes happening in their affective dimension, which may not be aroused by the one-way input of cultural encounters through text-reading or video-watching. What is more, timid or introvert students may feel secure to participate in communication and interaction more since CMICC is not face-to-face communication which may enable them overcome anxiety caused by appearance, skin color, temperament, and etc.

In summary, the task-based language teaching and experiential culture learning cycle instructional model is developed to enhance students' ICC in classroom teaching. However, the optimization and refinement of any instructional model requires a data-driven long process involving data from cross-sectional studies as well as longitudinal studies. At the same time, developing intercultural communication competence is also a long and complex process that requires learners to continuously grow and progress at various levels of cognition, emotion, and behavior. Any effort on long-duration studies, randomized control trial studies, extension for different courses and students, or innovative integration of information

and communication technology (ICT) would contribute to a more comprehensive evaluation of the model's performance within distinct educational contexts, thus providing support and practical guidance for developing students' intercultural communication competence in classroom teaching in an effective and personalized way. By holding a forward-looking and comprehensive approach to evaluation, educators and practitioners can make sure that the task-based language teaching and experiential culture learning cycle instructional model play a pivotal role in fostering students' intercultural communication competence and preparing them to meet intercultural challenges in face of an ever-changing and ever-multicultural world.

References

- Adler, P. S. (1975). The transitional experience: An alternative view of culture shock. *Journal of Humanistic Psychology*, 15, 13-23.
- Alkan, F. (2016). Experiential learning: Its effects on achievement and scientific process skills. *Journal on Turkish Science Education*, 13 (2), 15–26.
- Aliakbari, M. (2004). The place of culture in the Iranian ELT text books in high school level. *The Linguistic Journal*, 1, 1-14.
- Allen, W. C. (2006). Overview and evolution of the ADDIE training system. *Advances in Developing Human Resources*, 8(4), 430-441.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84, 191-215.
- Bandura, A. (1978). The self system in reciprocal determinism. *American Psychologist*, 33(4), 344-358.
- Bandura, A., Adams, N. E., & Beyer, J. (1977). Cognitive processes mediating behavioral change. *Journal of Personality and Social Psychology*, 35(3), 125-139.
- Bandura, A. (1982). Self-efficacy mechanism in human agency. *American Psychologist*, 37, 122-147.
- Boekaerts, M. (1999). Self-regulated learning: Where we are today. *International Journal of Educational Research*, 31(6), 445-457.
- Breen, M. (1984). Process in syllabus design. In C. Brumfit (ed.), *General English Syllabus Design*. Oxford Pergamon.
- Byram, M. & Masuhara, H. (2013). Intercultural competence, In B. Tomlinson (ed.), *Applied Linguistics and Materials Development* (pp. 143-160). London: Bloomsbury Academic.
- Byram, M. (2022). *Teaching and Accessing Intercultural Communicative Competence: Revisited (2nd ed.)*. Shanghai: Shanghai Foreign Language Education Press.
- Cai, L. L., & Lv, J. L. (2019). Task-based approach to develop intercultural communicative competence in college English education. *Journal of Language Teaching and Research*, 10, 1279-1287.

- Campbell, R., & Wales, R. (1970). The study of language acquisition. In J. Lyons. (ed.) *New Horizons in Linguistics*. Harmondsworth: Penguin Books.
- Carbonaro, W. (2005). Tracking, students' effort, and academic achievement. *Sociology of Education*, 78(1), 27-49.
- Carless, D. (2004). Issues in teachers' reinterpretation of a task-based innovation in primary schools. *TESOL Quarterly*, 38(4), 639-662.
- Carless, D. (2005). Prospects for the implementation of assessment for learning. *Assessment in Education*, 12(1), 39-54.
- Celce-Murcia, M. (2014). An overview of language teaching methods and approaches. In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (eds.), *Teaching English as a Second or Foreign Language (4th ed.)*. Boston, USA: National Geographic Learning.
- Chamidy, T., Yaqin, M. A., & Suhartono, S. (2023). The Influence of Internal and External Factors on Learning Achievement. *Proceedings of the 4th Annual International Conference on Language, Literature and Media*. From: 10.2991/978-2-38476-002-2_53
- Chang, X. M., & Zhao, Y. S. (2012). An action research on improving college students' intercultural awareness in College English course. *Foreign Language World*, (2), 27-34.
- Chaudron, C., Doughty, C., Kim, Y., Kong, D., Lee, J., Lee, Y., Long, M. H., Rivers, R., & Urano, K. (2005). A task-based needs analysis of a tertiary Korean as a foreign language program. In M. H. Long (ed.), *Second Language Needs Analysis* (pp. 225-264). Cambridge, England: Cambridge University Press.
- Chen, G. M. (2009). *Foundations of Intercultural Communication*. Shanghai: East China Normal University Press.
- Chen, G. M., & Starosta, W. J. (1996). Intercultural communication competence: A synthesis. *Communication Yearbook*, 19, 353-383.
- Chen, G. Q. (2013). *An Empirical Study of College English Intercultural Teaching: Problems and Countermeasures — Based on a Case Study of Heilongjiang University of Science and Technology*. Unpublished Ph.D. thesis. Shanghai: Shanghai International Studies University.

- Chen, H. H. (2012). Exploration on Teaching Reform of Integrated English Course for Undergraduate English Majors in Universities of Guangxi. *Journal of Guangxi College of Education*, (01), 122-124.
- Chomsky, N. (1965). *Aspects of the Theory of Syntax*. Cambridge, MA: MIT Press.
- Corbett, J. (2010). *Intercultural Language Activities*. Cambridge: Cambridge University Press.
- Crookes, G., & Gass, S. (Eds.). (1993). *Tasks in a Pedagogical Context: Integrating Theory and Practice*. Clevedon, UK: Multilingual Matters.
- Damen, L. (1987). *Culture Learning: The Fifth Dimension in the Language Classroom*. Reading, MA: Addison-Wesley.
- Deardorff, D. K. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education*, 10(3), 241-266.
- Deardorff, D. K., & Jones, E. (2012). Intercultural competence: An emerging focus in international higher education. In D. K. Deardorff, H. Wit, J. D. Heyl, & T. Adams (eds.), *The SAGE Handbook of International Higher Education* (pp. 283-304), Thousand Oaks: SAGE Publications.
- Dempster, F. N. (1991). Synthesis of research on reviews and tests. *Educational Leadership*, 48(7), 71-76.
- Deng, C. M. (2009). The current situation of task-based language teaching and the role of English teachers. *Teaching & Administration*, (09), 145-146.
- Dewey, J. (1938). *Experience and Education*. New York, NY: Collier Macmillan.
- Dick, W., Carey, L., & Carey, J. O. (2015). *The Systematic Design of Instruction* (8th ed.). Pearson.
- Dodd, C. H. (2006). *Dynamics of Intercultural Communication (5th ed.)*. Shanghai: Shanghai Foreign Language Education Press.
- Dörnyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge, UK: Cambridge University Press.
- Eggen, P. D., Kauchak, D. P., & Harder, R. J. (1979). *Strategies for Teachers: Information Processing Models in the Classroom*. Englewood Cliffs, N.J.: Prentice-Hall.
- Ellis, R. (2003). *Task-based Language Learning and Teaching*. Oxford: Oxford University Press.

- Ellis, R. (2009). Task-based language teaching: Sorting out the misunderstandings. *International Journal of Applied Linguistics*, 19(3), 221-246.
- Ellis, R. (2014). Principles of instructed second language learning. In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (eds.), *Teaching English as a Second or Foreign Language (4th ed.)*. Boston, USA: National Geographic Learning.
- Elshout-Mohr, M. (1994). Feedback in self-instruction. *European Education*, 26(2), 58-73.
- Fishbein, M., & Ajzen, I. (1975). *Belief, Attitude, Intention, and Behavior: An Introduction to Theory and Research*. Addison-Wesley, Reading.
- Fitrianti, H. & Nur, A. S. (2018). Structural model external and internal factors that influence students' mathematical learning achievement. *Proceedings of the International Conference on Science and Technology (ICST 2018)*, 1 (Icst), 853–857. From: <https://doi.org/10.2991/icst-18.2018.173>.
- Fraenkel, R. J., & Wallen, E. N. (2006). *How to Design and Evaluate Research in Education (6th ed.)*. New York: McGraw-Hill Companies, Inc.
- Fu, X. Q., & Zhang, H. L. (2017). An action research on intercultural teaching in Integrated English course. *Foreign Language World*, (01), 89-95.
- Gao, Y. H. (2002). The development of intercultural communication competence: Going across and going beyond. *Foreign Languages and Their Teaching*, 2002(10), 27-31.
- George, N. R., Zalmon, I., & Okafor, C. (2020). Factors affecting undergraduate students' performance in Mathematics in Rivers State tertiary institutions Nigeria. *International Journal of Innovative Research and Development*, 9(11), 74–87.
- Glaser, B., & Strauss, A. L. (1967). *The Discovery of Grounded Theory: Strategies for Qualitative Research*. Aldine Publishing Company, New York.
- Griffin, P., & Robertson, P. (2014). Writing assessment rubrics. In P. Griffin (Ed.), *Assessment for Teaching* (pp. 125-155). Melbourne: Cambridge University Press.
- Gross, Z., & Rutland, S. D. (2017). Experiential learning in informal educational settings. *International Review of Education*, 33, 11-18.
- Gu, X. L. (2016). Assessment of intercultural communicative competence in FL education: A survey on EFL teachers' perception and practice in China. *Language and Intercultural Communication*, 16(2), 254-273.

- Gu, X. L. (2017). A Theoretical and Practical Model for Intercultural Communicative Competence Training in Foreign Language Teaching in China. *Foreign Language World*, 2017 (1), 79-88.
- Gu, X. L. (2019). Exploring the practice of cultivating intercultural communication competence from the perspective of the Third Space. *Foreign Language World*, 2019 (4), 67-75&96.
- Guangxi University of Science and Technology. (2021). *Syllabus of Integrated English Course*. School of Foreign Studies.
- Guo, J., Bao, L.Y., & Wang, X. J. (2005). A study on experiential instruction in College English course. *Journal of Beijing Jiaotong University (Social Sciences Edition)*, (03), 76-80.
- Hanvey, R. G. (1987). Cross-culture awareness. In L. F. Luce & E. C. Smith (eds.), *Toward Internationalism* (pp. 13-23). Cambridge, MA: Newbury.
- Heimlich, J. E., & Norland, E. (1994). *Developing Teaching Style in Adult Education*. San Francisco: Jossey-Bass.
- Heinich, R., Molenda, M., Russell, J. D., & Smaldino, S. E. (2001). *Instructional Media and Technologies for Learning (7th ed.)*. Englewood Cliffs, NJ: Prentice Hall.
- Hu, G. W. (2005a). English language education in China: Policies, progress, and problems. *Language Policy*, 4(1), 5-24.
- Hu, G. W. (2005b). Contextual influences on instructional practices: A Chinese case for an ecological approach to ELT. *TESOL Quarterly*, 39(4), 635-660.
- Huang, T., & He, X. G. (2014). Chinese culture teaching based on TBLT in Integrated English Classes. *Journal of Guangxi Normal University for Nationalities*, 2014 (1), 147-150.
- Hymes, D. (1972). On communicative competence. In Pride. J.B. & J. Holmes. (eds.) *Sociolinguistics*. Harmondsworth: Penguin.
- Ishii, E. (2009). The effects of task-based intercultural instruction on the intercultural competence of Japanese secondary EFL learners. *Asian Journal of English Language Teaching*, 19, 159-181.
- Jia, Y.X. (1997). *Intercultural Communication*. Shanghai: Shanghai Foreign Language Education Press.

- Jin, Y. (2010). Multiple assessments of experiential College English teaching and learning. *Foreign Languages in China*, (01), 68-76 + 111.
doi:10.13564/j.cnki.issn.1672-9382.2010.01.009.
- Johnson, K. E. (1995). *Understanding Communication in Second Language Classrooms*. Cambridge, UK: Cambridge University Press.
- Jones, B. D., Krost, K., & Jones, M. W. (2021). Relationships between students' course perceptions, effort, and achievement in an online course. *Computers and Education Open*, (2), 1-10.
- Joyce, B.R., Weil, M. & Calhoun, E. (2017). *Models of Teaching (9th ed.)*. London: Pearson.
- Kanjanawasee, S. (2001). *Classical Test Theory*. Bangkok: Chulalongkorn University.
- Karabinar, S. & Guler, C. Y. (2013). A review of intercultural competence form language teachers' perspective. *Procedia - Social and Behavioral Sciences*, 70, 1316-1328.
- Kim, Y. Y. (1991). Intercultural communication competence: A system-theoretic view. In S. E. Ting-Toomey, & F.E. Korzenny (eds.) *Cross-Cultural Interpersonal Communication*. Newbury Park, CA: Sage.
- Kim, Y. Y. (1998). Cross-cultural adaptation: An integrative theory. In J. Martin, T. Nakayama, & L. Flores (eds.), *Readings in Cultural Contexts* (pp. 295-303). Mountain View, CA: Mayfield Publishing Company.
- Kim, Y. Y. (2001). *Becoming Intercultural: An Integrative Theory of Communication and Cross-cultural Adaptation*. Beverly Hills, California: Sage Publications, Inc.
- Knight, P. (2002). A systemic approach to professional development: Learning as practice, *Teaching and Teacher Education*, 18(3), 229–241.
- Kohonen, V. (1992). Experiential language learning: Second language learning as cooperative learner education. In D. Nunan (Ed.), *Collaborative Language Learning and Teaching* (pp. 14-39). Cambridge, UK: Cambridge University Press.
- Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs, NJ: Prentice-Hall.
- Krashen, S. (1982). *Principles and Practice in Second Language Acquisition*. Oxford, UK: Pergamon Press.
- Labov, W. (1972). *Language in the Inner City*. University of Pennsylvania Press.

- Lee, S. M. (2005). The pros and cons of task-based instruction in elementary English classes. *English Teaching*, 60(2), 185–205.
- Leekitchwatana, P. (2016). *Educational Research (11th ed.)*. Bangkok: Mena Service Supply.
- Lessard-Clouston, M. (1996). Chinese teachers' views of culture in their EFL learning and teaching. *Language, Culture, and Curriculum*, 9(3), 197-222.
- Lewin, K. (1936). *Principles of Topological Psychology*. New York, NY: McGraw-Hill.
- Li, C. Y. (2003). A study of in-service teachers' beliefs, difficulties and problems in current teacher development programs. *HKBU Papers in Applied Language Studies*, (7), 64–85.
- Li, B. S. (1994). *Educational Psychology*. Shanghai: East China Normal University Press.
- Li, D. F. (1998). 'It's always more difficult than you plan and imagine': Teachers' perceived difficulties in introducing the communicative approach in South Korea. *TESOL Quarterly*, 32 (4), 677–703.
- Liddicoat, A. J., & Scarino, A. (2013). *Intercultural Language Teaching and Learning*. Oxford: Wiley-Blackwell.
- Littlewood, W. (2004). The task-based approach: Some questions and suggestions. *ELT Journal*, 58(4), 319-326.
- Littlewood, W. (2006). Communicative and task-based language teaching in East Asian classrooms. A plenary paper presented at the International Conference of the Korean Association for Teachers of English, held in Seoul, Korea, in June 2006.
- Liu, J. (2009). Students' construal of intercultural communication competence and intercultural communication teaching. *Intercultural Communication Studies*, 18(2), 88-102.
- Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In W. Ritchie & T. Bhatia (Eds.), *Handbook of Second Language Acquisition* (pp. 413-468). San Diego, CA: Academic Press.
- Long, M. H. (2000). Focus on form in task-based language teaching. *University of Hawai'i Working Papers in ESL*, 16(2), 35-49.
- Lu, S. W. (2016). Constructing a task-based language teaching for Integrated English course oriented to comprehensive abilities. *Journal of Wuzhou University*, (01), 94-98.

- Lv, H. Y. (2012). Applying experiential teaching in Oral English course to improve graduate students' intercultural communication competence. In E. P. Zhuang (ed.), *Intercultural Teaching Approach: Research and Practice* (pp. 187-188). Shanghai: Shanghai Foreign Language Education Press.
- Mantle-Bromley, C. (1992). Preparing students for meaningful culture learning. *Foreign Language Annals*, 25(2), 117-127.
- Meyer, M. (1991). Developing transcultural competence: Case studies of advanced foreign language learner. In D. Buttjes, & M. Byram (eds.), *Mediating Language and Cultures*. Clevedon: Multilingual Matters.
- Ministry of Education of the People's Republic of China. (2018). *National Criteria of Teaching Quality for Undergraduate English Major*. Ministry of Education of the People's Republic of China.
- Ministry of Education of the People's Republic of China. (2020). *Teaching Guide for Undergraduate English Major*. The Teaching Advisory Committee on Teaching English Majors in Higher Education. Ministry of Education of the People's Republic of China.
- Moore, A. (1996). Culture: How do teachers teach it? In Z. Moor (ed.), *Foreign Language Teacher Training: Multiple Perspectives* (pp.269-288). Lanham, Maryland: University Press of America.
- Moore, D. T. (2010). Forms and issues in experiential Learning. *New Directions for Teaching and Learning*, 24, 4-12.
- Moran, P.R. (2009). *Teaching Culture: Perspectives in Practice*. Beijing: Foreign Language Teaching and Research Press.
- Nunan, D. (2003). The impact of English as a global language on educational policies and practices in the Asia-Pacific region. *TESOL Quarterly*, 37(4), 589-613.
- Nunan, D. (2003). Tradition and change in the ELT curriculum. *ELT in China 2001 — Papers Presented at the 3rd International Symposium on ELT in China*. Beijing: Foreign Language Teaching and Research Press.
- Pham, H. H. (2007), Communicative language teaching: Unity within diversity. *ELT Journal*, 61(3), 193–201.
- Phongsri, P. (2011). *Educational Assessment: Concept into Action*. Bangkok: Sutthakan Checkpoint Print.
- Piaget, J. (1972). *The Principles of Genetic Epistemology*. New York, NY: Basic Books.

- Platt, C. W. (1988). Effects of causal attributions for success on first-term college performance: A covariance structure model. *Journal of Educational Psychology, 80*, 569-578.
- Prabhu, N. S. (1987). *Second Language Pedagogy*. Oxford: Oxford University Press.
- Rao, Z. H. (1996). Reconciling communicative approaches to the teaching of English with traditional Chinese methods. *Research in the Teaching of English, 30*(4), 458–471.
- Rico Troncoso, C. (2010). The effects of language materials on the development of intercultural competence, In B. Tomlinson and H. Masuhara (eds), *Research for Materials Development in Language Learning – Evidence for Best Practice* (pp. 83–102). London: Continuum.
- Rousseau, J. (2008). *Emile: On Education*. Beijing: Commercial Press.
- Samuda, V. (2001). Guiding relationships between form and meaning during task performance: The role of the teacher. In M. Bygate, M. Swain & P. Skehan (eds.), *Researching Pedagogic Tasks*. Harlow: Longman, 119–140.
- Samuda, V., & Bygate, M. (2008). *Tasks in Second Language Learning*. London: Palgrave Macmillan.
- Sánchez, A. (2004). The task-based approach in language teaching. *International Journal of English Studies, 4* (1), 39-71.
- Saskatchewan Education. (1991). *Instructional Approaches: A Framework for Professional Practice Regina*. SK: Saskatchewan Education.
- Sejpal, K. (2013). Models of teaching: The way of learning. *International Journal for Research in Education, 2* (3), 18-24.
- Skehan, P. (1996). A framework for the implementation of task-based instruction. *Applied Linguistics, 17*, 38-62.
- Skehan, P. (1996). Second language acquisition research and task-based instruction. In J. Willis & D. Willis (eds.) *Challenge and Change in Language Teaching*. Heinemann.
- Smith, P. L., & Ragan, T. J. (2005). *Instructional Design (3rd ed.)*. New York: John Wiley & Sons.
- Social Science Education Consortium. (1999). *Culture in the Foreign Language Classroom: A Survey of High School Teachers' Practices and Needs*. Boulder, Colorado.

- Spitzberg, B. H., & Cupach, W. R. (1984). *Interpersonal Communication Competence*. Beverly Hills, CA: Sage.
- Spitzberg, B. H. (2000). A model of intercultural communication competence. In L. Samovar & R. Porter (Eds.), *Intercultural Communication: A Reader (9th ed.)*, pp. 375–387). Belmont, CA: Wadsworth.
- Spitzberg, B. H. (2010). Axioms for a theory of intercultural communication competence. In L. A. Samovar, R. E. Porter & E. R. Mcdaniel (Eds.), *Intercultural Communication: A Reader (13th ed.)*, pp. 424-434). Boston, MA: Wadsworth.
- Stufflebeam, D.L., & Shinkfield, A. J. (2012). *Systematic evaluation: A self-instructional guide to theory and practice (Vol. 8)*. Springer Science & Business Media.
- Sun, Y.Z. (2016). Foreign language education and intercultural competence. *Foreign Languages in China, 2016, 13(03)*, 17-22.
- Taba, H. (1962). *Curriculum Development: Theory and Practice*. New York: Harcourt, Brace & World.
- Tolman, E. C. (1932). *Purposive Behavior in Animals and Men*. New York: Appleton-Century-Crofts.
- Tomlinson, B., & Bao, D. (2004). The contributions of Vietnamese learners of English to ELT methodology. *Language Teaching Research, 8(2)*, 199–222.
- Tudor, I. (1993). Teacher roles in the learner-centred classroom. *ELT Journal, (47)*, 1+22-31.
- Vroom, V. (1964). *Work and motivation*. New York: Wiley.
- Vygotsky, L. S. (1978). *Mind in Society: Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.
- Wang, Y. H. (2017). *The Study on English Experiential Teaching in Cultivation of Cross-Cultural Consciousness*. Unpublished MA thesis. Chengdu: Sichuan Normal University.
- Weiner, B. (1979). A theory of motivation for some classroom experiences. *Journal of Educational Psychology, 71*, 3-25.
- Wiener, N. (1948). *Cybernetics, or Control and Communication in the Animal and the Machine*. New York, NY: John Wiley & Sons Inc.
- Willis, J. (1996). *A Framework for Task-based Learning*. Harlow: Longman.

- Wong, R. Y. L., & Ho, W. K. (2004). The future of English language teaching in East Asia. In W. K. Ho & R. Y. L. Wong (eds.), *English Language Teaching in East Asia Today* (pp. 455–465). Singapore: Eastern Universities Press.
- Wonu, N., & Zalmon, I. G. (2019). Constraints to instructional effectiveness and undergraduate student Mathematics learning achievement. *International Journal of Advanced Education and Research*, 4(6), 54–64.
- Wu, X. D. (1997). A framework for determining language task complexity. *Modern Foreign Languages*, (77), 33-43.
- Xu, L.S. & Wu, L.P. (2006). Reflections on cultural acquisition in foreign language teaching. *Foreign Languages in China*, 2006(04), 76-79.
- Yamane, T. (1967). *Statistics: An introductory Analysis (2nd ed.)*. New York: Harper and Row.
- Yang, W. J. (2015). CBI-Oriented students' intercultural awareness cultivation: "Hot-topic" English classroom discussion. *Research of Modern Basic Education*, (03), 168-173.
- Yao, Y. C. (2006). *Applying Task-Based Language Teaching to Cultivation of Intercultural Communicative Competence in High School*. Unpublished MA thesis. Shijiazhuang: Hebei Normal University. From: <https://kns.cnki.net/KCMS/detail/detail.aspx?dbname=CMFD0506&filename=2006099592.nh>
- Ye, L. (ed.). (1993). *A New Course in Pedagogy*. Shanghai: East China Normal University Press.
- Zhang, H. L. (2007). *Intercultural Approach to Foreign Language Teaching*. Shanghai: Shanghai Foreign Language Education Press.
- Zhang, H. L. (2009). Computer-mediated intercultural communication and its application in foreign language teaching. *Shandong Foreign Language Teaching Journal*, (02), 38-43.
- Zhang, H. L., & Li, J. (2012). A case study of college web course implementation: Problems and solutions. *Technology Enhanced Foreign Language Education*, (05), 36-43.
- Zhuang, Z. X., & Shu, D. F. (1994). The study of L2 learner strategies and its implications for FLT. *Modern Foreign Languages*, (03), 28-32+72.

Appendices

Appendix A

List of Specialists and Letters of Specialists Invitation for IOC Verification

- List name of experts to validate research instruments
- List name of experts to evaluate the instructional model

List of experts to validate research instruments

- | | | |
|---|--|---|
| 1 | Assistant Professor
Dr. Sarayuth Sethakhajorn | Administration Program
Bansomdejchaopraya Rajabhat University |
| 2 | Assistant Professor Dr.
Saiphon Songsiengchai | English Program
Bansomdejchaopraya Rajabhat University |
| 3 | Assistant Professor Dr.
Prapai Sridama | Computer and Technology Program
Bansomdejchaopraya Rajabhat University |
| 4 | Professor Zhou Liuqin | School of Foreign Studies
Guangxi University of Science and Technology |
| 5 | Professor Zhou Guixiang | School of Foreign Studies
Guangxi University of Science and Technology |

List of experts to evaluate the instructional model

- | | | |
|---|---|---|
| 1 | Associate Professor
Jittawisut Wimutipanya | Science Program
Bansomdejchaopraya Rajabhat University |
| 2 | Assistant Professor Dr.
Wanida Ploysangwal | English Program
University of the Thai Chamber of Commerce |
| 3 | Dr. Panas Jansritong | Administration Program
Kirk University |
| 4 | Professor Lei Cai | School of Foreign Studies
Guangxi University of Science and Technology |
| 5 | Professor Zheng Liping | School of Foreign Studies
Guangxi University of Science and Technology |

Appendix B

Official Letters

- Research tool validation request
- Instructional model evaluation request
- Data collection request
- Permission of experimental implementation

Ref. No. MHESI 0643.14/368



Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

26 June 2023

Subject Request for research tool validation

Dear Asst. Prof. Dr. Sarayut Sethakhajorn

Attachment Validation sheets

Regarding the thesis entitled "*Development of Task-Based Language Teaching and Experiential Culture Learning Cycle Instructional Model for Enhancing Intercultural Communication Competence of Undergraduate Students*" of Ms. Li Caixia, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6373103223, Thailand under the supervision of Assistant Professor Dr. Wapee Kong-In as major advisor and Associate Professor Dr. Areewan Iamsa-ard and Associate Professor Dr. Suriya Phankosol as co-advisors, the written pretest-posttest and questionnaire as instruments will be used in the said research. In view with this, the researcher would like your expertise to validate the attached pretest-posttest and questionnaires to qualify for conduction. Knowing your experience in the field of Education, I would like to ask for your help in validating the said instrument before administering it to the participants of the study.

The research objective, definitions of terms, the pretest-posttest, questionnaire and the validation sheets are hereby attached. I will be glad to hear your suggestions and comments for the improvement of the instrument. Your positive response is highly appreciated.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Kanakorn Sawangcharoen'.

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate School
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Ref. No. MHESI 0643.14/369



Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

26 June 2023

Subject Request for research tool validation

Dear Asst. Prof. Dr. Saiphon Songsiengchai

Attachment Validation sheets

Regarding the thesis entitled "*Development of Task-Based Language Teaching and Experiential Culture Learning Cycle Instructional Model for Enhancing Intercultural Communication Competence of Undergraduate Students*" of Ms. Li Caixia, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6373103223, Thailand under the supervision of Assistant Professor Dr. Wapee Kong-In as major advisor and Associate Professor Dr. Areewan Iamsa-ard and Associate Professor Dr. Suriya Phankosol as co-advisors, the written pretest-posttest and questionnaire as instruments will be used in the said research. In view with this, the researcher would like your expertise to validate the attached pretest-posttest and questionnaires to qualify for conduction. Knowing your experience in the field of Education, I would like to ask for your help in validating the said instrument before administering it to the participants of the study.

The research objective, definitions of terms, the pretest-posttest, questionnaire and the validation sheets are hereby attached. I will be glad to hear your suggestions and comments for the improvement of the instrument. Your positive response is highly appreciated.

Sincerely,

A handwritten signature in blue ink, appearing to be 'Kanakorn Sawangcharoen'.

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate School
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000
Fax. (662) 4737000

Ref. No. MHESI 0643.14/370



Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

26 June 2023

Subject Request for research tool validation

Dear Asst. Prof. Dr. Prapai Sridama

Attachment Validation sheets

Regarding the thesis entitled "*Development of Task-Based Language Teaching and Experiential Culture Learning Cycle Instructional Model for Enhancing Intercultural Communication Competence of Undergraduate Students*" of Ms. Li Caixia, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6373103223, Thailand under the supervision of Assistant Professor Dr. Wapee Kong-In as major advisor and Associate Professor Dr. Areewan Iamsa-ard and Associate Professor Dr. Suriya Phankosol as co-advisors, the written pretest-posttest and questionnaire as instruments will be used in the said research. In view with this, the researcher would like your expertise to validate the attached pretest-posttest and questionnaires to qualify for conduction. Knowing your experience in the field of Education, I would like to ask for your help in validating the said instrument before administering it to the participants of the study.

The research objective, definitions of terms, the pretest-posttest, questionnaire and the validation sheets are hereby attached. I will be glad to hear your suggestions and comments for the improvement of the instrument. Your positive response is highly appreciated.

Sincerely,

A handwritten signature in blue ink, appearing to be 'Kanakorn'.

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate School
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000
Fax. (662) 4737000

Ref. No. MHESI 0643.14/371



Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

26 June 2023

Subject Request for research tool validation

Dear Prof. Zhou Liuqin

Attachment Validation sheets

Regarding the thesis entitled "*Development of Task-Based Language Teaching and Experiential Culture Learning Cycle Instructional Model for Enhancing Intercultural Communication Competence of Undergraduate Students*" of Ms. Li Caixia, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6373103223, Thailand under the supervision of Assistant Professor Dr. Wapee Kong-In as major advisor and Associate Professor Dr. Areewan Iamsa-ard and Associate Professor Dr. Suriya Phankosol as co-advisors, the written pretest-posttest and questionnaire as instruments will be used in the said research. In view with this, the researcher would like your expertise to validate the attached pretest-posttest and questionnaires to qualify for conduction. Knowing your experience in the field of Education, I would like to ask for your help in validating the said instrument before administering it to the participants of the study.

The research objective, definitions of terms, the pretest-posttest, questionnaire and the validation sheets are hereby attached. I will be glad to hear your suggestions and comments for the improvement of the instrument. Your positive response is highly appreciated.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate School
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Ref. No. MHESI 0643.14/372



Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

26 June 2023

Subject Request for research tool validation

Dear Prof. Zhou Guixiang

Attachment Validation sheets

Regarding the thesis entitled "*Development of Task-Based Language Teaching and Experiential Culture Learning Cycle Instructional Model for Enhancing Intercultural Communication Competence of Undergraduate Students*" of Ms. Li Caixia, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6373103223, Thailand under the supervision of Assistant Professor Dr. Wapee Kong-In as major advisor and Associate Professor Dr. Areewan Iamsa-ard and Associate Professor Dr. Suriya Phankosol as co-advisors, the written pretest-posttest and questionnaire as instruments will be used in the said research. In view with this, the researcher would like your expertise to validate the attached pretest-posttest and questionnaires to qualify for conduction. Knowing your experience in the field of Education, I would like to ask for your help in validating the said instrument before administering it to the participants of the study.

The research objective, definitions of terms, the pretest-posttest, questionnaire and the validation sheets are hereby attached. I will be glad to hear your suggestions and comments for the improvement of the instrument. Your positive response is highly appreciated.

Sincerely,

A handwritten signature in blue ink, appearing to be 'Kanakorn Sawangcharoen'.

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate School
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000
Fax. (662) 4737000

Ref. No. MHESI 0643.14/373



Graduate School
Bansomejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

๒๖ June 2023

Subject Request for evaluation of instructional model

Dear Asst. Prof. Jittawisut Wimutipanya

Attachment Evaluation sheets

Regarding the thesis entitled "*Development of Task-Based Language Teaching and Experiential Culture Learning Cycle Instructional Model for Enhancing Intercultural Communication Competence of Undergraduate Students*" of Ms. Li Caixia, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomejchaopraya Rajabhat University code number 6373103223, Thailand under the supervision of Assistant Professor Dr. Wapee Kong-In as major advisor and Associate Professor Dr. Areewan Iamsa-ard and Associate Professor Dr. Suriya Phankosol as co-advisors, the instructional model will be developed in the said research. In view with this, the researcher would like your expertise to evaluate the appropriateness of such a developed instructional model. Knowing your experience in the field of Education, I would like to ask for your help in evaluating the said instructional model before its implementation.

I will be glad to hear your suggestions and comments for the improvement of the instructional model. Your positive response is highly appreciated.

Sincerely,

A handwritten signature in blue ink, appearing to be 'K. Sawangcharoen'.

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate School
Bansomejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Ref. No. MHESI 0643.14/374



Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

26

June 2023

Subject Request for evaluation of instructional model

Dear Asst. Prof. Dr. Wanida Ploysangwal

Attachment Evaluation sheets

Regarding the thesis entitled "*Development of Task-Based Language Teaching and Experiential Culture Learning Cycle Instructional Model for Enhancing Intercultural Communication Competence of Undergraduate Students*" of Ms. Li Caixia, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6373103223, Thailand under the supervision of Assistant Professor Dr. Wapee Kong-In as major advisor and Associate Professor Dr. Areewan Iamsa-ard and Associate Professor Dr. Suriya Phankosol as co-advisors, the instructional model will be developed in the said research. In view with this, the researcher would like your expertise to evaluate the appropriateness of such a developed instructional model. Knowing your experience in the field of Education, I would like to ask for your help in evaluating the said instructional model before its implementation.

I will be glad to hear your suggestions and comments for the improvement of the instructional model. Your positive response is highly appreciated.

Sincerely,

A handwritten signature in blue ink, appearing to be 'K. Sawangcharoen'.

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate School
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000
Fax. (662) 4737000

Ref. No. MHESI 0643.14/ 375



Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

26 June 2023

Subject Request for evaluation of instructional model

Dear Dr. Panas Jansritong

Attachment Evaluation sheets

Regarding the thesis entitled "*Development of Task-Based Language Teaching and Experiential Culture Learning Cycle Instructional Model for Enhancing Intercultural Communication Competence of Undergraduate Students*" of Ms. Li Caixia, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6373103223, Thailand under the supervision of Assistant Professor Dr. Wapee Kong-In as major advisor and Associate Professor Dr. Areewan Iamsa-ard and Associate Professor Dr. Suriya Phankosol as co-advisors, the instructional model will be developed in the said research. In view with this, the researcher would like your expertise to evaluate the appropriateness of such a developed instructional model. Knowing your experience in the field of Education, I would like to ask for your help in evaluating the said instructional model before its implementation.

I will be glad to hear your suggestions and comments for the improvement of the instructional model. Your positive response is highly appreciated.

Sincerely,

A handwritten signature in blue ink, appearing to be 'Kanakorn'.

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate School
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Ref. No. MHESI 0643.14/ 376



Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

๒๕ June 2023

Subject Request for evaluation of instructional model

Dear Prof. Lei Cai

Attachment Evaluation sheets

Regarding the thesis entitled "*Development of Task-Based Language Teaching and Experiential Culture Learning Cycle Instructional Model for Enhancing Intercultural Communication Competence of Undergraduate Students*" of Ms. Li Caixia, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6373103223, Thailand under the supervision of Assistant Professor Dr. Wapee Kong-In as major advisor and Associate Professor Dr. Areewan Iamsa-ard and Associate Professor Dr. Suriya Phankosol as co-advisors, the instructional model will be developed in the said research. In view with this, the researcher would like your expertise to evaluate the appropriateness of such a developed instructional model. Knowing your experience in the field of Education, I would like to ask for your help in evaluating the said instructional model before its implementation.

I will be glad to hear your suggestions and comments for the improvement of the instructional model. Your positive response is highly appreciated.

Sincerely,

A handwritten signature in blue ink, appearing to be 'Kanakorn Sawangcharoen'.

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate School
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000

Fax. (662) 4737000

Ref. No. MHESI 0643.14/ 377



Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

26 June 2023

Subject Request for evaluation of instructional model

Dear Prof. Zheng Liping

Attachment Evaluation sheets

Regarding the thesis entitled "*Development of Task-Based Language Teaching and Experiential Culture Learning Cycle Instructional Model for Enhancing Intercultural Communication Competence of Undergraduate Students*" of Ms. Li Caixia, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6373103223, Thailand under the supervision of Assistant Professor Dr. Wapee Kong-In as major advisor and Associate Professor Dr. Areewan Iamsa-ard and Associate Professor Dr. Suriya Phankosol as co-advisors, the instructional model will be developed in the said research. In view with this, the researcher would like your expertise to evaluate the appropriateness of such a developed instructional model. Knowing your experience in the field of Education, I would like to ask for your help in evaluating the said instructional model before its implementation.

I will be glad to hear your suggestions and comments for the improvement of the instructional model. Your positive response is highly appreciated.

Sincerely,

A handwritten signature in blue ink, appearing to be 'Kanakorn'.

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate School
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000
Fax. (662) 4737000

Ref. No. MHESI 0643.14/376



Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

26 June 2023

Subject Request for data collection

Dear President of Guangxi University of Science and Technology

Attachment 1. 128 copies of questionnaire
2. one interview paper for 3 lecturers

Regarding the thesis entitled "*Development of Task-Based Language Teaching and Experiential Culture Learning Cycle Instructional Model for Enhancing Intercultural Communication Competence of Undergraduate Students*" of Ms. Li Caixia, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6373103223, Thailand under the supervision of Assistant Professor Dr. Wapee Kong-In as major advisor and Associate Professor Dr. Areewan Iamsa-ard and Associate Professor Dr. Suriya Phankosol as co-advisors, the researcher needs to collect data using questionnaire in terms of current situation of intercultural communication competence from 128 students and 3 lecturers of Guangxi University of Science and Technology. Hence, I'm formally requesting your assistance in distributing the attached questionnaire to the informants as referred above and please send the completed ones back to the researcher via 268th Donghuan RD Liuzhou Guangxi.

The researcher plans to use this data for her thesis completion and further necessary publication as required by the Ph.D. course.

I am grateful for your consideration of my request. I pledge to adhere to any stipulations you deem fit. You may reach me at the phone number or email address provided below in case of any related questions. I look forward to your response.

Sincerely,

A handwritten signature in blue ink, appearing to be 'K. Sawangcharoen'.

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate School
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000
Fax. (662) 4737000

Ref. No. MHESI 0643.14/ 379



Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

26 June 2023

Subject Request for permission to implement experiment

Dear President of Guangxi University of Science and Technology

Regarding the thesis entitled "*Development of Task-Based Language Teaching and Experiential Culture Learning Cycle Instructional Model for Enhancing Intercultural Communication Competence of Undergraduate Students*" of Ms. Li Caixia, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6373103223, Thailand under the supervision of Assistant Professor Dr. Wapee Kong-In as major advisor and Associate Professor Dr. Areewan Iamsa-ard and Associate Professor Dr. Suriya Phankosol as co-advisors, the researcher needs to implement an experiment in compliance with approved methodology and collect data in terms of intercultural communication competence from 34 students of one class who enroll in Integrated English Course at School of Foreign Studies of Guangxi University of Science and Technology during the 1st Semester of academic year 2023. Hence, I'm formally requesting permission to implement the experiment and access the aforementioned data.

The researcher plans to use this data for her thesis completion and further necessary publication as required by the Ph.D. course.

I am grateful for your consideration of my request. I pledge to adhere to any stipulations you deem fit. You may reach me at the phone number or email address provided below in case of any related questions. I look forward to your response.

Sincerely,

A handwritten signature in blue ink, appearing to be 'Kanakorn Sawangcharoen'.

(Assistant Professor Dr. Kanakorn Sawangcharoen)
Dean of Graduate School
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000
Fax. (662) 4737000

Appendix C

Research Instruments

- Questionnaire for students (Objective 1)
- Interview for lecturers (Objective 1)
- Questionnaire for experts (Objective 2)
- Lesson plan (Objective 3)
- Pretest-Posttest testing paper (Objective 3)

Questionnaire for students

Directions:

The questionnaire is the instrument for collecting data in the 1st phase of the research entitled “The Development of Task-Based Language Teaching and Experiential Culture Learning Cycle Instructional Model for Enhancing Intercultural Communication Competence of Undergraduate Students” conducted by Ms. Li Caixia, a Ph.D. student in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University under the supervision of Assistant Professor Dr. Wapee Kong-In, major advisor, Associate Professor Dr. Areewan Iamsa-ard and Associate Professor Dr. Suriya Phankosol, co-advisor.

This questionnaire is divided into 3 sections i.e.

Section 1 Common data of the respondents

Section 2 The information on factors affecting the development of intercultural communication competence of undergraduate students at GXUST

The questionnaire consists of closed-ended items that can only be answered by selecting from provided number from 1 (strongly disagree) to 5 (strongly agree).

The important issues of the items consist of two groups of the factors: Internal factors (respondents) and External factors (teachers, teaching content, circumstances, etc.).

Section 3 Suggestions for improving the questionnaire better

Data obtained from this questionnaire are only used for the purpose of conducting aforementioned research and remain confidential. Individual or personal data presentation will be avoided.

Answer the questionnaire:

Section 1 Common data of the respondent

Directions: Please put √ into the according to your own personal data.

1. Gender A. Male B. Female
2. Age A. 18 yrs. B. 19 yrs.
 C. 20 yrs. D. 21 yrs.
3. University A. GXUST B. Others
4. English Major Orientation
- A. Business English
- B. English Language Teaching
- C. English Interpretation and Translation

Section 2 Statements on factors affecting intercultural communication competence of undergraduate students in Integrated English Course at GXUST

Directions: Please rate the following factors by putting √ into the attitude level column based on the criteria given below. Each statement can select only one answer.

5 means you STRONGLY agree with this statement.

4 means you QUITE agree with this statement.

3 means you remain NEUTRAL with this statement.

2 means you DO NOT QUITE agree with this statement

1 means you STRONGLY DISAGREE with this statement.

Items	Answers				
	5	4	3	2	1
Internal factors (respondents)					
1. Students find that it is valuable to take IE course.					
2. Students are very interested in enhancing ICC.					
3. Students would pay more effort to ICC development if ICC would be evaluated or assessed through exams.					
4. Students know that ICC is useful for their future career development.					
5. Students know that ICC is useful for their personal growth.					
6. Students would view ICC differently if it is set as a core competence for English majors.					
7. Students believe that language competence is as important as ICC for English majors.					
8. Students believe that language is the central means of learning culture in the language classroom.					
9. Students feel that they could communicate more fluently, effectively and appropriately with foreigners after taking IE course.					
10. Students feel that IE course helps them how to negotiate a shared understanding when cultural differences arise.					
11. Students feel that IE course helps them understand cultural differences in verbal and nonverbal communication better.					
12. Students feel that IE course helps them identify and make up communication breakdowns in intercultural communication.					
13. Students feel more confident when they are communicating with foreigners after taking IE course.					
14. Students are more engaged in IE course with the sense of accomplishment and pride through different activities in IE course.					
15. Students believe that academic achievements would					

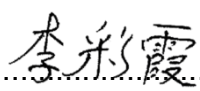
Items	Answers				
	5	4	3	2	1
be influenced by their enthusiasm and willingness to participate in classroom activities.					
16. Students believe that academic achievements depend on diligent efforts in learning (assignments, projects, participation, etc.) with their highest potential.					
17. Students feel that their personal character would affect their ICC development in IE course.					
18. Students feel that their personal learning style and cognitive style would affect their ICC development in IE course.					
19. Students feel the importance of ICC development in IE course due to their ICC inadequacy.					
External factors (lecturers, teaching content, circumstances, etc.)					
20. Students' ICC development in IE course would be influenced by teachers' own English proficiency and ICC.					
21. Students' ICC development in IE course would be influenced if they could get appropriate help from the teacher when they have difficulty in learning.					
22. Students' ICC development in IE course depends on the teacher's teaching model.					
23. Learning tasks challenge and encourage the students' enthusiasm.					
24. Students' ICC development in IE course depends on whether the teacher creates meaningful situations for students to experience culture with language.					
25. Students' ICC development in IE course depends on the effectiveness of teaching resources and materials.					
26. Resources and teaching materials are interesting for students to realize ICC development in IE course.					
27. If the resources and teaching materials are maximally utilized for culture learning along with language proficiency					

Items	Answers				
	5	4	3	2	1
training in IE course, students' ICC would get developed.					
28. Classroom physical environment (computer, projector, air conditioner, etc.) affects students' learning enthusiasm.					
29. Students are satisfied with and inspired by the cooperation and interaction between students and teachers in IE class.					
30. Students' ICC development in IE course is influenced by the adequacy of the course hour.					

Section 3 Suggestions for improving the instruction better

.....

Thank you for your kind cooperation for completing the questionnaire!

Researcher  Sign
 (Ms. Li Caixia)

Interview for Lecturers

Directions:

This interview is a part of research entitled “The Development of Task-Based Language Teaching and Experiential Culture Learning Cycle Instructional Model for Enhancing Intercultural Communication Competence of Undergraduate Students”.

Research Objective 1: To examine the factors affecting intercultural communication competence of undergraduate students at GXUST.

It is conducted by Ms. Li Caixia, a Ph.D. student in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University under the supervision of

1. Assistant Professor Dr. Wapee Kong-In, major advisor
2. Associate Professor Dr. Areewan Iamsa-ard, co-advisor
3. Associate Professor Dr. Suriya Phankosol, co-advisor

The following open questions are the instrument for collecting data in 1st phase of the research, concerning about factors affecting intercultural communication competence of undergraduate students at GXUST.

Please write down your own opinion for each question. Data obtained from this interview are only used for the purpose of conducting aforementioned research and remain confidential. Individual or personal data presentation will be avoided.

Section 1 Demographic information of the respondents

Directions: Please put √ into the according to your own personal data.

1. Gender A. Male B. Female
2. Age
 - A. Below 29 yrs. B. 30 -39 yrs.
 - C. 40 -49 yrs. D. Over 50 yrs.
3. Faculty of English Orientation at GXUST
 - A. Business English
 - B. English Language Teaching
 - C. English Interpretation and Translation
4. Professional Title
 - A. Professor B. Associate professor
 - C. Assistant professor D. Lecturer
5. Experience of teaching Integrated English Course
 - A. Below 3 yrs. B. 4-6 yrs.
 - C. 7- 9 yrs. D. Over 10 yrs.
6. Overseas Working/Studying Experience
 - A. Working experience
 - B. Studying experience
 - C. No experience

Section 2 Information about factors affecting intercultural communication competence of undergraduate students at GXUST

*Directions: The following questions are open-ended. Please answer the questions **honestly and frankly** according to your own opinion or experience. There are no “correct” or “incorrect” answers. All the data collected will be highly confidential and will be used for the research only.*

1. Why do you accept or select to teach Integrated English Course? (e.g., preferring to teach, being expert in the content, being requested, or other reasons.)

2. Do you think students enjoy taking the course? What are their attitude towards in-class teaching and activities, and after-class assignments? (e.g. observation, students' comments)

3. What do you think students expect for Integrated English Course in terms of teaching content and competence development?

4. Do you think intercultural communication competence should be one of the objectives for Integrated English Course? If so, what do you think it mean? And how do your rank it among linguistic competence, the four language skills, discourse competence, and communicative strategies?

5. Previously, what problems do you meet in your teaching in terms of intercultural communication competence, and how do you find the solution?

6. How do you prepare to improve students' intercultural communication competence along language competence in terms of contents, materials, locations, facilities, and etc.)

7. How do you create opportunities for students to get engaged in language-and-culture learning in class? (Please clarify the methodology.)

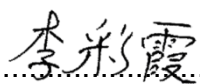
8. What tasks do you design to improve students' learning enthusiasm?

9. How do you keep students focused on the learning process in terms of objectives, contents, and their roles in learning?

10. How many methods would you like to use to measure students' performance in terms of intercultural communication competence? And do you think your measurement and assessment can reflect students' learning effect and knowledge level?

Comment and recommendation for improving the instruction better

Thank you for your kind cooperation for completing the survey!

Researcher  Sign
(Ms. Li Caixia)

Assessment of confirm the quality of task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students

Research Title: Development of Task-Based Language Teaching and Experiential Culture Learning Cycle Instructional Model for Enhancing Intercultural Communication Competence of Undergraduate Students

Dear assessors,

The present study is conducted by Li Caixia, a Ph.D. student in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University, Thailand, under the supervision of the following advisors.

1. Major Advisor: Assistant Professor Dr. Wapee Kong-In
2. Co-advisor: Associate Professor Dr. Areewan Iamsa-ard
3. Co-advisor: Associate Professor Dr. Suriya Phankosol

The attached open questions are the instrument for collecting data in phase 2 of the research, the objective of which is to confirm instructional model.

Please write down your own opinion for each question. Data obtained from this questionnaire are only used for the purpose of conducting aforementioned research and remain confidential. Individual or personal data presentation will be avoided.

These questions involve 3 parts as follows.

Part 1: Assessor's information

Part 2: Assessment of the quality of the instructional model on a 5-point rating scale basis in 4 aspects 1) Utility standards 2) Feasibility standards 3) Propriety standards and 4) Accuracy standards

Part 3: Suggestions

The researcher certifies that all information obtained from this questionnaire will be used for academic purposes and to generate maximum benefit meeting objectives.

Thank you very much for dedicating your valuable time and providing useful information to this research for the benefit of further research and development.

Name: Li Caixia

Ph.D. student

Curriculum and Instruction Program

Bansomdejchaopraya Rajabhat University

Directions: Please answer all questions by making √ in the answer box that corresponds to your opinion or the truth using the following criteria.

Assessment Items		Rating Results		
		Agree	Disagree	Remarks
Utility Standards				
1	The task-based language teaching and experiential culture learning cycle instructional model concerns principle & rationale for enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology			
2	The task-based language teaching and experiential culture learning cycle instructional model can be used to enhance intercultural communication competence of undergraduate students at Guangxi University of Science and Technology.			
3	The task-based language teaching and experiential culture learning cycle instructional model contains necessary and enough contents.			
4	Methods of teaching & materials employed by the task-based language teaching and experiential culture learning cycle instructional model are appropriate and effective in enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology.			

Assessment Items		Rating Results		
		Agree	Disagree	Remarks
5	The task-based language teaching and experiential culture learning cycle instructional model can promote and evaluate the intercultural communication competence of undergraduate students at Guangxi University of Science and Technology.			
Feasibility Standards				
6	The lecturer can apply the task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology in their work and it is worth the time for actual use.			
7	The lecturer can develop the students with the task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology.			
8	It is easy to use the task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology.			
9	The students always develop their learning with the task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology.			

Assessment Items		Rating Results		
		Agree	Disagree	Remarks
10	The students are comfortable in learning by themselves with the task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology.			
Propriety Standards				
11	It is appropriate for lecturers to use assessment results to improve the students with the task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology.	√		
12	It is appropriate for students to create knowledge by themselves with the task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology.			
13	It is convenient to use the task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology.			

Assessment Items		Rating Results		
		Agree	Disagree	Remarks
14	It is a systematic process to use the task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology.			
15	The task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology is clear and suitable for use in learning and students' development.			
Accuracy Standards				
16	The task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology is comprehensively analyzed from different contexts and sufficient for the synthesis of patterns.			
17	The task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology has a clear process.			

Assessment Items		Rating Results		
		Agree	Disagree	Remarks
18	The task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology is described and the acquisition is clear.			
19	The task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology uses techniques and tools which acquires accurate information and communication.			
20	The task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology is a correct and comprehensive learning system.			

Suggestions

.....

.....

.....

.....

Lesson Plan

Content of Integrated English course for experiment contains:

1. Unit 1: Meeting people
Module 1.1: English names and titles (6 hours)
2. Unit 1: Meeting people
Module 1.2: Etiquette of meeting and introducing people (4 hours)
3. Unit 2: Discussing time
Module 2.1: Telling and asking about time in English (4 hours)
4. Unit 2: Discussing time
Module 2.2: Cultural conceptions of time (6 hours)

Method of teaching (Task-Based Language Teaching and Experiential Cultural Learning Cycle) refers to relatively stable teaching procedures and activities established under the guidance of the teaching ideas of task-based language teaching and experiential cultural learning cycle. Accordingly, 6 steps are followed in classroom teaching as below:

- Step 1: Pre-task.
- Step 2: Participation cycle.
- Step 3: Description and interpretation cycle.
- Step 4: Presentation cycle.
- Step 5: Response cycle.
- Step 6: Summary and after-class task.

Intercultural communication competence (ICC) refers to the ability with which individuals can properly use language and sociocultural knowledge to conduct appropriate and effective communicative practice in three dimensions as 1) cognitive dimension, 2) affective dimension and 3) behavioral dimension (Guangxi University of Science and Technology, 2021). The cognitive dimension is evaluated by pre-test and post-test on teaching contents, and the affective and behavioral dimensions are measured with class observations. As for the cognitive dimension in detail, students can understand and apply the cultural knowledge covered by the 4 teaching plans in intercultural communication.

Table 1 Overview of lesson plans

Lesson Plan	Module	Objective	Item
1 (6 hrs.)	1.1 English names and titles (Unit 1 Meeting people)	1) English names and titles: Students can understand and apply the cultural knowledge of English names and titles in intercultural communication.	1- 20
2 (4 hrs.)	1.2 Etiquette of meeting and introducing people (Unit 1 Meeting people)	2) Etiquette of meeting and introducing people: Students can understand and apply the cultural knowledge of rules of meeting and introducing people in intercultural communication.	1- 20
3 (4 hrs.)	2.1 Telling and asking about time in English (Unit 2 Discussing time)	3) Telling and asking about time in English: Students can understand and apply the cultural knowledge of rules of telling and asking about time in intercultural communication.	1- 20
4 (6 hrs.)	2.2 Cultural conceptions of time (Unit 2 Discussing time)	4) Cultural conceptions of time: Students can understand and apply the cultural knowledge of time to schedule time and arrange time in intercultural communication.	1- 20

Lesson Plan 1

Unit 1 Meeting people

Module 1.1 English names and titles (6 hours)

Objective

Students can understand and apply the cultural knowledge of English names and titles in intercultural communication.

Contents

1. Family names and their meanings
 - 1.1 English family names and their origins
 - 1.2 English given names and their meanings
2. Trouble with names and titles
 - 2.1 Differences in the ways Chinese names and Western names are written
 - 2.2 Differences between English titles and Chinese titles both in their written forms and in their usage

Method of teaching (Task-based language teaching and experiential cultural learning cycle)

Step 1: Pre-task.

The teacher introduces the topic of English names and titles to students with clear and specific learning objectives and tasks to complete. Then students are required to complete a pre-test paper about the topic.

Learning objectives for students to perceive:

- ① be able to understand English family names and their origins;
- ② be able to understand English given names and their meanings;
- ③ be able to identify the differences in the ways Chinese names and Western names are written;

④ be able to understand the cultural differences between English titles and Chinese titles both in their written forms and in their usage;

⑤ be able to correct or ask for confirmation when somebody gets their names wrong.

Tasks for students to complete:

① A critical incident about English names and titles

② English family names and their origins — listing, discussion & reading

③ English given names and their meaning — discussion & writing

④ Trouble with names — discussion, reading & listening

⑤ Trouble with titles — discussion, reading & listening

⑥ Addressing others by name or by title — role-play

Note: Tasks ① – ⑥ are a task set concerning English names and titles for the teaching module of Lesson Plan 1. Task ① (a critical incident) is used as the lead-in task to activate students' cultural knowledge of English names and titles, while Task ⑥ (role-play) is used as the final consolidation of the whole task set. In terms of the teaching steps, except for Task ⑥ (role-play) serving as the “Response” step, each task should be completed in a cycle of “Participation — Description & Interpretation — Presentation” (Step 2 to Step 5).

Step 2: Participation cycle.

Students experience an intercultural encounter or a task related with English names and titles by reading, watching or listening to a critical incident / task-related materials, with culture learning focusing on knowing how and language learning focusing on receptive language skills.

Requirements on students individually:

① be able to understand the critical incident / task literally by reading, watching or listening;

② be able to feel and think about the cultural problem about English names and titles presented in the critical incident / task-related materials.

Note: Each student should suggest ideas as many as possible. And every idea, no matter how silly it seems to be, should be written down.

Step 3: Description and interpretation cycle.

After a long list of ideas has been generated, students are put into groups to discuss and evaluate with group members based on their description and interpretation of the cultural trouble caused by names and titles reflectively, with culture learning focusing on knowing about and/or why and language learning focusing on language fluency. The teacher provides scaffolding and timely feedback to students during their discussion process, aiming to support students in cultural exploration and language fluency practice.

Questions for students to answer by discussion:

- ① How to address Elizabeth Nora Smith in different situations?
- ② How much do you know about English family names and their origins?
- ③ What does your Chinese and English given name mean? And are there any differences?
- ④ What are the differences in the ways Chinese names and Western names are written
- ⑤ What are the cultural differences between English titles and Chinese titles both in their written forms and in their usage?

Requirements on students during collaboration:

- ① listen patiently and share information actively with each other;
- ② practice suspending judgment when comparing and contrasting cultures;
- ③ do exercises on the language forms for interrupting, clarifying, confirming, introducing, and correcting in meaningful interaction;
- ④ practice beginning a conversation, correcting or asking for confirmation when somebody gets you wrong.

Note: Students should read, listen to or search for information using the Internet sources according to the directions constantly given by the teacher during the description and interpretation process of cultural exploration.

Step 4: Presentation cycle.

Students make presentations in class based on their group discussion results, with culture learning focusing on synthesizing knowing why and language learning focusing on language accuracy. The teacher provides students with scaffolding and timely feedback right after their presentation, aiming to support students in cultural exploration and language accuracy achievement.

Requirements on students for presentation:

- ① practice summarizing notes
- ② practice the “explanation-example” discourse pattern for presentation
- ③ consolidate the study of language forms for interrupting, clarifying, confirming, introducing, and correcting.

Note: Students should ask questions for clarification, correct or supplement each other during the group presentation process. This would better their development of intercultural communication competence by broadening and deepening their cultural study collaboratively.

Step 5: Response cycle.

Students respond through active experimentation such as role-playing and simulation games, with culture learning focusing on self-awareness and language learning focusing on communicative competence. The teacher observes and evaluates students’ performance, aiming to give comments and formative assessment on students’ development of intercultural communication competence in affective and behavioral dimensions.

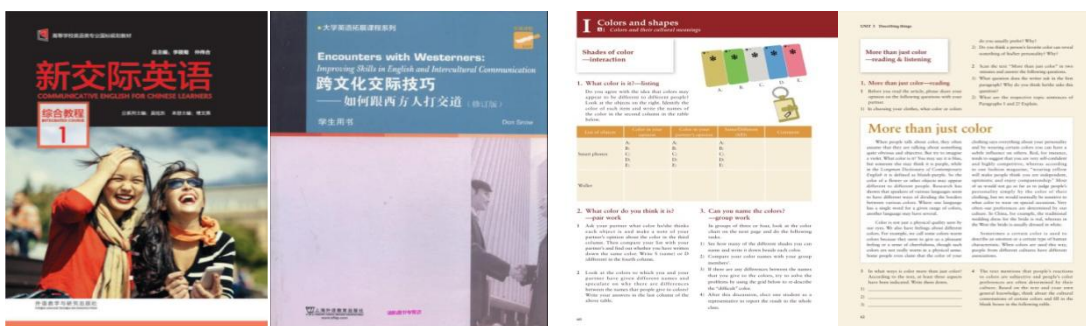
Note: This is Task ⑥ (role-play), which is used as the final consolidation of the whole task set concerning English names and titles, as well as students’ active experimentation with what they learn to function appropriately and effectively in intercultural communication.

Step 6: Summary and after-class task.

The teacher concludes the learning contents and asks students to check against the specific teaching objectives and tasks provided at the very beginning of this module study. Students are required to complete a post-test paper about the topic. Finally, the teacher gives concluding remarks on students' performance and assigns a writing task to further students' cultural study after class.

Learning materials

(1) textbooks & supplementary reference books



(2) PPT

Teaching Modules

- English Names and titles
- Etiquette of meeting and introducing people

Summary of task functions & learning focus

Task	Task function	Teaching focus
1. How many English family names do you know?—talking & discussion	Training	<ul style="list-style-type: none"> • To activate their knowledge of English surnames.
2. Family names and their origins—reading	Target	<ul style="list-style-type: none"> • To practice reading selectively for a specific purpose. • To explore the "explanation-example" discourse pattern.
3. Language work	Linguistic analysis	<ul style="list-style-type: none"> • To practice using a dictionary. • To investigate the usage of the words include, above, left, etc., and of the adverbs even, since.
4. What does your given name mean?—speaking & writing	Consolidation	<ul style="list-style-type: none"> • To practice using the "explanation-example" discourse pattern in a short explanatory text.

(3) video and audio materials

(4) worksheets for students

WORKSHEETS

What shall I call you?—role-play

For Student A

1st round:

Your name is	Gao Liang (高亮).
You've been told that the name of the foreign guest you're going to meet is	Leslie Dale.

2nd round:

Your name is	Dong Peng (董鹏).
You've been told that the name of the foreign guest student you're going to meet is	Terry Terry.

3rd round:

You're being told that the name of the student you're going to meet is	Dong Peng (Chinese).
Your name is	Terry Terry.

4th round:

You're being told that the name of the student you're going to meet is	Liang Cao (Chinese).
Your name is	Leslie Dale.

For Student B

1st round:

Your name is	Gao Liang (高亮).
You've been told that the name of the foreign guest you're going to meet is	Leslie Dale.

2nd round:

Your name is	Dong Peng (董鹏).
You've been told that the name of the foreign guest student you're going to meet is	Terry Terry.

3rd round:

You're being told that the name of the student you're going to meet is	Dong Peng (Chinese).
Your name is	Terry Terry.

4th round:

You're being told that the name of the student you're going to meet is	Liang Cao (Chinese).
Your name is	Leslie Dale.

Student A

- Approach a stranger and greet him/her.
- Introduce yourself.
- Correct his/her address, and ask him/her to call you the given name.
- Respond to his/her confirmation.
- Find the reasons why he/she has made such a mistake and make sure how to address him/her.

Student B

- Respond to it.
- Respond to it and make sure how to address him/her.
- Ask for confirmation.
- Show him/her you know something about Chinese naming system.
- Respond to his/her address and ask him/her call you the given name.

(8) exercises on the language forms & writing assignment on cultural study

UNIT ONE: MEETING PEOPLE	
<p>WORD STUDY</p> <p>Words Ideas, Examples and Exercises</p> <p>name <i>I, a person's name</i></p> <p>first/Christian name Examples: (1) My _____ is Karen - what's yours? (2) "Excuse me. Could you tell me your _____?" "It's John, John Davies." (3) The commonest English _____ are Sarah and John. (4) I'm terrible at remembering people's _____ (5) At the top of the form write down your full _____ your address and daytime telephone number. (6) My mother's Ch. _____ name was Mary. (7) "Mrs Johnson?" "Please call me by my _____ name." (8) He knows the Queen well and is on _____ terms with many members of the Royal family. (9) John F. Kennedy's _____ name was Fitzgerald. (10) We don't use _____ names. It's too formal. (11) Kim is a very common _____ in Korea. (12) Joseph Conrad's original family _____ was Korzeniowski. (13) He died leaving no children to carry on the _____ name. (14) A woman's maiden _____ is the family name that she used to have before she was married. (15) A woman in China continues to use her _____ name after marriage. She does not use her husband's family name.</p> <p>title <i>"Title" is a word that you put before your name, or instead of your first name, to show your position in society, to show whether you are married etc.</i></p> <p>initial <i>"Initial" shows who someone is, and what their name is, especially when people do not know and are trying to find out.</i></p> <p>identity <i>"Initial" is the first letter of your name.</i></p> <p>Examples: (1) More and more unmarried women are now using the _____ "Ms." (2) Lady Mill's official _____ is Baroness Gilling. (3) Where it says "TITLE" write Mrs, Miss, or Ms. (4) Police are trying to discover the _____ of the killer. (5) There was no clue as to the _____ of the man who had sent her the flowers. (6) You can use your passport or birth certificate as _____ of identity. (7) In the TV series "Dallas", the evil hero was always known by his _____, JR. (8) There's no need to put your full name - just write your initials. (9) What does the _____ "H" stand for in the name Cecil B. De Mille?</p>	<p>sb's name is Examples: (1) Her _____ is Tanya and she's from Los Angeles. (2) He calls himself Cliff Richard but his real _____ is Harry Webb. (3) What a lovely hubby! What's she _____? (4) The followers of the Reverend Moon are often _____ "Moonies". (5) There's somebody _____ Russell on the phone for you. (6) He was known to his friends _____ Rambo because of his toughness and courage. (7) Cromwell's soldiers were _____ the Roundheads, because they cut their hair very short. (8) The speech was made by a young German scientist _____ Albert Einstein. (9) Ever heard of a girl _____ Emma Handley?</p> <p>be called</p> <p>be known as</p> <p>named</p> <p>call <i>call sb on</i></p> <p>name <i>name sb on</i></p> <p>be christened <i>be christened Mary on</i></p> <p>things/thingsum <i>my (name tag)</i></p> <p>what's his/her name (what for)</p> <p>Whatist</p> <p>so-and-so</p> <p>Examples: (1) Her _____ is Tanya and she's from Los Angeles. (2) He calls himself Cliff Richard but his real _____ is Harry Webb. (3) What a lovely hubby! What's she _____? (4) The followers of the Reverend Moon are often _____ "Moonies". (5) There's somebody _____ Russell on the phone for you. (6) He was known to his friends _____ Rambo because of his toughness and courage. (7) Cromwell's soldiers were _____ the Roundheads, because they cut their hair very short. (8) The speech was made by a young German scientist _____ Albert Einstein. (9) Ever heard of a girl _____ Emma Handley?</p> <p>5. To give someone their name, especially when they are born</p> <p><i>"To name" is to officially give someone a name, especially a recently born baby.</i></p> <p>Examples: (1) My parents wanted to c _____ me Yuri. (2) The couple n _____ their daughters Faith, Hope, and Charity. (3) Have you _____ the baby yet? (4) I wish I'd been c _____ Aphrodite, or something romantic like that. (5) He was always eating lamb chops, so his friends decided they'd _____ Big Mac. (6) He was ch _____ Arthur, but he prefers to be known simply as "Art".</p> <p>6. words used in spoken English in the place of names when you cannot remember someone's name, or when you do not need to use their exact name.</p> <p><i>"Whatist" is used especially when you cannot remember someone's last name.</i></p> <p><i>"So-and-so" means a particular person, used especially when you are mentioning someone that another person often talks about, and his/her actual name is not important.</i></p> <p>Examples: (1) Karen was there with thingum _____ her new boyfriend. (2) Hey, th _____, I'm sorry, I've forgotten your name - do you want to come to the party with us? (3) I've got that old what's _____ on the TV? You know, the one that used to be in Star Trek? (4) I've just seen Miss Moore and her friend _____, but _____ coming up the street. (5) John, Terry W. _____ on the</p>
	<p>_____ a lifetime's research, she made some very valuable discoveries (course p. 9)</p> <p>6. Hatter is _____ with (make p. 9)</p> <p>7. She wanted an evening job that would allow her to _____ her son during the day. (book p. 10)</p> <p>8. They _____ the grain _____ flour between two large stones. (ground p. 10)</p> <p>9. Before each class, the teacher _____ to see if any student were absent. (roll p. 10)</p> <p>10. I'd like to _____ a table _____ two people for a quick. (reservation p. 13)</p> <p>11. Do you _____ working with children? (experience p. 13)</p> <p>12. My mother always _____ if we don't arrive when we say we will. (mission p. 14)</p> <p>13. I was about to pay for the shopping when it suddenly _____ I'd left my shopping bag at home. (down p. 14)</p> <p>14. _____ Mary's son came back safely after 10 days. (joy p. 14)</p> <p>15. I found her letter _____ as I was looking through my files. (by accident p. 14)</p> <p>16. Invite other students to the Party _____ I (well p. 14)</p> <p>17. That bit of the form is for UK citizens - it doesn't _____ you. (apply p. 14)</p> <p>18. He likes to _____ "Sir" or "Mr. Partridge" (address p. 14)</p> <p>19. Let me _____ myself _____ you. (introduce p. 17)</p> <p>20. The company has changed some of its working practices _____ criticism by customers. (response p. 17)</p> <p>21. The law will apply equally to men and women except _____ maternity leave. (case p. 18)</p> <p>22. In Britain, packets of cigarettes come with a government health warning _____ them. (attach p. 18)</p> <p>23. My father came to see me last week. I _____ this at the station this morning. (see p. 20)</p> <p>23. I've finished my essay _____ (but p. 45)</p> <p>III. Replace the underlined words or phrases in the following sentences with words or phrases from the text that best keep the meaning of the original.</p> <p>1. Listen to each name and get it down in the brackets beside each name. (p. 5)</p> <p>2. A man named Taylor usually did a tailor's work. (p. 8)</p> <p>3. As Chinese people have a H and S, people whose mother tongue is English also have a last name beside a first name. (p. 8)</p> <p>4. The new <u>giving</u> has also been told the name of the student who is coming to meet him. (p. 18)</p> <p>5. The two new <u>meet</u> and try to <u>disagree</u> what to call each other. (p. 18)</p> <p>6. I and H <u>help</u> F get his baggage. (p. 20)</p> <p>7. H <u>suggests</u> that he help I find the right person. (p. 21)</p>

Writing Assignment (Group Research):

Conduct research in the library or on the Internet with group members, and prepare a five-minute oral presentation about: a) how Chinese parents give names to their children; b) the changes in Chinese naming rules in recent years. Your presentation will be more substantial if you analyze regional differences or reasons of changes. Make an outline or prepare a small set of PowerPoint slides. The passage on Page 11 is for your reference.

Essay Title: Chinese Naming Culture

Essay Number: 2708756

Deadline:

Online learning resources

(1) online platforms (micro lectures and videos)

<https://www.xueyinonline.com/detail/236076815>

<https://hikeweb.zhiihuishu.com/RSRCcenter/resourceCenter/sharedQuestionBank/resourceDetails/1684?VNK=c871f2f3>

<http://eol.gxust.edu.cn/meol/index.do>

(2) other websites for audio and video materials, reading materials, published research papers, and exercises

<https://ieltsliz.com/ielts-listening-english-names/>

<https://www.englishclub.com/speaking/titles.php>

<https://ieltsliz.com/listening-practice-for-english-names/>

<https://www.pigai.org/>

<https://www.fifedu.com/iplat/html/index.html>

<https://max.book118.com/html/2012/0409/1545370.shtm>

Evaluation

1. Observation

- (1) Class attendance
- (2) Group participation
- (3) Presentation
- (4) Role-playing performance

2. Checking

- (1) Pretest–posttest
- (2) Exercises

Pretest and posttest paper

Objective 1: English names and titles

Students can understand and apply the cultural knowledge of English names and titles in intercultural communication.

1. Which of the following is a surname instead of a given name? ()

- A. Morgan
- B. Ruth
- C. David
- D. Joseph

Correct answer: A

2. Which of the following is a given name instead of a surname? ()

- A. Hardy
- B. Simon
- C. Miller
- D. Edwards

Correct answer: B

3. Which of the following family names indicates the job a person's ancestor did in ancient time? ()

- A. Hall
- B. MacDonald
- C. Green
- D. Weaver

Correct answer: D

4. Which of the following family names shows who a person's ancestor was in ancient time? ()

- A. Gardner
- B. Harris
- C. Taylor
- D. Wood

Correct answer: B

5. You have to make a phone call to Ann Smith, who you just know by name on a customer name list. Which of the following is the most appropriate way for you to address her? ()

- A. Lady Ann
- B. Miss Smith
- C. Mrs. Smith
- D. Ms. Smith

Correct answer: D

6. You are going to visit an American professor named Steve Kulich in his office. Which of the following is the most appropriate way for you to address him? ()

- A. Steve
- B. Teacher Kulich
- C. Prof. Kulich
- D. Mr. Kulich

Correct answer: C

7. Which of the following is the right way to file away the name for future reference? ()

- A. Ann Smith
- B. Ann, Smith
- C. Smith, Ann
- D. Smith Ann

Correct answer: C

8. You are cheering for an American professor named Steve Kulich in a basketball game on the spot. Which of the following is the right way for you to cheer for him? ()

- A. Go, Steve.
- B. Go, Kulich.
- C. Go, Prof. Kulich.
- D. Go, Mr. Kulich.

Correct answer: B

9. Which of the following family names tells where a person's ancestor lived or came from? ()

- A. Smith
- B. Williams
- C. O'Neil
- D. Hill

Correct answer: D

10. If a Chinese girl named Xia Liyun (夏丽云) attends an international conference and wants to make sure her name enters the name list under the right alphabetical letter, which of the following is NOT the correct way for her to register for the conference? ()

- A. L. Xia
- B. L. Y. Xia
- C. Xia Liyun
- D. Xia, Liyun

Correct answer: C

11. How should you address an elder lady when asking for directions in street? ()

- A. Grandma
- B. Madam
- C. Lady
- D. Ms.

Correct answer: B

12. How should you address a bus driver who is not wearing a nametag? ()

- A. Bus driver
- B. Man
- C. Sir
- D. Brother

Correct answer: C

13. If a married woman uses her husband's family name instead of her own, her original family name is called her _____. ()

- A. first name
- B. maiden name
- C. given name
- D. nickname

Correct answer: B

14. Which of the following names is NOT written in the right way? ()

- A. Emma Jones
- B. Rodgers Susan
- C. Ivy Russell
- D. William Thompson

Correct answer: B

15. In English-speaking countries, a person's surname is usually their _____. ()

- A. first name
- B. middle name
- C. last name
- D. maiden name

Correct answer: C

16. If a woman is addressed as Miss Johnson, she's probably _____. ()

- A. Unmarried
- B. Married
- C. Divorced
- D. Single

Correct answer: D

17. If you and your boss are on a first name basis, your relationship is _____. ()

- A. less formal than usual
- B. more formal than usual
- C. more romantic than usual
- D. friendship

Correct answer: A

18. If a senior male executive asks you to do something, you can reply with "Yes, _____." ()

- A. Sir
- B. Dear
- C. Mister
- D. Man

Correct answer: A

19. What's a short or cute name that's only used by close friends and relatives called? ()

- A. a common name
- B. a household name
- C. a nickname
- D. a given name

Correct answer: C

20. After Grace Jones married John Smith, her students called her _____. ()

- A. Mrs. Jones
- B. Miss Smith
- C. Mrs. Smith
- D. Mrs. Grace

Correct answer: C

Lesson Plan 2

Unit 1 Meeting people

Module 1.2 Etiquette of meeting and introducing people (4 hours)

Objective

Students can understand and apply the cultural knowledge of rules of meeting and introducing people in intercultural communication.

Contents

1. Protocol of introducing people
 - 1.1 Rules for making introductions
 - 1.2 Introducing people in formal and informal situations
2. Etiquette of meeting people
 - 2.1 Different etiquette of meeting and introducing people from different nations and cultures
 - 2.2 Etiquette of meeting and introducing people in China

Method of teaching (Task-based language teaching and experiential cultural learning cycle)

Step 1: Pre-task.

The teacher introduces the topic of etiquette of meeting and introducing people with clear and specific learning objectives and tasks to complete. Then students are required to complete a pre-test paper about the topic.

Learning objectives for students to perceive:

- ① be able to understand the rules for making introductions;
- ② be able to explore the differences between introducing people in formal and informal situations;

③ be able to explore the different etiquette that is involved in meeting and introducing people from different nations and cultures;

④ be able to explore etiquette of meeting and introducing people in China by a simple survey;

⑤ be able to behave appropriately and effectively by asking for and giving information in the context of the etiquette of meeting and introducing people.

Tasks for students to complete:

① A critical incident about etiquette of meeting and introducing people

② General rules for making introductions — reading & discussion

③ Introducing people in formal and informal situations — reading, listening & discussion

④ Different etiquette of meeting and introducing people — listening, reading & discussion

⑤ Getting acquainted in China — survey, discussion & writing

⑥ Introducing and meeting people — role-play

Note: Tasks ① - ⑥ are a task set concerning etiquette of meeting and introducing people for the teaching module of Lesson Plan 2. Task ① (a critical incident) is used as the lead-in task to activate students' cultural knowledge of meeting and introducing people, while Task ⑥ (role-play) is used as the final consolidation of the whole task set. In terms of the teaching steps, except for Task ⑥ (role-play) serving as the “Response” step, each task should be completed in a cycle of “Participation — Description & Interpretation — Presentation” (Step 2 to Step 5).

Step 2: Participation cycle.

Students experience an intercultural encounter or a task related with etiquette of meeting and introducing people by reading, watching or listening to a critical incident / task-related materials, with culture learning focusing on knowing how and language learning focusing on receptive language skills.

Requirements on students individually:

① be able to understand the critical incident / task literally by reading, watching or listening;

② be able to feel and think about the cultural problem about etiquette of meeting and introducing people presented in the critical incident / task-related materials.

Note: Each student should suggest ideas as many as possible. And every idea, no matter how silly it seems to be, should be written down.

Step 3: Description and interpretation cycle.

After a long list of ideas has been generated, students are put into groups to discuss and evaluate with group members based on their description and interpretation of the cultural trouble caused by etiquette of meeting and introducing people reflectively, with culture learning focusing on knowing about and/or why and language learning focusing on language fluency. The teacher provides scaffolding and timely feedback to students during their discussion process, aiming to support students in cultural exploration and language fluency practice.

Questions for students to answer by discussion:

① Why does Susie get so angry while the woman touches her son?

② Do these rules for making introductions apply in China?

③ How to introduce people in formal and informal situations respectively? Are there any differences? And what are they?

④ How much do you know about the possible cultural differences in meeting and introducing people from different nations and cultures? What are the major differences in terms of greeting, eye contact, handshake, small talk, proximity, and speech style?

⑤ What are the rules of meeting and introducing people in China?

Requirements on students during collaboration:

① listen patiently and share information actively with each other;

- ② practice suspending judgment when comparing and contrasting cultures;
- ③ do exercises on the language forms of introducing people, and asking for and giving information about the etiquette of meeting and introducing people;
- ④ practice meeting and introducing people.

Note: Students should read, listen to or search for information using the Internet sources according to the directions constantly given by the teacher during the description and interpretation process of cultural exploration.

Step 4: Presentation cycle.

Students make presentations in class based on their group discussion results, with culture learning focusing on synthesizing knowing why and language learning focusing on language accuracy. The teacher provides students with scaffolding and timely feedback right after their presentation, aiming to support students in cultural exploration and language accuracy achievement.

Requirements on students for presentation:

- ① practice summarizing information collected
- ② practice the “explanation-example” discourse pattern for presentation
- ③ consolidate the study of language forms of introducing people, and asking for and giving information about the etiquette of meeting and introducing people.

Note: Students should ask questions for clarification, correct or supplement each other during the group presentation process. This would better their development of intercultural communication competence by broadening and deepening their cultural study collaboratively.

Step 5: Response cycle.

Students respond through active experimentation such as role-playing and simulation games, with culture learning focusing on self-awareness and language learning focusing on communicative competence. The teacher observes and

evaluates students' performance, aiming to give comments and formative assessment on students' development of intercultural communication competence in affective and behavioral dimensions.

Note: This is Task ⑥ (role-play), which is used as the final consolidation of the whole task set concerning etiquette of meeting and introducing people, as well as students' active experimentation with what they learn to function appropriately and effectively in intercultural communication.

Step 6: Summary and after-class task.

The teacher concludes the learning contents and asks students to check against the specific teaching objectives and tasks provided at the very beginning of this module study. Students are required to complete a post-test paper about the topic. Finally, the teacher gives concluding remarks on students' performance and assigns a writing task to further students' cultural study after class.

Learning materials

(1) textbooks & supplementary reference books

The collage displays several educational resources:

- Textbook 1:** '新交际英语' (New Communicative English) for Chinese learners, featuring a cover with two smiling women.
- Textbook 2:** 'Encounters with Westerners: Improving Skills in English and Intercultural Communication' (跨文化交际技巧) by Dan Brown, with a cover showing a man in a suit.
- Supplementary Book 1:** 'The protocol of introductions', containing sections like 'How to introduce people?', 'The protocol of introductions', and 'Who should be introduced to whom?'.
- Supplementary Book 2:** 'Getting acquainted in Canada', featuring a photo of people in a meeting and text about social norms.
- Supplementary Book 3:** 'Meeting and introducing people', containing a table of rules for introductions in China and exercises.
- Supplementary Book 4:** 'Etiquette of meeting and introducing people', including a table for 'Name or different?' and 'Different etiquette of meeting and introducing people'.
- Supplementary Book 5:** 'UNIT 1 Meeting people', containing exercises and a table for 'Name or different?'.

(2) PPT

Etiquette of meeting and introducing people

A.
Protocol of introducing people

Summary of task functions & learning focus		Critical Incident
Task	Task function	Teaching focus
1. Do these rules apply in China? —discussion	Priming	<ul style="list-style-type: none"> • To activate their knowledge of the rules for making introductions.
2. How to introduce people? —reading, listening & discussion	Target	<ul style="list-style-type: none"> • To investigate further the rules for making introductions. • To explore the differences between introducing people in formal and informal situations.
3. Language work	Linguistic analysis	<ul style="list-style-type: none"> • To practice using a dictionary to explore polysemous words. • To investigate collocations based on <i>new + noun</i> noun combinations. • To explore different ways of introducing strangers to friends or colleagues.
4. How to introduce people —speaking	Consolidation	<ul style="list-style-type: none"> • To practice the communicative functions they have learned in this task set in a semi-authentic situation.

Susie, an American living in China, brought her four-year-old son to a park one afternoon to let him play. As he was playing beside her, however, she looked around and noticed many people staring at her child. After a few minutes, an elderly Chinese woman walked up with a big smile and reached down and patted the boy's head. “这孩子真可爱！” she said. She then proceeded to rub his cheeks with her hand. As the woman was touching his face, however, Susie quickly reached down and picked the boy up. “How dare you touch my son!” She yelled at the woman angrily.

Questions:

1. Why does Susie get so angry while the woman touching her son?
2. How does this reflect American protemics?

Answer:

1. The woman is invading the personal space of her son
2. Americans generally prefer a large distance between strangers and them, especially when one's own child is involved.

1. Do these rules apply in China?

1) Rules of introduction in China and in Western countries
 Look at the following rules and decide: (1) Do these rules apply in China? and (2) Do you think they apply in Western countries?

Rule 1: Titles and full names must always be used in an introduction.
Rule 2: A woman is always introduced to a man first.
Rule 3: You should never use a political or religious topic to get the conversation started.

Step One (Individual work, 2 min): Put a tick (✓) in an appropriate column of the table below.

Step Two (group work, 5 min): compare your ideas and then discuss with your group members about the following questions with explanation.

- 1) which rules do you like/dislike?
- 2) would you like to change anything?

Step Three (Group report): This is an open discussion. None of these rules is applied 100% in China or in Western countries.

(3) video and audio materials

audio and video ... > audio materials for classroom teaching

01 U1_S1_Conversation 1.mp3

02 U1_S1_Conversation 2.mp3

03 U1_S2_Conversation 3.mp3

04 U1_S2_Conversation 4.mp3

05 U1_S3_Conversation 5, Part 1.mp3

06 U1_S3_Conversation 5, Part 2.mp3

Video-America n attitude towards time.wmv

Video-America n way of telling time.mp4

Video-Australia n attitude towards time.wmv

Video-British attitude towards time.wmv

Video-British way of telling time.mp4

07 U2_S1_Dialog 1.mp3

08 U2_S1_Dialog 2.mp3

09 U2_S1_Dialog 3.mp3

10 U2_S1_Dialog 4.mp3

11 U2_S1_Dialog 5.mp3

12 U2_S1_Dialog 6.mp3

Video-Chinese attitude towards time.wmv

Video-Conversation starters.MPG

Video-How to address people.MPG

Video-Indian attitude towards time.wmv

Video-introduce people formally.mpg

13 U2_S1_Dialog

14 U2_S1_Dialog

15 U2_S1_Telling

16 U2_S2_Interview

17 U2_S2_Weekend

18 U2_S3_How do you become

Video-Name in

Video-Schedule

Video-social

Video-Thai

Video-What's

(7) quiz paper

Unit 1 Meeting people

Quiz

I. Language Knowledge

Directions: There are 20 incomplete sentences in this part. For each sentence there are four choices marked with A), B), C), and D). Choose the one that best completes the sentence.

- 1. A long time ago, many people's last names ... something about who the person was.
A) showing B) named C) said D) indicates
2. There are no written rules and the different factors of each situation must be ...
A) taken precedence over B) made introductions to
C) taken over D) taken into account
3. An increasing number of women are choosing to ... their original family name after marriage.
A) compromise B) retain C) recognize D) provide
4. Pet names are often used, even ... formal occasions.
A) on B) with C) of D) in
5. You see, in China women do not ... their husbands' names. They ... their own.
A) use...use B) use...keep
C) keep...take D) take...keep
6. Is this your first visit ... China?
A) on B) in C) to D) with
7. A man named Taylor usually did a tailor's work.
A) showed B) asked C) called D) told
8. He likes to be addressed ... 'Sir' or 'Mr. Partridge'.
A) with B) as C) to D) for
9. He ... knew her, but they are no longer friends.
A) ever B) once C) even D) never
10. Then it dawned ... me that I should try another mail box.
A) to B) at C) on D) in
11. More and more unmarried women are now using the ... 'Ms'.
A) title B) name C) initial D) identity
12. What does the ... 'B' stand for in the name Cecil B. DeMille?
A) title B) name C) initial D) identity
13. I am also looking forward to getting more acquainted ... (informal) grammar law.
A) to B) by C) on D) with
14. Is it acceptable for a young American to greet friends ... a hug?
A) to B) with C) on D) by
15. What do the British do when they are introduced ... a new person?
A) to B) with C) on D) for
16. Try not to ... a mess in the kitchen!
A) make B) take C) use D) offer
17. It is wise to ... a holiday in this season.

- A) make B) meet C) take D) prefer
18. What's the Chinese ... of 'let'?
A) equivalent B) name C) title D) identity
19. Don't worry too much, Jana. Your son ... home already. Let's go back and check it out.
A) returned B) will return
C) has returned D) may have returned
20. The rules for casual politeness vary ... the social situation.
A) with B) to C) for D) on

II Cloze

Directions: Decide which of the words given in the box below would best complete the passage if inserted in the corresponding blank. The words can be used ONCE ONLY.

- A) Unless B) primary C) making D) setting E) details
F) potentially G) differently H) appropriate I) opportunity J) awkwardness
K) parties L) Although M) common N) precedence O) situations

The purpose of introducing people is to give them an (1) ... to get to know each other. This means that you need to mention the names of both (2) ... Usually you look at the person you are introducing someone to and say their name, and then you give the name of the person being introduced. (3) ... you are in an informal setting, (4) ... titles like Dr, Rev, Mr. And Mr should be used. It shows that you are aware of the (5) ... of the person you are introducing. The first step in (6) ... introductions is to decide who should be introduced to whom. Of course, this is not always easy to decide. In a business situation, rank and authority are the (7) ... determinants. In other situations, older people take (8) ... over younger ones, and women over men. When introducing people, be careful to avoid (9) ... sensitive topics such as religion and politics. An inappropriate introduction does nothing other than create (10) ...

III Translation

Directions: Translate the following sentences into English with a word or phrase given.

- 1. 在商业场合中，地位和权威是决定谁优先于谁的主要决定因素。(take precedence over)
2. 如果谈及一个人性格的话题，信息一般是双向的说出，而不是说话人直接问及。(voluntarily)
3. 你要系好系紧的领带。(be acquainted with)
4. 做这项工作，你要有极大的耐心；你也要有幽默感。(likewise)
5. 在随意的谈话中，关于个人的问题要间接或者含糊地措辞。(vaguely)
6. 在加拿大，在什么情况下你可以使用男人的姓而不用加头衔？(lastname... title)
7. 听每个名字，并把它写在旁边的括号里。(get down)
8. 加拿大人家宴请客人要订茶点。(acquaintance)
9. 请在S和T的帮助下拿到了行李。(with the help of)
10. 让我自我介绍一下。(introduce)

(8) exercises on the language forms & writing assignment on cultural study

Exercise

Part One and Two

- I. Fill in the blank with an appropriate word.
1. Now say ... what principle the letters have been ...
A. on ... gather B. to ... gather C. on ... grouped D. in ... group
2. Look over the chart and try to find out why the names are arranged ... this way.
A. in ... B. on ... C. to ... D. with ...
3. Now, put the list ... alphabetical order down the right hand column.
A. on ... B. in ... C. of ... D. with ...
4. The person went out ... a hat to catch ...
A. on ... B. with ... C. of ... D. in ...
5. Pet names are often used, even ... formal occasions.
A. on ... B. with ... C. of ... D. in ...
6. In the conversation three problems occurred with names and ... of address.
A. kinds ... B. types ... C. forms ... D. sorts ...
7. Read the transcript to find out what people say ... the following cases.
A. on ... B. in ... C. to ... D. with ...
8. You need to understand the differences in order to be able to explain it ... them.
A. on ... B. in ... C. to ... D. with ...
9. Of course you must not show your eye ... others.
A. on ... B. in ... C. to ... D. with ...
10. A foreigner comes to see a Chinese official ... his office.
A. in ... B. at ... C. of ... D. on ...
11. He was at the same time an actor ... stage and ... films.
A. in ... B. on ... C. in ... D. on ...
12. He was US ambassador ... India from 1961 to 1963 and adviser ... President Kennedy in ...
A. in ... B. on ... C. of ... D. for ...
13. I've looked forward to ... to China and ... friends with young people here.
A. come ... making B. coming ... make C. coming ... making D. come ... make
14. You see, in China women do not ... their husbands' names. They ... their own.
A. use ... use B. use ... keep C. keep ... take D. take ... keep
15. Is this your first visit ... China?
A. on ... B. in ... C. to ... D. with ...

III. Collocation

- Complete each of the following sentences with the given word in its proper collocation.
1. ... his father's willington, the child is named after his grandfather. (according p. 7)
2. I am ... 1991 ... why I'm late. (explanation p. 8)
3. I don't think they liked my idea ... they weren't very interested in it. (rate p. 8)
4. She ... a cleaner at the hospital for a long time. (work p. 8)

- 5. ... a lifetime's research, she made some very valuable discoveries. (course p. 9)
6. Butter is ... milk. (make p. 9)
7. She wanted an evening job that would allow her to ... her son during the day. (look p. 10)
8. They ... the grain ... flour between two large stones. (grind p. 10)
9. Before each class, the teacher ... to see if any student were absent. (tell p. 10)
10. I'd like to ... a table ... two people for 9 o'clock. (reservation p. 13)
11. Do you ... working with children? (experience p. 13)
12. My mother always ... 'I've don't arrive when we say we will. (anticipate p. 14)
13. I was about to pay for the shopping when it suddenly ... 'I'll tell my cheque book at home. (leave p. 14)
14. ... Mary's son came back safely after 10 days. (try p. 14)
15. I found her letter ... as I was looking through my files. (by accident p. 14)
16. Invite other students to the Party ... I. (twice p. 14)
17. That bit of the form is for UK citizens - it doesn't ... you. (apply p. 14)
18. His files ... 'Sir' or 'Mr. Partridge' (address p. 14)
19. Let me ... myself ... you. (introduce p. 17)
20. The company has changed some of its working practices ... criticism by customers. (improve p. 17)
21. The law will apply equally to men and women except ... minority leave. (except p. 18)
22. In Britain, packets of cigarettes come with a government health warning ... them. (attach p. 18)
23. My father came to see me last week. I ... this at the station this morning. (see p. 20)
24. I've finished my essay ... (last p. 45)

III. Replace the underlined words or phrases in the following sentences with words or phrases from the text that best keep the meaning of the original.

- 1. Listen to each name and get it down in the brackets beside each name. (p. 5)
2. A man named Taylor usually did a tailor's work. (p. 8)
3. As Chinese people have a PE and G, people whose mother tongue is English also have a last name beside a first name. (p. 8)
4. The new canon law also been held the name of the student who is coming to meet him. (p. 18)
5. The two new meet and try to disagree what to call each other. (p. 18)
6. I and H help. (p. 20)
7. H suggests that he help. (find the right person. p. 21)

Part Three & Four

I. Collocation

- Complete each of the following sentences with the given word in its proper collocation.
1. John ... special scholarship ... his study. (award p. 32)
2. The twins did not ... the two World Wars. (take p. 33)
3. The Pilgrims came to America after ... their religious beliefs. (spread p. 33)
4. Chairman Mao is ... the People's Republic of China. (founder p. 34)
5. The purpose of a conclusion is to ... the main points of the article. (sum p. 35)

- 6. They were ... for forty days before teaching land. (over p. 37)
7. My grandfather ... when he was twelve. (at p. 38)
8. ... nobody has discovered the real reason for the assassination. (day p. 38)
9. We ... happily ... five years. (marry p. 40)
10. 'We're going to ... my sports club membership after this year. (give p. 52)
11. Zhou Enlai ... the Chinese Revolution. (serve p. 52)
12. I don't want to ... the things ... Let me do it by myself. (ask p. 53)
13. Please ... these forms before you leave here. (fill p. 21)

II. Replace the underlined words or phrases in the following sentences with words or phrases from the text that best keep the meaning of the original.

- 1. You are asked to write your name down on a form. (p. 21)
2. There are many ways to give other details on a form. (p. 24)
3. His native language was Russian. (p. 31)
4. The following are some short paragraphs below to summarize the descriptions of people's lives. (p. 31)
5. When he visited China in 1980 he detected the Chinese Central Synthesizer. (p. 32)
6. Churchill is mentioned as a statesman. (p. 32)
7. Churchill was the Nobel Prize for Literature in 1953. (p. 32)
8. He was a journalist and a soldier before he went into politics. (p. 32)
9. Churchill was a soldier in the British Army. (p. 32)

III. Translation

Translate the following sentences into English with a word or phrase given.

- 1. 小贝泽尔是位世界闻名的探险家。(world-wide fame p. 33)
2. 他在上海拿个学位，其实他不知道。(in food p. 53)
3. 请让我提前知道考试结果。(in advance p. 53)
4. 这是你的车吗？不要紧的。(pull one's leg p. 53)
5. 我个朋友互相成为好朋友，准备结婚。(pair off p. 54)
6. 每个人应该对对方下一个赌。(pair off p. 55)
7. 我们期待他的到来。(look forward to p. 45)
8. 如果你从汽车左边的窗口往外看，你已经接近伦敦了。(approaching p. 20)
9. 他是那种很懂与人交朋友的人。(make friends p. 45)
10. 耶稣诞生于1989年，在一个寒冷的国家。(he & his friends, 23 参加加政的活动, 1927 年参加中国共产。从此，他将自己的一生都献给了中国革命。1949 年，他因右倾错误在党受到谴责。但他并没有放弃自己的理想，他死了文化大革命。至今，中国人民还怀念他。 (born, well-known, education p. 17, political activities p. 22, name, devote, possession p. 13, give, die)
11. 该学非常有趣跟工作是个大男人，当他有空时，他喜欢与妻子跟朋友聚会。去年，他与妻子一起去巴黎度假，但忘了预先定好酒店，当他们到达时，酒店没有空房间了，一切就弄乱了。该学的妻子先处理此事的进程，有些困难，当他们最后在街上偶然发现了另一家酒店，他们高兴极了。(work, recreation, advance, mix, experience, success, pp., accident.)

Writing assignment

Assignment & Check

2) Getting acquainted in China—survey, discussion & writing (P.24)

Step1 Chinese way of meeting and introducing people—survey & discussion

- ① interview 10 people from different walks of life. If an interviewee cannot speak English, Chinese has to be used.
② review Question forms in III/3/2("Language work", Page 23 of Ss' Book) because you may need these forms in the survey.
③ summarize the data you have collected during the survey.

Step 2 share your findings in the group discussion, and come up with the common practices among the Chinese when they meet and introduce people.

Step 3 write an article entitled "Getting Acquainted in China"

- Note:
(1) this task will help you consolidate what you have learned in this task set;
(2) you have to follow the structure of the text when you write the essay.

Essay Title: Getting acquainted in China

Essay Number: 2708802

Deadline:

Online learning resources

(1) online platforms (micro lectures and videos)

<https://mooc1.xueyinonline.com/nodedetailcontroller/visitnodedetail?courseId=236076815&knowledgeId=765499264>

<https://hikeweb.zhihuishu.com/RSRCcenter/resourceCenter/sharedQuestionBank/resourceDetails/1684?Vnk=c871f2f3>

<http://eol.gxust.edu.cn/meol/index.do>

(2) other websites for audio and video materials, reading materials, published research papers, and exercises

<https://www.pigai.org/>

<https://www.fifedu.com/iplat/html/index.html>

<https://max.book118.com/html/2012/0409/1545370.shtml>

<https://www.englishclub.com/speaking/greetings-quiz.php>

<https://www.rightattitudes.com/2007/11/03/etiquette-protocol-introducing-people/>

<https://janejacksoncoach.com/business-etiquette-how-to-make-introductions/>

Evaluation

1. Observation

- (1) Class attendance
- (2) Group participation
- (3) Presentation
- (4) Role-playing performance

2. Checking

- (1) Pretest–posttest
- (2) Exercises

Pretest and posttest paper

Objective 2: Etiquette of meeting and introducing people

Students can understand and apply the cultural knowledge of rules of meeting and introducing people in intercultural communication.

1. Choose the best meaning for the phrase “What’s up?” ()

- A. There’s something in the sky. What is it?
- B. What have you done since I saw you last?
- C. I don’t know what the meaning of the word “up” is.
- D. This doesn’t mean anything.

Correct answer: B

2. If you were performing introductions among the following people, whom would you mention first? ()

- A. A president of a company
- B. A client
- C. A manager
- D. An outside consultant

Correct answer: A

3. James Smith is a doctor. Which one of these is the most formal way he could introduce himself? ()

- A. My name is Dr. James Smith.
- B. I’m James.
- C. My name is James Smith.
- D. I’m Jim Smith.

Correct answer: A

4. What are the first things we say to people when we see them? ()

- A. Farewells.
- B. Greetings.
- C. See you later.
- D. Take care.

Correct answer: B

5. You have just been introduced to a new colleague with “This is James Smith, who’s joining us today.” What should you say as responding the situation appropriately? ()

- A. Good afternoon, Dr. Smith. How do you do?
- B. Hello, James. Pleased to meet you.
- C. Nobody told me we were getting a new team member !
- D. It’s my pleasure to work with you, Dr. Smith.

Correct answer: B

6. Which of the following would be the most appropriate way for making introductions in a business situation? ()

- A. Persons of lesser authority are introduced to persons of greater authority.
- B. A man is introduced to a woman.
- C. A young person is introduced to an older person.
- D. A client or customer is introduced to the CEO of your company.

Correct answer: A

7. Which of the following would be the most appropriate when being introduced in a business situation? ()

- A. A firm and brief handshake
- B. A kiss on the cheek
- C. A quick hug
- D. Nothing but “Hello”

Correct answer: A

8. Which is NOT a greeting? ()

- A. Hello.
- B. Hi.
- C. Good night.
- D. Good evening.

Correct answer: C

9. You are introducing an important guest to your team. Choose the most formal

way of introducing him. ()

- A. Hi everybody, this is Jim from WordBurger Medical.
- B. I would like to introduce Dr. James Smith from WordBurger Medical.
- C. This is James Smith.
- D. I say nothing, he can introduce himself.

Correct answer: B

10. What do British people often talk about when they first meet? ()

- A. Food
- B. Health
- C. Weather
- D. Income

Correct answer: C

11. A colleague is talking to you about someone you know a little, but not well. Fill in the blank to finish the conversation. "Is James a friend of yours?" "No, he's just a/an _____." ()

- A. Acquaintance
- B. Relative
- C. Stranger
- D. Aunt

Correct answer: A

12. Which of the following is NOT considered as an appropriate conversation starter? ()

- A. Religion
- B. Sports
- C. Political issues
- D. Weather

Correct answer: A

13. What should you do when greeting a female in a formal situation and where her marital status is unknown to you? ()

- A. Use Mrs.

- B. Use her first name.
- C. Use Ms.
- D. Don't address her by name.

Correct answer: C

14. When we encounter someone, what is the part of the bodies that we notice first? ()

- A. face
- B. hands
- C. eyes
- D. clothing

Correct answer: A

15. Which of the following is the most formal way for you to say when introducing two people to each other? ()

- A. I'd like to introduce...
- B. May I introduce...
- C. I'd like you to meet...
- D. May I present...

Correct answer: D

16. Which of the following is NOT correct when you are shaking hands with the person you are first introduced to in American business situation? ()

- A. Give a firm, quick and brief handshake.
- B. Give a soft and brief handshake.
- C. Give a firm, long and enduring handshake.
- D. Give a soft and enduring handshake.

Correct answer: A

17. Which of the following is correct when you are talking with someone for the first time? ()

- A. Look constantly at the person you are talking with.
- B. Look firmly at the person you are talking with.
- C. Make a joke with the person you are talking with.

D. Stand close to the person to show intimacy.

Correct answer: A

18. You're meeting with Dr. James Scott to discuss your lab results. How should you greet him? ()

A. Hey, James!

B. Good morning, Dr. Scott.

C. How are you, Mr. Scott? ()

D. All of the answers are correct.

Correct answer: B

19. Which of these is NOT an example of a nonverbal communication skill when meeting someone for the first time? ()

A. language used

B. eye contact

C. volume of speech

D. the speed of our speech

Correct answer: A

20. Which of the following is NOT true about gestures and cultures in meeting and introducing people? ()

A. Identical gestures always produce identical meanings in different cultures because gestures are natural displays of feelings.

B. Illustrators usually come naturally to individuals in their cultures.

C. There are no gestures that mean the same thing to members of different cultures.

D. Gestures are not universally understood or have the same meanings across cultures.

Correct answer: A

Lesson Plan 3

Unit 2 Discussing time

Module 2.1 Telling and asking about time in English (4 hours)

Objective

Students can understand and apply the cultural knowledge of rules of telling and asking about time in intercultural communication.

Contents

1. Different ways of telling the time
 - 1.1 Different ways of telling the time in English
 - 1.2 Different ways of asking about the time in English
2. Regularities of time expressions

Method of teaching (Task-based language teaching and experiential cultural learning cycle)

Step 1: Pre-task.

The teacher introduces the topic of telling and asking about time in English with clear and specific learning objectives and tasks to complete. Then students are required to complete a pre-test paper about the topic.

Learning objectives for students to perceive:

- ① be able to understand different ways of telling and asking about the time in English;
- ② be able to use different ways to tell and ask about the time in English appropriately and effectively;
- ③ be able to identify regularities of English time expressions;
- ④ be able to use regularities of English time expressions appropriately and effectively;

⑤ be able to identify the language forms that are used to express three different functions in telling and asking about time.

Tasks for students to complete:

- ① A critical incident about telling and asking about time in English
- ② Different ways of telling the time in English — group discussion & listening
- ③ Different ways of asking about the time in English — group discussion & listening
- ④ Regularities of English time expressions — listening & discussion
- ⑤ Asking about and telling the time — role-play

Note: Tasks ① - ⑤ are a task set concerning telling and asking about time in English for the teaching module of Lesson Plan 3. Task ① (a critical incident) is used as the lead-in task to activate students' cultural knowledge of telling and asking about time in English, while Task ⑤ (role-play) is used as the final consolidation of the whole task set. In terms of the teaching steps, except for Task ⑤ (role-play) serving as the "Response" step, each task should be completed in a cycle of "Participation — Description & Interpretation — Presentation" (Step 2 to Step 5).

Step 2: Participation cycle.

Students experience an intercultural encounter or a task related with telling and asking about time in English by reading, watching or listening to a critical incident / task-related materials, with culture learning focusing on knowing how and language learning focusing on receptive language skills.

Requirements on students individually:

- ① be able to understand the critical incident / task literally by reading, watching or listening;
- ② be able to feel and think about the cultural problem about telling and asking about time in English presented in the critical incident / task-related materials.

Note: Each student should suggest ideas as many as possible. And every idea, no matter how silly it seems to be, should be written down.

Step 3: Description and interpretation cycle.

After a long list of ideas has been generated, students are put into groups to discuss and evaluate with group members based on their description and interpretation of the cultural trouble caused by telling and asking about time in English reflectively, with culture learning focusing on knowing about and/or why and language learning focusing on language fluency. The teacher provides scaffolding and timely feedback to students during their discussion process, aiming to support students in cultural exploration and language fluency practice.

Questions for students to answer by discussion:

- ① What does the train attendant mean by “From two to two to two two”?
- ② How to tell the time in English? How many ways are there? And what are they?
- ③ How to ask about the time in English? How many ways are there? And what are they?
- ④ How much do you know about regularities of English time expressions?

Requirements on students during collaboration:

- ① listen patiently and share information actively with each other;
- ② practice suspending judgment when comparing and contrasting cultures;
- ③ do exercises on the language forms of different ways of telling the time;
- ④ practice telling and asking about time in English.

Note: Students should read, listen to or search for information using the Internet sources according to the directions constantly given by the teacher during the description and interpretation process of cultural exploration.

Step 4: Presentation cycle.

Students make presentations in class based on their group discussion results, with culture learning focusing on synthesizing knowing why and language learning focusing on language accuracy. The teacher provides students with scaffolding and timely feedback right after their presentation, aiming to support students in cultural exploration and language accuracy achievement.

Requirements on students for presentation:

- ① practice summarizing information collected;
- ② practice the “comparison and contrast” discourse pattern for presentation;
- ③ consolidate the study of language forms of different ways of telling the time.

Note: Students should ask questions for clarification, correct or supplement each other during the group presentation process. This would better their development of intercultural communication competence by broadening and deepening their cultural study collaboratively.

Step 5: Response cycle.

Students respond through active experimentation such as role-playing and simulation games, with culture learning focusing on self-awareness and language learning focusing on communicative competence. The teacher observes and evaluates students’ performance, aiming to give comments and formative assessment on students’ development of intercultural communication competence in affective and behavioral dimensions.

Note: This is Task ⑤ (role-play), which is used as the final consolidation of the whole task set concerning telling and asking about time in English, as well as students’ active experimentation with what they learn to function appropriately and effectively in intercultural communication.

Step 6: Summary and after-class task.

The teacher concludes the learning contents and asks students to check against the specific teaching objectives and tasks provided at the very beginning of this module study. Students are required to complete a post-test paper about the topic. Finally, the teacher gives concluding remarks on students' performance.

Learning materials

(1) textbooks & supplementary reference books



(2) PPT

Discussing Time

Book
2023.11

Teaching Modules

Telling and asking about time in English

- A. Different ways of telling the time
- B. Regularities of time expression

Cultural conceptions of time

- A. Different views of punctuality
- B. Different views of scheduling time

Telling and asking about time in English

A
Different ways of telling the time

Summary of task functions & learning focus

Task	Task function	Teaching focus
1. What time is it?—group discussion	Praising	<ul style="list-style-type: none"> To activate their knowledge of different ways of telling the time in English. To further investigate different ways of telling and asking about the time in English. To practice speaking rules on the basis of examples.
2. More rules about telling the time in English—discussion	Target	<ul style="list-style-type: none"> To identify regularities of English time expressions. To practice listening for specific information (comparing the rules they have worked out with the rules given for a language report).
3. Language work	Linguistic analysis	<ul style="list-style-type: none"> To identify the language items that are used to express time differences.

Teaching Modules

1. Discussing Time

2. Telling and asking about time in English

3. Cultural conceptions of time

4. Summary of task functions & learning focus

5. Summary of task functions & learning focus

6. Summary of task functions & learning focus

7. Summary of task functions & learning focus

8. Summary of task functions & learning focus

9. Summary of task functions & learning focus

10. Summary of task functions & learning focus

11. Summary of task functions & learning focus

12. Summary of task functions & learning focus

13. Summary of task functions & learning focus

14. Summary of task functions & learning focus

15. Summary of task functions & learning focus

16. Summary of task functions & learning focus

17. Summary of task functions & learning focus

18. Summary of task functions & learning focus

(3) video and audio materials

audio and video... > audio materials for classroom teaching

搜索 audio materials for cl. audio and vide... > video materials for classroom teaching

搜索 video materials fo

U1_S1_Conversation 1.mp3 U1_S1_Conversation 2.mp3 U1_S1_Conversation 3.mp3 U1_S2_Conversation 4.mp3 U1_S3_Conversation 5, Part 1.mp3 U1_S3_Conversation 5, Part 2.mp3 Video-America attitude towards time.wmv Video-America attitude towards time.mp4 Video-Australian attitude towards time.wmv Video-British attitude towards time.wmv Video-British way of telling time.mp4

U2_S1_Dialog 1.mp3 U2_S1_Dialog 2.mp3 U2_S1_Dialog 3.mp3 U2_S1_Dialog 4.mp3 U2_S1_Dialog 5.mp3 U2_S1_Dialog 6.mp3 Video-Chinese attitude towards time.wmv Video-Conversation starters.MPG Video-How to address people.MPG Video-Indian attitude towards time.wmv Video-Introduce people formally.mpg

U2_S1_Dialog 13 U2_S1_Dialog 14 U2_S1_Telling 15 U2_S2_Interview 16 U2_S2_Weekend 17 18 U2_S3_How do you become Video-Name in Video-Schedule Video-social Video-Thai Video-What's

(4) worksheets for students

I Time

Asking about and telling the time—listening

Dialog 1 (British)
A: Excuse me, What's the time now?
B: It's one twenty-six.
A: Thank you.
B: Not at all.

Dialog 2 (American)
A: Excuse me. What's the time by your watch, please?
B: It's six minutes of nine.
A: Er...you sure that's the right time?
B: I think so. My watch keeps pretty good time.
A: Thank you.
B: It's all right.

Dialog 3 (British)
A: Excuse me. Could you please tell me the time?
B: Mm. It's just gone two.
A: Past two already?
B: Three minutes past two, to be exact.
A: Thank you.
B: Not at all.

Dialog 4 (American)
A: Have you got the time, George?
B: Sorry, I haven't got a watch. But the radio just said sixteen oh five.
A: Sixteen...oh...five. What will that be in the 12-hour clock?
B: Five after four.
A: I see.

Dialog 5 (British)
A: Excuse me.
B: Yes?
A: I wonder if you have the time on you?
B: Oh yes. It's...coming up to three.
A: How many minutes to three?
B: Five to three.
A: Thanks.
B: Not at all.

Dialog 6 (American)
A: Excuse me, at what time does Flight 773 arrive?

B: At fifteen forty-six.
A: Fifteen...forty...Could you tell me that again in the 12-hour clock please?
B: Fourteen minutes of four.
A: I see. And now it's sixteen minutes after three. So there's still half an hour to go.
B: Right.
A: Thank you.
B: Not at all.

Dialog 7 (British)
A: Excuse me. My watch's stopped. Could you please tell me what time it is?
B: Twenty-one forty-five.
A: I beg your pardon? I...Do you mind telling me that in the 12-hour clock?
B: Not at all. A quarter to ten.
A: Thanks a lot.
B: That's all right.

Dialog 8 (American)
A: Hello, Francis.
B: Hello, Ian.
A: What time do you have?
B: Hm. Four twelve.
A: Oh, I thought it was four thirty. My watch must be fast.
B: My watch is a bit slow. I think it's five minutes slow.
A: Then it's about seventeen after four, right?
B: I think so.
A: I'm supposed to be here no later than twenty after four. I'm so glad I'm not late.

Telling the time in English—listening

A question from Muhammad from Syria:
Muhammad from Syria wants to know why we put the indefinite article "a" before quarter, but not before half, when asked about the time?

Prof. Michael Swan answers:
It's an interesting question, and I'm not sure I've got a very good answer; it's just one of those irregularities. There's often no real explanation: It's just that languages are tidy at one part, and untidy at others, perhaps because of the way they've been passed down from person to person over the centuries, so it's not surprising if changes creep in, and things get a bit messy! Perhaps we dropped the article before "half" because it's such a common word. In fact, we can

(5) peer evaluation form for oral presentation and role-playing

Peer Evaluation Form for Oral Presentation and role-playing. Includes Name of Presenter, Evaluation items (1-12), Evaluation scale (1-5), and Total score.

Peer Evaluation Form for Group Presentation with PPT. Includes Name of Presenter, Evaluation items (1-5), Evaluation scores (30-10), and Total score.

Evaluator Group Number table with columns for Group Number (G1-G6) and Item numbers (1-12) for marking.

Evaluator Group Number table with columns for Group Number (G1-G7) and Item numbers (1-12) for marking.

(6) teachers' observation forms

Teacher Evaluation Form for Oral Presentations

Teacher Evaluation Form for Oral Presentations table with columns for Evaluation item (Grammar, Presentation, Comments) and Evaluation scale (1-5).

Explanation of scale: 1 = fail; 2 = unsatisfactory; 3 = pass; 4 = good; 5 = excellent. Interpretation of total score: 6 = fail; 7-12 = unsatisfactory; 13-18 = pass; 19-24 = good; 25-30 = excellent.

Integrated English -- Observation Form table with columns for Student No., Name, Group No., Class Attendance (11-12), Group Participation (1-4), Presentation (1-4), Role-playing performance (1-4), and Remarks.

(7) quiz paper

Unit 2 Quiz paper containing multiple choice questions (1-14), blank filling (15-17), and cloze (18-20) exercises.

(8) exercises on the language forms

WORD STUDY	
Words	Ideas, Examples and Exercises
<p>what time is it? (inf.) What is the time? Have you got the time? (inf.) Do you have the time? Do you know the time? Have you got the time on you? Do you know the time? Examples: (1) "What time is it?" "Just after four o'clock." (2) What's _____? I think I'm late for school. (3) Excuse me, do you have _____ time? (4) Have you got the time _____? I've got to be home by eight. (5) The clock up there isn't working. Do you know _____? (6) What time _____ Emma? My watch has stopped. (7) _____ time do you have, Dave? I don't want to miss my plane.</p> <p>ask (sb) the time (inf.) What time is it? Examples: (1) When someone asked me _____ I realized I wasn't wearing my watch. (2) She asked a policeman what time _____ I was distracted for a moment by someone _____ the time.</p> <p>say 8.00 / 2.45 Examples: (1) The clock on the wall _____ five o'clock. (2) Your watch _____ 4.35, mine _____ 4.30. (3) My calculator also _____ the time.</p> <p>tell the time (inf.) Tell me the time. Examples: (1) The children are learning how to _____ (2) He's seven years old and he still can't _____.</p> <p>at 11.00 (inf.) Agreement Examples: (1) There will be another train _____ 2.30. (2) I turned the oven on _____ quarter to eight. (3) The clocks change for summertime _____ midnight on Saturday. (4) A one-day course for beginners will _____</p>	<p>at (inf.) Monday, Tuesday, evening, August 1987, Thanksgiving Day In January 1920 the _____ on the stroke of _____</p> <p>for from ... to ... from July to August, from 1880 to 1981, from Monday to Friday, from 1981 through 1987, Saturday a year/month etc</p> <p>time opening, available, allowing, suitable, this is</p> <p>date changing, finishing, time</p> <p>timing Examples: (1) The letter doesn't say the _____ of the meeting. (2) Different stores close at different _____ (3) The program lists the _____ and _____ of all the plays this season. (4) The estimated arrival _____ is 17.42, but I'm sure the plane will be late. (5) We got to the museum just after _____ time. (6) The _____ of the concert are published in the local paper. (7) Congress had fixed the _____ for the election, the first Sunday in May. (8) The _____ date for applications has passed. (9) He'd always disagreed with the _____ of college examinations, which were at the hottest time of the year. (10) I am willing to discuss all details, including the _____ of a plan to eliminate all nuclear weapons.</p> <p>timetable (inf.) Examples: (1) _____ and _____ both show the times when something will happen.</p> <p>schedule (inf.) Examples: (1) _____ and _____ both show the times when something will happen.</p> <p>be held May 14. (5) We went _____ Friday and came back _____ Monday. (6) _____ the 12th of April they were secretly married. (7) Do the buses run _____ Christmas Day? (8) He retired as a player _____ 1920 to become team manager. (9) _____ will be eight _____ November. (10) We worked _____ the morning _____ lunch. (11) On the _____ of midnight, the British flag was lowered for the last time over Delhi. (12) She said there _____ stroke _____ seven: "I'm not sorry, am I?" she asked.</p>
<p>1. ways of asking what time it is <i>"What time is it?" is used especially when you think the person you are asking has a watch, can see a clock etc.</i> <i>"Have you got the time?" (or "Do you know the time?") is used especially when you are uncertain whether the person you are asking has a watch (can see a clock etc.).</i> <i>"What time do you make it?" is used especially when you think your own watch may be wrong.</i></p> <p>2. to ask what time it is Examples: (1) When someone asked me _____ I realized I wasn't wearing my watch. (2) She asked a policeman what time _____ I was distracted for a moment by someone _____ the time.</p> <p>3. ways of saying that a clock or machine shows what time it is Examples: (1) The clock on the wall _____ five o'clock. (2) Your watch _____ 4.35, mine _____ 4.30. (3) My calculator also _____ the time.</p> <p>4. to be able to read the time from a clock Examples: (1) The children are learning how to _____ (2) He's seven years old and he still can't _____.</p> <p>1. at a particular time Examples: (1) There will be another train _____ 2.30. (2) I turned the oven on _____ quarter to eight. (3) The clocks change for summertime _____ midnight on Saturday. (4) A one-day course for beginners will _____</p>	<p>1. ways of saying how long something lasts for or takes to complete Examples: (1) We went to New Mexico _____ a week. (2) I've lived in this house _____ ten years. (3) The test will last _____ about three hours. (4) Baked in a hot oven _____ 45 minutes, or until light golden in color. (5) The camp site is open _____ May _____ September. (6) Ronald Reagan was president _____ 1980 _____ 1988. (7) Lunch will be served in the restaurant _____ 12 noon to 2pm. (8) The store is open _____ Monday _____ Saturday. (9) _____ 1981 _____ 1987 the government sold off valuable state assets. (10) We've been living here two years _____ already. (11) We were there about a month. (12) I'm just going to the store - I'll be gone about fifteen minutes.</p> <p>1. the time or date when something is planned to happen <i>"Timing" is a word meaning the time, day, or date that something is planned to happen, used especially when you are considering how suitable that is.</i> Examples: (1) The letter doesn't say the _____ of the meeting. (2) Different stores close at different _____ (3) The program lists the _____ and _____ of all the plays this season. (4) The estimated arrival _____ is 17.42, but I'm sure the plane will be late. (5) We got to the museum just after _____ time. (6) The _____ of the concert are published in the local paper. (7) Congress had fixed the _____ for the election, the first Sunday in May. (8) The _____ date for applications has passed. (9) He'd always disagreed with the _____ of college examinations, which were at the hottest time of the year. (10) I am willing to discuss all details, including the _____ of a plan to eliminate all nuclear weapons.</p> <p>2. a printed list showing the times when certain activities or events will happen <i>"Timetable" and "Schedule" both show the times when something</i></p>
<p>1. Listen to the talk one more time and indicate whether the following statements are true (T) or false (F).</p> <p>1) It is wrong to add "a" before quarter when telling the time. T F</p> <p>2) The phrase "a half past ten" is used when we are talking about the time. T F</p> <p>3) It is correct to use the indefinite article "a" in the following phrases "a half an apple" or "a quarter of an orange." T F</p> <p>4) The phrase "quarter past seven" is all right in English. T F</p> <p>5) It is correct to say "twenty minutes past ten." T F</p> <p>6) These days, people say "twenty-one" rather than "one and twenty." T F</p> <p>7) Both British and American people say "five past ten" when they're telling the time. T F</p> <p>8) British people usually say "five till eleven" when talking about the time. T F</p> <p>9) British people often use the 24-hour clock when talking about timetables. T F</p> <p>3. Now compare your answers to the six questions on Page 32 with Professor Swan's responses to the questions. To what extent are the rules you worked out the same as the main points discussed in Professor Swan's answer to the questions about different ways of telling the time in English? Make necessary changes to the rules if they are different, according to Professor Swan's answer.</p>	<p>Language work</p> <p>Different ways of telling the time Read the transcript of Professor Swan's answers to the questions about different ways of telling the time in English (Pages 36-37) and answer the following questions. Check with your partner if you are not sure about your answer.</p> <p>1) In his answer to the questions, Professor Swan often gives two different ways of referring to the same point in time and then says one is right and the other is wrong. What are the sentence patterns he uses to express the idea? <i>If ... by ... and</i></p> <p>2) What sentence patterns does Professor Swan use when making contrast between two different ways of expressing the same point in time? _____</p> <p>3) Professor Swan uses four different verbs of communication when discussing different ways of telling the time in English. What are they? What are the common features of their usage? _____</p>

Online learning resources

(1) online platforms (micro lectures and videos)

<https://mooc1.xueyinonline.com/nodedetailcontroller/visitnodedetail?courseId=236076815&knowledgeId=765499269>

<https://hikeweb.zhihuishu.com/RSRCcenter/resourceCenter/sharedQuestionBank/resourceDetails/1684?VNK=c871f2f3>

<http://eol.gxust.edu.cn/meol/index.do>

(2) other websites for audio and video materials, reading materials, published research papers, and exercises

<https://www.pigai.org/>

<https://www.fifedu.com/iplat/html/index.html>

<https://max.book118.com/html/2012/0409/1545438.shtm>

<https://www.youtube.com/watch?v=58HVN19uNmg>

<https://www.youtube.com/watch?v=KLysBNYVH8U>

<https://www.youtube.com/watch?v=W54FDipWx6k>

<https://www.youtube.com/watch?v=q9PnF31N55E>

<https://www.elt-els.com/2015/04/telling-time-in-english-multiple-choice.html>

Evaluation

1. Observation

- (1) Class attendance
- (2) Group participation
- (3) Presentation
- (4) Role-playing performance

2. Checking

- (1) Pretest–posttest
- (2) Exercises

Pretest and posttest paper

Objective 3: Telling and asking about time in English

Students can understand and apply the cultural knowledge of rules of telling and asking about time in intercultural communication.

1. According to the time shown on the clock, which of the following expression is NOT right? ()

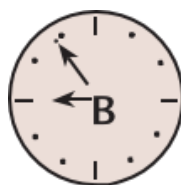
- A. a quarter before five
- B. a quarter of five
- C. four forty-five
- D. sixteen forty-five



Correct answer: A

2. According to the time shown on the clock, which of the following expression is NOT right? ()

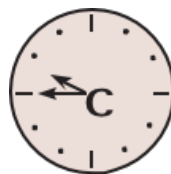
- A. six minutes to nine
- B. six after nine
- C. eight fifty-four
- D. six till nine



Correct answer: B

3. According to the time shown on the clock, which of the following expression is NOT right? ()

- A. a quarter to ten
- B. a quarter before ten
- C. a quarter till ten
- D. twenty-one forty-five



Correct answer: B

4. According to the time shown on the clock, which of the following expression is NOT right? ()

- A. five minutes to four
- B. five after four
- C. four oh five
- D. sixteen oh five



Correct answer: A

5. According to the time shown on the clock, which of the following expression is NOT right? ()

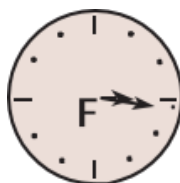
- A. three minutes past two
- B. three after two
- C. two to three
- D. fourteen oh three



Correct answer: C

6. According to the time shown on the clock, which of the following expression is NOT right? ()

- A. sixteen minutes past three
- B. sixteen after three
- C. three sixteen
- D. sixteen fifteen



Correct answer: D

7. According to the time shown on the clock, which of the following expression is NOT right? ()

- A. twelve minutes of four
- B. twelve after four
- C. four twelve
- D. sixteen twelve



Correct answer: A

8. According to the time shown on the clock, which of the following expression is NOT right? ()

- A. seventeen minutes past four
- B. seventeen till four
- C. four seventeen
- D. sixteen seventeen



Correct answer: B

9. According to the time shown on the clock, which of the following expression is NOT right? ()

- A. twenty-six minutes to one
- B. twenty-six after one
- C. one twenty-six
- D. thirteen twenty-six



Correct answer: A

10. According to the time shown on the clock, which of the following expression is NOT right? ()

- A. five minutes to three
- B. five till three
- C. five after three
- D. fourteen fifty-five



Correct answer: C

11. Which of the following statement about regularities of time expression is CORRECT? ()

- A. It is wrong to add “a” before quarter when telling the time.
- B. The phrase “a half past nine” is usual when we are talking about the time.
- C. It is correct to use the indefinite article “a” in the following phrases: “a half an apple” or “a quarter of an orange.”
- D. The phrase “quarter past seven” is all right in English.

Correct answer: D

12. Which of the following statement about regularities of time expression is CORRECT? ()

- A. The phrase “a half past nine” is usual when we are talking about the time.
- B. It is correct to use the indefinite article “a” in the following phrases: “a half

an apple” or “a quarter of an orange.”

- C. British people often use the 24-hour clock when talking about timetables.
- D. It is normal to say “twenty minutes past six.”

Correct answer: C

13. Which of the following statement about regularities of time expression is CORRECT? ()

- A. These days, people say “twenty-one” rather than “one and twenty.”
- B. Both British and American people say “five past ten” when they’re telling the time.
- C. British people usually say “five till eleven” when talking about the time.
- D. The American equivalent to the British “past” is “after”, and to British “to” is “of”/“till”/“before”.

Correct answer: D

14. Which of the following statement about regularities of time expression is NOT correct? ()

- A. The indefinite article “a” can only be used before “quarter”.
- B. The word “minute(s)” can only be used after figures other than fives.
- C. One can use 24-hour clock only when referring to timetables.
- D. It is normal to say “twenty minutes past six.”

Correct answer: D

15. Which of the following statement about regularities of time expression is NOT correct? ()

- A. The phrase “quarter past seven” is all right in English.
- B. The indefinite article “a” can only be used before “quarter”.
- C. British people usually say “five till eleven” when talking about the time.
- D. British people often use the 24-hour clock when talking about timetables.

Correct answer: C

16. Which of the following statement about regularities of time expression is NOT correct? ()

- A. The indefinite article “a” can only be used before “quarter”
- B. Both British and American people say “five past ten” when they’re telling the time.
- C. The American equivalent to the British “past” is “after”, and to British “to”

is “of”/“till”/“before”.

D. The word “minute(s)” can only be used after figures other than fives.

Correct answer: B

17. What time is it? ()

- A. It is half past eight.
- B. It is a quarter past eight.
- C. It is a quarter to eight.
- D. It is fifteen to eight.



Correct answer: B

18. Which of the following statement is NOT asking about the time? ()

- A. What’s the time by your watch?
- B. Could you please tell me the time?
- C. Have you got the time?
- D. Do you have time?

Correct answer: D

19. Which of the following statement might be an appropriate answer to “What time do you have?” ()

- A. I have twenty minutes.
- B. Sorry, I don’t have time for you.
- C. Now it’s sixteen minutes after three.
- D. Sorry, I’m really busy now.

Correct answer: C

20. Which of the following statement might be an appropriate answer to “I wonder if you have the time on you”? ()

- A. It’s coming up to three.
- B. Your watch is really nice.
- C. No, I don’t have any time.
- D. Yes, I can stay with you for 10 minutes.

Correct answer: A

Lesson Plan 4

Unit 2 Discussing time

Module 2.2 Cultural conceptions of time (6 hours)

Objective

Students can understand and apply the cultural knowledge of time to schedule time and arrange time in intercultural communication.

Contents

1. Different views of punctuality
 - 1.1 Different views of punctuality
 - 1.2 Chinese attitudes towards punctuality
2. Different views of scheduling time
 - 2.1 Social and cultural dimensions of scheduling time
 - 2.2 Monochronic culture vs. polychronic culture

Method of teaching (Task-based language teaching and experiential cultural learning cycle)

Step 1: Pre-task.

The teacher introduces the topic of cultural conceptions of time with clear and specific learning objectives and tasks to complete. Then students are required to complete a pre-test paper about the topic.

Learning objectives for students to perceive:

- ① be able to understand social and cultural dimensions of punctuality;
- ② be able to investigate Chinese attitudes towards punctuality by a simple survey;

③ be able to explore different social and cultural dimensions of scheduling time;

④ be able to understand monochronic culture and polychronic culture;

⑤ be able to explain and act appropriately and effectively in intercultural communication involving punctuality and scheduling time.

Tasks for students to complete:

① A critical incident about cultural conceptions of time

② Different views of punctuality — reading, listening & discussion

③ Chinese attitudes towards punctuality — survey, discussion & writing

④ Social and cultural dimensions of scheduling time — listening, reading & discussion

⑤ Monochronic culture vs. polychronic culture — reading & discussion

⑥ Acting out the critical incident — role-play

Note: Tasks ① - ⑥ are a task set concerning cultural conceptions of time for the teaching module of Lesson Plan 4. Task ① (a critical incident) is used as the lead-in task to activate students' cultural knowledge of meeting and introducing people, while Task ⑥ (role-play) is used as the final consolidation of the whole task set. In terms of the teaching steps, except for Task ⑥ (role-play) serving as the “Response” step, each task should be completed in a cycle of “Participation — Description & Interpretation — Presentation” (Step 2 to Step 5).

Step 2: Participation cycle.

Students experience an intercultural encounter or a task related with etiquette of meeting and introducing people by reading, watching or listening to a critical incident / task-related materials, with culture learning focusing on knowing how and language learning focusing on receptive language skills.

Requirements on students individually:

① be able to understand the critical incident / task literally by reading, watching or listening;

② be able to feel and think about the cultural problem about cultural conceptions of time presented in the critical incident / task-related materials.

Note: Each student should suggest ideas as many as possible. And every idea, no matter how silly it seems to be, should be written down.

Step 3: Description and interpretation cycle.

After a long list of ideas has been generated, students are put into groups to discuss and evaluate with group members based on their description and interpretation of the cultural trouble caused by cultural conceptions of time reflectively, with culture learning focusing on knowing about and/or why and language learning focusing on language fluency. The teacher provides scaffolding and timely feedback to students during their discussion process, aiming to support students in cultural exploration and language fluency practice.

Questions for students to answer by discussion:

- ① Why doesn't Ms. Merrick seem happy to see Alice?
- ② Do people value being punctual the same way?
- ③ What are Chinese attitudes toward punctuality?
- ④ How much do you know about rules of scheduling time?
- ⑤ What does monochronic culture and polychronic culture mean respectively? Which one do you think China belongs to?

Requirements on students during collaboration:

- ① listen patiently and share information actively with each other;
- ② practice suspending judgment when comparing and contrasting cultures;
- ③ do exercises on the language forms of discourse functions of the punctuation mark “dash”, and the language forms used to express contrasting attitudes towards time;
- ④ practice brainstorming and presenting your own opinions in response to what you have read in terms of cultural conceptions of time.

Note: Students should read, listen to or search for information using the Internet sources according to the directions constantly given by the teacher during the description and interpretation process of cultural exploration.

Step 4: Presentation cycle.

Students make presentations in class based on their group discussion results, with culture learning focusing on synthesizing knowing why and language learning focusing on language accuracy. The teacher provides students with scaffolding and timely feedback right after their presentation, aiming to support students in cultural exploration and language accuracy achievement.

Requirements on students for presentation:

- ① practice summarizing information collected
- ② practice summarizing and reporting findings from a spoken survey for presentation
- ③ consolidate the study of the language forms of discourse functions of the punctuation mark “dash”, and the language forms used to express contrasting attitudes towards time.

Note: Students should ask questions for clarification, correct or supplement each other during the group presentation process. This would better their development of intercultural communication competence by broadening and deepening their cultural study collaboratively.

Step 5: Response cycle.

Students respond through active experimentation such as role-playing and simulation games, with culture learning focusing on self-awareness and language learning focusing on communicative competence. The teacher observes and evaluates students' performance, aiming to give comments and formative assessment on students' development of intercultural communication competence in affective and behavioral dimensions.

Note: This is Task ⑥ (role-play), which is used as the final consolidation of the whole task set concerning cultural conceptions of time, as well as students' active experimentation with what they learn to function appropriately and effectively in intercultural communication.

Step 6: Summary and after-class task.

The teacher summarizes the learning contents and asks students to check against the specific teaching objectives and tasks provided at the very beginning of this module study. Students are required to complete a post-test paper about the topic. Finally, the teacher gives concluding remarks on students' performance and assigns a writing task to further students' cultural study after class.

Learning materials

(1) textbooks & supplementary reference books

The collage displays various educational resources:

- Textbook 1:** '新交际英语' (New Communicative English) with a cover image of two smiling women.
- Textbook 2:** 'Encounters with Westerners: Improving Skills in English and Intercultural Communication' by Don Snow, featuring a photo of a man in a suit.
- Textbook 3:** 'I Time' with a red header and text about punctuality.
- Textbook 4:** 'The relativity of time' with a white background and black text.
- Textbook 5:** 'German Use of Space' with a white background and black text.

(2) PPT

Teaching Modules

Telling and asking about time in English

Cultural conceptions of time

- A. Different ways of telling the time
- B. Regularities of time expressions
- A. Different views of punctuality
- B. Different views of scheduling time

Cultural conceptions of time

A

Different views of punctuality

Summary of task functions & learning focus

Task	Task function	Learning focus
1. Different views of punctuality—group discussion & reading	Prising	<ul style="list-style-type: none"> To witness and extend their knowledge of social and cultural dimensions of punctuality. To practice prising their own opinions in response to what they have read.
2. Why different views of punctuality—reading & discussion	Target	<ul style="list-style-type: none"> To practice questioning and summarizing the results of a group discussion. To practice reading for specific information and summarizing relevant factual information. To contextualize their knowledge in the topic area. To investigate the discourse functions of the punctuations word “obedient”.
3. Language work	Linguistic analysis	<ul style="list-style-type: none"> To describe the language forms used to express contrasting attitudes towards time. To practice summarizing and administering a short survey. To practice summarizing and reporting findings from a spoken survey. To practice short formal report writing.
4. What are Chinese attitudes toward punctuality—group project	Consolidation	

Critical Incident

Alice has a western English teacher named Mr. Merrick. Several times on campus, Alice has seen Mr. Merrick and chatted with her. At the end of conversations, Mr. Merrick often says, “Come over and visit me sometime.” So one evening, Alice decides to go and visit.

When Alice finds Mr. Merrick’s apartment, she knocks on the door. After a moment, Mr. Merrick opens the door, but she doesn’t look very happy to see Alice. Instead of inviting Alice in, she says, “Can I do something for you?”

Question:

1. Why doesn’t Mr. Merrick seem happy to see Alice?

Answer:

Visiting & Scheduling time: Many Westerners schedule their time quite carefully; it is not unusual for Westerners to plan schedules several days in advance. So, it’s very common for Westerners to arrange a time before going to visit people.

(3) video and audio materials

audio and video... > audio materials for classroom teaching

01 U1_S1_Conversation 1.mp3

02 U1_S1_Conversation 2.mp3

03 U1_S2_Conversation 3.mp3

04 U1_S2_Conversation 4.mp3

05 U1_S3_Conversation 5_Part 1.mp3

06 U1_S3_Conversation 5_Part 2.mp3

Video-American attitude towards time.wmv

Video-American way of telling time.mp4

Video-Australian attitude towards time.wmv

Video-British attitude towards time.wmv

Video-British way of telling time.mp4

07 U2_S1_Dialog 1.mp3

08 U2_S1_Dialog 2.mp3

09 U2_S1_Dialog 3.mp3

10 U2_S1_Dialog 4.mp3

11 U2_S1_Dialog 5.mp3

12 U2_S1_Dialog 6.mp3

Video-Chinese attitude towards time.wmv

Video-Conversation starters.MPG

Video-How to address people.MPG

Video-Indian attitude towards time.wmv

Video-introduce people formally.mp3

13 U2_S1_Dialog

14 U2_S1_Dialog

15 U2_S1_Telling

16 U2_S2_Interview

17 U2_S2_Weekend

18 U2_S3_How do you become

Video-Name in

Video-Scheduling

Video-social

Video-Thai

Video-What's

(7) quiz paper

Unit 2

Quiz 2

I. Language Knowledge.

Directions: There are 20 incomplete sentences in this part. For each sentence there are four choices marked with A, B, C, and D. Choose the one that best completes the sentence.

- The brothers _____ widely in their tastes.
 - contrast
 - change
 - differ
 - vary
- He makes _____ and _____ decisions so that it is hard for people to accept.
 - difficult
 - hard
 - arbitrary
 - negative
- If you see _____ you do something or arrive somewhere at the right time and are not late.
 - busy
 - punctual
 - regular
 - proper
- The theory of _____ is Einstein's theory concerning space, time and motion.
 - relativity
 - religion
 - relativism
 - reliance
- His is interested in how our _____ of death affect the way we live.
 - perception
 - perception
 - perceptivity
 - perceptibility
- The questions were an _____ to our intelligence.
 - insurance
 - insure
 - insurgency
 - insult
- In US, the salespeople so-called as _____ are willing to wait for hours for their appointment with the clients.
 - suppliants
 - supplicants
 - supplies
 - supporters
- The fact that she had apologized _____ for nothing with him.
 - counted
 - expressed
 - explained
 - matrices
- Wales will easily _____ a cotton dress.
 - permeate
 - permit
 - permeate
 - permeate
- The film's budget _____ through schedule.
 - detected
 - detained
 - dictated
 - deceived
- You can see it in his _____ shot of burlesque and breathtaking scenery.
 - popular
 - difficult
 - driveway
 - marvelous
- _____ is one of the most popular sports in the UK.
 - Cricket
 - Polo
 - Kung fu
 - T'ai chi
- We have a _____ every English class.
 - dictation
 - dictator
 - dictation
 - dictation

- Most Americans are overworked and stressed to the point of _____.
 - exhaust
 - exhaustion
 - exhibit
 - exhibition
- The entire capital was _____ with a festive atmosphere.
 - permeating
 - permeated
 - permeation
 - permeate
- In case of _____ call the police!
 - important
 - importance
 - urgent
 - urgency
- Newspaper editors all _____ to be first with a story.
 - arrive
 - seek
 - stick
 - insist
- This, for a country girl, is a very good _____.
 - prospect
 - prosperity
 - prospector
 - prosperous
- He wore his hair in the _____ fashion.
 - prevailed
 - prevailing
 - prevail
 - prevailance
- She is so completely _____ with him that she wants to see him once again.
 - enjoy
 - happy
 - obsessed
 - mad

II. Blank Filling.

Directions: Complete each of the following sentences with the given word in its appropriate collocation or form.

- We _____ on many things. (differ)
- Working in a nine-to-five job just means calls for _____ and responsibility. (punctual)
- The proposal was _____ defeated. (emphatic)
- The darkness saved me from _____ with bullets. (noodle)
- He has _____ business in New York. (urge)
- I _____ studies that will directly help alleviate patients' pain. (priority)
- You had better not clean the vacuum until you _____ it. (plug)
- It was an _____ schedule that had not been set. (calendar)
- This will be a _____ opportunity for her. (survive)
- The _____ view is that interest rates will fall. (prevail)

III. Cloze.

Directions: Decide which of the words given in the box below would best complete the passage if inserted in the corresponding blank. The words can be used ONCE ONLY.

A) place	B) appearing	C) rewarded	D) scheduled	E) apology
F) personally	G) study	H) prior	I) economy	J) important
K) expected	L) late	M) setting	N) early	O) turning

Punctuality is something many people struggle with. A website has created a (1) _____ to find how much and how little value different nations around the world (2) _____ on punctuality. And the results differ (3) _____.

In South Korea, people view being (4) _____ as a sign of disrespect. But in Malaysia saying you will be five minutes late, which usually means an hour and being late is an accepted norm that does not require an (5) _____ in Germany, you are (6) _____ to arrive at least 10 minutes early for any scheduled meeting. But in Nigeria, if a meeting is (7) _____ at 1pm, which means the meeting will start any time between 1pm and 2pm. Similarly in Saudi Arabia, time is not such an (8) _____ commodity, with people frequently (9) _____ up half an hour late to meetings. Likewise, punctuality is not seen as a virtue in India. People appreciate it but it may not be (10) _____.

IV. Translation.

Directions: Translate the following sentences into English with a word or phrase given.

- 她第二天就回来了。(show up)
- 别听你父母无休止的头痛大事。(priority)
- 我抱怨的理发师吗？(make an appointment)
- 他以那总是迟到为一次的会议上遭到批评。(obvously)
- 我不再不想挂电话。(unplug)
- 在毕业典礼上我总是感到紧张。(calendar)
- 在毕业典礼上我总是感到紧张。(calendar)
- 我不是要浪费时间。(survive)
- 在毕业典礼上我总是感到紧张。(calendar)
- 他是一位才华横溢但非常傲慢的老板。(obnoxious)

(8) exercises on the language forms & writing assignment on cultural study

Exercise

Part One and Two

I. Fill in the blank with an appropriate word.

- None say _____ when principles the letters have been _____.
- Look over the chart and try to find out why the names are arranged _____ this way.
 - in
 - on
 - at
 - with
- Now, put the list _____ alphabetical order down the right hand column.
 - on
 - in
 - at
 - with
- This person went out _____ a boat to catch fish.
 - on
 - in
 - at
 - with
- Put names as often used, even _____ formal occasions.
 - on
 - in
 - at
 - with
- Yan need to understand the differences in order to be able to explain it _____ them.
 - on
 - in
 - at
 - with
- Of course you must not show your car card _____ others.
 - on
 - in
 - at
 - with
- A foreigner comes to see a Chinese official _____ his office.
 - in
 - on
 - at
 - with
- He was in the same time an actor _____ stage and _____ films.
 - in
 - on
 - at
 - with
- He was US ambassador _____ India from 1961 to 1963 and adviser _____ President Kennedy in 1961.
 - in
 - on
 - at
 - with
- I've looked forward to _____ to China and _____ friends with young people here.
 - come
 - making
 - coming
 - make
- As you see, in China women do not _____ their husbands' names. They _____ their own.
 - use
 - use
 - keep
 - keep
- Is this your first visit _____ China?
 - on
 - in
 - at
 - with

II. Collocation

Complete each of the following sentences with the given word in its proper collocation.

- _____ his father's willingness, the child is named after his grandfather. (according p. 7)
- I can _____ you _____ why I'm late. (explanation p. 8)
- I don't think they liked my idea _____, they weren't very interested in it. (rate p. 8)
- She _____ a cleaner at the hospital for a long time. (work p. 8)

- _____ a lifetime's research, she made some very valuable discoveries. (course p. 9)
- Butler is _____ milk. (make p. 9)
- She wanted an evening job that would allow her to _____ her son during the day. (look p. 10)
- They _____ the grain _____ flour between two large stones. (grind p. 10)
- Before each class, the teacher _____ to see if any student were absent. (roll p. 10)
- It is like _____ a white _____ two people for 9 o'clock. (conversation p. 13)
- Do you _____ working with children? (experience p. 13)
- My mother always _____ if we don't arrive when we say we will. (anxious p. 14)
- I was about to pay for the shopping when it suddenly me _____ I'd left my cheque book at home. (dawn p. 14)
- _____ Mary's son came back safely after 10 days. (joy p. 14)
- I found her letter _____ as I was looking through my files. (by accident p. 14)
- Invite other students to the Party _____ I. (well p. 14)
- That bit of the form is for UK citizens - it doesn't _____ you. (apply p. 14)
- He likes to _____ 'Sir' or 'Mr. Parting' (address p. 14)
- Let me _____ myself _____ you. (introduce p. 17)
- The company has changed some of its working practices _____ criticism by customers. (response p. 17)
- The law will apply equally to men and women except _____ maternity leave. (leave p. 18)
- In Britain, packets of cigarettes come with a government health warning _____ them. (warn p. 18)
- My father came to see me last week. I _____ this at the station this morning. (see p. 20)
- I've finished my essay _____ (last p. 45)

III. Replace the underlined words or phrases in the following sentences with words or phrases from the text that best keep the meaning of the original.

- A man named Taylor usually did a tailor's work. (p. 8)
- As Chinese people have a filial piety, people whose mother tongue is English also have a last name beside a first name. (p. 8)
- The new game has also been told the name of the student who is coming to meet him. (p. 18)
- The two new meet and try to digress what to call each other. (p. 18)
- I and Hilda got his luggage. (p. 20)
- It suggests that he help I find the right person. (p. 21)

Part Three & Four

I. Collocation

Complete each of the following sentences with the given word in its proper collocation.

- John _____ special scholarship _____ his study. (award p. 32)
- The Swiss did not _____ the new World War. (take p. 33)
- The Pilgrims came to America after _____ their religious beliefs. (preserve p. 33)
- Chairman Mao is _____ the People's Republic of China. (founder p. 34)
- The purpose of a conclusion is to _____ the main points of the article. (sum p. 35)

- They were _____ for forty days before teaching had. (stay p. 37)
- My grandfather _____ when he was twelve. (see p. 38)
- _____ nobody has discovered the real reason for the assassination. (day p. 38)
- We _____ happily _____ five years. (marry p. 40)
- We're going to _____ our sports club membership after this year. (give p. 52)
- Zhou Enlai _____ the Chinese Revolution. (found p. 53)
- I don't want to _____ the things _____ Let me do it by myself. (mix p. 53)
- Please _____ these forms before you leave here. (fill p. 23)

II. Replace the underlined words or phrases in the following sentences with words or phrases from the text that best keep the meaning of the original.

- You are asked to write your name down on a form. (p. 23)
- There are many ways to give other details on a form. (p. 24)
- His native language was Russian. (p. 31)
- The following are some short paragraphs below to summarize the descriptions of people's lives. (p. 31)
- When he visited China in 1980 he directed the Chinese Central Symphony. (p. 32)
- Churchill is well-known as a statesman. (p. 32)
- Churchill won the Nobel Prize for Literature in 1953. (p. 32)
- He was a journalist and a soldier before he got into politics. (p. 32)
- Churchill was a soldier in the British Army. (p. 32)

III. Translation

Translate the following sentences into English with a word or phrase given.

- 小强总是很守纪律的。(world-wide fame p. 33)
- 他看上去像个傻瓜，其实他很聪明。(a food p. 53)
- 请让我提前知道考试日期。(in advance p. 53)
- 这是你的车吗？不要紧的。(pull one's leg p. 53)
- 我全部朋友都成双成对，准备结婚。(pair off p. 54)
- 每个人都已经把以下下面一个。 (pair up p. 55)
- 我们期待他的到来。(look forward to p. 45)
- 如果你从汽车左边的窗口往外看，你已经靠近他师傅。(approaching p. 20)
- 他是那种很难与人交朋友的人。(make friends p. 45)
- 即出生于 1898 年，是一位著名的政治家。他 6 岁就私塾，23 岁参加政治运动，1927 年参加中国共产党。从此，他将自己的一生都献给了中国革命。1949 年，他担任中国政府的总理。但他并没有放弃自己的主张，他死于文化大革命。至今，中国人民怀念他。(then, well-known, education p. 37, political activities p. 32, course, devote, persecute p. 33, give, day)
- 张华从事着非常艰苦的工作，是个大好人。当他有空时，他喜欢与妻子到国外散步。去年，他与妻子一起去巴黎度假，但他忘了预定好机票，当他们到达时，机票没有空位了，一切都弄乱了。张华的妻子因此感到非常生气。有些时候，当他们到达时，机票没有空位了，一切都弄乱了。张华的妻子因此感到非常生气。有些时候，当他们到达时，机票没有空位了，一切都弄乱了。(work, reservation, advance, mix, experience, anxious, joy, accident)

What are Chinese attitudes toward punctuality?—group project

Video Watching & Assignment

- Step One: watch the videos about people's attitude towards time.
- Step Two: finish the group project after class, and hand in your group report next time.

Essay Title: **Chinese attitudes towards punctuality**

Essay Number: **2803211**

Deadline:

Online learning resources

(1) online platforms (micro lectures and videos)

<https://mooc1.xueyinonline.com/nodedetailcontroller/visitnodedetail?courseId=236076815&knowledgeId=765499272&enc=&mooc2=1>

<https://hikeweb.zhihuishu.com/RSRCcenter/resourceCenter/sharedQuestionBank/resourceDetails/1684?Vnk=c871f2f3>

<http://eol.gxust.edu.cn/meol/index.do>

(2) other websites for audio and video materials, reading materials, published research papers, and exercises

<https://www.pigai.org/>

<https://www.fifedu.com/iplat/html/index.html>

<https://max.book118.com/html/2012/0409/1545438.shtml>

<https://www.youtube.com/watch?v=BgE3lvYKQ28>

https://www.youtube.com/watch?v=3H-b4_yBo84

<https://www.youtube.com/watch?v=xNu1tjTarSw>

Evaluation

1. Observation

- (1) Class attendance
- (2) Group participation
- (3) Presentation
- (4) Role-playing performance

2. Checking

- (1) Pretest–posttest
- (2) Exercises

Pretest and posttest paper

Objective 4: Cultural conceptions of time

Students can understand and apply the cultural knowledge of time to schedule time and arrange time in intercultural communication.

1. When would you arrive if you were invited to a family's house for dinner? ()

- A. Just on time.
- B. A few minutes before the scheduled time.
- C. 10 minutes later.
- D. 30 minutes later.

Correct answer: A

2. When would you arrive if you were invited to a party? ()

- A. Just on time.
- B. A few minutes before the scheduled time.
- C. 10 minutes later.
- D. 30 minutes later.

Correct answer: D

3. If you had an appointment with an American professor at 8:00 and arrived at 8:30, how would the professor react? ()

- A. He wouldn't care very much.
- B. He would refuse to talk with you.
- C. He would excuse you if you had called.
- D. He would consider you irresponsible.

Correct answer: D

4. If you would hold a party for the students in your class, how many days in advance would you invite them? ()

- A. Just on the day of the party.
- B. One day in advance.
- C. Several days in advance.
- D. 3 or 4 weeks in advance.

Correct answer: C

5. If you'd like to visit your friend at his/her home, which of the following is NOT polite? ()

- A. Drop in on him/her.
- B. Call him/her ahead of time.
- C. Send an email ahead of time.

D. Write a letter ahead of time.

Correct answer: A

6. If you want to visit your friend at his/her home, which of the following is appropriate for you to say? ()

A. I'm going to visit you tomorrow morning.

B. Could I visit you tomorrow morning?

C. I'm going to visit you, so stay at home tomorrow morning.

D. I'm going to visit you tomorrow morning, so please stay at home and wait for me.

Correct answer: B

7. You would definitely make an intelligible apology when you go to an appointment with one of your American friends or someone you do not know well _____. ()

A. one or two minutes late

B. three minutes late

C. five minutes late

D. ten minutes late

Correct answer: D

8. What should you do if you're running late? ()

A. I'll try to notify the other person that I'm running late.

B. I'll call the person I'm meeting and say I'm sorry.

C. Do nothing about it.

D. I'm never late. Other people come too early.

Correct answer: B

9. " _____ " tells people to make full use of their limited time to create more material wealth, indicating a strong economic color. ()

A. Time is money.

B. Time has wings.

C. Time is life and when the idle man kills time, he kills himself.

D. There is no time like the present.

Correct answer: A

10. If someone says "Come over and visit me sometime" to you, which of the following statement is the right understanding? ()

A. Drop in on me anytime you like.

B. Make an appointment if you want to visit me.

C. You are welcome to visiting me anytime.

D. You are not welcome to visiting me.

Correct answer: B

11. In many areas including most of Southern Europe, Latin America, Africa and the Middle East, time is a servant, not a master. What do you think time means to people in these places? ()

A. People in these places are not punctual at all.

B. People in these places do not live by the clock.

C. People in these places like to show their power by being late.

D. People in these places do not like to be controlled by others.

Correct answer: B

12. Time is money in the United States and most of Northern Europe. What do you think time means to people in these places? ()

A. People in the United States and most of Northern Europe consider that time is valuable and should not be wasted.

B. People in the United States and most of Northern Europe love money above everything else.

C. People in the United States and most of Northern Europe like to have plenty of time to spend their money.

D. People in the United States and most of Northern Europe don't care about their money.

Correct answer: A

13. Which of the following statements is TRUE about monochronic people? ()

A. Members of monochromic cultures deal with time holistically.

B. Time is less tangible.

C. Members of monochromic cultures lead a more spontaneous and unstructured lifestyle.

D. Appointment and schedules are very important to members of monochromic cultures.

Correct answer: D

14. Which of the following statements is NOT describing polychronic people? ()

A. Take time commitments seriously.

B. Change plans often and easily.

C. Base promptness on the relationship.

D. Have strong tendency to build lifetime relationships.

Correct answer: A

15. Which of the following statements is NOT describing monochronic people? ()

- A. Do many things at once.
- B. Concentrate on one job.
- C. Adhere to plans.
- D. Show great respect for private property

Correct answer: A

16. Which of the following statements is TRUE about polychronic people? ()

- A. Members of polychronic cultures see time as lineal, segmented, and manageable.
- B. Members of polychronic cultures treat time as something cannot be wasted.
- C. Members of polychronic cultures lead a more spontaneous and unstructured lifestyle.
- D. Appointment and schedules are very important to members of polychronic cultures.

Correct answer: C

17. What's the proper interpretation of "it is almost the duty of the higher-ranking person to be late in business situations"? ()

- A. A higher-ranking person should never be late for an appointment.
- B. A higher-ranking person should always be on time for an appointment as a sign of courtesy.
- C. A higher-ranking person will often be deliberately late for an appointment to demonstrate their status.
- D. It's a part of the job description for a higher-ranking person to show up late for an appointment.

Correct answer: C

18. Which of the following factors tends to influence people's attitude towards punctuality LEAST? ()

- A. traditional cultural attitudes
- B. social status
- C. business and social events
- D. age

Correct answer: D

19. Which of the following statement does NOT indicate the attitude that highly values the time? ()

- A. Time is money.
- B. Minutes are a precious resource.

- C. There are never enough of them.
- D. The idea that a person should be ruled by the clock is amusing.

Correct answer: D

20. Which of the following statement indicates a real invitation? ()

- A. Let's get together soon.
- B. Come over and visit me sometime.
- C. Please come to join us at 15:00 the coming Friday.
- D. Let's watch the movie someday.

Correct answer: C

Assessment Form IOC for Validity of Pretest-Posttest Testing

Research Title:

Development of Task-Based Language Teaching and Experiential Culture Learning Cycle Instructional Model for Enhancing Intercultural Communication Competence of Undergraduate Students

Research Objective 3:

To study the results of implementing the task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at GXUST.

Directions: Please assess the validity of the attached pretest-posttest testing paper regarding the given issues by putting ✓ in the box according to the following criteria.

+1 if you think the testing paper CORRESPONDS with the item of assessment

0 if you are NOT SURE the testing paper corresponds with the item of assessment

-1 if you think the testing paper DOES NOT correspond with the item of assessment

No.	Objectives	Assessment Results			Remarks
		+1	0	-1	
	1) English names and titles: Students can understand and apply the cultural knowledge of English names and titles in intercultural communication.				
1	Which of the following is a surname instead of a given name? () A. Morgan B. Ruth C. David D. Joseph Correct answer: A				
2	Which of the following is a given name instead of a surname? () A. Hardy B. Simon C. Miller D. Edwards Correct answer: B				
3	Which of the following family names indicates the job a person's ancestor did in ancient time? () A. Hall B. MacDonald C. Green D. Weaver Correct answer: D				
4	Which of the following family names shows who a person's ancestor was in ancient time? () A. Gardner B. Harris C. Taylor D. Wood Correct answer: B				

No.	Objectives	Assessment Results			Remarks
		+1	0	-1	
5	<p>You have to make a phone call to Ann Smith, who you just know by name on a customer name list. Which of the following is the most appropriate way for you to address her? ()</p> <p>A. Lady Ann B. Miss Smith C. Mrs. Smith D. Ms. Smith</p> <p>Correct answer: D</p>				
6	<p>You are going to visit an American professor named Steve Kulich in his office. Which of the following is the most appropriate way for you to address him? ()</p> <p>A. Steve B. Teacher Kulich C. Prof. Kulich D. Mr. Kulich</p> <p>Correct answer: C</p>				
7	<p>Which of the following is the right way to file away the name for future reference? ()</p> <p>A. Ann Smith B. Ann, Smith C. Smith, Ann D. Smith Ann</p> <p>Correct answer: C</p>				
8	<p>You are cheering for an American professor named Steve Kulich in a basketball game on the spot. Which of the following is the right way for you to cheer for him? ()</p> <p>A. Go, Steve. B. Go, Kulich. C. Go, Prof. Kulich. D. Go, Mr. Kulich.</p> <p>Correct answer: B</p>				

No.	Objectives	Assessment Results			Remarks
		+1	0	-1	
9	<p>Which of the following family names tells where a person's ancestor lived or came from? ()</p> <p>A. Smith B. Williams C. O'Neil D. Hill</p> <p>Correct answer: D</p>				
10	<p>If a Chinese girl named Xia Liyun (夏丽云) attends an international conference and wants to make sure her name enters the name list under the right alphabetical letter, which of the following is NOT the correct way for her to register for the conference? ()</p> <p>A. L. Xia B. L. Y. Xia C. Xia Liyun D. Xia, Liyun</p> <p>Correct answer: C</p>				
11	<p>How should you address an elder lady when asking for directions in street? ()</p> <p>A. Grandma B. Madam C. Lady D. Ms.</p> <p>Correct answer: B</p>				
12	<p>How should you address a bus driver who is not wearing a nametag? ()</p> <p>A. Bus driver B. Man C. Sir D. Brother</p> <p>Correct answer: C</p>				

No.	Objectives	Assessment Results			Remarks
		+1	0	-1	
13	<p>If a married woman uses her husband's family name instead of her own, her original family name is called her _____. ()</p> <p>A. first name B. maiden name C. given name D. nickname</p> <p>Correct answer: B</p>				
14	<p>Which of the following names is NOT written in the right way? ()</p> <p>A. Emma Jones B. Rodgers Susan C. Ivy Russell D. William Thompson</p> <p>Correct answer: B</p>				
15	<p>In English-speaking countries, a person's surname is usually their _____. ()</p> <p>A. first name B. middle name C. last name D. maiden name</p> <p>Correct answer: C</p>				
16	<p>If a woman is addressed as Miss Johnson, she's probably _____. ()</p> <p>A. Unmarried B. Married C. Divorced D. Single</p> <p>Correct answer: D</p>				

No.	Objectives	Assessment Results			Remarks
		+1	0	-1	
17	<p>If you and your boss are on a first name basis, your relationship is _____. ()</p> <p>A. less formal than usual B. more formal than usual C. more romantic than usual D. friendship</p> <p>Correct answer: A</p>				
18	<p>If a senior male executive asks you to do something, you can reply with “Yes, _____.” ()</p> <p>A. Sir B. Dear C. Mister D. Man</p> <p>Correct answer: A</p>				
19	<p>What’s a short or cute name that’s only used by close friends and relatives called? ()</p> <p>A. a common name B. a household name C. a nickname D. a given name</p> <p>Correct answer: C</p>				
20	<p>After Grace Jones married John Smith, her students called her _____. ()</p> <p>A. Mrs. Jones B. Miss Smith C. Mrs. Smith D. Mrs. Grace</p> <p>Correct answer: C</p>				
<p>2) Etiquette of meeting and introducing people: Students can understand and apply the cultural knowledge of rules of meeting and introducing people in intercultural communication.</p>					

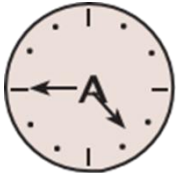
No.	Objectives	Assessment Results			Remarks
		+1	0	-1	
1	<p>Choose the best meaning for the phrase “What’s up?” ()</p> <p>A. There’s something in the sky. What is it?</p> <p>B. What have you done since I saw you last?</p> <p>C. I don’t know what the meaning of the word “up” is.</p> <p>D. This doesn’t mean anything.</p> <p>Correct answer: B</p>				
2	<p>If you were performing introductions among the following people, whom would you mention first? ()</p> <p>A. A president of a company</p> <p>B. A client</p> <p>C. A manager</p> <p>D. An outside consultant</p> <p>Correct answer: A</p>				
3	<p>James Smith is a doctor. Which one of these is the most formal way he could introduce himself? ()</p> <p>A. My name is Dr. James Smith.</p> <p>B. I’m James.</p> <p>C. My name is James Smith.</p> <p>D. I’m Jim Smith.</p> <p>Correct answer: A</p>				
4	<p>What are the first things we say to people when we see them? ()</p> <p>A. Farewells.</p> <p>B. Greetings.</p> <p>C. See you later.</p>				

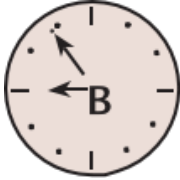
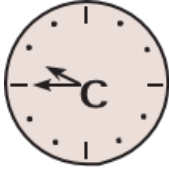


No.	Objectives	Assessment Results			Remarks
		+1	0	-1	
	D. Take care. Correct answer: B				
5	You have just been introduced to a new colleague with “This is James Smith, who’s joining us today.” What should you say as responding the situation appropriately? () A. Good afternoon, Dr. Smith. How do you do? B. Hello, James. Pleased to meet you. C. Nobody told me we were getting a new team member ! D. It’s my pleasure to work with you, Dr. Smith. Correct answer: B				
6	Which of the following would be the most appropriate way for making introductions in a business situation? () A. Persons of lesser authority are introduced to persons of greater authority. B. A man is introduced to a woman. C. A young person is introduced to an older person. D. A client or customer is introduced to the CEO of your company. Correct answer: A				
7	Which of the following would be the most appropriate when being introduced in a business situation? () A. A firm and brief handshake B. A kiss on the cheek C. A quick hug D. Nothing but “Hello” Correct answer: A				





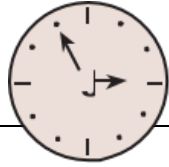
No.	Objectives	Assessment Results			Remarks
		+1	0	-1	
8	<p>Which is NOT a greeting? ()</p> <p>A. Hello.</p> <p>B. Hi.</p> <p>C. Good night.</p> <p>D. Good evening.</p> <p>Correct answer: C</p>				
9	<p>You are introducing an important guest to your team. Choose the most formal way of introducing him. ()</p> <p>A. Hi everybody, this is Jim from WordBurger Medical.</p> <p>B. I would like to introduce Dr. James Smith from WordBurger Medical.</p> <p>C. This is James Smith.</p> <p>D. I say nothing, he can introduce himself.</p> <p>Correct answer: B</p>				
10	<p>What do British people often talk about when they first meet? ()</p> <p>A. Food</p> <p>B. Health</p> <p>C. Weather</p> <p>D. Income</p> <p>Correct answer: C</p>				
11	<p>A colleague is talking to you about someone you know a little, but not well. Fill in the blank to finish the conversation. "Is James a friend of yours?" "No, he's just a/an _____." ()</p> <p>A. Acquaintance</p> <p>B. Relative</p> <p>C. Stranger</p> <p>D. Aunt</p>				

No.	Objectives	Assessment Results			Remarks
		+1	0	-1	
	Correct answer: A				
12	Which of the following is NOT considered as an appropriate conversation starter? () A. Religion B. Sports C. Political issues D. Weather Correct answer: A				
13	What should you do when greeting a female in a formal situation and where her marital status is unknown to you? () A. Use Mrs. B. Use her first name. C. Use Ms. D. Don't address her by name. Correct answer: C				
14	When we encounter someone, what is the part of the bodies that we notice first? () A. face B. hands C. eyes D. clothing Correct answer: A				
15	Which of the following is the most formal way for you to say when introducing two people to each other? () A. I'd like to introduce... B. May I introduce... C. I'd like you to meet... D. May I present...				

No.	Objectives	Assessment Results			Remarks
		+1	0	-1	
	Correct answer: D				
16	<p>Which of the following is NOT correct when you are shaking hands with the person you are first introduced to in American business situation? ()</p> <p>A. Give a firm, quick and brief handshake. B. Give a soft and brief handshake. C. Give a firm, long and enduring handshake. D. Give a soft and enduring handshake.</p> <p>Correct answer: A</p>				
17	<p>Which of the following is correct when you are talking with someone for the first time? ()</p> <p>A. Look constantly at the person you are talking with. B. Look firmly at the person you are talking with. C. Make a joke with the person you are talking with. D. Stand close to the person to show intimacy.</p> <p>Correct answer: A</p>				
18	<p>You're meeting with Dr. James Scott to discuss your lab results. How should you greet him? ()</p> <p>A. Hey, James! B. Good morning, Dr. Scott. C. How are you, Mr. Scott? () D. All of the answers are correct.</p> <p>Correct answer: B</p>				
19	Which of these is NOT an example of a nonverbal communication skill when meeting someone for				


No.	Objectives	Assessment Results			Remarks
		+1	0	-1	
	<p>the first time? ()</p> <p>A. language used</p> <p>B. eye contact</p> <p>C. volume of speech</p> <p>D. the speed of our speech</p> <p>Correct answer: A</p>				
20	<p>Which of the following is NOT true about gestures and cultures in meeting and introducing people? ()</p> <p>A. Identical gestures always produce identical meanings in different cultures because gestures are natural displays of feelings.</p> <p>B. Illustrators usually come naturally to individuals in their cultures.</p> <p>C. There are no gestures that mean the same thing to members of different cultures.</p> <p>D. Gestures are not universally understood or have the same meanings across cultures.</p> <p>Correct answer: A</p>				
<p>3) Telling and asking about time in English: Students can understand and apply the cultural knowledge of rules of telling and asking about time in intercultural communication.</p>					
1	<p>According to the time shown on the clock, which of the following expression is NOT right? ()</p> <p>A. a quarter before five</p> <p>B. a quarter of five</p> <p>C. four forty-five</p> <p>D. sixteen forty-five</p> <p>Correct answer: A</p>				

No.	Objectives	Assessment Results			Remarks
		+1	0	-1	
2	<p>According to the time shown on the clock, which of the following expression is NOT right? ()</p> <p>A. six minutes to nine</p> <p>B. six after nine</p> <p>C. eight fifty-four</p> <p>D. six till nine</p> <p>Correct answer: B</p> 				
3	<p>According to the time shown on the clock, which of the following expression is NOT right? ()</p> <p>A. a quarter to ten</p> <p>B. a quarter before ten</p> <p>C. a quarter till ten</p> <p>D. twenty-one forty-five</p> <p>Correct answer: B</p> 				
4	<p>According to the time shown on the clock, which of the following expression is NOT right? ()</p> <p>A. five minutes to four</p> <p>B. five after four</p> <p>C. four oh five</p> <p>D. sixteen oh five</p> <p>Correct answer: A</p> 				
5	<p>According to the time shown on the clock, which of the following expression is NOT right? ()</p> <p>A. three minutes past two</p> <p>B. three after two</p> <p>C. two to three</p> <p>D. fourteen oh three</p> <p>Correct answer: C</p> 				

No.	Objectives	Assessment Results			Remarks
		+1	0	-1	
6	<p>According to the time shown on the clock, which of the following expression is NOT right? ()</p> <p>A. sixteen minutes past three</p> <p>B. sixteen after three</p> <p>C. three sixteen</p> <p>D. sixteen fifteen</p>  <p>Correct answer: D</p>				
7	<p>According to the time shown on the clock, which of the following expression is NOT right? ()</p> <p>A. twelve minutes of four</p> <p>B. twelve after four</p> <p>C. four twelve</p> <p>D. sixteen twelve</p>  <p>Correct answer: A</p>				
8	<p>According to the time shown on the clock, which of the following expression is NOT right? ()</p> <p>A. seventeen minutes past four</p> <p>B. seventeen till four</p> <p>C. four seventeen</p> <p>D. sixteen seventeen</p>  <p>Correct answer: B</p>				
9	<p>According to the time shown on the clock, which of the following expression is NOT right? ()</p> <p>A. twenty-six minutes to one</p> <p>B. twenty-six after one</p> <p>C. one twenty-six</p> <p>D. thirteen twenty-six</p>  <p>Correct answer: A</p>				
10	<p>According to the time shown on the clock, which of the following expression is NOT right? ()</p> <p>A. five minutes to three</p> <p>B. five till three</p> <p>C. five after three</p> 				

No.	Objectives	Assessment Results			Remarks
		+1	0	-1	
	D. fourteen fifty-five Correct answer: C				
11	Which of the following statement about regularities of time expression is CORRECT? () A. It is wrong to add “a” before quarter when telling the time. B. The phrase “a half past nine” is usual when we are talking about the time. C. It is correct to use the indefinite article “a” in the following phrases: “a half an apple” or “a quarter of an orange.” D. The phrase “quarter past seven” is all right in English. Correct answer: D				
12	Which of the following statement about regularities of time expression is CORRECT? () A. The phrase “a half past nine” is usual when we are talking about the time. B. It is correct to use the indefinite article “a” in the following phrases: “a half an apple” or “a quarter of an orange.” C. British people often use the 24-hour clock when talking about timetables. D. It is normal to say “twenty minutes past six.” Correct answer: C				
13	Which of the following statement about regularities of time expression is CORRECT? () A. These days, people say “twenty-one” rather than “one and twenty.” B. Both British and American people say “five past ten” when they’re telling the time. C. British people usually say “five till eleven” when talking about the time.				

No.	Objectives	Assessment Results			Remarks
		+1	0	-1	
	<p>D. The American equivalent to the British “past” is “after”, and to British “to” is “of”/“till”/“before”.</p> <p>Correct answer: D</p>				
14	<p>Which of the following statement about regularities of time expression is NOT correct? ()</p> <p>A. The indefinite article “a” can only be used before “quarter”.</p> <p>B. The word “minute(s)” can only be used after figures other than fives.</p> <p>C. One can use 24-hour clock only when referring to timetables.</p> <p>D. It is normal to say “twenty minutes past six.”</p> <p>Correct answer: D</p>				
15	<p>Which of the following statement about regularities of time expression is NOT correct? ()</p> <p>A. The phrase “quarter past seven” is all right in English.</p> <p>B. The indefinite article “a” can only be used before “quarter”.</p> <p>C. British people usually say “five till eleven” when talking about the time.</p> <p>D. British people often use the 24-hour clock when talking about timetables.</p> <p>Correct answer: C</p>				
16	<p>Which of the following statement about regularities of time expression is NOT correct? ()</p>				

No.	Objectives	Assessment Results			Remarks
		+1	0	-1	
	<p>A. The indefinite article “a” can only be used before “quarter”.</p> <p>B. Both British and American people say “five past ten” when they’re telling the time.</p> <p>C. The American equivalent to the British “past” is “after”, and to British “to” is “of”/“till”/“before”.</p> <p>D. The word “minute(s)” can only be used after figures other than fives.</p> <p>Correct answer: B</p>				
17	<p>What time is it? ()</p> <p>A. It is half past eight.</p> <p>B. It is a quarter past eight.</p> <p>C. It is a quarter to eight.</p> <p>D. It is fifteen to eight.</p> <p>Correct answer: B</p>				
18	<p>Which of the following statement is NOT asking about the time? ()</p> <p>A. What’s the time by your watch?</p> <p>B. Could you please tell me the time?</p> <p>C. Have you got the time?</p> <p>D. Do you have time?</p> <p>Correct answer: D</p>				
19	<p>Which of the following statement might be an appropriate answer to “What time do you have?” ()</p> <p>A. I have twenty minutes.</p> <p>B. Sorry, I don’t have time for you.</p>				

No.	Objectives	Assessment Results			Remarks
		+1	0	-1	
	<p>C. Now it's sixteen minutes after three.</p> <p>D. Sorry, I'm really busy now.</p> <p>Correct answer: C</p>				
20	<p>Which of the following statement might be an appropriate answer to "I wonder if you have the time on you"? ()</p> <p>A. It's coming up to three.</p> <p>B. Your watch is really nice.</p> <p>C. No, I don't have any time.</p> <p>D. Yes, I can stay with you for 10 minutes.</p> <p>Correct answer: A</p>				
<p>4) Cultural conceptions of time: Students can understand and apply the cultural knowledge of time to schedule time and arrange time in intercultural communication.</p>					
1	<p>When would you arrive if you were invited to a family's house for dinner? ()</p> <p>A. Just on time.</p> <p>B. A few minutes before the scheduled time.</p> <p>C. 10 minutes later.</p> <p>D. 30 minutes later.</p> <p>Correct answer: A</p>				
2	<p>When would you arrive if you were invited to a party? ()</p> <p>A. Just on time.</p> <p>B. A few minutes before the scheduled time.</p> <p>C. 10 minutes later.</p> <p>D. 30 minutes later.</p> <p>Correct answer: D</p>				

No.	Objectives	Assessment Results			Remarks
		+1	0	-1	
3	<p>If you had an appointment with an American professor at 8:00 and arrived at 8:30, how would the professor react? ()</p> <p>A. He wouldn't care very much.</p> <p>B. He would refuse to talk with you.</p> <p>C. He would excuse you if you had called.</p> <p>D. He would consider you irresponsible.</p> <p>Correct answer: D</p>				
4	<p>If you would hold a party for the students in your class, how many days in advance would you invite them? ()</p> <p>A. Just on the day of the party.</p> <p>B. One day in advance.</p> <p>C. Several days in advance.</p> <p>D. 3 or 4 weeks in advance.</p> <p>Correct answer: C</p>				
5	<p>If you'd like to visit your friend at his/her home, which of the following is NOT polite? ()</p> <p>A. Drop in on him/her.</p> <p>B. Call him/her ahead of time.</p> <p>C. Send an email ahead of time.</p> <p>D. Write a letter ahead of time.</p> <p>Correct answer: A</p>				

No.	Objectives	Assessment Results			Remarks
		+1	0	-1	
6	<p>If you want to visit your friend at his/her home, which of the following is appropriate for you to say? ()</p> <p>A. I'm going to visit you tomorrow morning.</p> <p>B. Could I visit you tomorrow morning?</p> <p>C. I'm going to visit you, so stay at home tomorrow morning.</p> <p>D. I'm going to visit you tomorrow morning, so please stay at home and wait for me.</p> <p>Correct answer: B</p>				
7	<p>You would definitely make an intelligible apology when you go to an appointment with one of your American friends or someone you do not know well _____. ()</p> <p>A. one or two minutes late</p> <p>B. three minutes late</p> <p>C. five minutes late</p> <p>D. ten minutes late</p> <p>Correct answer: D</p>				
8	<p>What should you do if you're running late? ()</p> <p>A. I'll try to notify the other person that I'm running late.</p> <p>B. I'll call the person I'm meeting and say I'm sorry.</p> <p>C. Do nothing about it.</p> <p>D. I'm never late. Other people come too</p>				

No.	Objectives	Assessment Results			Remarks
		+1	0	-1	
	early. Correct answer: B				
9	<p>“_____” tells people to make full use of their limited time to create more material wealth, indicating a strong economic color. ()</p> <p>A. Time is money. B. Time has wings. C. Time is life and when the idle man kills time, he kills himself. D. There is no time like the present.</p> <p>Correct answer: A</p>				
10	<p>If someone says “Come over and visit me sometime” to you, which of the following statement is the right understanding? ()</p> <p>A. Drop in on me anytime you like. B. Make an appointment if you want to visit me. C. You are welcome to visiting me anytime. D. You are not welcome to visiting me.</p> <p>Correct answer: B</p>				
11	<p>In many areas including most of Southern Europe, Latin America, Africa and the Middle East, time is a servant, not a master. What do you think time means to people in these places? ()</p> <p>A. People in these places are not punctual at all. B. People in these places do not live by the clock. C. People in these places like to show their power by being late. D. People in these places do not like to be controlled by others.</p> <p>Correct answer: B</p>				

No.	Objectives	Assessment Results			Remarks
		+1	0	-1	
12	<p>Time is money in the United States and most of Northern Europe. What do you think time means to people in these places? ()</p> <p>A. People in the United States and most of Northern Europe consider that time is valuable and should not be wasted.</p> <p>B. People in the United States and most of Northern Europe love money above everything else.</p> <p>C. People in the United States and most of Northern Europe like to have plenty of time to spend their money.</p> <p>D. People in the United States and most of Northern Europe don't care about their money.</p> <p>Correct answer: A</p>				
13	<p>Which of the following statements is TRUE about monochronic people? ()</p> <p>A. Members of monochronic cultures deal with time holistically.</p> <p>B. Time is less tangible.</p> <p>C. Members of monochronic cultures lead a more spontaneous and unstructured lifestyle.</p> <p>D. Appointment and schedules are very important to members of monochronic cultures.</p> <p>Correct answer: D</p>				
14	<p>Which of the following statements is NOT describing polychronic people? ()</p> <p>A. Take time commitments seriously.</p>				

No.	Objectives	Assessment Results			Remarks
		+1	0	-1	
	<p>B. Change plans often and easily.</p> <p>C. Base promptness on the relationship.</p> <p>D. Have strong tendency to build lifetime relationships.</p> <p>Correct answer: A</p>				
15	<p>Which of the following statements is NOT describing monochronic people? ()</p> <p>A. Do many things at once.</p> <p>B. Concentrate on one job.</p> <p>C. Adhere to plans.</p> <p>D. Show great respect for private property.</p> <p>Correct answer: A</p>				
16	<p>Which of the following statements is TRUE about polychronic people? ()</p> <p>A. Members of polychronic cultures see time as lineal, segmented, and manageable.</p> <p>B. Members of polychronic cultures treat time as something cannot be wasted.</p> <p>C. Members of polychronic cultures lead a more spontaneous and unstructured lifestyle.</p> <p>D. Appointment and schedules are very important to members of polychronic cultures.</p> <p>Correct answer: C</p>				
17	<p>What's the proper interpretation of "it is almost the duty of the higher-ranking person to be late in business situations"? ()</p> <p>A. A higher-ranking person should never be late for an appointment.</p> <p>B. A higher-ranking person should always be on time for an appointment as a sign of</p>				

No.	Objectives	Assessment Results			Remarks
		+1	0	-1	
	<p>courtesy.</p> <p>C. A higher-ranking person will often be deliberately late for an appointment to demonstrate their status.</p> <p>D. It's a part of the job description for a higher-ranking person to show up late for an appointment.</p> <p>Correct answer: C</p>				
18	<p>Which of the following factors tends to influence people's attitude towards punctuality LEAST? ()</p> <p>A. traditional cultural attitudes</p> <p>B. social status</p> <p>C. business and social events</p> <p>D. age</p> <p>Correct answer: D</p>				
19	<p>Which of the following statement does NOT indicate the attitude that highly values the time? ()</p> <p>A. Time is money.</p> <p>B. Minutes are a precious resource.</p> <p>C. There are never enough of them.</p> <p>D. The idea that a person should be ruled by the clock is amusing.</p> <p>Correct answer: D</p>				
20	<p>Which of the following statement indicates a real invitation? ()</p> <p>A. Let's get together soon.</p> <p>B. Come over and visit me sometime.</p> <p>C. Please come to join us at 15:00 the coming Friday.</p> <p>D. Let's watch the movie someday.</p> <p>Correct answer: C</p>				

Suggestions

.....
.....
.....

Sign.....Assessor

Date:

Appendix D

The Results of the Quality Analysis of Research Instruments

- Evaluation Results of IOC for Questionnaire for students (Objective 1)
- Evaluation Results of IOC for Interview for lecturers (Objective 1)
- Evaluation Results of IOC for Validity of Instructional Model (Objective 2)
- Evaluation Results of Instructional Model Appropriateness Evaluation (Objective 2)
- Evaluation Results of IOC for Lesson Plan (Objective 3)
- Evaluation Results of IOC for Validity of Pretest-Posttest Testing Paper (Objective 3)
- Relative Developmental Score of Students' Intercultural Communication Competence before and after Learning by the Developed Instructional Model (total scores=80)

Evaluation Results of IOC for Questionnaire for Students (Objective 1)

No	Item	Experts' rating					Total	MEAN	Results
		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5			
Section 1 Common data of the respondent									
1	Gender A. Male B. Female	+1	+1	+1	+1	+1	5	1.00	Valid
2	Age A. 18 yrs. B. 19 yrs. C. 20 yrs. D. 21 yrs.	+1	+1	+1	+1	+1	5	1.00	Valid
3	University A. Guangxi University of Science and Technology B. Others	+1	+1	+1	+1	+1	5	1.00	Valid
4	English Major Orientation A. Business English B. English Language Teaching C. English Interpretation and Translation	+1	+1	+1	+1	+1	5	1.00	Valid

Section 2 Factors

Internal factors (respondents)

No	Item	Experts' rating					Total	MEAN	Results
		Expert	Expert	Expert	Expert	Expert			
		1	2	3	4	5			
1	Students find that it is valuable to take IE course.	+1	+1	+1	+1	+1	5	1.00	Valid
2	Students are very interested in enhancing ICC.	+1	+1	+1	+1	+1	5	1.00	Valid
3	Students would pay more effort to ICC development if ICC would be evaluated or assessed through exams.	+1	+1	+1	+1	+1	5	1.00	Valid
4	Students know that ICC is useful for their future career development.	+1	+1	+1	+1	+1	5	1.00	Valid
5	Students know that ICC is useful for their personal growth.	+1	+1	+1	+1	+1	5	1.00	Valid
6	Students would view ICC differently if it is set as a core competence for English majors.	+1	+1	+1	+1	+1	5	1.00	Valid
7	Students believe that language competence is as important as ICC for English majors.	+1	+1	+1	+1	+1	5	1.00	Valid
8	Students believe that language is the central means of learning culture in the language classroom.	+1	+1	+1	+1	+1	5	1.00	Valid
9	Students feel that they could communicate more fluently, effectively and appropriately with foreigners after taking IE course.	+1	+1	+1	+1	+1	5	1.00	Valid

No	Item	Experts' rating					Total	MEAN	Results
		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5			
10	Students feel that IE course helps them how to negotiate a shared understanding when cultural differences arise.	+1	+1	+1	+1	+1	5	1.00	Valid
11	Students feel that IE course helps them understand cultural differences in verbal and nonverbal communication better.	+1	+1	+1	+1	+1	5	1.00	Valid
12	Students feel that IE course helps them identify and make up communication breakdowns in intercultural communication.	+1	+1	+1	+1	+1	5	1.00	Valid
13	Students feel more confident when they are communicating with foreigners after taking IE course.	+1	+1	+1	+1	+1	5	1.00	Valid
14	Students are more engaged in IE course with the sense of accomplishment and pride through different activities in IE course.	+1	+1	+1	+1	+1	5	1.00	Valid
15	Students believe that academic achievements would be influenced by their enthusiasm and willingness to participate in classroom activities.	+1	+1	+1	+1	+1	5	1.00	Valid
16	Students believe that academic achievements depend on diligent efforts in learning (assignments, projects, participation, etc.) with their highest potential.	+1	+1	+1	+1	+1	5	1.00	Valid
17	Students feel that their personal character would affect their ICC development in IE course.	+1	+1	+1	+1	+1	5	1.00	Valid

No	Item	Experts' rating					Total	MEAN	Results
		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5			
External factors									
18	Students feel that their personal learning style and cognitive style would affect their ICC development in IE course.	+1	+1	+1	+1	+1	5	1.00	Valid
19	Students feel the importance of ICC development in IE course due to their ICC inadequacy.	+1	+1	+1	+1	+1	5	1.00	Valid
20	Students' ICC development in IE course would be influenced by teachers' own English proficiency and ICC.	+1	+1	+1	+1	+1	5	1.00	Valid
21	Students' ICC development in IE course would be influenced if they could get appropriate help from the teacher when they have difficulty in learning.	+1	+1	+1	+1	+1	5	1.00	Valid
22	Students' ICC development in IE course depends on the teacher's teaching model.	+1	+1	+1	+1	+1	5	1.00	Valid
23	Learning tasks challenge and encourage the students' enthusiasm.	+1	+1	+1	+1	+1	5	1.00	Valid
24	Students' ICC development in IE course depends on whether the teacher creates meaningful situations for students to experience culture with language.	+1	+1	+1	+1	+1	5	1.00	Valid

No	Item	Experts' rating					Total	MEAN	Results
		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5			
25	Students' ICC development in IE course depends on the effectiveness of teaching resources and materials.	+1	+1	+1	+1	+1	5	1.00	Valid
26	Resources and teaching materials are interesting for students to realize ICC development in IE course.	+1	+1	+1	+1	+1	5	1.00	Valid
27	If the resources and teaching materials are maximally utilized for culture learning along with language proficiency training in IE course, students' ICC would get developed.	+1	+1	+1	+1	+1	5	1.00	Valid
28	Classroom physical environment (computer, projector, air conditioner, etc.) affects students' learning enthusiasm.	+1	+1	+1	+1	+1	5	1.00	Valid
29	Students are satisfied with and inspired by the cooperation and interaction between students and teachers in IE class.	+1	+1	+1	+1	+1	5	1.00	Valid
30	Students' ICC development in IE course is influenced by the adequacy of the course hour.	+1	+1	+1	+1	+1	5	1.00	Valid
Total (In Overview)							170	1.00	Valid

Note: Valid when ≥ 0.50 .

Evaluation Results of IOC for Interview for Lecturers (Objective 1)

No.	Contents	Experts' rating					Total	MEAN	Results
		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5			
Section 1 Common data of the respondent									
1	Gender A. Male B. Female	+1	+1	+1	+1	+1	5	1.00	Valid
2	Age A. Below 29 yrs. B. 30-39 yrs. C. 41-49 yrs. D. Over 50 yrs.	+1	+1	+1	+1	+1	5	1.00	Valid
3	Faculty of English Orientation at GXUST A. Business English B. English Language Teaching C. English Interpretation and Translation	+1	+1	+1	+1	+1	5	1.00	Valid
4	Professional Title A. Professor B. Associate professor C. Assistant Professor D. Lecturer	+1	+1	+1	+1	+1	5	1.00	Valid
5	Teaching Experience of IE course A. Below 3 yrs. B. 4-6 yrs. C. 7- 9 yrs. D. Over 10 yrs.	+1	+1	+1	+1	+1	5	1.00	Valid

No.	Contents	Experts' rating					Total	MEAN	Results
		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5			
6	Overseas Working/Studying Experience								
	A. Working experience	+1	+1	+1	+1	+1	5	1.00	Valid
	B. Studying experience								
	C. No experience								
Section 2 Questions									
1	Why do you accept or select to teach Integrated English course? (e.g., preferring to teach, being expert in the content, being requested, or other reasons.)	+1	+1	+1	+1	+1	5	1.00	Valid
2	Do you think students enjoy taking the course? What are their attitude towards in-class teaching and activities, and after-class assignments? (e.g. observation, students' comments)	+1	+1	+1	+1	+1	5	1.00	Valid
3	What do you think students expect for Integrated English course in terms of teaching content and competence development?	+1	+1	+1	+1	+1	5	1.00	Valid

No.	Contents	Experts' rating					Total	MEAN	Results
		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5			
4	Do you think intercultural communication competence should be one of the objectives for Integrated English course? If so, what do you think it mean? And how do your rank it among linguistic competence, the four language skills, discourse competence, and communicative strategies?	+1	+1	+1	+1	+1	5	1.00	Valid
5	Previously, what problems do you meet in your teaching in terms of intercultural communication competence, and how do you find the solution?	+1	+1	+1	+1	+1	5	1.00	Valid
6	How do you prepare to improve students' intercultural communication competence along language competence in terms of contents, materials, locations, facilities, and etc.?	+1	+1	+1	+1	+1	5	1.00	Valid
7	How do you create opportunities for students to get engaged in language-and-culture learning in class? (Please clarify the methodology.)	+1	+1	+1	+1	+1	5	1.00	Valid

No.	Contents	Experts' rating					Total	MEAN	Results
		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5			
		1	2	3	4	5			
8	What tasks do you design to improve students' learning enthusiasm?	+1	+1	+1	+1	+1	5	1.00	Valid
9	How do you keep students focused on the learning process in terms of objectives, contents, and their roles in learning?	+1	+1	+1	+1	+1	5	1.00	Valid
10	How many methods would you like to use to measure students' performance in terms of intercultural communication competence? And do you think your measurement and assessment can reflect students' learning effect and knowledge level?	+1	+1	+1	+1	+1	5	1.00	Valid
Total (In Overview)							80	1.00	Valid

Note: Valid when ≥ 0.50 .

Evaluation Results of IOC for Validity of Instructional Model (Objective 2)

No.	Item	Experts' rating					Total	MEAN	Results
		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5			
Utility Standards									
1	The task-based language teaching and experiential culture learning cycle instructional model concerns principle & rationale for enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology.	+1	+1	+1	+1	+1	5	1.00	Valid
2	The task-based language teaching and experiential culture learning cycle instructional model can be used to enhance intercultural communication competence of undergraduate students at Guangxi University of Science and Technology.	+1	+1	+1	+1	+1	5	1.00	Valid
3	The task-based language teaching and experiential culture learning cycle instructional model contains necessary and enough contents.	+1	+1	+1	+1	+1	5	1.00	Valid

No.	Item	Experts' rating					Total	MEAN	Results
		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5			
4	Methods of teaching & materials employed by the task-based language teaching and experiential culture learning cycle instructional model are appropriate and effective in enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology.	+1	+1	+1	+1	+1	5	1.00	Valid
5	The task-based language teaching and experiential culture learning cycle instructional model can promote and evaluate the intercultural communication competence of undergraduate students at Guangxi University of Science and Technology.	+1	+1	+1	+1	+1	5	1.00	Valid

Feasibility Standards

6	The lecturer can apply the task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology in their work and it is worth the time for actual use.
---	---

No.	Item	Experts' rating					Total	MEAN	Results
		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5			
7	The lecturer can develop the students with the task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology.	+1	+1	+1	+1	+1	5	1.00	Valid
8	It is easy to use the task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology.	+1	+1	+1	+1	+1	5	1.00	Valid
9	The students always develop their learning with the task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology.	+1	+1	+1	+1	+1	5	1.00	Valid

No.	Item	Experts' rating					Total	MEAN	Results
		Expert	Expert	Expert	Expert	Expert			
		1	2	3	4	5			
10	The students are comfortable in learning by themselves with the task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology.	+1	+1	+1	+1	+1	5	1.00	Valid
Propriety Standards									
11	It is appropriate for lecturers to use assessment results to improve the students with the task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology.	+1	+1	+1	+1	+1	5	1.00	Valid
12	It is appropriate for students to create knowledge by themselves with the task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology.	+1	+1	+1	+1	+1	5	1.00	Valid

No.	Item	Experts' rating					Total	MEAN	Results
		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5			
13	It is convenient to use the task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology.	+1	+1	+1	+1	+1	5	1.00	Valid
14	It is a systematic process to use the task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology.	+1	+1	+1	+1	+1	5	1.00	Valid
15	The task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology is clear and suitable for use in learning and students' development.	+1	+1	+1	+1	+1	5	1.00	Valid

No.	Item	Experts' rating					Total	MEAN	Results
		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5			
Accuracy Standards									
16	The task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology is comprehensively analyzed from different contexts and sufficient for the synthesis of patterns.	+1	+1	+1	+1	+1	5	1.00	Valid
17	The task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology has a clear process.	+1	+1	+1	+1	+1	5	1.00	Valid
18	The task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology is described and the acquisition is clear.	+1	+1	+1	+1	+1	5	1.00	Valid

No.	Item	Experts' rating					Total	MEAN	Results
		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5			
19	The task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology uses techniques and tools which acquires accurate information and communication.	+1	+1	+1	+1	+1	5	1.00	Valid
20	The task-based language teaching and experiential culture learning cycle instructional model for enhancing intercultural communication competence of undergraduate students at Guangxi University of Science and Technology is a correct and comprehensive learning system.	+1	+1	+1	+1	+1	5	1.00	Valid
Total (In Overview)							100	1.00	Valid

Note: Valid when ≥ 0.50

Evaluation Results of Instructional Model Appropriateness Evaluation (Objective 2)

No.	Components of Task-Based Language Teaching and Experiential Culture Learning Cycle Instructional Model for Enhancing Intercultural Communication Competence of Undergraduate Students	Opinion of the experts															
		Utility				Feasibility				Propriety				Accuracy			
		Agree		Disagree		Agree		Disagree		Agree		Disagree		Agree		Disagree	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1	Principle & rationale	5	100	-	-	5	100	-	-	5	100	-	-	5	100	-	-
2	Objectives	5	100	-	-	5	100	-	-	5	100	-	-	5	100	-	-
3	Contents	5	100	-	-	5	100	-	-	5	100	-	-	5	100	-	-
4	Methods of teaching & materials	5	100	-	-	5	100	-	-	5	100	-	-	5	100	-	-
5	Evaluation	5	100	-	-	5	100	-	-	5	100	-	-	5	100	-	-

Evaluation Results of IOC for Lesson Plan (Objective 3)

No.	Item	Experts' rating					Total	MEAN	Results
		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5			
Learning Objectives									
1	Complying with the content of the course	+1	+1	+1	+1	+1	5	1.00	Valid
2	Covering knowledge, process and attitude	+1	+1	+1	+1	+1	5	1.00	Valid
3	Being measurable in 3 aspects	+1	+1	+1	+1	+1	5	1.00	Valid
Contents									
4	Complying with the learning objectives	+1	+1	+1	+1	+1	5	1.00	Valid
5	Being appropriate in terms of time control	+1	+1	+1	+1	+1	5	1.00	Valid
Task-based Language Teaching and Experiential Culture Learning Cycle Instructional Model									
6	Complying with the designed instructional model	+1	+1	+1	+1	+1	5	1.00	Valid
7	Supporting students' learning	+1	+1	+1	+1	+1	5	1.00	Valid
8	Including various activities	+1	+1	+1	+1	+1	5	1.00	Valid
Learning Materials									
9	Complying with the learning objectives	+1	+1	+1	+1	+1	5	1.00	Valid
10	Complying with the content	+1	+1	+1	+1	+1	5	1.00	Valid

No.	Item	Experts' rating					Total	MEAN	Results
		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5			
Evaluation and Assessment									
11	Complying with the learning objectives	+1	+1	+1	+1	+1	5	1.00	Valid
12	Including various methods and instruments	+1	+1	+1	+1	+1	5	1.00	Valid
Total (In Overview)							60	1.00	Valid

Note: Valid when ≥ 0.50 .

Evaluation Results of IOC for Validity of Pretest-Posttest Testing Paper (Objective 3)

Learning Objectives	No.	Experts' rating					Total	MEAN	Results
		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5			
Learning	1	+1	+1	+1	+1	+1	5	1.00	valid
Objective 1:	2	+1	+1	+1	+1	+1	5	1.00	Valid
Students can	3	+1	+1	+1	+1	+1	5	1.00	valid
understand and	4	- 1	+1	- 1	+1	+1	1	0.20	Invalid
apply the	5	+1	+1	+1	+1	+1	5	1.00	Valid
cultural	6	+1	+1	+1	+1	+1	5	1.00	Valid
knowledge of	7	+1	+1	+1	+1	+1	5	1.00	Valid
English names	8	+1	- 1	- 1	- 1	+1	- 1	- 0.20	Invalid
and titles in	9	+1	+1	+1	+1	+1	5	1.00	Valid
intercultural	10	+1	+1	+1	+1	+1	5	1.00	Valid
communication.	11	+1	+1	+1	+1	+1	5	1.00	Valid
	12	- 1	- 1	+1	- 1	- 1	- 3	- 0.60	Invalid
	13	+1	+1	+1	+1	+1	5	1.00	Valid
	14	+1	+1	+1	+1	+1	5	1.00	Valid
	15	+1	+1	+1	+1	+1	5	1.00	Valid
	16	- 1	+1	- 1	+1	- 1	- 1	- 0.20	Invalid
	17	+1	+1	+1	+1	+1	5	1.00	Valid
	18	+1	+1	+1	+1	+1	5	1.00	Valid

Learning Objectives	No.	Experts' rating					Total	MEAN	Results
		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5			
	19	+1	+1	+1	+1	+1	5	1.00	Valid
	20	+1	+1	+1	+1	+1	5	1.00	Valid
	21	+1	+1	+1	+1	+1	5	1.00	Valid
	22	+1	+1	+1	+1	+1	5	1.00	Valid
	23	+1	+1	+1	+1	+1	5	1.00	Valid
	24	+1	+1	+1	+1	+1	5	1.00	Valid
	25	- 1	- 1	- 1	- 1	- 1	- 5	- 1.00	Invalid
Learning Objective 2:	26	+1	+1	+1	+1	+1	5	1.00	Valid
Students can	27	+1	+1	+1	+1	+1	5	1.00	Valid
understand and	28	+1	+1	+1	+1	+1	5	1.00	Valid
apply the	29	+1	+1	+1	+1	+1	5	1.00	Valid
cultural	30	- 1	+1	- 1	+1	- 1	- 1	- 0.20	Invalid
knowledge of	31	+1	+1	+1	+1	+1	5	1.00	Valid
rules of	32	+1	+1	+1	+1	+1	5	1.00	Valid
meeting and	33	+1	+1	+1	+1	+1	5	1.00	Valid
introducing	34	+1	+1	+1	+1	+1	5	1.00	Valid
people in	35	+1	- 1	- 1	- 1	+1	- 1	- 0.20	Invalid
intercultural	36	+1	+1	+1	+1	+1	5	1.00	Valid
communication.	37	+1	+1	+1	+1	+1	5	1.00	Valid
	38	+1	+1	+1	+1	+1	5	1.00	Valid

Learning Objectives	No.	Experts' rating					Total	MEAN	Results
		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5			
	39	+1	+1	+1	+1	+1	5	1.00	Valid
	40	- 1	+1	- 1	+1	+1	1	0.20	Invalid
	41	+1	+1	+1	+1	+1	5	1.00	Valid
	42	+1	+1	+1	+1	+1	5	1.00	Valid
	43	+1	+1	+1	+1	+1	5	1.00	Invalid
	44	- 1	- 1	+1	- 1	- 1	- 3	- 0.60	Valid
	45	+1	+1	+1	+1	+1	5	1.00	Valid
	46	+1	+1	+1	+1	+1	5	1.00	Valid
	47	+1	+1	+1	+1	+1	5	1.00	Valid
	48	+1	+1	+1	+1	+1	5	1.00	Valid
	49	- 1	- 1	- 1	- 1	- 1	- 5	- 1.00	Invalid
	50	+1	+1	+1	+1	+1	5	1.00	Valid
Learning Objective 3:	51	- 1	- 1	- 1	+1	+1	- 1	- 0.20	Invalid
Students can	52	+1	+1	+1	+1	+1	5	1.00	Valid
understand and	53	+1	+1	+1	+1	+1	5	1.00	Valid
apply the	54	+1	- 1	- 1	- 1	- 1	- 3	- 0.60	Invalid
cultural	55	+1	+1	+1	+1	+1	5	1.00	Valid
knowledge of	56	+1	+1	+1	+1	+1	5	1.00	Valid
rules of telling	57	+1	+1	+1	+1	+1	5	1.00	Valid
	58	+1	+1	+1	+1	+1	5	1.00	Valid

Learning Objectives	No.	Experts' rating					Total	MEAN	Results
		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5			
and asking	59	+1	+1	+1	+1	+1	5	1.00	Valid
about time in	60	+1	0	+1	- 1	+1	2	- 0.40	Invalid
intercultural	61	+1	+1	+1	+1	+1	5	1.00	Valid
communication.	62	+1	+1	+1	+1	+1	5	1.00	Valid
	63	+1	+1	+1	+1	+1	5	1.00	Valid
	64	+1	+1	+1	+1	+1	5	1.00	Valid
	65	+1	+1	+1	+1	+1	5	1.00	Valid
	66	+1	+1	+1	+1	+1	5	1.00	Valid
	67	+1	- 1	- 1	+1	- 1	- 1	- 0.20	Invalid
	68	+1	+1	+1	+1	+1	5	1.00	Valid
	69	+1	+1	+1	+1	+1	5	1.00	Valid
	70	+1	+1	+1	+1	+1	5	1.00	Valid
	71	+1	+1	+1	+1	+1	5	1.00	Valid
	72	+1	+1	+1	+1	+1	5	1.00	Valid
	73	+1	+1	+1	+1	+1	5	1.00	Valid
	74	+1	+1	+1	+1	+1	5	1.00	Valid
	75	- 1	- 1	- 1	- 1	- 1	- 5	- 1.00	Invalid
Learning	76	+1	+1	+1	+1	+1	5	1.00	Valid
Objective 4:	77	+1	+1	+1	+1	+1	5	1.00	Valid
Students can	78	+1	+1	+1	+1	+1	5	1.00	Valid

Learning Objectives	No.	Experts' rating					Total	MEAN	Results
		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5			
understand and	79	+1	+1	+1	+1	+1	5	1.00	Valid
apply the	80	+1	+1	+1	+1	+1	5	1.00	Valid
cultural	81	+1	- 1	- 1	+1	- 1	- 1	- 0.20	Invalid
knowledge of	82	+1	+1	+1	+1	+1	5	1.00	Valid
time to	83	+1	+1	+1	+1	+1	5	1.00	Valid
schedule time	84	+1	+1	+1	+1	+1	5	1.00	Valid
and arrange	85	+1	+1	+1	+1	+1	5	1.00	Valid
time in	86	+1	+1	+1	+1	+1	5	1.00	Valid
intercultural	87	+1	+1	+1	+1	+1	5	1.00	Valid
communication.	88	- 1	+1	- 1	- 1	- 1	- 3	- 0.60	Invalid
	89	+1	+1	+1	+1	+1	5	1.00	Valid
	90	+1	- 1	- 1	+1	+1	1	0.20	Invalid
	91	+1	+1	+1	+1	+1	5	1.00	Valid
	92	+1	+1	+1	+1	+1	5	1.00	Valid
	93	+1	+1	+1	+1	+1	5	1.00	Valid
	94	+1	+1	+1	+1	+1	5	1.00	Valid
	95	+1	+1	+1	+1	+1	5	1.00	Valid
	96	+1	+1	- 1	- 1	- 1	- 1	- 0.20	Invalid
	97	+1	+1	+1	+1	+1	5	1.00	Valid
	98	+1	+1	+1	+1	+1	5	1.00	Valid

Learning Objectives	No.	Experts' rating					Total	MEAN	Results
		Expert 1	Expert 2	Expert 3	Expert 4	Expert 5			
	99	+1	+1	+1	+1	+1	5	1.00	Valid
	100	- 1	+1	- 1	- 1	- 1	- 3	- 0.60	Invalid
Total (In Overview)							367	0.73	Valid

Note: Valid when ≥ 0.50 .

Relative Developmental Score of Students' Intercultural Communication
Competence before and after Learning by the Developed Instructional Model
(total scores=80)

No.	Pretest Score	Posttest Score	Relative developmental score	Development Level
1	42	67	65.79	High
2	48	64	50.00	Moderate
3	21	66	76.27	Very high
4	30	68	76.00	Very high
5	25	52	49.09	Moderate
6	21	50	49.15	Moderate
7	27	55	52.83	High
8	24	53	53.44	High
9	23	54	54.39	High
10	26	60	62.96	High
11	47	66	57.58	High
12	32	64	68.00	High
13	40	67	67.50	High
14	25	67	76.36	Very high
15	35	67	71.11	High
16	44	69	69.44	High
17	36	64	63.64	High
18	24	61	67.24	High
19	21	49	49.18	Moderate
20	39	68	72.09	High
21	40	67	69.05	High
22	28	54	50.00	Moderate
23	36	66	68.18	High
24	36	67	70.45	High

No.	Pretest Score	Posttest Score	Relative developmental score	Development Level
25	48	67	59.38	High
26	49	69	64.52	High
27	47	72	75.76	High
28	51	71	68.97	High
29	47	70	69.70	High
30	47	68	63.64	High
31	51	67	55.17	High
32	39	69	73.17	High
33	24	58	60.71	High
34	50	73	76.67	Very high
Total Average	35.56	63.79	64.07	High

Appendix E
Certificate of English

**BS
RU** BANSOMDEJCHAOPRAYA
RAJABHAT UNIVERSITY

This is to certify that

Mrs. Li Caixia

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C2

Given on 25th January 2021



(Assistant Professor Dr Kulsirin Aphiratvoradej)

Director

BSRU-TEP Criteria

CEFR Level	BSRU-TE
A1	1 - 20
A2	21 - 40
B1	41 - 60
B2	61 - 80
C1	81 - 100
C2	101 - 120

ish Language Proficiency Level Descriptors: Common European Framework of Reference for Languages (CEFR)

- Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction needs of a concrete type.
- Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.
- Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
- Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).
- Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- Can describe in simple terms aspects of his/her background, immediate environment and matters in care of immediate need.
- Can understand the main points of clear standard input on familiar matters regularly encountered in school, leisure, etc.
- Can deal with most situations likely to arise while travelling in an area where the language is spoken.
- Can produce simple connected text on topics that are familiar or of personal interest.
- Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
- Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization.
- Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
- Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
- Can understand a wide range of demanding, longer texts, and recognise implicit meaning.
- Can express ideas fluently and spontaneously without much obvious searching for expressions.
- Can use language flexibly and effectively for social, academic and professional purposes.
- Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
- Can understand with ease virtually everything heard or read.
- Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation.
- Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.

Common European Framework of Reference for Languages: Learning, teaching, assessment (www.coe.int)

No.

Appendix F

The Document for Acceptance Research

MHESI 8038.1/46



**Mcu Ubonratchathani journal
of Buddhist Studies (TCI.2)**
Mahachulalongkornrajavidyalaya
University, Ubon Ratchathani Campus

RESPONSE FOR PUBLICATION OF THE ARTICLE

20th November 2023

The Editorial Department of Mcu Ubonratchathani journal of Buddhist Studies (TCI.2)
MCU, Ubon Ratchathani Campus has considered the article

Title DEVELOPMENT OF TASK-BASED LANGUAGE TEACHING ANDEXPERIENTIAL
CULTURE LEARNINGCYCLE INSTRUCTIONAL MODEL FOR ENHANCING INTERCULTURAL
COMMUNICATION COMPETENCE OF UNDERGRADUATE STUDENTS

Writer Li Caixia, Wapee Kong-In, Areewan Iamsa-ard, Suriya Phankosol

Publication Approval Mcu Ubonratchathani journal of Buddhist studies (ISSN : 2774-0463 (Online))
Mahachulalongkornrajavidyalaya University, Ubon Ratchathani Campus

Period of Publication 5th Year, Volume III (September-December, 2023)

Your article has been sent to 3 experts for peer review and found that its quality is at
a “**Good**” level and academically useful.

Please be informed accordingly.

(Assoc.Prof. Dr.Phirakhruwutthidhampantit)
Editor of Mcu Ubonratchathani journal of Buddhist studies (TCI)
Mahachulalongkornrajavidyalaya University,
Ubon Ratchathani Campus

The Editorial Department of Mcu Ubonratchathani journal of Buddhist studies (TCI)
Mahachulalongkornrajavidyalaya University, Ubon Ratchathani Campus
Somdet Rd. (7th Km.), Tambon Krasobe,
Mueang Ubon Ratchathani District, Ubon Ratchathani Province, 34000
The Editor: Tel.081-7908464, Coordinator: Tel. 081-2642443
E-mail: Sripacho2515@gmail.com, Website: <https://journal.ubonmcu.org>

Researcher's Profile

Name	Li Caixia
Gender	Female (Mrs.)
Date of Birth	04/10/1979
Email	121359797@qq.com
Postal Address	School of Foreign Studies, Guangxi University of Science and Technology, No. 268 Donghuan Street, Chengzhong District, Liuzhou City, Guangxi Province, P. R. China
Education	
- 1998.09-2002.07	Sichuan International Studies University, Chongqing, China Bachelor of Laws (International Business Law)
- 2005.09-2008.06	Shanghai International Studies University, Shanghai, China Master of Arts (English Language and Literature)
- 2021.01-Present	Bansomdejchaopraya Rajabhat University, Bangkok, Thailand Ph.D. of Curriculum and Instruction
Working Experience	
- 2002.07-2017.12	Faculty of School of Foreign Studies Guangxi University of Science and Technology Position: Lecturer
- 2018.01-2018.07	Faculty of Teaching English as a Second Language California State University, Fullerton Position: Visiting Scholar
- 2018.08-Present	Faculty of School of Foreign Studies Guangxi University of Science and Technology Position: Lecturer
