

Exploring Intercultural Communication Competence Perceptions and Integration into Classroom Practices of Chinese English Teachers at a Chinese Middle School in Shanxi

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Abstracts

The recognition of intercultural communication competence (ICC) has prompted the Chinese government to require teachers of English to acquire it so as to develop their students. This study explored the extent to which Chinese English teachers perceived their ICC and integrated it into classroom practices. Forty-seven teachers purposively recruited from a middle school in Shanxi assessed their ICC through a questionnaire; then five of them voluntarily participated in semi-structured interviews. To a very high extent, they thought they had the ability to understand and respect the excellent cultural traditions of other countries, communicating and interacting with people from different cultural backgrounds, and adapting to the needs of China's social, economic, and technological development and international interactions. They also thought they integrated ICC into classroom teaching to a very high extent, providing cultural activities and timely feedback to their students. These findings fulfilled the Chinese government's policy and implied that the levels of their ICC perceptions and integration were influenced by their self-improvement activities during leisure time and the advanced teaching facilities provided by the school. The same study can be replicated in other middle schools where they can promote their teachers' positive attitudes toward developing and teaching ICC.

Keywords: Intercultural Communication Competence Perceptions; Intercultural Teaching in English Classroom Practices; Chinese English Teachers; Chinese Middle School in Shanxi

Introduction

The globalization of technological innovation has driven the crucial role of English in intercultural communication (IC) between people from culturally diverse backgrounds throughout the world. China is not excluded. Its socio-cultural reform that has welcomed international investments to the country since the 1950s has increased the need for IC and the high demand for Chinese speakers of English (Wang, 2015 : 1). Intercultural communication competence (ICC) has thus become necessary, prompting the Chinese Ministry of Education (2017 : 1) to release the English Curriculum Standards for Compulsory Education, which clearly stated that the middle school level was the key starting stage to lay the ICC foundations along with English learning (Chinese Ministry of Education, 2017 : 1) and that teachers were required to develop their students' ICC by imparting knowledge of English language and culture to their students (Chinese Ministry of Education, 2017 : 31). Teaching middle school students to be competent in IC is important.

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To fulfill the above mentioned requirements, Chinese teachers of English must have a rich and solid knowledge of English language and culture. Such knowledge basically gained from the courses they took at the university level, such as 'Basic English', 'English Composition', 'Translation Theory' and 'Practice, History of Literature' and 'Selected Literary Works of Major English-speaking Countries', and 'National Conditions of Major English-speaking Countries'; these courses not only expand their knowledge of the English language and culture, but also foster a sense of respect for the culture. In addition to the courses taken at the university, self-improvement after work is another way to expand their knowledge (Dong, 2020: 108-109; Ge and Zhang, 2021: 170-173). However, it is only their choice, not by force or requirement. It can be assumed that Chinese teachers of English possess ICC with varying degrees, or the ability to understand and respect the excellent cultural traditions of other countries, communicate and interact with people from different cultures, and adapt to the needs of China's social, economic, and technological development and international interactions as defined by Chinese government (Chinese Ministry of Education, 2013: 1).

The assumption however cannot guarantee that Chinese English teachers successfully develop their students' ICC unless they integrate it into their classroom practices during the actual teaching process. The development of ICC has been one of the main goals of foreign language teaching in China (Hu, 2021:7), and Byram's (1997:53) ICC model developed from the perspective of language and cultural teaching, important for measuring foreign language teachers' ICC has been widely adopted for investigation in different contexts (e.g., Gao, 2014: 80-88; Ayon, 2016; Fernández-Benavides, 2019: 96-122; Singhonat and Anyada, 2020: 204-235). However, only two studies using his model were found in China (Xu, 2018:8; Tu, 2020:8). Both of them conducted their studies in middle schools in different cities; their findings were similar in that Chinese teachers of English did not perceive they had high levels of ICC. They investigated neither the teachers' integration of ICC into classroom practices nor ICC released by the Chinese Ministry of Education (2017:30) with the guiding meaning and important influence on Chinese English teachers. China is the world's most populous developing country with the third largest land area of 9.6 million square kilometers; the subjects selected in their studies were samples of two cities out of 661 in this country and could not represent the rest. It was worth to explore Chinese English middle school teachers' ICC and if they integrated it in the classroom teaching required and guided by the government.

Assessing the teachers' actual ICC can be complex, but Arasaratnam-Smith (2017: 1-13) contends that self-response to questionnaire items is commonly used to assess one's ICC due to the availability of both participants and appropriate assessment techniques and ease of data collection. This study therefore applied Byram's (1997:4) ICC model and chose a middle school in Shanxi Province as the research site where it was a key model middle school in this province with advanced teaching facilities that provided a good teaching environment for English teachers available to take part in the study. Their self-responses to the rating scales of the questionnaire reflected their own perceptions of ICC.

Research Objectives

The objectives were to investigate the extent to which:

1. Chinese teachers of English perceived their own ICC.
2. Chinese teachers of English integrated ICC into their classroom practices.

Research Methodology

Explanatory sequential mixed method was used to explore Chinese English middle school teachers' ICC perceptions and integration into classroom practices. This method was suitable for this study because the primary data collected from the questionnaire were closed-ended responses while data from the interviews were open-ended that would help the researcher to understand and explain the results of the primary data (Creswell, 2012: 239).

1. Population and Samples

The population included English teachers from a middle school in Shanxi Province ($N = 50$). The appropriate sample size for the quantitative research was 44 (Johnson and Larry 2016:53), and a number of 4 or 5 for the qualitative sample (Creswell, 2012: 239).

2. Research Instruments, Validation and Reliability

A questionnaire and questions for semi-structured interview were the main research instruments. The questionnaire had three parts. The first part was the personal information section (i.e., gender, age, education, years of teaching experience, attendance in ICC-related training, traveling abroad, and reading cultural books). The second and third parts used Five-Likert scales (5 = "Strongly Agree", 4 = "Agree", 3 = "Neutral", 2 = "Disagree", and 1 = "Strongly Disagree") to measure the participants' ICC perceptions and integration into their classroom practices. There were 37 items which were adapted from Duisembekova's (2021: 103-116) questionnaire in Part 2; Items 1-10, 11-22, 23-33 and 34-37 covered Byram's (1997:1) each ICC component. Part 3 had 10 items constructed based on the definition of ICC integration into classroom practices. The questionnaire was valid, for it was validated by three experts with the evaluation result of 0.83, higher than 0.7. Then it was pilot tested by 30 Chinese English teachers from two other schools, and the result analyzed by Cronbach's coefficient showed reliability at 0.87.

Questions for semi-structured interviews were constructed based on the results of the analysis of the questionnaire. Sample questions included 'how often you learn about other cultures', 'what cultures you were interested to learn', 'why you learned about them', 'how you normally acquired cultural knowledge', and 'how often you interacted with foreigners'.

3. Data Collection

Due to the Chinese government's control of COVID-19, quantitative data collection was initiated through the researcher's former teacher posting the online questionnaire in the form of QR code to the WeChat group of English teachers on July 14, 2022 and by August 1, 2022, 47 of English teachers ($n = 47$) completed the questionnaire. The majority of them were under 25 years of age (44.68%), had less than 5 years of teaching experience (57.45%), with a bachelor's degree (82.98%). More than half of the participants read cultural books (59.57%); some had previous study experience in English-speaking countries (12.77%) and ICC-related training (12.77%).

Those questionnaire respondents with different age and years of teaching experience were invited to take part in semi-structured interviews, and by August 30, 2022, five teachers (four females and one male) voluntarily participated in the interviews. Their age varied from 25 to 28 to 30 to 35 and to 45; their years of teaching experience also differed from two to three to seven to ten and to sixteen. Each interview was conducted in Chinese via voice calls on WeChat about 15 minutes. During the interviews, the researcher took notes, which were transcribed and sent to the participants to check the accuracy.

4. Data Analysis

Through SPSSPRO, an online data processing and analysis platform, frequency and percentage were used to analyze the participants' personal information while mean and standard deviation for their ICC perceptions and integration into classroom practices, which were interpreted based on the 5-rating scales in Table 1.

Table 1: The 5-Rating Scale Interpretations

5-Rating Scales	Descriptive Rating
4.21-5.00	Very high / Very positive
3.41-4.20	High / Positive
2.61-3.40	Moderate
1.81-2.60	Low / Negative
1.00-1.80	Very low/ Very Negative

Content analysis of the interview data was done through MAXQDA, a specialized software for qualitative data analysis. Firstly, data from the interviews were translated from Chinese to English and saved in 25 separate files and uploaded into MAXQDA. These files indicated the participants' ICC components and classroom practices. Secondly, in order to break all data into meaningful units of analysis (Johnson and Larry 2016:53), "attitudes", "knowledge", "skills", "awareness", "integrating ICC into their classroom practices" were key words for segmenting and coding. Finally, similar units of these keywords were categorized.

Research Conceptual Framework

In this study, Byram's (1997:1) ICC model including attitudes, knowledge, skills, and awareness was applied to measure Chinese English middle school teachers' ICC perceptions because it aligned with the ICC guided by the Chinese Ministry of Education (2013:1) in that they must have: 1) positive attitudes towards other cultures; 2) cultural knowledge or an understanding of their own culture and of others; 3) skills in interacting with foreigners and dealing with cultural differences; and 4) awareness of cultural values of Chinese culture and of others. Other cultures covered history, geography, customs, traditional habits, lifestyles, behavioral norms, cultural values, literature and arts of the English-speaking peoples from the three concentric circles Karchru (1985:6) conceptualized, i.e. the Inner Circle (countries where English is used as a native language), the Outer Circle (countries where English is used as a second language), and the Expanding Circle (countries where English is used as a foreign language). The degrees of their perceptions of ICC varied because of the assumption from the compulsory courses they took and passed at the university as well as those self-improvements (i.e. reading cultural books, experiences in studying abroad and attendance in related ICC trainings) they chose to do in their free time.

ICC integration into classroom practices was activities Chinese English teachers developed their students to have positive attitudes toward different cultures, cultural knowledge of Chinese and of the English-speaking peoples, interpreting and discovering skills and developing awareness of intercultural uniqueness. They may or may not integrate ICC into their classroom practices.

Figure 1 showed the conceptual framework of this study.

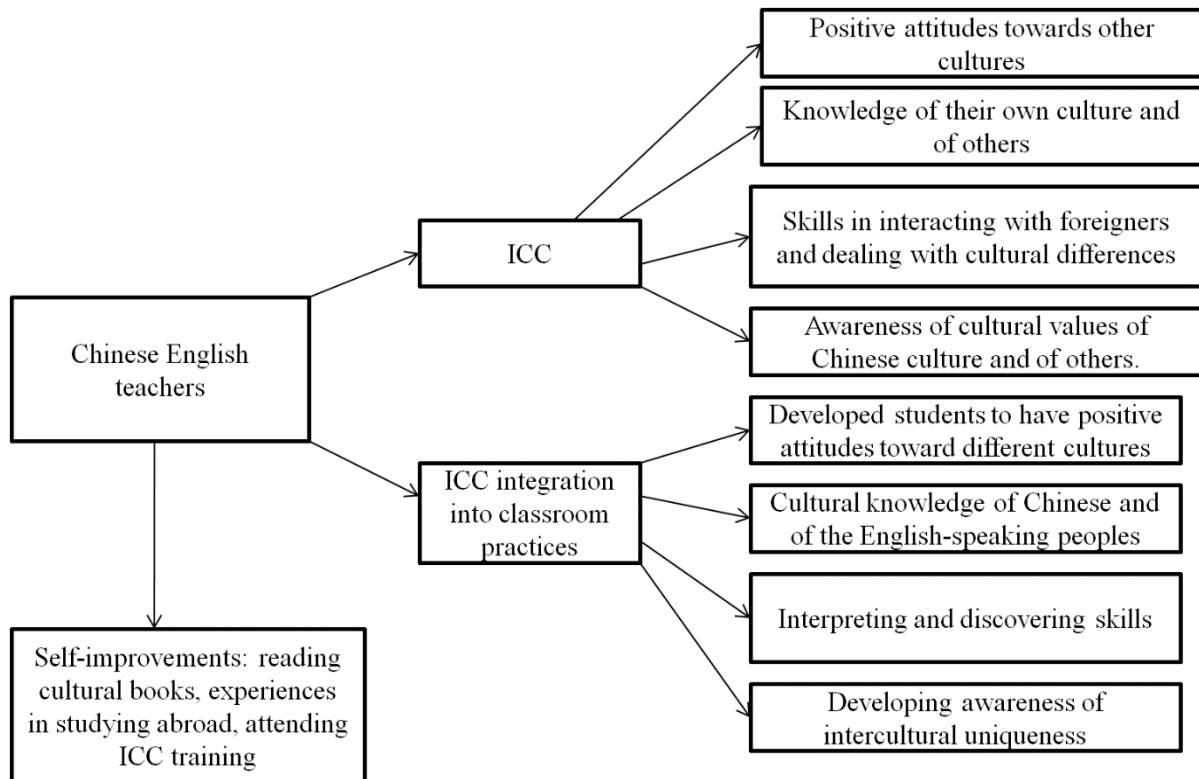


Figure 1. Chinese English teachers' ICC and integration into classroom practices

Research Results

1. Chinese middle school English teachers' ICC perceptions

From Table 2, the participants overall perceived themselves to be competent in IC at a very high level, ($\bar{X} = 4.21$, S.D. = 0.886). Their perceptions of attitudes ($\bar{X} = 4.54$, S.D. = 0.825) and awareness ($\bar{X} = 4.43$, S.D. = 0.777) were at a very high level; the other two were at a high level.

Table 2: Chinese Middle School English Teachers' ICC Perceptions

No.	ICC Elements	Mean	S.D.	Interpretation
1.	Attitudes	4.54	0.825	Very positive
2.	Knowledge	3.75	0.965	High
3.	Skills	4.1	0.977	High
4.	Awareness	4.43	0.777	Very high
	Overall Mean	4.21	0.886	Very high

1.1 Attitudes

The overall mean of attitudes in Table 3 was at a very high level ($\bar{X} = 4.54$, S.D. = 0.825), which meant they strongly agreed that they were curious and open to the cultures of English-speaking countries from the Inner Circle, the Outer Circle and the Expanding Circle and were willing to look positively at their own and others' cultures. The highest levels of perceptions were respecting people whose cultures are different from theirs ($\bar{X} = 4.74$, S.D. = 0.675), valuing cultural diversity ($\bar{X} = 4.72$, S.D. = 0.713) and understanding the value of cultural diversity ($\bar{X} = 4.72$, S.D. = 0.615).

In line with all the five interviewees, who similarly shared that they were “interested and motivated in learning about different cultures” because “they believed that learning about other cultures had a positive impact on their knowledge of cultural differences”.

Table 3: Attitudes

No.	Items	Mean	S.D.	Meaning
1.	I respect people whose culture differs from mine.	4.74	0.675	Very positive
2.	I value cultural diversity	4.72	0.713	Very positive
3.	I understand the value of cultural diversity	4.72	0.615	Very positive
4.	I am willing to learn from people whose cultural orientations differ from me.	4.6	0.798	Very positive
5.	I am open-minded to anyone who speaks English.	4.53	0.856	Very positive
6.	I always try to understand the practices, behaviors, and values of people from other cultures.	4.49	0.856	Very positive
7.	I am willing to empathize with people whose cultural backgrounds differ from me.	4.49	0.882	Very positive
8.	I am flexible towards other cultures.	4.45	0.855	Very positive
9.	I try to understand and accept the world view of people who speak English.	4.4	0.901	Very positive
10.	I am curious about the English-speaking peoples' cultures.	4.28	1.097	Very positive
	Overall Mean	4.54	0.825	Very positive

1.2 Knowledge

The overall mean of knowledge in Table 4 was at a high level ($\bar{X} = 3.75$, S.D. = 0.965), which meant they agreed that they understood their own culture and the English-speaking peoples' cultures including history, geography, customs, traditional habits, lifestyles, behavioral norms, cultural values, literature and arts. The highest levels of perceptions included being well equipped with their own cultural patterns ($\bar{X} = 4.57$, S.D. = 0.683) and knowing how people from different countries behaved in various circumstances to communicate better with people from other countries ($\bar{X}=4.21$, S.D. = 0.907).

Similar to the five interviewees stating that they "learned about other cultures in a variety of ways, namely studying abroad, attendance in relevant training, reading books, watching movies and television programs, and surfing the Internet". Four people (Teachers 1, 3, 4, 5) particularly said they would learn about British and American cultures; three (Teachers 1, 2, 4) mentioned they would study Thai, Japanese and Korean cultures.

Table 4: Knowledge:

No.	Items	Mean	S.D.	Meaning
1.	I am well equipped with cultural patterns of my own culture, which is Chinese	4.57	0.683	Very high
2.	I know how people from different countries behave in various circumstances to have a better communication with them.	4.21	0.907	Very high
3.	I know about the similarities and differences between the English-speaking peoples' cultures and Chinese culture.	4.19	0.947	High
4.	I can interpret the cultural information.	4.19	0.851	High
5.	I can analyze the cultural information.	4.15	0.955	High
6.	I can relate the cultural information.	4.15	0.932	High
7.	I know the cultures of peoples who speak English as a foreign language (e.g. Thai, Japanese, Korean, Vietnamese)	4	1.022	High
8.	I am well equipped with cultural patterns in countries where English is a native language (i.e. American, British, Australia, New Zealand and Canada).	3.98	1.032	High
9.	I know the cultures of peoples who speak English as a native language (i.e. American, British, Australia, New Zealand and Canada)	3.98	1.011	High
10.	I know the cultures of peoples who speak English as a second language (e.g. Singaporean, Filipino, Nigerian and Malaysian)	3.89	1.047	High
11.	I am well equipped with cultural patterns in countries where English is a foreign language (e.g. Thai, Japanese, Korean, Vietnamese).	3.85	1.142	High

12.	I am well equipped with cultural patterns in countries where English is a second language (e.g. Singaporean, Filipino, Nigerian and Malaysian).	3.83	1.049	High
	Overall Mean	3.75	0.965	High

1.3 Skills

The overall mean of skills in Table 5 was at a high level ($\bar{X} = 4.10$, S.D. = 0.977), which meant they agreed that they had ability to use their cultural knowledge to interpret different cultural phenomena and to discover new cultural knowledge when socially interacting with the English-speaking peoples. The highest levels of perceptions were that they could detect some misunderstandings happening during the on-going interactions between Chinese and the English-speaking peoples ($\bar{X} = 4.28$, S.D. = 0.902) and learn new cultural knowledge of English-speaking peoples when they interacted with them in English ($\bar{X} = 4.21$, S.D. = 0.858).

Consistent with all the five interviewees who said that they "had the opportunity to communicate with foreigners and that when they were confronted with cultural differences, they were aware of them and were able to deal with them". They also shared that they "respected and understood cultural differences ... had the opportunity to interact with foreigners on a weekly basis."

Table 5: Skills

No.	Items	Mean	S.D.	Meaning
1.	I can detect some misunderstandings happening during the on-going interactions between Chinese and the English-speaking peoples.	4.28	0.902	Very high
2.	I can learn new cultural knowledge of English-speaking peoples when I interact with them in English.	4.21	0.858	Very high
3.	I seek opportunities to explore the English-speaking peoples' cultures outside my communities.	4.19	0.924	High
4.	I can contrast communicative behaviors of Chinese and the English-speaking peoples in social settings (e.g., family, school, office, etc.).	4.13	1.055	High
5.	I can communicate in culturally appropriate ways with the English-speaking peoples.	4.09	0.974	High
6.	I have a cultural-specific knowledge of the English-speaking peoples to socially interact with them.	4.09	0.974	High
7.	I can communicate in socially appropriate ways with the English-speaking peoples.	4.06	0.987	High

8.	I can get information about the cultures of English-speaking peoples from my own learning (such as attending ICC training, reading cultural books, and studying abroad).	4.06	0.987	High
9.	I can communicate effectively with the English-speaking peoples	4.02	1.032	High
10.	I seek out opportunities to cooperate with the English-speaking peoples.	4.02	1.011	High
11.	I can communicate well verbally with the English-speaking peoples.	3.96	1.042	High
Overall Mean		4.10	0.977	High

1.4 Awareness

The overall mean of awareness in Table 6 was at a very high level ($\bar{X} = 4.45$, S.D. = 0.777), which meant they strongly agreed that they had ability to value cultures of their own and of the English-speaking peoples'. The highest level of perception was being well aware of their own culture ($\bar{X} = 4.54$, S.D. = 0.717).

The five interviewees also similarly shared that they "valued both the culture of their own country and the excellent parts of other cultures". Three people (Teachers 1, 3, 4) said they "valued the traditional Chinese culture".

Table 6: Awareness

No.	Items	Mean	S.D.	Meaning
1.	I am well aware of my own culture.	4.54	0.717	Very high
2.	I am aware of my own cultural values.	4.49	0.777	Very high
3.	I am aware of the existence of cultural differences	4.45	0.775	Very high
4.	I am aware of the English-speaking peoples' cultures.	4.32	0.837	Very high
	Overall Mean	4.45	0.777	Very high

2. Chinese middle school English teachers' ICC integration into their classroom practices

From Table 7, the overall mean of teachers' integration of ICC in classroom practices was at a very high level ($\bar{X} = 4.49$, S.D. = 0.753), which meant they strongly agreed that they provided cultural activities and timely feedback in the classroom that were suitable for their students' learning characteristics, specifically, to foster positive attitudes toward different cultures, skills in understanding, interpreting, and discovering the cultures of Chinese and English-speaking peoples, and an awareness of intercultural uniqueness. The highest levels were that the teachers provided their students with cultural activities to foster their students'

curiosity and openness about cultures of English-speaking peoples ($\bar{X} = 4.53$, S.D. = 0.718), fostered their students' curiosity and openness about their own culture ($\bar{X} = 4.51$, S.D. = 0.748), fostered their students' willingness to view their own culture and others' positively ($\bar{X} = 4.51$, S.D. = 0.748) and enabled their students to gain Chinese cultural knowledge ($\bar{X} = 4.51$, S.D. = 0.748).

Similarly, all the five interviewees said that they "provided cultural activities in their classroom practices on a weekly basis and that cultural activities were conducted inside and outside the class including holiday themes, watching movies and videos, and sharing books". Cultures from different countries such as Britain, America, Russia, Italy, Korea, Mexico, Australia, and Japan were included as parts of teaching English, but "British and American cultures were more focused because these two cultures were particularly useful for the students." They all emphasized that it was "necessary for them to provide feedback to their students about their learning outcomes".

Table 7: Chinese middle school English teachers' ICC integration into their classroom practices

No.	Items	Mean	S.D.	Meaning
1.	I provide my students with cultural activities to foster my students' curiosity and openness about their own culture.	4.51	0.748	Very high
2.	I provide my students with cultural activities to foster my students' curiosity and openness about cultures of English-speaking peoples.	4.53	0.718	Very high
3.	I provide my students with cultural activities to foster my students' willingness to view their own culture and others' positively.	4.51	0.748	Very high
4.	I provide my students with cultural activities to enable my students to gain Chinese cultural knowledge.	4.51	0.748	Very high
5.	I provide my students with cultural activities to gain cultural knowledge of the English-speaking peoples.	4.45	0.775	Very high
6.	I provide my students with cultural activities to enable my students to use their cultural knowledge to interpret different cultural phenomena.	4.45	0.775	Very high
7.	I provide my students with cultural activities to equip them with skills in new cultural knowledge discovery.	4.49	0.748	Very high
8.	I provide my students with cultural activities to foster my students to value their own culture.	4.49	0.748	Very high
9.	I provide my students with cultural activities to foster my students to value the English-speaking peoples' cultures.	4.49	0.777	Very high
10.	I provide timely feedback on my students' cultural learning.	4.49	0.748	Very high

	Overall Mean	4.49	0.753	Very high
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In conclusion, the participants perceived they had a very high level of ICC with positive attitudes towards other cultures, cultural knowledge of their own and of others, skills in interacting with foreigners and dealing with cultural differences, and awareness of cultural values of Chinese culture and of others. They also integrated ICC into their classroom teaching by providing their students with cultural activities to develop their students to have positive attitudes toward different cultures, cultural knowledge of Chinese and of the English-speaking peoples, interpreting and discovering skills and developing awareness of intercultural uniqueness.

Discussion

Based on the results, the extent to which Chinese teachers of English at a middle school in Shanxi perceived ICC and integrated it into classroom practices in the following:

1. ICC perceptions of Chinese teachers of English

To a very high or large extent, the Chinese English teachers perceived that they had the ability to understand and respect the excellent cultural traditions of other countries, communicating and interacting with people from different cultural backgrounds, and adapting to the needs of China's social, economic, and technological development and international interactions guided and defined by Chinese Ministry of Education (2013, P. 1). In particular, they thought that they obtained very positive attitudes towards other cultures and that they were very well aware of the value of Chinese culture and other cultures. The qualitative findings showed that other cultures they appeared to values to learn in their free time included the cultures of the Inner Circle (British and American) and the Expanding Circle (Japanese, Korean and Thai) rather than the ones of the Outer Circle.

However, the teachers did not see their cultural knowledge of their own culture and of others and their skills in interacting with foreigners and dealing with cultural differences as high as their attitudes toward other cultures and awareness of the value of different cultures. These results were parallel with the assumption that Chinese teachers of English possessed ICC required by the Chinese government, but they differed from studies by Xu (2018:7) and Tu (2020:6). The former explored 51 teachers in Wanzhou District, Chongqing and found that their ICC was at a moderate level because three of them studied abroad; many were not active to expose themselves to other cultures; fewer self-improved their ICC. The latter examined 120 teachers in Huanggang City, Hubei Province and discovered that they had a low level of ICC because teaching English was more focused than teaching the culture, and their daily teaching tasks with heavy workload consumed their precious time to want to develop their ICC.

The teachers' overall ICC perceptions in this study were at a very high level may be because they read cultural books in their leisure time (59.57%), studied abroad (12.77%) and attended ICC-related training (12.77%), supported by the qualitative results which also gave other insightful details about activities that may cultivate and develop their own ICC, i.e. watching news, movies and television programs, and surfing the Internet. The school as a key model middle school in Shanxi Province with advanced teaching facilities and a good teaching environment for them may also provide them with an opportunity to develop ICC.

2. ICC that Chinese teachers of English integrated into their classroom practices

To a very high or large extent, the Chinese English teachers integrated ICC into their classroom with cultural activities and timely feedback suitable for their students' learning characteristics in order to develop their students' positive attitudes toward different cultures, knowledge of Chinese and English-speaking peoples' cultures, interpreting and discovering skills, and developing an awareness of intercultural uniqueness. In line with the qualitative findings, the teachers provided activities about not only the cultures of the Inner Circle (British, American and Australian) but also of the Expanding Circle (Russian, Italian, Mexican, Japanese and Korean) inside and outside the class every week such as holiday themes, watching movies and videos and sharing books. While the activities about the cultures of the Outer Circle were not focused, the teachers placed a more emphasis on teaching British and American cultures which were viewed to be the language variants significant in the history of English development in China as Standard English, a guarantee of intercultural communication through other English variants (Zheng, 2019: 85-93). In addition, giving feedback about their students' learning outcomes was a must. These results fulfilled the Chinese government's policy requiring Chinese English middle school teachers to develop their students' ICC by means of teaching different cultures in the classroom (Zhong, 2020: 60-62). The results differed from studies by Liang (2019:1) and Li (2019:5) in that they only reported on teachers' ICC integration into classroom practices as an important factor to influence students' ICC, but they did not further investigate what activities and what cultures they used and what experiences and/or opinions they had about the intercultural teaching.

Recommendations

The research findings could imply in the following:

1. The very high extent of ICC perceptions of the Chinese English middle school teachers in Shanxi and the integration of ICC in their classroom fulfilled the Chinese government's policy.
2. Chinese English teachers who spent their free time on reading cultural books, watching news, movies and television programs and surfing the Internet would perceive themselves to be competent in IC and were most likely to integrate ICC in their classroom practices so as to help their students to be competent as well.
3. The schools in China where they were equipped with excellent facilities for English teaching and learning environments could positively affect their teachers' attitudes toward developing their ICC.
4. For future research, the same study replicated in other middle schools in different parts of China is recommended. For research practice, middle schools in other regions of China can promote their Chinese English teachers' positive attitudes toward developing their ICC and teaching it in their classroom.

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