

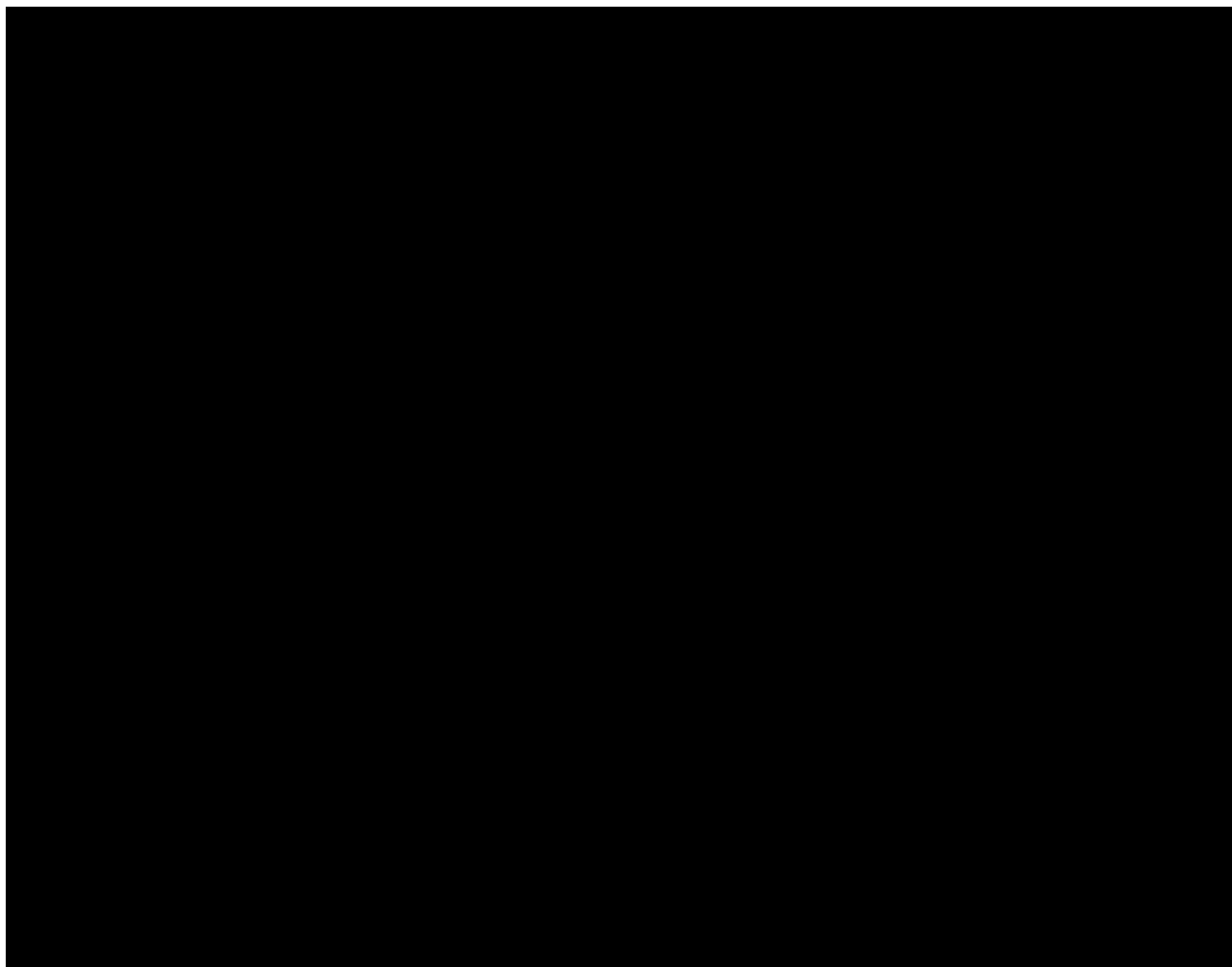
附件二：

2020 年外研社“教学之星”大赛 教学设计方案

一、基本信息

课程名称	跨文化交际（Intercultural Communication）
课程类别	<input type="checkbox"/> 大学英语基础课程 <input type="checkbox"/> 大学英语后续课程 <input checked="" type="checkbox"/> 英语专业课程 <input type="checkbox"/> 商务英语专业课程 <input type="checkbox"/> 翻译专业课程
教学对象	英语专业（English Major）
教学时长	32 课时（32 Teaching Hours）
教材名称	《跨文化沟通》（Intercultural Communication）
参赛单元	第__册 第 <u>3</u> 单元（*单本教材仅填写单元信息）

二、团队信息



三、课程设计方案

1、课程定位（基于院校特色与教学对象特点，介绍本课程的人才培养定位与设计理念）

1.1 About the course and students

Intercultural Communication (IC course for short) has a history of more than ten years in the School of Foreign Languages of Anhui Agricultural University (AAU). The course has always been very popular with students and has gradually formed a stable and excellent teaching team. Before taking the IC course, the students have not only learned some basic compulsory courses of listening, speaking, reading and writing, but also completed the three related prerequisite courses of *An Introduction to Chinese Culture*, *A Guide to English-Speaking Countries* and *An Introduction to Western Culture*. Therefore, students can complete the corresponding courses and tasks better.

1.2 Course Orientation

The IC course is designed to cultivate students' intercultural awareness and improve their intercultural competencies in the social and professional contexts. To be specific, the course will provide students with ability to perceive cultural differences and interpret them with intercultural knowledge. Ultimately, students will acquire the knowledge of cultural worldview frameworks, improve their skills in verbal and nonverbal communication and keep an open mind to other cultures.

1.3 The Philosophy of Course Design

- **Intercultural Communication is a process of a dialogue with culturally different others and the self .**
- The curriculum follows the principle of logical advancement from intercultural perception to cultural conceptualization to intercultural practice.
- The course adopts a mixed teaching method of online and offline, which promotes the integration of linguistic and educational purposes.
- Based on the characteristics of AAU, students will be given opportunities to improve their intercultural communication skills through some after-class activities like *Intercultural Communication Workshop*, *Intercultural Communication Competitions (Anhui Province)*, volunteer services at *Anhui Famous Agricultural Products and Agricultural Industrialization Fair, etc.*

2、课程目标（介绍课程时长及总体目标，目标应包括语言目标与育人目标）

2.1 Course Duration

- 32 teaching hours within 16 teaching weeks
- minute class meeting per week(2 class periods with a 10 minute break)

2.2 Course Objectives

The IC course focuses on the importance of culture in our everyday lives, and the ways in which culture interrelates with and effects communication processes. We live in an era of rapid globalization in which being able to communicate across cultures is imperative to our ability to function in a diverse workplace,

city, and world. This course will take us on a journey. Using our stories and our discussions, this course is designed to increase our sensitivity to other cultures. Just as importantly, this journey increases our awareness of our own cultural backgrounds, and the contexts (social, cultural and historical) in which we live and communicate.

The specific course objectives are as follows:

- To develop the skills necessary to read, evaluate, and use intercultural theories.
- To make practical applications of theory and research to business, education, marketing, media, or relationships--and to your own life.
- To increase your knowledge and analytical skills regarding communication between people from different racial, ethnic and cultural backgrounds, in both international and domestic settings.
- To identify challenges that arise from these differences in intercultural interactions and learn ways to creatively address them.
- To acquire knowledge, skills and attitudes that increase intercultural competence.
- To perform basic qualitative and quantitative intercultural research.

3、课程内容（介绍课程主要内容，特别说明如何实现语言与育人的融合）

3.1 Main Contents

The IC course is composed of three modules in which each explores an indispensable phase of intercultural communication. Students are required to go thorough these major modules in the course.

Attribute	Module	Description
Cognition	Module 1: Intercultural Perception	phenomenon, barriers, adaptation
Conceptualization	Module 2: Intercultural Competence	knowledge, skills, attitudes, awareness
Context	Module 3: Intercultural Practice	education, business, public diplomacy, etc.

The above modules are developed in a logical sequence from phenomena to theory and then back to concrete intercultural practices. From the attribute of module, Module 1 is mainly about the perception of cultural phenomena; Module 2 is to systematically introduce the theoretical framework behind intercultural phenomena; Module 3 is the application of intercultural communication in different domains.

The schedule below provides information on what topics the course will cover on particular class meetings, what activities are planned for individual section meeting, and what readings and assignments students must complete. It is expected that students will review this schedule in detail at the beginning of the semester to familiarize themselves with the working of the class.

Tentative Course Schedule

Week	Textbook Resources	Content	Task & Assignment
Module 1: Intercultural Perception			
1	Unit 1	Culture Behind Language	Reading: Unit 2 Group work
2	Unit 2	Communicating Interculturally	Reading: Unit 3 Telling your stories (with Vlog)
3	Unit 3	Barriers in Intercultural Communication	Reading: Unit 4 Case Study 1#
4	Unit 4	Intercultural Adaptation	Reading: Unit 5 Topic for Research Project
Module 2: Intercultural Competence			
5	Unit 5	Understanding Cultural Differences-1	Exam 1# Case Study 2#
6	Unit 5	Understanding Cultural Differences-2	Reading: Unit 6 Method Proposal
7	Unit 6	Time and Culture	Reading: supplementary materials Review of Literature
8	N/A	Space and Culture	Reading: Unit 7 Method Selection
9	Unit 7	Communicating Non-verbally	Reading: Unit 8 After-class Activities: Role Play
10	Unit 8	Different Communication Styles	Reading: Unit 9; Outlining Module 2 with a Mind Map
Module 3: Intercultural Practice			
11	Unit 9	Innovation and Education	Reading: Unit 10 Exam 2#
12	Unit 10	Intercultural Training	Reading: Unit 11 Case Study 3#
13	Unit 11	Intercultural Business Communication	Reading: Unit 12 Results
14	Unit 12	Public Diplomacy and Intercultural Communication	Reading: Unit 2 Submitting your Papers
15	N/A	Chinese Culture in Global Context	Exam 3# Preparing for the Research Presentation
16	N/A	Presentation of Papers or an in-depth Case Study	Peer & Self-assessment Preparing the Final Exam

3.2 Teaching Resources

3.2.1 Textbook & Reference Books

[1] Zhuang Enping & Nan M. Sussman. *Intercultural Communication*. Beijing: Foreign Language Teaching

and Research Press, 2014.

[2] Hu Wenzhong. Intercultural Communication Series. Beijing: Foreign Language Teaching and Research Press, 2012.

[3] Martin, J.N. & Nakayama, T.K. Intercultural communication in contexts. 4th Edition. Mountain View, CA: Mayfield, 2007.

[4] Samovar, L. A., Porter, R. E., McDaniel, E. R., & Roy, C. S.(Eds.). *Intercultural Communication: A Reader* (14th ed.). Boston, MA: Wadsworth, 2014.

3.2.2 Online Resources and Online Learning Platform

Students are encouraged to make full use of the online resources. During the semester, students are also required to log in our learning platform to finish in-class and after-class learning skills.

4、课程评价（介绍课程评价方式，特别说明如何在评价中实现语言与育人的融合）

4.1 Course Grade

The holistic evaluation of students' performance reflects their achievements in class activities. It is a formative assessment system where students can see whether they have achieved our course objectives. The following table shows how students are evaluated in the whole semester. Students will earn their grade through the following assignments.

Assignment	Proportion of Final Grade
Participation(online learning, discussion, etc.)	10%
Exams:	40%
● Exam 1: Intercultural Perception	___/10
● Exam 2: Intercultural Competence	___/10
● Exam 3: Intercultural Practice	___/10
● Final Exam	___/10
Term Paper or Case study:	40%
● Topic	/
● Method Proposal	/
● Review of Literature	___/15
● Methods Section	___/5
● Results	___/5
● Papers	___/10
● In-class Presentation	___/5
Peer Assessment	5%
Self-Assessment	5%
TOTAL	100%

4.2 Description of Assignments

4.2.1 Participation(10%)

Students' participation will be strictly examined throughout the semester. Also, we will have in-class discussions and exercises. Students should be active in answering and asking questions, or other in-class activities. Normally, we will have frequent "tickets-to-enter"—typically, a short question that tests whether you have done the required reading for the day. Frequent absences can count against your participation

grade.

4.2.2 Exams(40%)

All exams will evaluate your mastery of readings, lectures, and class discussions. They will combine multiple choice, short answer, and essay questions. Be able to comprehend, apply, analyze, synthesize, and evaluate concepts. The final will contain key comprehensive terms related to general cultural frameworks.

4.2.3 Term paper or Case Study (40%)

Students will write a paper for potential submission for an appropriate academic research outlet from intercultural perspective. The paper may be quantitative, qualitative, or rhetorical, but must include primary research with intercultural theories we have learned in the course. Alternatively, students can give an in-depth case study about intercultural communication. Cases can be any topic about intercultural communication, but those regarding Chinese culture from intercultural perspective will be most welcome. Teachers will meet with each group regularly to help with details, instructions. Each student may work individually or in groups.

4.2.4 Peer Assessments and Self-Assessments(10%)

During the semester, all our assignments will be assessed by students themselves and their classmates. In each case, students should provide a written assessment that evaluates the delivery and explain major items to be improved upon in the next assignment.

Unlike peer assessment, which is given during class time, self-assessment is a much carefully written assessment based on students' real experiences, the reflection of the whole learning process, and work out their own improvements according to the rubrics on presentation or case study, etc. Also, we will offer some valid self-assessment tools for intercultural skills for students to check by themselves.

4.2.5 Extra Credit (up to 5% of total grade)

For extra credit, students may attend any out-of-class presentation or engage in an intercultural experience out of class and write a brief report on it. Teachers will bring some ideas to class, but students are encouraged to feel free to propose their own ideas. Those students who earn certificate from other related intercultural communication courses online will get their extra credit.

In practice, students with an interesting research proposal will be recommend to ***Intercultural Communication Workshop*** and gained more instruction for the competition of intercultural communication or apply the funding of the National and Provincial Undergraduate Innovation Projects.

4.3 Evaluation for the Integration of Linguistic and Educational Purposes

- **The constructive evaluation:** it is a constructive process, which negotiation and developmental evaluation are emphasized. The acquisition of knowledge and skills in intercultural communication is a gradual process. Through the constructive evaluation, students can feel the sense of participation and improve their self-efficacy, so that they will be highly motivated.
- **The diversity of evaluation subjects:** the Constructive evaluation emphasizes multi-subject evaluation, including internal evaluation and external evaluation. For example, in our teaching, we first evaluate students' case studies, classroom demonstration and other tasks through self-assessment and peer assessment, and then teachers conduct comprehensive feedback assessment. The purpose of this evaluation approach is not the evaluation itself, but to encourage students to form a good habit of self-reflection and tolerance for diverse views. Finally, we expect our students to have good language communication skills and excellent intercultural skills.

4.4 Sample Rubrics in the IC Course

Sample1 # Presentation Evaluation Form

Presentation Grade [5= Excellent (A); 4 = Good (AB); 3 = Satisfactory (B); 2 = Some problems (BC); 1 = Many problems (C); 0 = Did not present (F); NA= not applicable]:

Presenter(s): _____

Topic: _____

CRITERIA		RATING				
1	Introduction: Did the introduction capture your interest? Was necessary background given? Was a clear purpose conveyed?	5	4	3	2	1
2	Organization: Was there a clear organization? Were transitions between sections clear and effective? Did the organization lead to a clear conclusion?	5	4	3	2	1
3	Content: Did the speakers support their points? Was the supporting material relevant, up to date?	5	4	3	2	1
4	Visual Aids: Were visual aids used effectively and appropriately, carefully prepared?	5	4	3	2	1
5	Conclusion: Were key points reinforced? Was a sense of closure provided? If appropriate, was a course of action proposed?	5	4	3	2	1
6	Delivery: Was/were the speaker(s) natural, enthusiastic? Did they speak clearly? Were appropriate gestures, posture, expressions used?	5	4	3	2	1
7	Discussion: Were questions answered accurately, clearly, effectively?	5	4	3	2	1
TOTAL						
<u>General Comments:</u>						

Sample 2# Case Study Evaluation Form

Rate the project on each item below using a 0-1-2-3-4-5-6-7-8-9-10 scale, with “0” = no agreement, “5” = undecided, and “10”= strongly agree.

Professional Style	Rating	Application of Principles	Rating	Analytical Soundness	Rating
The presentation was well adapted to the audience.		The group made effective use of class principles, models & theories.		The group clearly identified their goals. (What is effectiveness?)	
The presentation was interesting & creative.		The group offered proof to back up their arguments.		The group examined the implications of their analyses and ideas. (So whats)	
The presentation was well-organized.		The group properly researched the topic.		The group made reasonable assumptions.	
The speakers spoke with credibility.		Overall, the group properly applied class principles.		The group properly analyzed the problem.	
The presenters effectively handled the defense of their ideas.		<i>Comments:</i>		The group articulated a well-developed strategy	
The presenters looked & acted professionally.				The group’s tactics were appropriate.	
Overall, the project was professionally presented.				The group clearly linked the problem analysis, strategy and tactics. (Congruency tests)	
<i>Comments:</i>				Overall, the presentation was analytically sound.	
				<i>Comments:</i>	

Sample 3# Rubrics for Intercultural Communication Role Play

CLASS RUBRIC (30%)					
CRITERIA	RATING				
The mother idea is creative and unique.	5	4	3	2	1
Everyone contributed ideas during planning.	5	4	3	2	1
Everyone exerted effort to make the plan realized. This includes but not limited to the making of props and costume, venue preparation, and monetary contribution if there is any.	5	4	3	2	1
Everyone participated during rehearsals and showed a positive attitude toward the functional outcome of the gala.	5	4	3	2	1
TOTAL					
GROUP RUBRIC (30%)					
CRITERIA	RATING				
The elements of the group plan were coherent; all were pointing to one idea.	5	4	3	2	1
The group submitted the plan on time and followed the instructions given.	5	4	3	2	1
The group showed unity in realizing what they have planned.	5	4	3	2	1
The group has slated the ways as to how they would address people of different culture and linguistic background.	5	4	3	2	1
The members of the group have collectively shown interest in communicating with people from different ethnolinguistic groups with the use of appropriate nonverbals.	5	4	3	2	1
The cultural performance is unique and creative.	5	4	3	2	1
The group showed originality in their cultural performance.	5	4	3	2	1
Mastery and synchronization were observed during the performance.	5	4	3	2	1
The group members wear their national dress code.	5	4	3	2	1
TOTAL					
INDIVIDUAL RUBRIC (40%)					
CRITERIA	RATING				
The student showed interest in the task by participating in the planning, practice, and actual performance.	5	4	3	2	1
The student was serious with the role given to him/her. He executed what is expected out of him/her.	5	4	3	2	1
The student strictly followed his/her group's plan, especially the do's and don'ts.	5	4	3	2	1
The learner has not offended any citizen of any country.	5	4	3	2	1
The student tried his/her best to communicate with others with the use of nonverbals.	5	4	3	2	1
The student adjusted his tone and pacing to suit the tone and pacing of the one he/she was communicating with.	5	4	3	2	1
The learner promoted his culture by talking about what his/her country famous for and what makes them special.	5	4	3	2	1
TOTAL					
<u>General Comments:</u>					

四、单元设计方案

1、单元教学目标（说明参赛单元的具体教学目标，目标应包括语言目标与育人目标）

1.1 Teaching Unit:

Unit 3: Barriers in Intercultural Communication

1.2 Teaching Objectives:

[1] To understand the nature of stereotype

- To know the definition of stereotype
- To identify the types of stereotype
- To analyze the causes for stereotypes
- To establish some effective strategies to deal with stereotypes

[2] To know how to break cultural barriers

- To know the definition of ethnocentrism and its impact on communication
- To identify the roots of prejudice
- To clarify the relations among stereotype, prejudice and discrimination
- To find strategies to eliminate our bases in intercultural communication

2、单元教学过程（1>说明本单元主要内容、课时分配、设计理念与思路；2>说明本单元教学组织流程，包括课内、课外具体步骤与活动；3>特别说明单元教学过程如何实现语言与育人的有机融合）

2.1 Main Content

In this unit, it first introduces some basic concepts and their correlations in intercultural communication. Secondly, this unit focuses on analyzing some barriers that may be encountered in the process of intercultural communication and strategies to overcome these barriers in the intercultural contexts.

Cultural Biases and Intercultural Communication

I. Eliminate the Stereotype in Intercultural Communication

A. Definition of Stereotype

1. Definition: a form of generalization about some group of people.
2. Core features: to categorize and to generalize

B. Types of Stereotypes

1. Gender stereotype
2. Racial stereotype
3. Age stereotype

C. Causes of Stereotypes

1. Simplistic division of ingroups and outgroups
2. Social interaction
3. Media influence

D. Strategies to Deal with Stereotypes

1. Awareness
2. Confidence
3. Communication

II. Break Cultural Biases in Intercultural Communication

A. Ethnocentrism as a Barrier to Communication

B. The Roots of Prejudice

1. Social Sources
2. Emotional Sources
3. Cognitive Sources

C. The Relations among Stereotype, Prejudice and Discrimination

D. Strategies to Eliminate our Biases in Intercultural Communication

1. Learning about Persons of other Cultures
2. Identifying How this Culture Contributes to our Community or the World
3. Practicing Tolerance

2.2 Time Allotment

The total time allotment of this unit is:

- Experiencing intercultural communication(1 class period)
- Cultural barriers and Intercultural Communication(1 class period)

2.3 The Philosophy of Teaching Design

The philosophy of teaching design in this unit is consistent with that of the course. On the one hand, students' cognitive features and motivation should be fully considered in the teaching. On the other hand, the classroom is regarded as a space for teachers and students to construct knowledge together.

Since the IC course emphasizes the individual's own experience, the teacher guides the students to carry out intercultural reflection and discover the essence of the problems through the phenomenon. The teaching starts with the students' perception and progresses step by step. Then, some theoretical knowledge of intercultural communication is introduced with case studies and self-reflections. Finally, in the task design, intercultural theories learned in classroom teaching are applied to intercultural practice to improve students' ability to analyze and solve problems about intercultural communication.

2.4 Teaching Procedure

Week 3	Topic: Barriers in Intercultural Communication	
Section	Activities	
1 st class period	Pre-class Activities	<ol style="list-style-type: none"> 1. Read Unit 3 & Berlin: De Gruyter Mouto. https://www.degruyter.com/view/title/505782 2. Video work: “an example of stereotype in my life”
	In-class Procedure	<ol style="list-style-type: none"> 1. Lead in—Experience by seeing (8’) Review Unit 3, Reading 1 briefly, then invite students to the platform or display students’ videos; Give comments and lead to the topic of today. 2. Presentation—Explore by doing (20’) <ol style="list-style-type: none"> 1) Clarification—understanding the nature (4’) Give students definition of “Stereotype”; Clear out the common misunderstanding of stereotype with examples and statistics ; Briefly differentiate communication barriers: Ethnocentrism, Stereotype and Prejudice. 2) Pair work—finding types of stereotypes (8’) Ask students to work in pairs, then ask students to present examples and summarize types of stereotypes; Invite students to the platform and present their findings on the blackboard; Encourage students to draw a mind map or a bubble diagram. 3) Brainstorm—probing into the causes (8’) Read a passage on the online platform, then ask students to report the causes of stereotypes online; Remind students to take notes in reading; Retrieve the word cloud on the causes of stereotypes with the online platform; Based on the word cloud report, the teacher comments on students’ reports then summarizes the common causes of stereotypes. 3. Discussion—Expand by being (15’) Display a short video clip—“Made in China”— then arrange students in groups of 4; discuss about their ways to remove the stereotypes. Ask students to the platform to present their understanding and strategies of overcome the barrier. 4. Evaluation: An online quiz (2’) 5. Assignments (1’)
	After-class Assignments	<ol style="list-style-type: none"> 1. Read textbook Unit 4(73-76); 2. Be prepared to discuss exercises on Page 76; 3. Work in pairs after class preparing for the discussion: What should be the cultural barrier if you would study abroad?
	Online Resources	<ol style="list-style-type: none"> 1.TED-ed speech: “Overcoming cultural barriers in universities”, (http://open.163.com/newview/movie/free?pid=MF70BFFKE&mid=MF72GVS6) 2. Online learning platform: Supplementary reading materials
	Offline Resources	<ol style="list-style-type: none"> 1. Textbook resources 2. Pre-recorded video clips of students talking about their experiences about stereotypes

Week 3	Topic: Barriers in Intercultural Communication	
Section	Activities	
2 st class period	Pre-class Activities	<ol style="list-style-type: none"> 1. Read Textbook(Pages 57-61), understand other biases in intercultural communication 2. Divide the class into groups of 4-5 students, and have them discuss the nature of ethnocentrism, prejudice and discrimination and their impact on communication
	In-class Procedure	<ol style="list-style-type: none"> 1. Revision: Briefly review the content in the 1st period (2') 2. Lead in: <u>Experience by seeing</u> (8') Invite students to share his or her Vlog about understanding other biases in intercultural communication 3. Presentation—<u>Explore by doing</u> (20') <ol style="list-style-type: none"> 1) Clarification—understanding the nature (4') Give students definition of “ethnocentrism”; Clear out the common misunderstanding of ethnocentrism with examples and statistics; Detailed analysis of communication barriers: Ethnocentrism, Stereotype and Prejudice. 2) Pair work—finding roots of prejudice (8') Ask students to work in pairs, then ask students to present examples and summarize roots of prejudice; Invite students to the platform and present their findings on the blackboard; Encourage students to draw a mind map or a bubble diagram. 3) Brainstorm—probing into the roots (8') Read a passage on the online platform, then ask students to report the roots of prejudice online; Remind students to take notes in reading; Retrieve the word cloud on the roots of prejudice with the online platform; Based on the word cloud report, the teacher comments on students’ reports then explains the roots of prejudice from the perspective of social identity theory. 4. Discussion—<u>Expand by being</u> (15') Display a series of cartoon pictures about biases including prejudice — then arrange students in groups of 4; discuss about their ways to remove these biases. Ask students to the platform to present their understanding and strategies of overcome the barrier. 5. Evaluation: An online quiz (2') 6. Assignments (1')
	After-class Assignments	<ol style="list-style-type: none"> 1. Video work: My strategies to break biases in communication; Be prepared to discuss exercises on Page 81;
	Online Resources	<ol style="list-style-type: none"> 1.STUDY.COM: “Cultural Adaptation: Definition, Theory, Stages & Examples”, (https://study.com/academy/lesson/cultural-adaptation-definition-theory-stages-examples.html) 2. Online learning platform: Supplementary reading materials
	Offline Resources	<ol style="list-style-type: none"> 1. Textbook resources 2. Pre-recorded video clips of students talking about their experiences about biases

3、单元教学评价（说明本单元的评价理念与评价方式，特别说明如何在评价中实现语言与育人的融合）

3.1 Evaluation Guidelines

The guidelines of the evaluation in Unit 3 are:

- The evaluation in this unit is still based on constructive evaluation, supplemented by descriptive evaluation and judgmental evaluation, etc.
- Tasks and assignments are matched with corresponding evaluation methods which should be specific, measurable and achievable.
- The balance between the improvement of students' language skills and the acquisition of intercultural knowledge should be kept in the evaluation.

3.2 Evaluation Practice for the Integration of Linguistic and Educational Purposes

- **Multiple Evaluation Tools Available:** In this unit, students need to complete different tasks, such as video presentation, online writing tasks, online quiz, etc. The results of the online tasks will be fully recorded by the online teaching platform, and these will be used as the results of students' "participation" item in the overall assessment.
- **Evaluation for Further Improvement, not Just for Judgement:** Each task is equipped with relatively objective evaluation tools such as *Presentation Evaluation Form* to help students understand their own learning, especially the gap with the goals, so as to make further improvement in the future. Teachers do not just give a judgmental evaluation.
- **Educational Purposes Highlighted:** In addition, teachers will give oral or written feedback on students' task completion. This kind of evaluation lays more emphasis on educational purpose, exchanges and interacts with students with an equal attitude. Usually, we will adopt a way of negotiation with students to analyze the possible problems in their learning. Teachers not only pay attention to students' language expression ability and communicative ability, but also focus on improving students' critical thinking and problem-solving ability with the help of the evaluation.

五、教学设计特色

Intercultural Communication course not only aims to equip our students with excellent intercultural competence in various contexts, but also make them think globally. Besides, our course are supposed to train our students to have a strong calling and a deep feeling for our nation and culture. Therefore, our teaching design works with the guidance of the integration of linguistic and educational objectives. In our teaching practice, several approaches have proved to be very effective in achieving the goal.

“ Experience-Explore-Expand(3E)” Teaching Mode

The “3E” teaching mode was first applied in our intercultural communication course in the year of 2012. Although *Intercultural Communication* is a compulsory course for English majors, students are usually confused about the course objectives. Some students still focus too much on the language itself so that the course unfortunately becomes sort of intensive or extensive reading in their eyes. On the contrary, other students go to the next extreme that the course is only about some knowledge or skills in intercultural communication and they can get little improvement in language. These misunderstandings of the course bring great challenges for our teaching. Students used to be very silent in class and show little interest in the activities. If we give a deep refection of our setbacks in teaching IC, it can be easily found that the split of linguistic and educational objectives will be one of the main reasons for the lack of dynamics of the course. Thus, we employ the “3E” teaching mode to put two objectives into one and make IC course attractive and dynamic again.

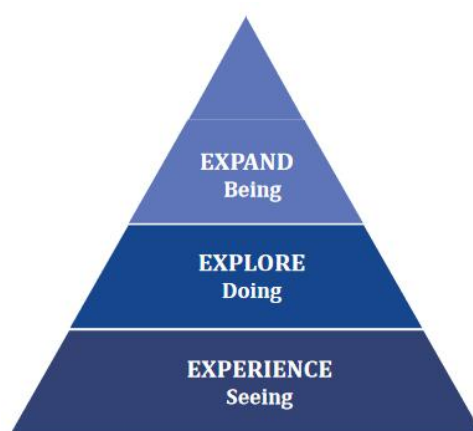


Figure 1 The “3E” teaching mode

What is the “3E” teaching mode? How does it work?

Experience(seeing): We attach much importance to students’ intercultural experiences in our teaching. Students are encouraged to share their experiences and understandings about intercultural communication. For examples, students are required to give a daily report about their experiences in class. Such a task can make students give an effective output of English public speaking and general perception of intercultural phenomena. As teachers, we are not in a hurry to judge but attempt to invite students to expose themselves to the variety of cultures. By doing so, students feel free to see the similarities and differences among cultural phenomena. To some extent, intercultural communication is a process of experiencing various cultures, which can be based on personal practices or indirect knowledge from books, movies or internet, etc. In the teaching, we create various opportunities for students to see various cultural phenomena and

perceive different cultural differences so as to have an intuitive understanding of intercultural communication.

Explore(doing): In the first stage, students are open to different cultural experiences. The increasing experiences presented to students gradually plants the seed of curiosity in their hearts. They have seen a lot and naturally their exploration will be on the road. Why do they differ in perceiving the world? How can we understand the culture behind the language? Why do cultural barriers always exist in the world? All these doubts need to be clarified. Students are eager to find the answer to these questions or come up with the solutions to cultural conflicts. In this regard, we will give students some tasks or assignments to deepen their understanding of intercultural communication. For example, students are required to give an in-depth case study or do a research project about intercultural communication before the course ends. Thus, students can start a journey of self-exploring. It's also a continuous dialogue with the self, which brings cognitive changes and rational knowledge about intercultural communication.

Expand(being): Students will finally expand in knowledge, skills and attitudes in intercultural communication after their experiencing and exploring. The call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community, knowing that we share the future with others.

Firstly, students will have the knowledge of cultural worldview frameworks. Hopefully, they can demonstrate sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, or beliefs and practices. Besides, students will gradually form cultural self-awareness that they can articulate insights into own cultural rules and biases.

Secondly, students will acquire skills in verbal and nonverbal communication. That is to say, students can articulate a complex understanding of cultural differences in verbal and nonverbal communication and are good at skillfully negotiate a shared understanding based on those differences. Also, skills in empathy will be greatly improved in our teaching. Students have learned to interpret intercultural experience from the perspectives of own and more than one worldview and demonstrate ability to act in a supportive manner that recognize another cultural group.

Thirdly, students will have changes in attitudes and become more curious and open to other cultures. They can ask complex questions about cultures, seek out and articulate answer to these questions that reflect multiple cultural perspectives.

In a word, through the “3E” teaching mode, the ultimate goal of our course is to expect that students can not only be familiar with knowledge and skills in intercultural communication, but also have an international perspective and deep feelings of family and country, so as to be competent to tell Chinese stories and spread Chinese culture in the global context.

Culture and society are like twins, always intertwined. The perception of different cultures is always inseparable from individual experiences. Successful intercultural communication requires not only solid language communication skills, but also sufficient intercultural knowledge and skills. Based on the social cognitive theory, **the “3E” teaching mode follows the students’ learning rules and cognitive characteristics of intercultural communication, and achieves the integration of language goals and educational goals through specific teaching methods such as experiential teaching, project-driven teaching and case study.**