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**GLOCAL COMPETENCY FORMATION FOR ENGINEERING
UNDERGRADUATES BY CONVERTING GENERAL ENGLISH INTO
INFORMATION LITERACY CURRICULUM**

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**ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ
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имени ПАТРИСА ЛУМУМБЫ»**

На правах рукописи

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**ФОРМИРОВАНИЕ ГЛОКАЛЬНОЙ КОМПЕТЕНЦИИ
У СТУДЕНТОВ ИНЖЕНЕРНЫХ СПЕЦИАЛЬНОСТЕЙ ПУТЕМ
ВКЛЮЧЕНИЯ ОБЩЕГО АНГЛИЙСКОГО ЯЗЫКА В ПРОГРАММУ
ОБУЧЕНИЯ ИНФОРМАЦИОННОЙ ГРАМОТНОСТИ**

5.8.2. Теория и методика обучения и воспитания
(иностранные языки)

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CONTENTS

INTRODUCTION	7
Chapter I MACRO- AND MICRO-ANALYSES OF CURRENT THEORETICAL ISSUES IN ENGLISH LANGUAGE TEACHING IN CHINESE UNIVERSITIES	34
1.1 Difficulties in Developing General English Curriculum in Local Industrial Universities of China	37
1.2 From Globalisation to Glocalisation: Competence Development Goals of General English in China.....	41
<i>1.2.1 Globalisation versus Localisation: Macroscopical Evaluation on Demands of Glocal Development of Higher Education in China</i>	41
<i>1.2.2 Glocality of Higher Education: Thinking Globally, Acting Locally..</i>	45
1.3 From Language Competency to Glocal Competency: Competence Development Goals of General English Curriculum.....	50
<i>1.3.1 Pedagogical Framing of Competence Development Goals</i>	51
<i>1.3.2 Absence of Localisation in Competence Development Programmes</i>	62
<i>1.3.3 Connotation of Glocal Competency and Its Connection with English Information Literacy Competence</i>	69
1.4 From Foreign Language to Second Language Curriculum: The Changed Nature of General English	73
<i>1.4.1 Conceptual Analysis on Course Nature of General English</i>	74

1.4.2 <i>Evaluation on the Development of General English from a Glocal Perspective.....</i>	79
1.4.3 <i>Competency of Second Language beyond Generative Artificial Intelligence of Foreign Language.....</i>	86
1.5 From Single to Systematic Curricular Design: Construction of English Information Literacy Curriculum	87
1.5.1. <i>Definition of English Information Literacy</i>	90
1.5.2 <i>Key to Second Language Curricular Design: Organic Integration of Language and Culture</i>	91
1.5.3 <i>Learners as Glocalised Ego — Cultural Self and Harmony in Diversity.....</i>	97
Chapter Conclusion: Theoretical Basis for Formation of English Information Literacy Curriculum	102
Chapter II SYSTEMATIC DESIGN OF ENGLISH INFORMATION LITERACY CURRICULUM.....	104
2.1 Regression to the Original Intention of Education — Designing Language Curriculum of the Learner, by the Learner, for the Learner	105
2.2 Evaluation of Accessible Curricular Resources English Information Literacy Curriculum	110
2.2.1 <i>The 7-Factor Model of Language Curriculum Development</i>	115
2.2.2 <i>The 3-Factor Model of Learner-Centred Principles</i>	129
2.3 Curricular Design of “Dragonfly” Modelled English Information Literacy Curriculum	132

2.3.1 Cases of English Information Literacy Curricular Design	136
2.3.2 Case of Course Design: China's Cross-Cultural Communication with The World.....	137
2.3.3 Case of Course Design: Readings of Scientific Literature	145
2.3.4 Case of Online Selective Course Online Selective across Universities: An Overview on China and Chinese Culture.....	151
2.4 Practice of Teaching Method of Teaching – Learning – Practice – Assessment – Evaluation: Cases of English Information Literacy Lesson Design.....	156
2.4.1 Lecture Design: Chinese Bridges	157
2.4.2 Lecture Design: Melting of Cultures in the New Architecture.....	161
Chapter Conclusion: Formulation and Implementation of English Information Literacy Curriculum	166
Chapter III MULTIDIMENSIONAL EXAMINATION ON LEARNING OUTCOMES: FORMATION OF GLOCAL COMPETENCY	168
3.1 Verification of “Dragonfly” Curricular Efficiency on Matching Teaching Objectives with Learning Needs.....	171
3.2 Verification of Curricular Effectiveness of “Dragonfly” modelled English Information Literacy Curriculum on Motivating Participatory Learning.....	179
3.3 Evaluation on Teaching Method of Teaching – Learning – Practice – Assessment – Evaluation: Learning Challenges and Study Burnout	185
3.4 Verification of the Formation of Students' Glocal Competency.....	190
3.3.1 Competence Formation on the Lingual-Cultural Level	190

3.3.2 Competence Formation on the Intra-Cultural Level.....	197
3.3.3 Competence Formation on the Glocal Attitudes and Career Planning	201
3.4 Evaluation of the Influence on Learners' Future Career and Lifelong Learning.....	203
3.5 Verification of the International Promotion Value of Formatting Learners' Glocal Competency	212
3.6 Learning Achievements of English Information Literacy Curriculum.....	215
Chapter Conclusion: Verification of the Hypotheses.....	220
CONCLUSION	222
List of Abbreviations	233
References	235
List of Figures.....	268
List of Tables	270
Appendices	271

INTRODUCTION

Defined by R. Robertson and R.J. Holton, globalisation is an incessant process of inter- and intra-action of human. Localisation interacting with globalisation remains the unique features in various regions in the world (Holton, 2005). Glocalisation is conceptualised as the intertwined and interpenetrated mode of globalisation and localisation. During the procedure of glocalisation, new intracultural factors evolve and emerge, influencing teaching outcomes of a foreign language curriculum.

This dissertation is a study of the formation of glocal competency among engineering students at Chinese higher education institutions in the process of mastering a student-centred English Information Literacy Curriculum (EILC). Furthermore, it examines and substantiates a glocal approach to the sustainable development of General English courses for engineering students.

The relevance of the study. The relevance of this study is determined by a combination of socio-pedagogical, scientific-theoretical, and practical-methodological factors that determine the need to modernise the system of higher education in engineering in China in the light of the challenges posed by globalisation and localisation.

1. *The socio-pedagogical relevance* is determined by the discrepancy between the demands of the global competitive environment and the existing language training system in China.

In the context of globalisation, English is becoming a universal tool for international professional communication. However, traditional General English courses in China's universities, which focus on imparting basic knowledge, are not capable of equipping future engineers with the skills they need to work effectively in an international environment. Accurate definition of the nature of curriculum allows for the creation of programmes that take into account global standards and the requirements of international educational communities. Sensible design of a

multidisciplinary pedagogical structure contributes to the integration of the best international practices into the educational process, which allows students to be competitive at the international level.

In addition, the educational process often ignores the cultural and industry-specific characteristics of China, which leads to a disconnect between education and the real needs of the national economy and makes it difficult for graduates to integrate into the local professional context without losing their cultural identity. Innovative systemic training programmes should be developed with local educational needs and context in mind, allowing for the creation of more flexible and effective teaching methods that meet the specific requirements of the local audience.

The post-pandemic period has exacerbated existing systemic problems, revealing five key dysfunctions in General English courses:

- 1) incompatibility with the requirements for student competencies;
- 2) irrationality of pedagogical models;
- 3) inefficiency of existing teaching methods;
- 4) inaccuracy of curricula;
- 5) ineffectiveness of educational plans.

2. *Scientific and theoretical relevance* stems from the need to conceptualise new learning objectives and develop appropriate teaching methods.

There is no generally accepted understanding of “glocal competence” in pedagogical science as it applies to engineering students. This study aims to fill this gap by revealing the essence, structure, and specifics of the formation of the designated competence.

The relevance of the study also lies in the need to integrate approaches from different fields of expertise: higher education pedagogy, strategic management, sociolinguistics, and foreign language didactics. This combination will not only allow us to update the content of language training, but also to develop a comprehensive strategy for transforming the educational process.

To identify the manageable factors in the formation of glocal competency, the study is conducted in three consecutive stages in accordance with the AFI (Analyse – Formulate – Implement) model:

- 1) **A** – to analyse a holistic diagnosis of the competitive challenge.
- 2) **F** – to formulate a guidance to address the competitive challenge.
- 3) **I** – to implement coherent actions to achieve sustainable competitiveness.

3. *The practical and methodological relevance* is dictated by the lack of effective tools for implementing the glocal approach in higher education practice.

The study is relevant due to the need to develop and implement innovative didactic solutions that ensure the formation of competencies adequate to modern challenges. At the current stage of society's development, the traditional general education curriculum conflicts with vocational education. In this regard, there is an urgent need to create a systematic interdisciplinary model capable of integrating Chinese cultural components into the content of English language teaching for engineering students.

Thus, the relevance of this dissertation research lies in the comprehensive solution to the pressing problem of modernising the language training of Chinese engineering students, taking into account global trends and local characteristics, which will help prepare students to function effectively in an international professional context without losing touch with their native culture and regional specifics.

The degree of scientific development of the problem. Glocalisation is not a new concept, but one that was underestimated in the 1990s (Menezes de Souza et al., 2019: 229; Robertson, 1992: 166). By its very nature, this concept is closely linked to globalisation. However, some researchers consider globalization to be of great importance in terms of individualistic national characteristics (Beck, 2000). A number of works are devoted to understanding the concept of globalization as the emergence of “global citizens” who perceive the world as a single whole (Edwards & Usher, 2000: 47; Arnove, 2009: 106). Globalisation and glocalisation

“intertwine and interpenetrate”, forming a new “hybrid” (Holton, 2005: 126). The concept of “think globally, act locally” is used by leading international organisations for the further development of education (UNESCO, 2009; Ruben, 2015).

Researchers in the field of pedagogy argue that culture is embodied in language, so in the process of developing professional global competence, emphasis should be placed on the formation of intercultural competence (Aboh, 2022: 3; Grech & McLeod, 2012: 122; Ingram & Allen, 2018: 13). The unity of emotional and rational goals of learning development is seen as a necessary condition for improving the effectiveness and efficiency of the educational process in the context of global competence (Kafi et al., 2019: 4; Nijhawan, 2021: 183; Starr et al., 2022: 3). Some Russian educators researching the theory and practice of foreign language teaching consider communicative competence to be the key for students in the era of globalisation (Kuregyan & Khusainova, 2022: 118).

Chinese researchers in the field of pedagogy note the low effectiveness of bilingual approaches to foreign language teaching that were previously used in local technical universities (Qiu et al., 2022: 6; Wang, 2015: 3). English Medium Instruction (EMI) in specialised disciplines remains insufficient to meet the needs of internationalisation in higher education in China (Macaro & Han, 2019: 8; Tang & Yue, 2017; Wen, 2019: 26; Zhou & Niu, 2015: 801). There is a conflict between the globalised environment and the “English only” ideology in the practice of teaching subjects in English (EMI). It is proposed not to limit EMI to English as the language of instruction, but to apply it as an alternative approach to globalised education. EMI programmes can facilitate the combination of foreign language learning with the acquisition of a specialisation.

Six key global competencies have been developed and presented at Tsinghua University (China) (Tsinghua International Education, 2015). It is proposed that the General English course be redesigned and transformed into a core curriculum for training globally competent specialists (Shu, 2017: 37, 2020: 8).

Based on a critical review of theories of the General English course and its learning objectives, this study proposes a concept of glocal competency. A curriculum for teaching information literacy in English should be developed to achieve the goals of forming globally-locally competent learners using blended learning methods.

The problem of the study is the inconsistency between the existing General English teaching programme in most Chinese universities and the individual needs of students, as well as international requirements for competent engineers and the requirements for sustainable development of higher education in the country.

The object of this study is the process of teaching information literacy in the English courses for engineering students at Chinese industrial universities.

The subject of the study is an interdisciplinary curricular and teaching model for developing glocal competency in Chinese engineering students.

The aim of this study is to provide a theoretical justification, practical development and evaluation of the effectiveness of the model for developing glocal competency in engineering students at industrial universities in China.

The research hypotheses are based on the assumption that the process of developing glocal competency in engineering students will be more successful and effective if:

the components of glocal competency, the criteria for its development, and the pedagogical conditions for its development are clarified;

- the communication needs and didactic conditions for developing students' glocal competency are identified, which serve as the basis of designing a student-centred curriculum;

- the interdisciplinary curricular model for the formation of glocal competency in engineering students is developed, integrating the global context (international educational standards, intercultural communication) with local features of linguistic and cultural development (national and cultural identity, the specifics of engineering education in China) and including objective, content,

procedural and assessment components;

- the curricular model is implemented through an innovative teaching methodology based on the principles of blended teaching and autonomous learning; micro-courses in video format and interactive online communications are deployed, which creates a glocalised educational environment encouraging students to solve professional issues in English;

- the effectiveness of the process is assessed on the basis of identified criteria and indicators of the formation of the cognitive, activity-related and value-motivational components of glocal competency.

In accordance with the stated goal, the identified object, subject and hypothesis, the following **research tasks** have been defined:

1) *to clarify* the essence and meaning of the concept of “glocal competency”, to define its structural components and criteria for development as applied to engineering students at industrial universities in China;

2) *to identify* the current communication needs and didactic conditions for the effective formation of glocal competency among Chinese engineering students; to determine the principles and approaches for developing a curricular model to achieve the formation of glocal competency;

3) *to develop* and *scientifically substantiate* the interdisciplinary curricular model and the teaching method for the glocal competency formation among engineering students at technical universities in China;

4) *to develop* and *implement* a methodology for teaching English to Chinese engineering students as part of the educational process, serving as a practical implementation of the proposed curriculum;

5) *to determine* diagnostic indicators, *to test* and *evaluate* the level of formation of glocal competency among engineering students at technical universities in China, and *to prove* the effectiveness of the proposed model.

To solve the tasks set and verify the hypothesis put forward, a combination of **research methods** has been employed:

- *theoretical*: research and analysis of scientific literature on foreign language teaching methods, pedagogy and psychology, philosophy, theory and practice of intercultural communication, strategic management; thematic synthesis; bibliometric map analysis method;
- *empirical*: surveying and testing students of technical higher education institutions in China; summarising personal teaching experience; interviews with students; experimental teaching;
- *mathematical and statistical processing* of the data obtained: comparative analysis of learning dynamics; generalisation of the results of questionnaire data analysis when studying students' learning needs; processing of experimental teaching data and graphical representation of the results obtained during the experiment.

The research materials have been collected among students and teachers of four Chinese state universities: (1) University of Science and Technology Liaoning (USTL), (2) Shenyang University (SU), (3) Dalian Jiaotong University (DJU), and (4) Shenyang Engineering Institute (SEI).

The theoretical and methodological basis of the dissertation research has been formed by scientific works of local and foreign authors in the field of:

globalisation and global competence (Caligiuri & Santo, 2001; Caligiuri, 2021; Gao, 2021; Holton, 2005; Hu & Kang, 2021; OECD, 2007, 2018, 2021; Sercu, 2000; Yang, 2022; Wu, 2023);

theory and methodology of foreign language teaching (Brown, 2000; 2007; 2015; Byram, 1989, 1997, 2001, 2008; Cai, 2010, 2014a, 2014b, 2019, 2022, 2023; Dash, 2003; Dörnyei, 2009; Gass, 2004; Krashen, 1981, 1982, 1988, 1998, 2003; Shu, 2017, 2020);

theories and practices of intercultural communication (Freire, 1985, 2005a, 2005b, 2016; Gavrilenko, 2018; Hall & Ames, 1987, 1995; Kramsch, 1991);

curriculum design (Aoki, 1977, 1983, 1999; Bloom, 1956, 1971; Richards, 1990, 2001, 2017; Shu & Chen, 2009; Taba, 1962, 1963; Tang & Yue, 2017; Wen,

2008, 2023; Zhang et al., 2015);

strategic management (Rothaermel, 2017: 21; Taleb, 2007, 2012, 2018);

competence-based, linguo-cultural and personality-oriented approaches to foreign language teaching (Arutyunova, 1999, 2003; Artyomova, 2015; Bim, 2002, 2007; Eaton, 2010; Evgraphova, 2016; Khusnulina, 2014; Krasnykh, 2003; Maletova, 2011; Maslova, 2001; Nikolaev, 2018; Shaklein, 2012; Zimnyaya, 2004);

theories and methods of professionally-oriented foreign language teaching (Bokova, 2024; Cai, 2021; Crystal, 2003; Hutchison, Waters, 1987; Inozemtseva et al., 2022; Krupchenko, Kuznechov, 2015; Polyakova et al., 2010; Solovova, 2006; Voevoda, 2018).

The scientific novelty of the research, confirmed by theoretical and practical results, lies in the following aspects:

- from the perspective of the competence-based approach, the concept of “glocal competency” has been introduced, defined and scientifically substantiated for the first time in the field of engineering education, and is considered a systemic component of the professional competence of future engineers;
- the components of glocal competency have been identified and described, including linguistic and cultural abilities, as well as glocal attitudes, which broadens the theoretical understanding of the goals and results of foreign language training in technical universities;
- from the perspective of interdisciplinary and personality-oriented approaches, the author’s model “Dragonfly” has been developed, integrating philosophical and cultural principles for the purposeful formation of glocal competency;
- a number of didactic conditions for the formation of glocal competency in engineering students have been identified, including the goal, content, principles and methodology of its formation in a blended learning environment;
- the transition from traditional General English courses to an English Information Literacy Curriculum (EILC) has been justified and systematically

implemented, representing a new methodological approach to the development of foreign language education content in engineering universities;

- an innovative systematic EILC teaching programme has been developed and implemented, serving as a practical implementation of the proposed model and ensuring that engineering students develop not only language skills, but also critical and strategic thinking in a globally competitive environment.

Thus, **the scientific novelty** of the research lies in the comprehensive development of theoretical foundations, methodological apparatus and practical tools for the formation of global competency as a new goal of foreign language teaching for Chinese engineering students.

The theoretical significance of the dissertation research is determined by: 1) the application of an interdisciplinary approach to the development of educational programmes, integrating the principles of sociocultural linguistics, pedagogy, linguodidactics and strategic management, which provides a comprehensive solution to the problems of modern language education; 2) a contribution to management theory through the adaptation and application of the concept of globalisation to the field of professional development and curriculum design, which has made it possible to develop a new theoretical model that combines global educational standards with local pedagogical conditions; 3) providing a theoretical basis for a paradigm shift in foreign language teaching methodology, consisting of a deliberate transition from the traditional theory of First Language Curriculum (FLC) to the theory of Second Language Curriculum (SLC), which broadens the theoretical foundations of modern linguodidactics; 4) systematisation of theoretical propositions on the interconnection between global educational trends and local pedagogical practices, which contributes to the development of scientific ideas about strategic management of the quality of language education in conditions of cultural diversity.

The practical significance of the research is justified by the possibility of applying the proposed English Information Literacy Curriculum (EILC) in

universities in China and elsewhere. The developed structure of the EILC programme is aimed at developing students' global competency, which is necessary for intercultural communication, scientific and technical exchange, and professional development at the global level. EILC is designed to enhance students' information literacy, promote academic integrity and social responsibility, and support lifelong learning by developing global competency alongside English language learning.

The proposed model for developing the global competency of students at technical universities in China in the process of learning English can be integrated into the English language courses of future specialists studying engineering, technology and technical sciences at universities.

The study can serve as a basis for reforming traditional General English courses and developing new programmes that meet the current requirements of the labour market and the academic community. As part of the research, the author has developed online courses that form the curriculum for teaching information literacy in English, which can be used in the format of face-to-face and distance lectures in a foreign language and independent work by students, as well as within the framework of a professional development system: "An Overview on China and Chinese Culture," "China's Cross-Cultural Communication with The World," "Culture and Translation," "Readings of Scientific Literature," "Document Information Retrieval", "Business Negotiation," and "International Economic Cooperation."

Main thesis statements presented for defence:

1. Key concept in the study is "*global competency*", which is defined as a three-dimensional concept that is consistently explored through: 1) *linguistic and cultural abilities*: understanding global issues and accurately conveying the content of authentic Chinese stories in English; 2) *intracultural abilities*: effective communication with representatives of other cultures, participation in academic and social activities using English as a lingua franca; 3) *global attitudes*: national

and cultural confidence, openness to cultural diversity, commitment to academic and scientific integrity.

2. The transition from the development of general language competences (*General English – GE*) to the formation of a comprehensive ability to use English in the context of intercultural interaction, combining knowledge of the global context with a demonstration of the characteristics of local culture and industry in China, which directly affects the competitiveness of graduates.

3. The constructiveness of redesigning the General English course from a foreign language course (*FLC – First Language Curriculum*) to a second foreign language course (*SLC – Second Language Curriculum*). Due to the fact that the traditional *GE* course does not meet the modern requirements for foreign language training of engineering students, its transformation into the *EILC*, which treats English as a second language in a professional context, is a necessary condition for the development of English-language information literacy as the core of glocal competency.

4. The innovative curricular model “*Dragonfly*” is a systemic solution that overcomes the limitations of traditional *GE* courses by integrating macro- (“think globally, act locally”) and micro-level (developing the competitiveness of individual students) approaches to glocalisation. The effectiveness of the proposed model is proven by the achievement of the goals of developing glocal competency in engineering students through the unity of the “body” (glocalised courses) and the “four wings” (practical activities: cognitive and productive internships, intercultural communication on campus, socio-cultural practice). The presented curricular model contributes to the creation of more flexible and effective teaching methods that meet the challenges of the modern learning environment.

5. In the process of developing glocal competency among Chinese engineering students, the integration of virtualised content and the TLPAE (Teaching – Learning – Practice – Assessment – Evaluation) methodology is the most effective means of developing this competency, since it ensures consistent

alignment of learning outcomes with educational goals and professional development objectives; within the developed curriculum, the *TLPAE* methodology serves as a lesson planning tool that transforms the explanation of learning objectives into motivation to learn, while teaching is implemented through five links of a single lesson: T (*Teaching objectives*) – teaching goals developed by the instructor; L (*Learning objectives*) – learning goals or expected outcomes for learners; P (*Practice*) – joint practice; A (*Assessment*) – preliminary and follow-up assessment (testing); E (*Evaluation*) – final analysis of academic performance; the developed online resources of *Massive Open Online Course (MOOC)*, *Small Private Online Course (SPOC)*, and the TLPAE method form a closed didactic cycle that ensures the implementation of the “flipped classroom” concept, support for autonomous learning, rapid assessment, and, as a result, increased efficiency of the learning process.

The scientific validity and reliability of the results obtained are guaranteed by quantitative and qualitative bibliometric analysis of 4,426 items of relevant literature on the research topic and 277 articles in the field of intercultural education, foreign language teaching methods in higher education, psychology and applied linguistics, all of which were analysed using methods of comparison, generalisation and thematic synthesis. In addition, a comprehensive analysis of extensive empirical material was carried out using a combination of quantitative and qualitative research methods aimed at verifying the value, applicability and popularity of the research.

Approbation of the dissertation. The main results and conclusions of the study are presented in 13 publications, including 3 articles in peer-reviewed journals included in the RUDN and Higher Attestation Commission (VAK) lists, 5 articles in publications indexed in the Russian Science Citation Index (RSCI), 4 related international publications indexed by Researchgate, and 1 monograph. The research results were also presented at 15 international conferences: (1) VIII –XII International Scientific Interdisciplinary Conference on Research and Methodology

Functional Aspects of Intercultural Communication, Translation and Interpreting Issues (Moscow, RUDN, 2021, 2022, 2023, 2024, 2025), (2) XIV – XVI All-Russian Research and Methodological Conference with International Participation (Moscow, RUDN, 2022, 2023, 2024), (3) International Scientific and Practical Conference: Innovative Trajectory of Linguistic Research Development in Contemporary World (Moscow, RUDN, National Autonomous University of Mexico 2021), (4) 16th International Technology, Education and Development Conference (INTED) (Valencia, Spain, International Academy of Technology, Education and Development, 2022), (5) 14th Annual International Conference on Education and New Learning Technologies (EDULEARN) (Palma, Spain, International Academy of Technology, Education and Development, 2022), (6) IV Synergy of Languages and Cultures Interdisciplinary Studies (St. Petersburg, St. Petersburg State University, 2022), (7) VII All-Russian Student Scientific Practice Conference with International Participation “Pedagogical Education: Optimization, Modernization, and Future Development” (Moscow, RUDN, 2023), (8) 2023 Global English Education China Assembly (Macao SAR, China, City University of Macao, 2023), (9) International Municipal BRICS Forum 2025 (St. Petersburg, Ministry of Foreign Affairs, RUDN University, 2025), as well as 1 regional award for achievements in the field of teaching reform.

I. Articles published in journals recommended by the Higher Attestation Commission (VAK) of the Ministry of Education and Science of the Russian Federation:

1. Yue, Yanfeng, Dvoryadkina, Natalia Andreevna. Multicultural Blended Teaching Designs Through Confucian Philosophical Cultural Perspective of Harmony in Diversity // KAHT. – 2022. – № 44(3). – C. 332-339. <https://doi.org/10.24923/2222-243X.2022-44.61>
2. Yue, Yanfeng. An Intralinguodidactic Reform of STEM English Curricular Design: A Case Study of Scientific Literature Reading // Vestnik of

Samara State Technical University Psychological and Pedagogical Sciences. – 2023. – № 20(1). – C. 5-20. <https://doi.org/10.17673/vsgtu-pps.2023.1.1>

3. Yue, Yanfeng. From Macro- to Micro-: China's Expectations from the 2030 Agenda for Sustainable Development of Higher Education and Its Influence on STEM English Reforms // Vestnik of Samara State Technical University Psychological and Pedagogical Sciences. – 2023. – № 20(2). – C. 45-60. <https://doi.org/10.17673/vsgtu-pps.2023.1.1>

II. Articles published in journals indexed by the Russian Science Citation Index:

4. Yue, Yanfeng. Telling Authentic Chinese Stories: A BCG Matrix Analysis on China's International Education Programmes // Proceedings in: Functional Aspects of Intercultural Communication. Translation and interpreting issues (19 November, 2021). – Moscow: RUDN. 2021. – Pp. 103-109. <https://doi.org/10.22363/2686-8199-2021-8-103-109>

5. Yue, Yanfeng. Reforms of General English Curriculum from Philosophical Cultural Perspectives // Functional Aspects of Intercultural Communication. Translation and interpreting issues (18 November, 2022). – Moscow: RUDN. – 2022. – Pp. 132-138. <https://doi.org/10.22363/2686-8199-2022-9-132-138>

6. Komleva, Alena Evgenevna, Yue, Yanfeng. Comparative Analysis of Russian and Chinese Educational Systems at the Current Stage // Current Issues in Modern Linguistics and Humanities (25 March, 2022). – Moscow: RUDN. – 2022. – Pp. 184–195. <https://doi.org/10.22363/11685-2022-184-195>

7. Yue, Yanfeng. Ethical Cultivation via English Information Literacy Curriculum for STEM Specialties // Proceedings in: IV Международная конференция «Синергия языков и культур: междисциплинарные исследования» (29 сентября – 1 октября 2022). – СПбГУ: 2023. – Pp. 392-396.

8. Yue Yanfeng. Research on STEM Talents Education Strategies of Industrial Cultural Confidence Cultivation under The Perspective of Global Competence // Proceedings in: Pedagogical Education: Optimization, Modernization and the Forecast of Development (21 April, 2023). – Moscow: RUDN. – 2023. – Pp. 505-511.

III. Related publications indexed by Researchgate:

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V. Participation in conferences with presentations:

14. 14. Chaired and presented in the session “Intercultural Communication in Educational Activity and Formation of Socio-Cultural Competence”. VIII International Scientific Interdisciplinary Conference on Research and Methodology Functional Aspects of Intercultural Communication, Translation and Interpreting Issues, 19 November 2021. RUDN University, Moscow, Russia.

15. International Scientific and Practical Conference: Innovative Trajectory of Linguistic Research Development in Contemporary World, 3 December 2021. RUDN University, National Autonomous University of Mexico, Moscow, Russia.

16. 16th International Technology, Education and Development Conference (INTED), 7-8 March 2022. International Academy of Technology, Education and Development (IATED), Valencia, Spain.

17. XIV All-Russian Research and Methodological Conference with International Participation, 25 March 2022. RUDN University, Moscow, Russia.

18. 14th Annual International Conference on Education and New Learning Technologies (EDULEARN), 4-6 July 2022. International Academy of Technology, Education and Development (IATED), Palma, Spain.

19. IV Synergy of Languages and Cultures Interdisciplinary Studies, 29 September - 1 October 2022. Saint Petersburg State University, Saint Petersburg, Russia.

20. IX International Scientific Interdisciplinary Conference on Research and

Methodology Functional Aspects of Intercultural Communication, Translation and Interpreting Issues, 18 November 2022. RUDN University, Moscow, Russia.

21. XV All-Russian Research and Methodological Conference with International Participation, 24 March 2023, RUDN University, Moscow, Russia.

22. VII All-Russian Student Scientific Practice Conference with International Participation, “Pedagogical Education: Optimization, Modernization, and Future Development”, 21 April 2023, RUDN University, Moscow, Russia.

23. 2023 Global English Education China Assembly, 27-30 July 2023. City University of Macao, Macao SAR, China.

24. X International Scientific Interdisciplinary Conference on Research and Methodology Functional Aspects of Intercultural Communication, Translation and Interpreting Issues, 24 November 2023. RUDN University, Moscow, Russia.

25. XVI All-Russian Research and Methodological Conference with International Participation, 22 March 2024, RUDN University, Moscow, Russia.

26. XI International Scientific Interdisciplinary Conference on Research and Methodology Functional Aspects of Intercultural Communication, Translation and Interpreting Issues, 22 November 2024. RUDN University, Moscow, Russia.

27. International Municipal BRICS Forum 2025, 29-30 October. Russian Ministry of Foreign Affairs, RUDN University, Saint Petersburg, Russia.

28. XII International Scientific Interdisciplinary Conference on Research and Methodology Functional Aspects of Intercultural Communication, Translation and Interpreting Issues, 13-14 November 2025. RUDN University, Moscow, Russia.

The results of this study have been implemented and proven effective in universities in Liaoning Province (China).

Structure of the dissertation. The dissertation consists of an introduction, three chapters, a conclusion, a list of references (258 sources) and appendices. The text of the dissertation contains 285 pages.

The **Introduction** outlines the scientific problem and relevance of the research; formulates the goals, objectives, object and subject of the research;

presents the hypothesis; justifies the scientific novelty, theoretical and practical significance of the work; defines the research methods; sets out the main arguments to be defended; and provides information on the testing of the results and the structure of the dissertation.

The first chapter, “**Macro- and Micro-Analysis of Current Theoretical Issues in English Language Teaching in Chinese Universities**”, presents a comprehensive analysis of the key theoretical aspects of English language teaching in Chinese higher education institutions. This chapter provides a critical analysis of the literature of domestic and foreign researchers in the field of foreign language didactics, the theory and practice of teaching a second foreign language, sociolinguistics and intercultural communication, theories of globalisation and glocalisation, and the development of foreign language teaching programmes.

The *first section* examines theories of globalisation and regionalisation in education, which are considered as macroscopic requirements for the glocalisation of the professional development goals of Chinese technical universities. This section focuses on how global educational trends and regional characteristics shape the strategic goals of higher education aimed at training specialists who can function successfully in an international context while remaining committed to national interests and cultural values. This section explores the concepts of “*College English*” and “*College English Test (CET)*” as used in Chinese higher education institutions.

According to data from the Chinese Ministry of Education, the total number of senior students in 2023 was 19,656,436, distributed across 13 main disciplines. Engineering students ranked first with 6,742,664 students. Engineering students, who are the future developers and users of advanced technologies, are at the core of China’s competitiveness in achieving the government’s development goals for the country by 2035. With this in mind, it’s important to come up with special measures to update the General English course for students at technical universities in the country. This study focuses on engineering students taking a General English

course at local industrial universities. The choice of such a large target audience guarantees the relevance and practical value of this study.

The *second section* provides a detailed analysis of the evolution of the glocal competency of engineering students at universities in China. Particular attention is paid to how English Information Literacy Curriculum (EILC) contributes to the development of the skills necessary for integration into the global professional community, while supporting local educational priorities and needs. In this context, methods and approaches that promote the glocalisation of curriculum objectives are explored. The section also considers the importance of prioritising glocalisation over globalisation. Theories of globalisation and regionalisation in strategic management disciplines function as macroscopic requirements for the professional development goals of local technical universities. Since global culture itself is partly derived from specific interactions between countries, regions, and people, the overall process of globalisation can be seen as a concomitant obstacle for people who identify themselves as individuals of a particular culture. In this regard, it is extremely important for universities in the process of their internalisation and massification to emphasise regional and industrial characteristics. For individuals seeking self-development and self-realisation, it is important to be globally competent in an English-speaking environment and locally confident in their own culture.

The *third section* is devoted to assessing the changed nature of the General English courses. This section analyses the shortcomings of the theoretical basis of previous educational programme reform projects. It provides a critical review of existing theoretical models, identifies their weaknesses, and suggests ways to improve them in order to teach General English most effectively, meeting contemporary educational standards and student needs.

In comparison with the six core competencies of global competence developed by Tsinghua University, global competence for Chinese university graduates is defined as “*the ability to learn, work and live with people from*

different cultures in order to seize opportunities and solve problems in the future” (Tsinghua International Education, 2015). From the perspective of glocalisation, there is a clear lack of knowledge of the native language and culture, connections between learning content, self-awareness and self-confidence, as well as the specifics of local intercultural communication. In this study, glocal competency is defined as a three-dimensional concept and is considered in the sequential aspects of *linguistic and cultural abilities, intracultural abilities, and glocal attitudes*.

It is assumed that in the process of learning English, students will acquire linguistic and cultural abilities (the ability to accurately convey authentic Chinese stories in English); intracultural skills for communicating with representatives of other cultures and participating in social and academic activities using English as the medium of communication. Based on the abilities acquired through learning and practice, students are expected to develop glocal attitudes such as national and cultural self-confidence, openness to cultural diversity, and academic and scientific integrity. The three-dimensional ladder of competencies leads to the ability to make individual plans for lifelong learning and career development.

The *fourth section* analyses and evaluates existing models of language teaching programmes and examines the shortcomings of the theoretical basis of previous reform projects. This section proposes a concept that prioritises the cultural and philosophical principle of ‘harmony in diversity’ in the development of an innovative model for the formation of glocal competency. It justifies the importance of integrating this principle into the process of creating a curriculum in order to achieve a deeper and more comprehensive education for students who are not only proficient in language skills, but also understand the cultural and philosophical contexts in which these skills are applied.

The *fifth section* reveals the essence of the concept of “*information literacy in English*” and presents its constituent components, considering the stages of creating a curriculum for information literacy in English. Information literacy in English is defined as the ability to: 1) identify, process, transfer and create

information in English; 2) develop individual attitudes and methods of independent learning; 3) foster a spirit of scientific criticism, academic integrity and social responsibility; 4) be prepared for lifelong learning; 5) be competent in drawing up an individual plan for future career development.

Culture in this study is defined as a set of common mental and behavioural interactive patterns within a specific group of cultural “selves”, which determine meaningful communication, imply ways of processing information and managing situations within cultural differences. The process of learning a second language resembles a kind of interactive pattern between the “self” and the “others.” The cultural “self,” possessing local and global representations of cultural, educational, and ethical concepts, comes into contact with the surrounding world and culture. In a student-centred curriculum, there are three design factors specifically tailored to learners in terms of their cultural “self”: 1) learners as the centre of curriculum development; 2) learners as subjects of cultural self-realisation; 3) learners as globally competent professionals. The curriculum is designed to stimulate the development of information literacy in English.

Students are at the centre of the curriculum. The layer of cultural attitudes closest to the concept of “self” is learning objectives. Learning objectives are discussed before the start of group learning, which allows students to participate directly in their definition. Independently developed learning objectives motivate students to learn autonomously. Foreign students participate in certain types of learning activities, which allows students to practise the language they are learning in an English-speaking environment. Multidisciplinary content helps students gain intercultural and interdisciplinary knowledge. The final layer consists of practical classes involving foreign students. Thus, all levels of learning have an impact on the learner, and cultural factors permeate all layers.

Since the General English course is aimed at developing the skills students need to work at the local level, as well as helping engineers get ahead in global industrial competition, the course content should cover intercultural

communication between China and the world, academic English, English for specific purposes, literature research, reading scientific literature, basic knowledge of business negotiations and international economic cooperation, etc. The interdisciplinary focus of the General English course includes a variety of social and cultural interactions characteristic of second language curriculum (*SLC*) programmes rather than foreign language curriculum (*FLC*) programmes.

The second chapter, “**Systematic Design of English Information Literacy Curriculum,**” presents a detailed systematic design of a curriculum aimed at developing information literacy in English among engineering students. The chapter consists of four sections that examine local requirements for pedagogical innovation in the development of a General English language course as a second language programme. Compulsory and selective courses in information literacy in English are proposed as the main approach to the formation of glocal competency. Each course in the English Information Literacy Curriculum (EILC) is developed in a blended learning format. Thus, the formats for designing curricula for traditional classroom learning are not applicable to this study. When developing EILC, an innovative course design scheme was proposed and applied. In accordance with this, a hybrid TLPAE teaching methodology was created.

The *first section* identifies the needs of learners in the formation of glocal competency; focuses on motivating students to learn independently within the proposed curriculum; and examines various aspects of students’ needs that contribute to their interest in developing information literacy, taking into account both global trends and local characteristics of the region of residence. The section also discusses the main provisions of selective courses on information literacy as a new approach to the formation of glocal competency. Based on the concepts of glocalisation and glocality, the concept of teaching information literacy in English covers linguistic and sociocultural competences that contribute to the formation of students’ glocal competency.

The *second section* is devoted to the analysis of educational resources

necessary for the successful implementation of the information literacy curriculum in English; justification of the need to develop and the possibility of introducing the created curriculum into the educational plan of the country's universities. This section proposes a strategic plan for the development of the curriculum, including an assessment of available resources and methods for their integration into the educational process. Particular attention is paid to adapting the curriculum for engineering students, taking into account their academic and professional needs.

The selection and adjustment of the content of the curriculum courses is guided by the concept of glocality, emphasising the need to preserve regional characteristics in a global environment. In addition, in this case, the focus is on the interaction and mutual influence of global and local factors. When developing the information literacy curriculum in English, each course is selected and designed with one common goal in mind: to develop students' information literacy in English. The characteristics of a particular course are reflected in its content. Information literacy programmes in English are designed as selective English courses, building on compulsory General English courses. The English Information Literacy Curriculum (EILC) includes: "An Overview on China and Chinese Culture", "China's Cross-Cultural Communication with the World", "Culture and Translation", "Readings of Scientific Literature", "Document Information Retrieval", "Business Negotiation", and "International Economic Cooperation". Online courses have been created, including one *massive open online course (MOOC)* ("An Overview on China and Chinese Culture") and three *small private online courses (SPOC)* ("Readings of Scientific Literature," "Business Negotiation", and "International Economic Cooperation"). Thanks to identical learning objectives, MOOCs or SPOCs from the English-language information literacy curriculum can be used as teaching materials.

The *third section* proposes a model for developing glocal competency through an English Information Literacy Curriculum (EILC).

The English Information Literacy courses form the core of the compulsory

and selective courses. Four categories of practical assignments completed by students surround the English Information Literacy Curriculum like four “wings,” forming a model similar to a dragonfly. *Cognitive practice* is implemented through visits to modernised workshops at major state-owned enterprises. *Productive practice* includes internships at translation companies or e-commerce companies, as well as at primary schools in local rural areas. *Intercultural practice* takes place on campus and includes activities such as seminars on Chinese calligraphy, Chinese tea culture, Chinese ink painting, participation in the International Football Association, the International Volleyball Association, etc. *Social and cultural practice* includes classes at a sports club with local residents and micro-events in the field of public welfare, such as a concert or promoting the district’s participation in the Earth Hour project, etc. Foreign students of the same or similar specialization are invited to participate in practical classes in English.

Based on this model, two representative courses have been developed, aimed at developing key information literacy skills. The first course focuses on intercultural communication, enabling students to interact effectively in an international context, taking into account cultural differences and characteristics. The second course focuses on reading scientific literature, which contributes to the development of critical thinking and analysis skills for scientific texts in English. Both courses are important components of the curriculum aimed at the comprehensive development of students’ information literacy.

The *fourth section* examines the mixed TLPAE teaching methodology used within a single lesson (90 minutes, 2 academic hours). The five parts of the methodology form a closed cycle combining (1) teaching, (2) learning, (3) practice, (4) assessment and (5) evaluation. The “teaching objectives” and “learning objectives” are realised by the teacher announcing the expected learning outcomes for a particular class. Students are given 3-5 minutes to reflect on their English language abilities and set their own individual learning goals. The “practice” link can be implemented online or offline and involves both practical and participatory

learning, in which international students are involved in intercultural activities. The “assessment” stage requires the development of well-designed tests or assignments to assess students’ initial (baseline) knowledge of a particular lesson topic or to check their interim learning outcomes for that lesson in real time. The “evaluation” link assesses student performance, makes suggestions for adjusting thinking patterns and learning strategies, and helps to develop individual learning and career plans.

The third chapter, “**Multidimensional Examination on Learning Outcomes: Formation of Glocal Competency**,” provides a comprehensive analysis of the developed English Information Literacy Curriculum (EILC), including student expectations, the learning process, and the achieved results — the development of students’ glocal competency — which confirms the applicability and feasibility of the curriculum.

EILC is offered at University of Science and Technology of Liaoning (USTL) and on the Liaoning Online Open Curriculum (LOOC) intellectual education platform, which is accessible to all 114 higher education institutions in Liaoning Province.

The *first section* is devoted to illustrate the matching of the “Dragonfly” modelled English Information Literacy Curriculum (EILC) with students’ expectations of learning process. Identifying students’ initial goals and motivation, which are then compared with the actual learning outcomes, allows the reformed EILC model for a precise assessment of the curriculum’s alignment with students’ expectations and its ability to meet their educational needs. The section presents two modes of operation for the English Information Literacy Curriculum. The first uses the SuperStar application. The second includes two selective courses (“An Overview on China and Chinese Culture” and “Readings of Scientific Literature”), available in English to teachers and students of all universities in Liaoning Province through the LOOC platform.

The *second section* analyses the results of the implementation of the

“Dragonfly” curricular model and verifies its effectiveness. The section examines quantitative and qualitative data collected during the implementation of the programme, which allows positive conclusions to be drawn about its success. Particular attention is paid to measuring the level of information literacy development as a result of training.

The *third section* illustrates the application of the TLPAE method in a blended learning environment within the EILC curricular model. The main feature of TLPAE is its systematic approach to the assessment and the analysis of students’ participatory learning activities. The SuperStar learning application is used to assess and record students’ autonomous behaviour during learning. It was found that even if the weight of a specific piece of coursework, such as online attendance registration, accounts for only 2% of the final mark for a particular information literacy course, students take it just as seriously as they obtaining a full mark for the session.

The *fourth section* examines students’ achievements in mastering glocal competency. A detailed study is conducted on the following four aspects: 1) scores obtained during online testing and surveys prove students’ ability to identify, process, transmit and create information in English; 2) the results of work in the “flipped classroom” and other forms of collaborative learning activities demonstrate the ability of students to develop individual attitudes and methods of independent learning; 3) student participation in the assessment of their work and various linguistic and cultural seminars demonstrates their ability for scientific criticism and demonstrates their academic integrity and social responsibility; 4) participation in English language competitions and international conferences demonstrates, to a certain extent, the development of lifelong learning and career planning skills.

The *fifth section* presents practical examples of the application of the Dragonfly modelled EILC delivered with the TLPAE method in the formation of international undergraduates’ glocal competency at University of Science and

Technology Liaoning (USTL). International students' learning achievements illustrates the versatility and adaptability of the developed model, demonstrating its potential for use in various educational and cultural contexts.

The *six section* presents examples of the practical implementation of the proposed EILC curriculum and the specific achievements of students that confirm its effectiveness. The section describes successful cases of students who were able to apply the knowledge, skills and abilities they had acquired in practice, demonstrating a high level of information literacy and glocal competency; it also considers the comments and suggestions of students who completed EILC and their assessment of the courses. The survey results confirm the importance of the developed curriculum and the relevance of its innovative design.

The **Conclusion** summarises the results and main findings of the study. In general, glocalisation and glocality should be assessed when studying pedagogical issues in foreign language teaching in higher education institutions. The reform of general courses, such as General English, should be based on a thorough study of the goals of developing students' professional competencies. Guided by an analysis of the local environment and the goals of developing students' glocal competency, it is necessary to determine the nature of educational programmes within an interdisciplinary approach. The design of educational programmes should be aimed at reducing the gap between teachers' expectations and students' expectations. Curriculum development should be carried out in the interests of the student, for the student and, to some extent, by the student themselves. Meanwhile, the creation of virtual learning and teaching resources is necessary to adjust the results. The blended learning methodology used should eliminate the fragmentation of online learning.

Chapter I MACRO- AND MICRO-ANALYSES OF CURRENT THEORETICAL ISSUES IN ENGLISH LANGUAGE TEACHING IN CHINESE UNIVERSITIES

The pandemic of COVID-19 has caused profound changes globally. Being constrained within households, the delivery of foreign language courses, which conventionally are supposed to be learned through face-to-face communication, are faced with the utmost challenges of online teaching. A certain type of sophistication emerges from the teaching of General English in higher education institutes (HEIs) of China, especially in the local industrial universities and colleges. Such sophistication results in progeny of static teaching objectives, stiff teaching methods, and sparse innovations. Moreover, it turns into fragility as societies suffering from the sharp changes in complexity during the hits of the Pandemic from 2020 to 2023. Nassim Nicholas Taleb states in his book *Antifragile*, “as with more and more ‘cutting edge’ sophistication in them, and more and more specialisation, they become increasingly vulnerable to collapse” (Taleb, 2012: 38). The course of GE in local industrial HEIs, though experiencing decades of evolution, shows the fragility shielded by the superficial improvement (Shi & Huang, 2022: 2).

In the majority of Chinese HEIs, GE is offered only to freshmen and sophomores as a compulsory course. Normally, GE is granted 4 credits per

semester, delivered in 16 weeks with 4 study-hours, twice a week. Undergraduates of junior and senior year are not supported with foreign language courses even if one student desires further study. Taking the incremental difficulties after the pandemic into account, there are four vulnerable aspects of GE courses urging for reforms. The vulnerabilities are five *Is* as below:

- The goals of competency development are *Inadequate*.
- The definition of curricular nature is *Inaccurate*.
- The construction of curricular framework is *Irrational*.
- The improvement of a systematic curriculum is *Inefficient*.
- The teaching method is *Ineffective*.

The 5 *Is* form the study objective of this thesis. This study aims at designing a glocalised curriculum for learners' professional development, developing an accurate curricular definition, providing a rational theoretical ground, and framing an innovative curriculum design model. And the task of this study is to implant the influential factors deeply into the theory and practice of sustainable development of General English curriculum in HEIs of China.

Chapter I is developed to cope with the emerging theoretical problems related to the study. The five problematic issues are listed as below:

- From the perspective of sustainable development strategy, there is the dearth of localisation studies on foreign language pedagogy in China.
- From the perspective of professional development objectives, there is the incitement from Globalisation to Glocalisation.
- From the perspective of GE curricular nature, there is the variation from FLC (Foreign Language Curriculum) to SLC (Second Language Curriculum).
- From the perspective of pedagogical concept, there is the transition from teacher-oriented to student-centred.
- From the perspective of curricular design, there is the encouragement for an innovative systematic plan of syllabus.

The first section illustrates the specific background conditions of General

English teaching in universities in China. Based on the uniqueness of General English in China, *the second section* discusses the significance of prioritising glocalisation over globalisation. *The third section* discusses the evolution of the connotation of glocal competency for engineering undergraduates in local industrial HEIs. *The fourth section* evaluates the changed nature of GE course, which points out the fault theoretical basis of previous reforming projects.

The multidisciplinary contents of GE involve a diversity of social and cultural intra-actions, which reflect characteristics of a second language curriculum other than a foreign language curriculum. To achieve a strategic plan to resolve the problems, the AFI framework of strategic management is employed. **Strategy** is briefly defined as **a set of goal-directed actions for gaining and sustaining competitive advantages** (Rothaermel, 2017:6). An effective strategy consists of three elements, which are identified as AFI ((Rothaermel, 2017: 21)

In this study, the AFI framework has been updated to solve the pedagogical issues involved. This research framework functions as shown in Figure 1.1.

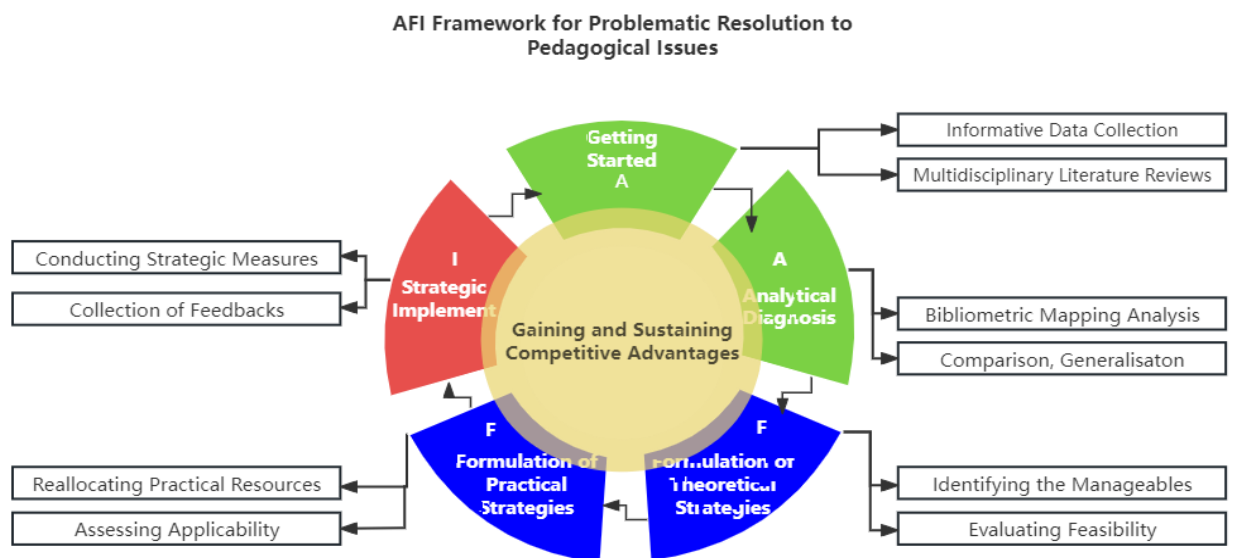


Figure 1.1 AFI Framework for Problematic Resolution to Pedagogical Issues

Stage A (Analyse) illustrates individual issues with Bibliometric Mapping. Related literature on the issue is analysed with the methods of comparison and

generalisation. In Stage F (Formulate), the manageable theoretical factors from previous stage are identified and the feasibility of the formulated strategic solution is evaluated. Meanwhile, practical resources are reallocated to achieve the strategic goals, while the applicability of the strategy is assessed. The final stage is the to implement the strategic solutions.

Chapter I primarily stresses on Stage A, offering a theoretical basis for this study. It starts from the analysis of the unique settings of GE curriculum in China's HEIs. Then, the current related research achievements have been evaluated.

1.1 Difficulties in Developing General English Curriculum in Local Industrial Universities of China

In the past 50 decades, the world has been winding the way in proceeding, as globalisation being frequently mentioned when it is concerned with international economic cooperation, social development, and cross-cultural communication. However, the relatively fixed mechanism of transferring risk impedes people's learning in tackling global issues (Taleb, 2007). One can never fully convince others that he or she is wrong, while ONLY can the reality (Taleb, 2018). While "quarantine" substitutes the spotlighted position of globalisation during 2020 to 2023, the fallacy of short-term international cooperative gains at long-term mutual trust and joint benefit is exposed. Correspondingly, the fragility of the bonds between regions and countries on different developmental phases is on the edge of frustration (OECD, 2021).

Faced with the challenges from COVID-19, in the practice of EFL in universities in China, latent problems of fragility have turned prominent, urging for resolutions. Besides the common-shared constraints caused by the pandemic, such as lack of interaction when teaching online, limits on integration of teaching procedure, and shortage of in-class disciplines, and so forth, there are five unique problems confronting teachers of GE in Chinese HEIs.

Firstly, the importance of College English in China. GE is named College

English. Due to the demands for internationalised talents by the national economic policy of reform and opening up since 1978, students in HEIs of China have been required to grasp at least one foreign language to be competent for jobs concerning foreign enterprises or joint ventures. For all undergraduates of non-language specialties, College English is a compulsory curriculum which spans their freshmen and sophomore year (4 semesters), with 48-64 study hours and 3-4 credits per semester. Study hours are quite limited. Undergraduates of junior and senior year are not supported with foreign language courses even if one student desires further study. Moreover, the teaching objective of College English is, regardless of the specific curricular statement in a certain university, to prepare students for College English Test (CET).

Secondly, the dominance of College English Test (CET). Better known as CET 4 or CET 6, it is a national English as a foreign language test in China. It includes two levels: CET4 (Level 4) and CET6 (Level 6). The test examines the English proficiency of undergraduate and postgraduate students of non-English (as a foreign language) specialties in HEIs of China. It is meant to ensure that Chinese undergraduates and postgraduates master the required levels of English competence which are specified in the National College English Teaching Syllabuses (NCETS). CET has existed in China for 38 years. It is held twice a year. Approximately, 18 million on-campus candidates participate in CET annually. With the grant achievements in reform and opening-up and mounting exposure to international exchanges, CET, as a standard examination for English as a foreign language, fails in guaranteeing the formation of learners' integrative competency to maintain their international competitiveness.

Thirdly, the size of learners' population. Except for students of English major, undergraduates of all disciplines are required to study College English. As shown in statistics of the Number of Students in Higher Education Institutions published on 29 December 2023 by the Ministry of Education (MOE) of China, the total number of enrolled undergraduates is 19,656,436, allocated in 13 main disciplines.

The number of Engineering undergraduates' tops with a summit figure of 6,742,664. Taking University of Science and Technology Liaoning (USTL) for example, by 1 September 2024, the enrolment number of students is 23,955, with 20,422 undergraduates registering College English. In the final examination of College English in the semester of 2024-2025-1, the total number of candidates is 10148 (allocated in 340 classes). In each classroom, there are 30-40 students for compulsory courses, 300-350 students for selective courses. Such a class size undermines learning outcomes with conventional teaching approaches of language curricula.

Fourthly, the separation between disciplines. Due to the disciplinary separation in Grade 11 in senior middle schools, generally, students in Engineering discipline are not familiar with subjects concerning liberal arts. However, in universities, even if specialising in Engineering discipline, undergraduates are expected to develop their cross-cultural competence via English courses due to the internationalisation and globalisation in every modern industry. Such an educative objective is revealed by trend in assessment designing, for example, CET 4, the focus of the examination has been shifted from general knowledge in English to English for academic purposes (EAP) in CET 4. Therefore, specific measures are especially urged to be developed aiming at facilitating the GE studies of undergraduates enrolled in engineer specialties.

Finally, unbalanced investment in development of higher education. In China, HEIs are categorised into universities of 211 or/and 985 Project, and local common institutions. 211 Project focuses on the construction of 100 universities and a number of key disciplines for twenty-first Century. 985 Project, also known as project of "world first class university", aims to construct first class universities in the world. Both projects are initiated by the central government of China, functioning as key strategies of national development in science and education. When evaluated and recognised as a university of 211 or/and 985 Project, the university receives supports of finance and policies for the internationalised

development of core disciplines, as well as for the formation of students' integrated competence.

On the contrary, local HEIs, generally derived from modern industrial local enterprises, have been suffering from lack of financial support when seeking for featured route to sustainable development of higher education. Therefore, considering the limitations on the development of English curriculum in Local industrial HEIs in China, this study aims at the exploration and practice of an innovative curricular design which is from the bottom to the top, with little investment into the construction of the new curriculum.

In May 2021, the initial year of under the 14th Five-Year Plan of China, faced with the complicated international situation under COVID-19 epidemic, Professor Pan Maoyuan of Xiamen University (XMU), the 101 years old leading figure of China's higher education, proposed the initiative of "Based on China, continuously innovate in cross-disciplinary research" (Pan & He, 2021: 120). Professor Pan's statement reflects a long-existed question to EFL researchers in China, which is a lack of learners' demand analysis.

Professor Shu Dingfang, one of the top EFL education experts in China, ranked "lack of learners' demand analysis" as the second out of nine biggest questions in College English education (Shu, 2021: 457). His counterpart, the leading Applied Linguist, Professor Cai Jigang has found in his research that one crucial cause for undergraduates' sluggishness in College English courses is that the fully language-driven curriculum could not meet the study needs of meeting their professional requirements (Cai, 2021: 28).

Globalisation is conceived in much broader conception than the focus on both the global interdependence between countries (regions) and consciousness of being a global citizen. The demand of spreading the limited concept of globalisation has been revealed by the fragility of an individual society during the pandemic hits of COVID-19 from late 2019 till early 2023. Such fragility results from the ignorance of the localised, or in another wording, the regionalised needs

in pursuing sustainable global development. The world development in the post-COVID-19 era demands a cognitive shift to glocalisation, meaning “globalisation + localisation”.

In brief, globalisation is attached to the concept of globality, which means the capability of a region to connect the local with the global. The restraint of such concept of globalisation lies in the emphasis on the process of breaking down national boundaries, connecting regions and countries, and encouragement of communication of ideologies, flows of merchandises, as well as exchanges of commercial practice.

For the readers’ convenience, in the rest of this thesis, College English is mentioned as General English.

1.2 From Globalisation to Glocalisation: Competence Development Goals of General English in China

1.2.1 Globalisation versus Localisation: Macroscopical Evaluation on Demands of Glocal Development of Higher Education in China

Localisation is not a new concept, but a neglected one. The sociocultural and regional elements in the procedure of globalisation have been neglected for decades. When reviewing the history of evolution of globalisation, there is a surprising finding that the concept of globalisation is bonded with the one of glocalisation since 1990s (Robertson, 1992: 166). R. Robertson illustrates the concept of globalisation with the theory of V Phases (Five Phases). The Phase V is named the Uncertainty Phase, spanning from late 1960s to the early 1990s (Robertson, 1992:7). The argument of Robertson and his followers’ clings to the abstracts of the nature of modernity. Globalisation is recognised in reference to latest technological developments. During this period, the sharp acceleration in digital technologies arouses revolutions in means of cross-boundary communication between regions and countries. Many domestic issues, for example,

the issue of environmental protection, the issue of civil rights, are turned into global issues. The world is faced with an increasing number of multicultural and polyethnic issues (Menezes de Souza *et al.*, 2019: 229).

U. Beck defines values globalisation over localisation from a perspective of Individualistic national actions (Beck, 2000). When awoken by the wave of globalisation, a specific society is believed to have transformed in various dimensions. This process of transforming enfeebles the concept of nations or boundaries, in other words, locality. Social circles, communicative networks, commercial connections, and digital lifestyles are globally shared, not specifically falling into any executive session of a national state or a regional administration. In such social circumstances, globality means what happens locally equals to its counterparts globally because any localised event, in the globalised world, effects the entire planet. It is suggested that local policies, local actions, and local institutions would be oriented and organised along a “local to global” logic mainstream.

R. Edwards and R. Usher claim, in their work *Globalisation and Pedagogy Space, Place and Identity*, that the influence of globalisation on curriculum development and pedagogical studies are mainly directed into two concerns (Edwards & Usher, 2000: 47). One of the pair of concerns is learners’ accessibility to the global issues, for example, environmental protection, the other being the examination of the impact of digital communication technologies. Globalisation is conceptualised as not only condensation and compression of the globe, but also the cognition of “global citizens” who apperceive the world as an entirety (Arnove, 2009:106). Brent D. Ruben, in his monograph *Pursuing Excellence in Higher Education: Eight Fundamental Challenges* claims that academy should globally frame the vision for achieving excellency and locally increase the comprehension of employment qualifications (Ruben, 2003: 8).

Similar to theories of R. Robertson, R.J. Holton defines globalisation as an incessant process of inter- and intra-action of human, which is so complicated that

there is not a single mode of compass (Holton, 2005:15). Moreover, glocalisation is conceptualised as the sixth possible mode encompassing globalisation. Globalisation and glocalisation are “intertwined and interpenetrated” to form a novel hybrid (Holton, 2005:126). The localisation interacting with globalisation remains the unique features in various regions in the world. During the procedure of glocalisation, new intracultural factors evolve and emerge.

As time goes by, the processes and actions to which the cognition of globalisation refers have been proceeding, though with some interruptions. S. A. Marston *et al.* lead the studies on globalisation to the conception of global regionalism, which relates globalisation to regionalisation (Marston *et al.*, 2019:6). Sushi in Russia could work as an appropriate example. Japanese sushi served in restaurants in Moscow is flavoured with sour cream, which is quite popular with local customers. Another example is McDonald (now is named “Golden Arches”) and KFC in China. Both franchised fast-food restaurants serve localised menus with traditional food (e.g. deep-fried dough sticks) and drink (e.g. soybean milk) of China. Nowadays, bonds between global and regional sociocultural factors have been intensified. Globalisation is constituted by a series of factors including political economic elements, sociocultural contributors, and environmental conditions. The changes in one element trigger changes in another. As shown by the disorders during the pandemic hits, the dramatic change in environment results in changes in international relations, strategic development of joint ventures, and global education.

Glocalisation is not particularisation of universalism. Since global culture itself is partly derived from specific inter- and intra-actions between countries, regions, and people, the general process of globalisation could be regarded as a concomitant obstacle for people involved to identify themselves as an individual of a certain culture. Therefore, for HEIs proceeding their internalisation, massification, and diversification, it is crucial to lay an emphasis on universalisation of particularism. Scholars supporting Roberson and Holton agree

on the definition of glocalisation as “the process of interpenetration of the local and the global” (Gulmez, 2022:25). The interpenetration between the local and the global is specifically valued and emphasised. Holton, furthermore, highlights that it is through human interaction that the global and local elements are combined. He proposes a motto popular with civil socialists, “Think globally, Act Locally”.

The concept of “Think globally, Act Locally” has been employed by leading international organisations to guide the further development in education. In the report of the United Nations Educational, Scientific and Cultural Organization (UNESCO) titled *Ethics and Education* issued in 2009, it is stated that the primary obligation for global educational institutions is to ensure the accessibility and the equity of massive education (UNESCO, 2009). In 2014, in the report of *Shaping the Future We Want: UN Decade of Education for Sustainable Development (2005–2014)*, UNESCO encourages global education to enable people “to learn to live and work sustainably” (UNESCO, 2014: 3). Local features and needs for a sustainability have been neglected.

In 2015, *Incheon Declaration Education 2030: Towards Inclusive and Equitable Quality Education and Lifelong Learning for All (the Incheon Declaration)* has been issued to answer the call for an aspirational guidance of holistic development of global education, aim at leaving no one behind (UNESCO, 2015). Meanwhile, the promotion of local culture and communities has been especially stressed in the Resolution adopted by the General Assembly of United Nations (UN) on 25 September 2015. It is clarified that the promotion of local culture and products functions significantly to achieve the sustainable development of a specific region (UN, 2015: 23). *The Incheon Declaration* further stresses on the significance of the equal accessibility to education in 2016, with the publication of *Education 2030: Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4 (SDG 4)* proposed. *SDG 4* states that “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (UNESCO, 2016:1). *SDG 4* defines the mission of

Thus, it is concluded that when it comes to the sustainable development of higher education, both globally and locally, the concept of “Thinking Globally, Acting Locally” is dominant. It is crucial to explore a way of implement which could combine globalisation and localisation. That is, glocalisation.

So far, among the diversity of interpretations on glocalisation exists a perception that globalisation is not the consequence of modernisation due to the amorphousness of modernity. Hence, there is no possibility to obtain a relatively fixed pattern of the diffusion of globalisation which involves numerous regional variants differing from nation to nation, from area to area, from culture to culture. The dearth of a mode of orientation also reveals by the bibliometric mapping analysis of literature containing key words of “glocal” and “higher education” in articles indexed by Scopus 2014-present (Figure 1.2).

Figure 1.2 An Overlay Visualisation of “Glocal” “Higher Education” (2014-Present)

There are 253 publications of research articles and book reviews with a topic concerning “Glocal” and “Higher Education” indexed in Scopus since 2014 till now. The Ris format data are visualised via VOSviewer (version 1.6.19). As shown in the figure, when choosing “Culture” as the central word, key words concerning technological development, such as “smart city”, “data”, and “network”, relate to “culture” via comparison. In the latest years, “woman”, “feature”, and “label” emerge in the mapping, which shows glocalisation-related studies are reoriented in the direction of gender-equality.

Reading Figure 1.2, the heat of discussion on the issue of glocalisation and its influence on HEIs is fading, with the year of 2019 being the summit and 2022 being the lowest point of the measurable data (In 2023, there are only 3 articles with concerning topics). Apposite to the author’s prediction is the absence of “foreign language”, “language”, “multicultural”, or “sociocultural”. Though “university” is involved in the discussion in between 2021-2022, there is no direct connection linking university with culture. Foreign language pedagogy cannot be fully discussed if sociocultural factors are absent. Hence, the lack of innovative pedagogical studies on the topic of education of foreign language from the perspective of glocalisation is identified via the bibliometric analysis.

As summarising the literature on glocalisation, globality is bonded with locality in three ways:

- Glocal issues should be studied by considering how the involved factors interact with each other within both the local and the global systems of political-economics, socio-culture, and environment.
- Glocalisation is defined with a interdependent concept, with local and global elements affecting and being affected by one another.
- Glocalisation is comprehended as not a direct consequence of the world changes, but a dynamic phenomenon causing global and local changes over time.

Accordingly, the developmental perspective of HEIs must be shifted from pure globalisation to hybrid glocalisation. Kumaravadivelu spots two co-existing preconditions for cultural and pedagogical studies in the viewpoint of glocalisation (Kumaravadivelu, 2012:9). One is the “web of interlocution” challenging conventional concepts of the formation of individual’s cultural and national identity, the other being the merging of educational strategies of TEIL (Teaching English as an International Language) with the globalised surroundings influencing the foundation and consolidation of cultural and national identity of individual learners, teachers, and leaders (Zacharias, 2014:129).

Lowe and D. E. Neubauer discuss the practical attempt of Korean Higher HEIs to emphasise on improving learners’ social mobility when coping with challenges of globalisation (Lowe & Neubauer, 2019: 28). The core of the definition of “social mobility” is the links between education of HEIs and individual motivation of study. However, this study limit itself to the social and political bonds of South Korea and the United States.

Although the research result shows positive impact from overseas study experience in the U.S. on students’ competitiveness in social status competition, if taking the overestimation on value of the language of American English and the culture of the U.S. into consideration, the measures in teaching reforms of this project holds no value to countries and regions which are not in the league of South Korea, Japan, and the U.S., let along the ignorance of financial limits for common undergraduates in Korea.

The twin forces of globality and locality intertwined with each other in the process of glocalisation, generating a world of regions that is both globally interconnected and locally differentiated. Globalisation functions as an engine of localisation, while regional differences function as contributors to globalisation. In other words, glocalisation is the ongoing transformation of the global connections, allowing local changes in a specific region.

For the discipline of Pedagogy of Higher Education (PHE), studies are

demanded to answer the calls for adaption to globalisation. Sham Haidar and Fan (Gabriel) Fang state that in Asian countries, for example, Pakistan and China, the comprehension on the role of English, an international language or a globalised language, a foreign language or a second language, could be considered as a part of global consciousness of an individual learner. N. Sharma *et al.* argue that to enhance the sustainable development of education, there is a need for a solid cooperation between governmental administrative offices, local corporations, academic and scientific institutions (Sharma *et al.*, 2021: 26). Such a localised systematic community would work together to foster students' competence of innovation to prepare them for the intense competition in the global arena. Learners and HEIs are suggested to lay a stress on sustainability when considering developmental strategies.

In the aforementioned documents of UNESCO, the terms of diversity, equality, equity, and inclusion are reciprocally highlighted regardless of the nuances in the meanings. Equality, somehow, is generalised as a notion of every social member being granted identical access to quality education. Nonetheless, such appeals fail to offer regionalised orientations to accomplishment of the sustainable development of a specific region in the world. In other words, along with opportunities, globalisation offers the world challenges. Regionalised strategies are required to be adopted in answer to the demand for sustainable development in a globalised environment. The Organisation for Economic Cooperation and Development (OECD) published the book of *Higher Education and Regions: Globally Competitive, Locally Engaged* in 2007. It is stated that when being involved in the procedures of globalisation and localisation, the accessibility and the availability of knowledge and skills in a specific region is drawing a mounting attention and holding increasing significance (OECD, 2007:11). Countries, especially developing countries, thus, should stress on matching local aims of sustainable development with uniqueness and features in local resources and environment. As the main force of exploration of novel

knowledge and technology in a certain region, HEIs, in this study, local industrial HEIs, are required to take the responsibility to lead the process of glocalisation.

However, instead of offering HEIs a crystal view on localising the developmental aim of achieving global competitiveness, later world-ranging reports have been issued to encourage the integration of Education for Sustainable Development (ESD) into impacts of HEIs. There are perceived problems neglecting localisation when delivering a globalised course. E. A. Hanushek and J. Woessmann argue that in analysis of economic growth across both developed and developing countries, tertiary education institutions add no extra value in the interpretation of the complex of global problems and local solutions (Hanushek & Woessmann, 2018: 27). Furthermore, it should be noted that locality is globally institutionalised, which means in the procedure of education, especially in the system of higher education, localised interpretation on globalised issues should be interpreted, with complications being unscrambled (Qin & Buchanan, 2021:881).

R. El Khoury points out that, for a globalised higher education system, there is a mounting emphasis on the adaption to updated demands and anticipations (El Khoury, 2023: 133). HEIs are presently experiencing a pressure on dealing with upcoming demands and anticipations to a sustainable development in a circumstance of glocalisation. Key HEIs are struggling to guarantee sufficient support to learners with pertinent and superior curriculum and programmes. The challenging issues of internationalisation and glocalisation have been large-rangedly recognised by pedagogical researchers in China in 2010s. Corresponding to Incheon Declaration, on April 22 in 2016, *China's Position Paper on the Implementation of the 2030 Agenda for Sustainable Development* was issued, which orients the educational development of China.

To eliminate the vulnerability of conventional GE courses, glocalisation is suggested by some pioneering research. The sustainable development of higher education demands glocalisation.

Glocalisation, literally, is a combination of the words of “globalisation” and “localisation.” The term is initiated in the studies of marketing and management, referring to a product or service that is developed and distributed globally but is also adjusted to accommodate the user or consumer in a local market (Shen & Campanini, 2023:6). Similarly, in the field of pedagogical research, especially when foreign language learning is concerned, intercultural knowledge sharing is presumed to function significantly role in the development of education.

However, till present, the focus has been laid on the importance of contacting global cultures rather than an integrated study plan for global and local cultures. For example, Dinah D’Antoni and Clifford Mayes argue that as a global citizen, a student must be exposed to other cultures to increase intercultural competence (D’Antoni *et al.*, 2023: 47). Li and Chen states that contacts with original manifestation of other cultures are salient for a globalised curriculum (Li & Chen, 2023: 1). There is a dearth of formulation leading to a systematic working plan to realising glocalisation of education.

The strategic suggestions for a formulation of development from a glocalised perspective is to thoroughly examine the local economic advantages, local sociocultural features, employment needs of local enterprises with global ambition, and the professional development objectives of a certain HEI. All the mentioned factors are the core elements contributing to an individual learner’s glocal competency, in this study, English Information Literacy.

1.3 From Language Competency to Glocal Competency: Competence Development Goals of General English Curriculum

In this section, the demands of being glocally competent are evaluated based on the macroscopical parocheth of glocalisation discussion, illustrating the challenging issues for China on the Implementation of the 2030 Agenda. When confronted with the challenging issues of glocalisation and glocality, the HEIs in China are required to multidimensionally assess the local economic advantages, local sociocultural features, employment needs of local enterprises with global

ambition, and the professional development objectives of a certain HEI. All these factors contribute to the professional development of talents' glocal competency, in this study, English Information Literacy.

The urges for massification (enrolment number), internationalisation (globalised curriculum), and diversification (introduction of diverse sources of financial supports) in the higher education system leads to the changes of professional development goals of HEIs, especially to local industrial HEIs, in China. Undergraduates of Engineers are expected to take the crucial responsibilities of being an industry expert who represent the high-qualified glocal competency in the global environment. EIL capacity, substituting Listening, Speaking, Reading, and Writing capacities of English, functions as the core qualification contributing to one's glocal competency. In this section, EIL capacity is defined as the competence of accomplishing cross-cultural academic exchanges, composing multi-lingual literature reviews, delivering international technological promotions, and publishing one's research fruits with foreign languages.

Correspondingly, from a microscopic viewpoint, this study examines the influences cast by three challenges on the transformation of professional development objectives for TEIL in HEIs of China. Following up, a formulated practical suggestion is deduced and offered, assisting the design of research plan and associated research methodologies.

1.3.1 Pedagogical Framing of Competence Development Goals

The general challenges to HEIs across the world are massification, diversification, and internationalisation. The resolutions to these challenges could satisfy the needs of further sustainable development of higher education in a specific country. HEIs in China, under the guidance of MOE, have submitted satisfactory answers to the former two issues, massification and diversification.

According to *China Statistic Yearbook 2023*, published by the National Bureau of Statistics of China (NBS) on 29 December 2023 (NBS, 2023), the Gross

Enrolment Ratio (GER) for HEIs in China shows that massification of higher education has been realised (Figure 1.3). GER measurement is derived from the theory of “learning society” by Martin Trow. Being the leading figure in western higher education development theory, Trow states that there are three key indicating ratios to define the developmental phases of higher education in a specific region or country (Trow, 1987: 270). The initial phase of a learning society offers Elite Higher Education to people, with a GER lower than 15%, the phase of Mass Higher Education (Massification), with a GER between 15% and 50%, and the phase of Universal Access with a GER beyond 50%). As shown in Figure 1.3, since the year of 2000, the ratio of the number of undergraduates studying in HEIs (both for degree or for short-term training), 6.57 million, to the number of enrolment in senior middle schools, 12.013 million, is 54.69%. The society of China, to a certain degree, enters the phase of Universal Access and people get massive access to learning resources of higher education which make life learning possible.

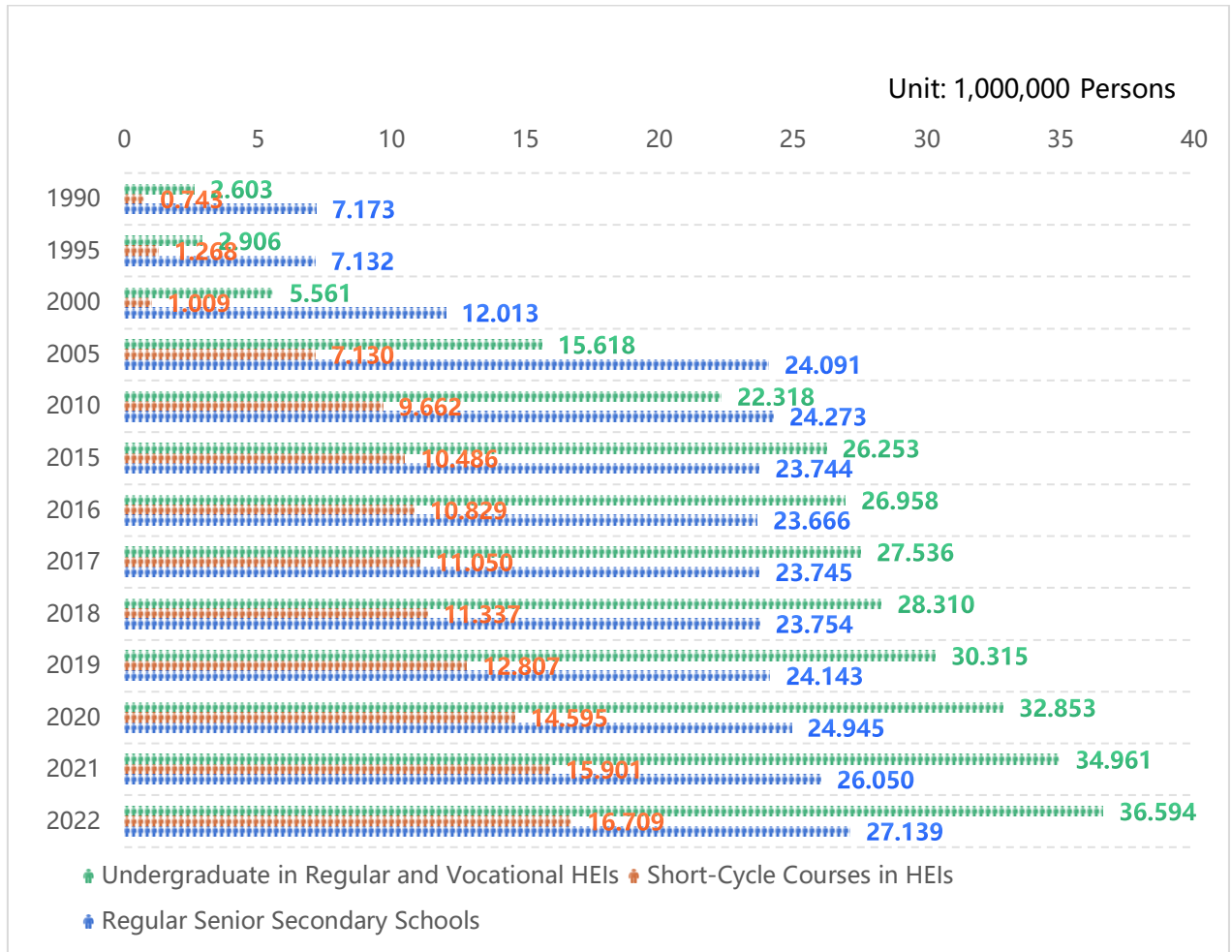


Figure 1.3 Number of Enrolments of Formal Education by Type and Level (1990-2022)

When it comes to the issue of diversification, the administrative features of China's higher education system guarantee a relatively equal access to higher education for every and each citizen but reveals inflexibility in accepting assorted financial supports or investment. MOE of China maintains a high-levelled cautiousness when considering the application for running non-government HEIs. Taking the statistics of 2022 for example, the diversification is somehow conservative (Table 1).

Table 1. Number of Higher Education Institutions (2022)

Total	HEIs			HEIs					
	Under Central Ministries	Under MOE	Under Other Central	Under Local Auth.	Run by Edu.	Run by Non-ed. Dept.	Run by Local	Non-Govt.	Sino-Fn Coop.

		& Agencies	Agencies			Dept.		Ent.		
I. Inst. Providing P.G. Programs	830	302	76	226	528	455	65	1	6	1
1.Academic HEIs	596	111	76	35	485	455	24	0	6	0
2.Research inst.	234	191	0	191	43	0	41	1*	0	1
II. HEIs										
1.Academic HEIs	1239	114	76	38	1125	648	77	0	390	10
Independent inst.	164	0	0	0	164	0	0	0	164	0
2.Professional HEIs	32	0	0	0	32	9	1	0	22	0
3.Vocational HEIs	1489	4	0	4	1485	603	484	45	350	3
4.Adult HEIs	253	13	1	12	240	84	118	36	2	0

As shown in Table 2, for the 3007 HEIs, including 1239 academic HEIs, 32 professional HEIs, 1489 vocational HEIs, and 253 adult HEIs, there are 412 HEIs running by civil organisations (non-government organisation operated). On the level of bachelor's degree programmes, there is no enterprise having the authorities to grant degree. On the contrary, for vocational and adult education, there are 45 enterprise-running HEIs and 350 non-government running HEIs for vocational institutions, with 36 enterprise-running and 2 non-government running HEIs. It is interpreted that the administrative branches of higher education in China are very strict with the quality control of educational programmes. Local enterprises are not authorised to grant bachelor's degrees. However, local enterprises are capable to build up vocational and adult HEIs to train technicians for the production needs of themselves. The only exceptional research institution providing postgraduate research programmes (marked with a * in Table 1) is operated by Huawei, whose technology represents the soft power of the country. Nonetheless, besides the 81 HEIs running by local enterprises, the number of non-government running HEIs hits 764. In total, HEIs operated with non-government financial supports occupies 28% of the total number, revealing the improved flexibility of MOE of China in diversifying the sponsorship of higher education.

In brief, the global challenges of massification and diversification have been tackled with China-featured strategies. The weight of importance now shifts mainly onto internationalisation. For HEIs of China, it is crucial to match the global

[illegible]

The number of academic literature published between 2018 till present with key words “higher education” and “China” mounts 2187 on Scopus. With an employment of VOSviewer (version 1.6.19), a bibliometric mapping analysis present results as shown in Figure 1.4. The dominant keyword of the related research is multicultural education, which corresponds with the discussion on glocalisation and its connection with cultures. However, if choosing

internationalisation as the core word, there is no connecting links with other theme words, let alone connections with “cross-cultural communication”, or “international language”. The isolation of “internationalisation” from higher education in China presents the dearth of glocalised developmental plans and strategies in HEIs of China.

The sense of urgency and aiming at a single, renewed education agenda, quality and efficiency in the education sector cannot be achieved without due attention to ethical issues. The challenging issues of Internationalisation and glocalisation have been large-rangedly recognised by pedagogical researchers in China in 2010s. To eliminate the vulnerability of conventional GE courses, glocalisation is suggested by some pioneering research. The sustainable development of higher education demands glocalisation. Glocalisation, literally, is a combination of the words “globalisation” and “localisation.” The term is initiated in the studies of marketing and management, referring to a product or service that is developed and distributed globally but is also adjusted to accommodate the user or consumer in a local market.

In the discipline of management, Caligiuri and di Santos have conducted a survey among focus groups of HR managers and international business unit leaders (Caligiuri & di Santos, 2001: 36). Their definition of global competence supplies the PHE with an applicable point of view, through which educators can be familiar with needs for industrial talents by their possible employers. The characteristic of a globally competent employee is defined in three aspects of knowledge, ability, and personality.

For knowledge, detailed descriptive factors include to increase an individual’s knowledge of the company’s worldwide business structure, to increase an individual’s knowledge of international business issues, and to increase an individual’s network of professional contacts worldwide. For ability, it is claimed that an individual should increase one’s ability to transact business in another country, and to change the leadership style based on the situation. For personality,

an individual should increase one's openness, flexibility, and ethnocentrism. Obviously, the definition of global competence by Paola M. Caligiuri and V. di Santos is constrained to the perception of a business manager of international trades, which fails to deepen and widen the concept with multidisciplinary views.

Kevin Schilbrack calls for a need of coordinating the particular local cultural elements with the world cultures (Schilbrack, 2002: 14). Some cultural perception might be an incidental one, with no necessity for further promotion. In such a case, instead of constructing such a local cultural element, it is suggested adopting a global perception which leads to the same ultimate belief. The study reveals the possibility to substitute unique local cultural elements with popular global counterparts. Such a glocalisation of culture is not agreed due to the elimination of uniqueness of local culture. Paola M. Caligiuri later develops her theory in the book titled *Build Your Culture Agility: The Nine Competencies of Successful Global Professionals*, extending the traits of global competence into a personal development which could be achieved through enhancement of an individual's cross-cultural exposures. She claims that the core quality of global competence is one's intercultural agility. The primary sociocultural conception foundation of the intercultural agility is that an individual should recognise the different norms existing among cultures (Caligiuri, 2021:18). Various global cultures coexist in harmony with mutual respect and mutual appreciation.

It is the test of Programme for International Student Assessment (PISA) for students of the intermediate level of schooling that proposes the concept of global competence to HEIs of China. PISA measures 15-year-olds' ability to use their reading, mathematics and science knowledge and skills to meet real-life challenges. Regardless of the first language of candidates, all PISA papers are designed and accomplished in English. Global competence is defined as "a multidimensional capacity.

Globally competent individuals can examine local, global, and intercultural issues, understand, and appreciate different perspectives and world views, interact

successfully and respectfully with others, and take responsible action toward sustainability and collective well-being” (OECD, 2018: 4). However, limited by the age of candidates’ and the professional development goals of “becoming a global citizen”, this much-too generalised definition has failed to characterise global competence with local features. And such a definition is not completely suitable for functioning as the definition in the field of higher education.

Caprice Lantz-Deaton and Irina Golubeva argue that intercultural competence which is an assembly of values, knowledge, skills, and attitudes (Lantz-Deaton & Golubeva, 2020: 112). These traits of global competence are required in the era of glocalisation. Murielle Ferry-Meystre and John P. O’Regan interpret global English as a product of intra-cultural interactions, which indicates during the evolution of diverse English variants, cultures and languages are penetrating into each other (Ferry-Meystre & O’Regan, 2022: 14). There are some researches denying the connection between learning motivation of a foreign language and global competence. G. Semaan and K. Yamazaki state that there is a lack of verification for the positive connection between global competence and motivation of second language learning (Semaan & Yamazaki, 2015: 517). Such motivation of learning only results from one’s views on significance and values of a second language. This statement neglects the possibility that the source of individual view on another language might be formed through cross-cultural experiences of a certain person.

Meanwhile the aim of education in HEIs is linked to three intercultural topics. The first topic is concerned with intercultural competence’s improvement in the potentiality of developing positive connections between nations and people. The second topic is concerned with intercultural competence’s facilitation in learning achievement of students. The third topic is that intercultural competence would assist learners to entertain the capability of consolidate individual’s cultural identity respecting both equality and diversity of cultures.

Yu Gao claims that the definitions of internationalised education, cross-

cultural understanding, and global competence should be explained from three aspects, they are, cultural cognition, cultural tolerance and humanity caring (Gao, 2021: 41). Only through these three lenses could the learners achieve three goals of globalised education. The first goal is to achieve mutual understanding between countries, nations, and cultures. Based on respecting students' interests and learning motivation, a diversity of educational resources and elements should be integrated and reallocated in order to cultivate students' cultural cognition. The second goal is to accomplish cross-cultural interactions, with comprehension on multicultural world and intercultural communication involved. Domestic students are encouraged to go abroad or interact with international students inbound. Students are expected to adopt a harmonious concept when confronted with different values.

Qingling Tan briefly summarises the factors of learners' global competence could be divided into two categories: internal factors and external factors. internal factors are embodied in personal proficiency of foreign language and individual degree of participation in the internationalisation (Tan, 2021: 134). External factors involve a wider range of factors, for example, national cultural factors, regional economic development level, and educational development level, etc.

Similarly, Chaonan Xu advises learners to be self-motivated when exploring the path to global competence. During this procedure, learners are suggested to combine language learning, cultural exploration, and life reconstruction with individual life trajectory (Xu, 2021: 1). Kai Yang defines abilities contributing to the global competence of a professional talent in the post-COVID-19 era as the capability of understanding China's national conditions, harbouring a global vision, competent in using foreign languages, understanding international rules, and proficient in international negotiations (Yang, 2022: 23). Such a definition involves local element, presenting a slight attempt in glocalised development of education.

The discussions above endow glocal competency a deeper and wider

definition, which leads to the capabilities of encoding, communicating, and decoding information with a mutual respect between individuals or parties from different cultural background. Rik Pinxten perceives that globalisation might lead the world to polarisation in various ways (Pinxten, 2011: 34). Without proper orientation, people with a good living condition will live a better life, while people suffering from poverty now might expect to be more destitute in the next generation.

Educational institute should take the responsibility to guide people to utilise global dynamics in a positive way. Yulong Li criticises that curricula in HEIs of China are not correctly designed to prepare students with a multidisciplinary collection of global knowledge (Li, 2013: 128). Li's criticism proposes a challenge to peer researchers of PHE, which pushes the studies on alternative curricular arrangement from a perspective of glocalisation. There are needs for verified experimental cases of education supporting the possibility and rationality of cultivating glocal competency through specially designed curricular plans.

After all, researchers believe that glocal competency could be taught via properly designed learning materials. Michael Byram, the leading theorist of pedagogical psychology, in his book of *Cultural Studies in Foreign Language Education*, states that language teaching is suggested promoting intercultural understanding precisely (Byram, 1989: 25). Michael Byram and Veronica Esarte-Sarries later propose the Criteria of Realism in foreign language teaching, emphasising on the accuracy and authenticity of the knowledge delivery in a foreign language (Byram & Esarte-Sarries, 1991: 177). In another mono-discussion of Byram, he furthers the opinion of learners' needs to analyse the foreign language knowledge on an intercultural level based on mutual recognition of the origin and guest cultures, with an emphasis on cultural and ethnic identity (Byram, 1991: 19).

In his book of *Teaching and Assessing Intercultural Communicative Competence*, Byram argues that individual's knowledge of one's own culture

works as a foundational part of one's social identity, in the case of intercultural competence, a part of one's cultural identity (Byram, 1997: 32). Such arguments are identified with H.G.Widdowson's theory. Widdowson claims that it is crucial to form mutual perception of each other's cultural identity before intercultural communication (Widdowson, 1978: 28). The mutual perception mentioned above functions as the basis of mutual understanding between communicators with different cultural backgrounds. In 21st Century, Byram develops the pedagogical application of genre theory.

For a foreign language curriculum, especially the courses of EAP, students are facilitated to comprehend the wording styles and constructions of a scientific article based on both accuracy and authenticity of the course materials (Byram, 2001: 236). However, the importance of adapting course materials to specific needs of a certain group of learners is neglected. Byram later develops the concept of intercultural competence and claims the importance of cultivate learners' intercultural competence via properly designed curricular of a foreign language (Byram, 2008: 23).

Some experts of curricular development for HEIs promote the singular objective of study aim at acquisition of global competence. Michael McDowell, in his works of *Developing Expert Learners: A Roadmap for Growing Confident And Competent Students*, calls for a refined efficacy (McDowell, 2019: 68). Such globalised study efficacy is designed to be a singular focus on learning. The process of cultivating expert efficacy of students is deeply rooted in Orientation, Activation, and Collaboration (O.A.C.). Learners are oriented to focus on the objective of study under the guidance of teachers. Their participatory learning is motivated with such crystal-clear learning objectives. Courses are designed collaboratively aiming at students' acquisition of international expert competence in a certain discipline. Global collaboration is called upon to tackle unprecedented common challenges in areas like environment, energy, and safety.

Therefore, it is proven to researchers of pedagogy and teachers of TEIL that

the formation of students' glocal competency is, albeit difficile, a rewarding teaching objective which is accessible and achievable if appropriate reforming measures are initiated. The concrete contents of glocal competency should be explored with innovative approaches.

The professional development objective of glocal competency could be regarded as the needs and motivations of English learners in local industrial HEIs of China, because being glocally competency is the key to build up a future career.

The professional development requirement frames the extension of glocal competency. In the following section, the connotation of glocal competency is discussed.

1.3.2 Absence of Localisation in Competence Development Programmes

With the paralleling expansion of globalisation and localisation, in this study, glocalisation stress on the local accessibility to updated science and technology to build up the required proficiency in specialties for a graduate is increasingly significant. OECD has been laying considerable stress on the encouragement for educational institutions to meet the needs of regional sustainable development by preparing undergraduates with glocal competency, maintaining the global competitiveness of locally educated talents. To a certain degree, the systematic integration and the sociocultural integration must cope with intercultural relationships between people across the world. Indeed, there are quite a number of significant sociocultural issues requiring a close examination regardless of disciplinary boundaries.

HEIs in China, as the engine of intelligence for the nation, are oriented by the pressing goal of developing knowledge-based industries of China, assisting local industrial enterprises and government administrative departments to nurture the unique assets of a certain region (Jia & Lu, 2022: 125). HEIs should function as the core leading the advancement of knowledge and realisation of innovation.

As reviewed in the previous section, there are three mainstreams of models of global education, they are, internationalised education, intercultural education,

and global citizenship education (Guo, 2021:21). Meanwhile, the dearth of reference to the local features and needs for sustainable development within a global perception emerges as an obvious obstacle preventing HEIs to further the internationalisation of the educational programmes for undergraduates (Ndubuisi *et al.*, 2022: 260). Literature on global competence share a common goal of developing learners' comprehension on the globe, encouraging individual world views and values when involved in the sociocultural communication and academic exchanges. An innovative definition of glocal competency is, therefore, in need to clarify the objectives of GE courses offered to Engineering undergraduates in local industrial HEIs in China.

PISA contributes to the initiative definition of global competence from the perspective of assessment (Tang, 2021:5). Although this definition is drawn on the foundation of evaluations on the 15-year-old students' global competence, it offers conceptual basis and curricular guidelines for institutions and relevant policy makers who are responsible for curricular designs and resource distribution. Global competence is examined as a teaching goal of multifaceted cognition and sociocultural perception (Wu, 2023:2). Localised professional development goals of benefit not only the facilitation with governments' supervisory control over systematic improvement but also the collaborations of needs of local enterprises and local industrial HEIs. "Competence" is not limited to professional and specialised skills but extensive as a combination of academic knowledge, professional skills, sociocultural attitudes, and world values. All these traits of intellects are supposed to be fully applied to vis-a-vis or virtual communications with people from a second culture.

Global competence is defined by PISA as "the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and world views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development" (PISA, 2018:7).

The PISA definition of global competence focuses, considering the constraint by the age of the research targets, on the education for a global citizen who are concerned about global issues, such as global warming, environmental protection, and human rights, etc. However, the PISA definition points out two clarified facets of conceptualisation of global competence (Hu *et al.*, 2021:43). One of the pair is that the acquirement of global competence is a life-long process, the other being that learners should be supported with perceptions of mutual respect to various cultures and differentiated expressions on global issues. These two concepts hold values for HEIs when designing a glocalised programme.

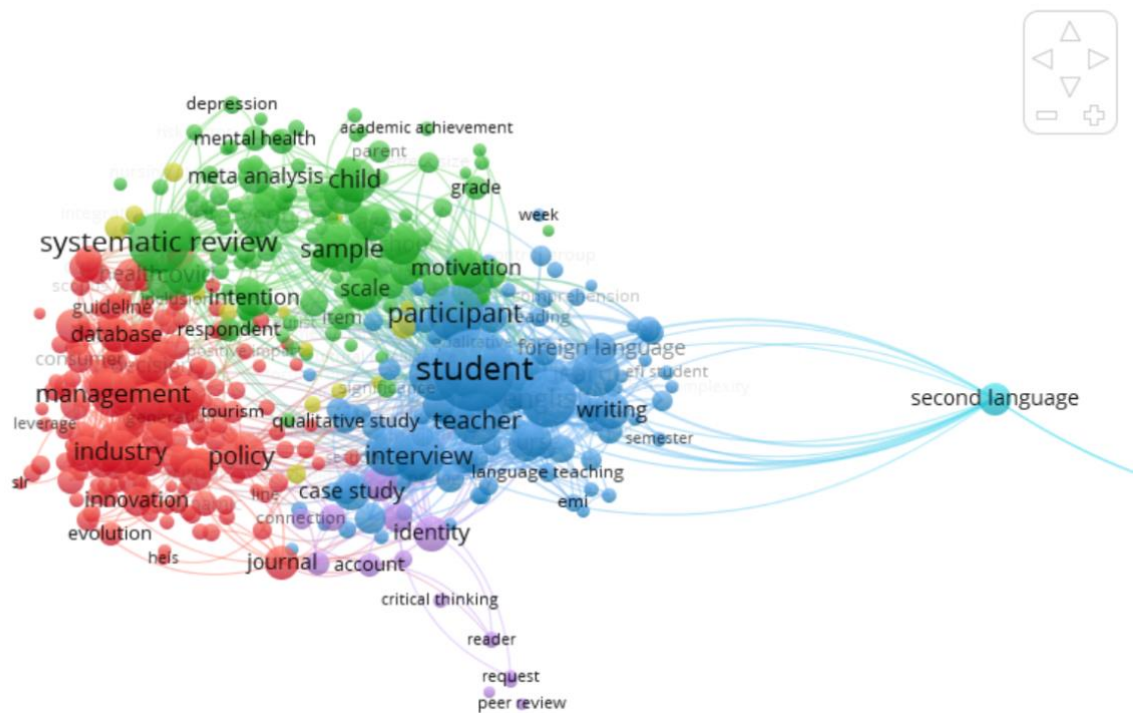


Figure 1.5 Bibliometric Mapping - Global Competence, GE, and HE in China

Since global competence is defined as the capability to employ knowledge, skills, attitudes, and values to cooperate with people with different cultural background, resolving global problems and improving the collective well-being of human, considerations of employing the objectives of acquiring global competence as the teaching goals of curricula in HEIs of in countries where English is not a

official language but an international language (Jodoin, 2022:252). This definition is further evolved in both the disciplines of management and PHE (Figure 1.5).

As shown in Figure 1.5, among 1770 publications indexed in Web of Science (WoS) from 2020-2024 with key words of General English, Global Competence, and Higher Education in China, there are three clusters of hot words in discussion.

The first cluster of words (in colour of blue) are connected via “student”, “teacher”, “interview”, and “case study”. These words present the heated issue of roles of learners and teachers in reforming projects of GE in HEIs of China. Adopting methods of interview and case study, the possibility of individual learner’s acquisition of global competence through GE curriculum. Most of the research focus on students and students’ participatory learning in GE.

The second word cluster (in colour of green) casts the spotlight on the “systematic review” on “motivation” of studies. Key words in this cluster reflects the lack of concerns about learners’ needs of study in the pedagogical research on GE reforms before 2020. However, the research results fail to answer the question of regional learner’s needs of study when involved in a globalised environment of competition. In other words, there is no significant achievement in glocalisation of talents’ professional development in HEIs, especially local HEIs of China.

The third word cluster (in colour of red) concentrates on theories in management. Strategic management theories would be referable for HEIs in China to draw up a plan of internationalised development.

Caligiuri and di Santos’ 8-goal definition is widely recognised by researchers of both disciplines. Global competence is defined as 8 developmental goals which are categorised into ability (2 goals), knowledge (3 goals), and personality (3 goals) (Caligiuri & di Santos, 2001:29). This definition has been further directed to the concentration on the cultural agility for intercultural effectiveness when talents are faced with employment opportunities. Peter Williamson and Ming Zeng examine the strategic plans for developing qualified international intellects who would set up their career in China, with a thorough consideration about the national and local

characteristics (Williamson & Zeng, 2009: 75). From a perceptive viewpoint of strategic management, Oliver Laasch and Roger N. Conaway define competence as the specialty of an organisation, while the core competence is central and crucial to the effectiveness and efficiency of the organisation's strategy and competitiveness (Laasch & Conaway, 2015: 167). The most precious competence should be distinctive to form the advantage of competitiveness. The organisational competence could be examined as a type of regionally featured competence. Ni-Chen Sung, in the featured research of *the Glocalization of Shanghai Disneyland*, argues that glocalisation is a local-global engine abolishing the opposition between global outlook and local uniqueness (Sung, 2021: 42). If considering adversely, higher educational programmes of HEIs in China could take the local-global process as dynamics for the local to penetrate the global.

As to researchers of foreign language pedagogy, unfortunately, the importance of localisation has been neglected till now. Focus of foreign language pedagogical studies remains on globalisation and global competence.

Helen Grech and Sharynne McLeod claim that culture is embodied in language, so that the professional development of global competence should emphasise on the education of intercultural competence (Grech & McLeod, 2012: 122). Nicola Ingram and Kim Allen offer a sociological perspective to the design of global competence education. It is suggested that educators should spot the core qualities for a graduate to be an elite professional and concentrate the teaching resource to facilitate the acquisition of the key competence (Ingram & Allen, 2018: 13). In an increasingly connected world, when confronted with ever-increasing cross-border and cross-culture exchanges, graduates of Engineering specialties should be prepared with "Global Competence", that is, the capability to learn, work and live with others from diverse cultural origins. GE courses, as the main media between global competence and the learners, should be seated at the centre of Professional Development Programmes (PDPs) in HEIs. "Learners needs" are considered as the prerequisite to improve the effectiveness and efficiency which

influence the quality of global competence education (Kafi *et al.*, 2019: 4). There is also an approach of Content and Language Integrated Learning (CLIL), aiming at exploration of a perfect balance between emotional and rational learning objectives (Nijhawan & Rodmann, 2019: 183).

In the recent 5 years, some studies lay the significance on the proficiency development of language study. For example, S. C. Aboh's study explores the influential power of English as a second language on mother-tongue education in Nigeria (Aboh, 2022: 3). This study presents the intralingual impact underlying in the multicultural education programmes. The pluricentric power of English as a second language reflects the indicators of glocalisation, which functions to revitalise the reinforcement of cultural identification and national confidence. Additionally, pedagogical researchers of FLA in Russia spots proficiency in foreign language as a key competence for talents in era of globalisation (Kuregyan & Khusainova, 2022: 118). Anna Prokhorova values multilingual communicative competence of undergraduates of engineering specialties (Prokhorova, 2020: 11). Further studies also contribute to the sustainable development of higher education with attempts to involve cultivating intercultural competence of undergraduates, while learners might be constrained to local teaching resources without opportunities of overseas studies (Starr *et al.*, 2022:3).

Differentiated from foreign counterpart studies, the concept of education of glocal competency has been evolved in a way with features of China. Since 2012, English Medium Instruction (EMI) for speciality curricula have been developed rapidly corresponding to the need of internationalisation of higher education in China (Tang & Yue, 2017). Competencies achieved through learning experience of EMI courses include both English proficiency and knowledge and skills of speciality (Wen, 2019: 26).

In China, a pioneering definition of Global Competence in the field of PHE has been pushed by Tsinghua University, the top university in China which is famous for the educational programmes of Engineering disciplines. Tsinghua

researchers illustrate global competence with Six Core Competence. Global competence for undergraduates of China is defined as “the capability to learn, work and live with others from different culture origins, to embrace opportunities and challenges in the future (Tsinghua International Education, 2015)”.

Tsinghua University is committed to educating the world’s most competent talents who are participatory to worldwide improvement and development. Tsinghua University promotes global competence as an indispensable ingredient of graduates’ competitiveness on the stage of international competition. Global competent factors are divided into three dimensions of cognitive competence, interpersonal competence, and intrapersonal competence. To obtain cognitive competence, learners are expected to be familiar with world culture and be capable of engagement into global issues. For being competent in global cultures, one is supposed to gain a basic understanding of world history, geography, economy, and society, and to understand diversity in cultures and political systems of different countries. Meanwhile, one is expected to keep abreast of current international affairs and to familiarise oneself with major issues including sustainable development, global environment, energy, and economy, as well as understanding the importance of interdependency and cooperation of all mankind. For being competent in an international language, one is supposed to be able to express oneself in one’s native language and at least one foreign language and to be able to exchange professional ideas with peers from different backgrounds. If considering from perspective of this study, English works as such a media language in global social and academic communication, which should be grasped on level of proficiency. Moreover, talents are expected to develop excellent foreign language skills to understand and to appreciate foreign cultures.

To gain interpersonal competence, one is supposed to maintain the attitudes of openness and respect and to conduct communication and collaboration cross the boundaries of a diversity of languages and cultures.

It is spotlighted that Tsinghua definition of global competence initiates the

intrapersonal competence, which emphasises on the intralingual and intracultural interactions between people worldwide. The value of this initiative concept lies in the upgrade from inter- to intra-. Interactions and intercultural communication stay on the degree of coexistence. However, intralingual and intracultural interactions means the mutual penetration of diverse languages and cultures, which is based on the one's mother language and national culture. The concept of intrapersonal competence offers the theoretical foundation to this study.

Though offering the initiative concept of intrapersonal competence in developing global competence, the Tsinghua definition fails supporting local industrial HEIs of China with an applicable framework of globalised curricular designs. As the top HEI of China, undergraduates in Tsinghua University enjoy the elite programmes financially supported by the central government. While for the local HEIs of non-211 or non-985 project, the available and accessible resource of curriculum or practice of global competence acquisition is too limited. Therefore, for local industrial HEIs, the definition on the contributors to global competence must be both globalised and localised with an innovative employment and reallocation of present resource of teaching and learning.

English, nowadays, is not a global but a glocal language, which connects local learners with the English-speaking world, working as a medium for intralingual and intracultural interactions when forming individual's global competence from a perspective of glocalisation.

1.3.3 Connotation of Glocal Competency and Its Connection with English Information Literacy Competence

From a glocal perspective, the purposes of conventional GE courses in HEIs, somehow, are limited to the utility of international communication and cross-cultural interaction (Roxas *et al.*, 2017: 203). It is salient that there is an urge for reforming pedagogical measures to break such barriers in developing GE education in HEIs. For example, Paulo Freire's pedagogical concept of national emancipation

corroborates the dialectics of the local and the global adoption of sustainable development of education (Torres, 2019: 8).

The intercultural competence should be one of the key capabilities of a talent with global competence (Komorowska, 2006: 59). Besides the knowledge of English language, cultural elements should be delivered with the learning materials. Students could be regarded as future mobile professionals who freely choose dwelling locations according to individual career plan (Lingard *et al.*, 2008: 167). Meanwhile, competence assessment in performance fails in taking the appropriateness of sociocultural context of the second language in previous related research (Pfingsthorn, 2013: 54). The importance of intra-cultural competence of Engineering talents of China should be one of the core issues when considering the designs and conduction of pedagogical reforms concerning the professional development of glocalised competence (Milton & Hopwood, 2023: 91).

In the era of Industry 4.0, the approach to career planning is changing dramatically due to the enhanced accessibility by digital intelligence. Career planning is an important facet of glocal competence (Jakiela *et al.*, 2022: 187). GE courses could work as a platform for learners to acquire language media and culture basis for an internationalised career plan, with lifelong learning and individual qualification development. Hence, the span of the learning of GE should be extended from the early schooling years to the graduation ages and after (Li & Chen, 2023: 8). GE reforming project should take glocal competence as teaching objectives, and at least five-year after graduation as the time of revealing benefit of learning the course (Preyer & Krausse, 2023: 128).

Talents of Engineering specialties in this research should prepare themselves for cross-cultural social communications, international scientific and technological exchanges, and composition of scientific research articles (Aközer, M. & Aközer, E., 2017: 831). Portfolio of international educational programmes and EMI curricula usually offers diverse competencies or several core competencies. Local resources for a glocalised teaching objective, if reallocated after a thorough

evaluation, could result in glocal competencies (Qiu & Fang, 2019: 12). English, answering the practical demands of talents, acts as the communicative tool on the mentioned sociocultural, scientific communicative, or academic exchanging occasions.

Considering the glocalisation of the definition on global competence in the viewpoint of a local industrial university, the innovative definition of glocal competency is developed. In this study, in reference to the literature review in previous sections, glocal competency is defined in three dimensions, as illustrated in Figure 1.6.

Glocal competency is derived from the concept of glocalisation and glocality. It covers individual competence in sequential dimensions of Lingual-Cultural Abilities, Intra-Cultural Abilities, and Glocal Attitudes (Figure 1.6). Learners of EILC are anticipated to obtain the English Information Literacy Lingual-Cultural Abilities of the familiarity with global issues and the accuracy in telling authentic Chinese stories in English, through the course studies. Learners are anticipated to obtain Intra-Cultural Abilities of communicating with people of other cultures and engaging in social and academic activities, utilising English as medium language. Based on abilities gained at the learning and practice phases of EILC, learners are anticipated to harbour Glocal Attitudes as the national and cultural self-confidence, the openness to the diversity of cultures, the academic and scientific integrity. Finally, beyond the learning experience in universities, learners are supposed to be competent to make individual plans of life-long learning and career-building.

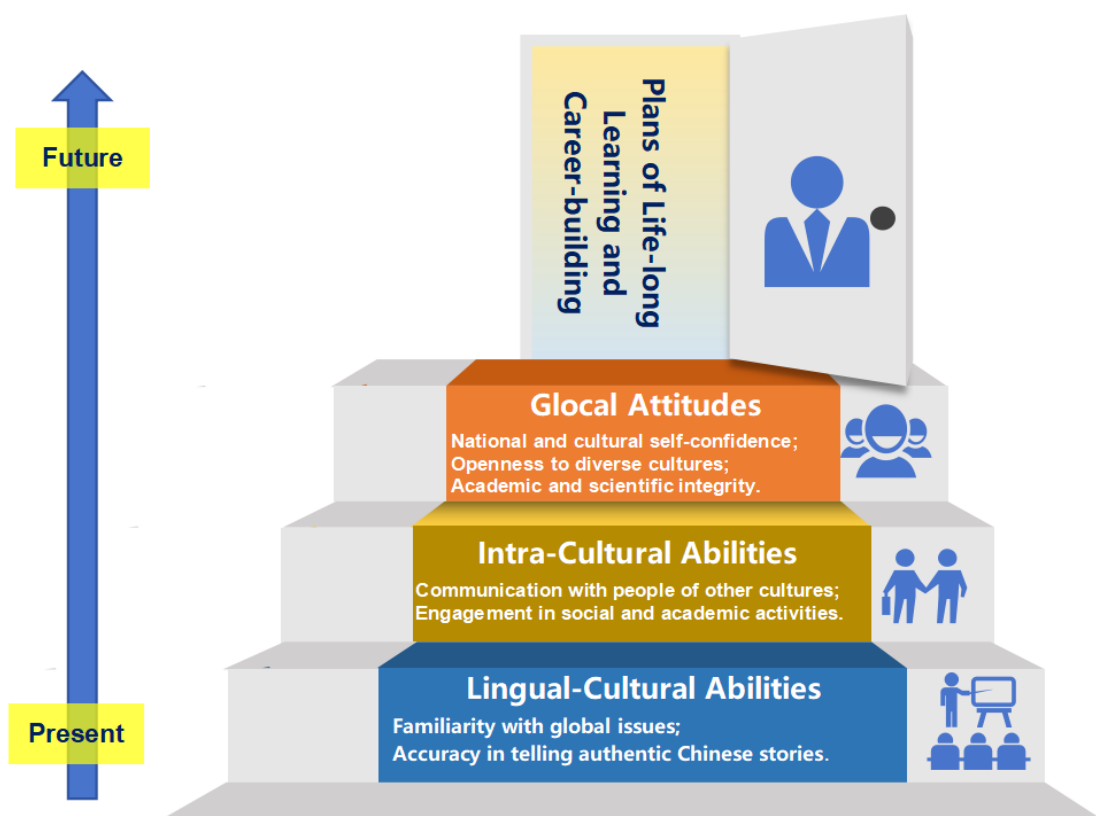


Figure 1.6 Three-levelled Glocal Competency

The formation of glocal competency is the common-shared learning objectives for undergraduates. Referring to Figure 1.5, when examining influential factors for glocalisation of higher education in China, there is a term on a solitary suspension on the right edge. The term is “second language”. Corresponding to the changes caused by glocalisation, the nature of GE is shifted from a curriculum of FLC to SLC. Such argument is discussed in the following section.

As far as General English curriculum is concerned, the formation of glocal competency could be realised by the construction of an innovative curriculum which teaches English as a second language. In this study, the conceptions of English Information Literacy (EIL) and English Information Literacy Curriculum are proposed as the approach to verify the rationalities of the hypotheses. The definition of EIL is discussed in section 1.5. Meanwhile, to realise students’ acquisition of the three-dimensional competence, EILC ought to stress on both in-class teaching designs and practical platforms for learning by doing.

1.4 From Foreign Language to Second Language Curriculum: The Changed Nature of General English

From a Microscopical perspective, a major challenge to the glocalisation of GE in HEIs of China is to redefine the nature of the course. There are three important documents of GE curriculum guiding the evolution and innovation of English courses in HEIs. According to the development of industry 4.0 era and the progress of science and technology, The National Foreign Languages Teaching Advisory Board has been commissioned by the Ministry of Education to draw up *Teaching Requirements for College English Courses* (issued in 2007), *Guidelines on College English Teaching* (2015 Version), and *Guidelines on College English Teaching* (2020 Version). The Requirements was issued to promote the importance of capability of English listening and speaking, matching the needs of furtherance of reform and opening policies. However, there was a dearth of concerns about the practical needs of students.

GE offered by HEIs should target at EAP and ESP, which would benefit learners' acquisition of specialty knowledge. One of the crucial causes for undergraduates' sluggishness in GE courses is the fully language-driven learning experience, which could neither meet their needs of learning, nor meeting professional requirements of their future career. Taking the needs of develop learners EIL competence from a perspective of glocalisation, the learning objectives of EILC are oriented in the direction of ability to be engaged in successful inter-cultural and intra-cultural communication between Engineering undergraduates and people from another lingual and cultural background. In this case, the courses involved are not designed for the acquisition of a foreign language, but for the acquisition of a second language.

In this section, the nature of GE courses in HEIs of China is examined and related literature is evaluated. The difference between FLC and SLC exists in the facets of learning motivation, relevant disciplines, study contents, and

philosophical principles. The first part discusses the former three aspects, with philosophical studies being a innovative element to pedagogical evaluation.

1.4.1 Conceptual Analysis on Course Nature of General English

The distinction between FLC and SLC has been one of the key motivations of pedagogical reforms in foreign language teaching. FLC and SLC are distinguished from one another in the difference in the motivation of language learning (Broughton *et al.*, 2003: 5). There are two different motivations of language learning, instrumental and integrative (Cenoz, 2003: 76). When learners are studying a foreign language instrumentally, he or she are learning for general operational purposes (Gass, 2004: 78). For example, a Chinese student at junior middle school studies English to gain the language ability to read English passages in tests. Or a tourist from China to Great Britain studies English to simplify his or her trips when food and accommodation are in need. When someone learns a foreign language for integrative purposes, he or she attempts to spot a lingual community which uses the second language with language variety is trying to identify much more closely with a speech community which uses that language variety [Goldberg & Casenhiser, 2008:198]. He or she desires to feel at home with the knowledge of the second language. For example, a Chinese immigrant to the United States is learning American English to comprehend local values and world view (Dörnyei, 2009: 26).

Janet Zhiquan Xing elucidates that pedagogy of foreign language, FLC, and SLC are generally merely illuminated with theories of linguistics (Xing, 2006: 20). As far as the scope of FLC and SLC are concerned, opinions of theoretical linguists vary from person to person (Yang, 1999). There are many research areas claimed to be related to second language acquisition. These “neighbouring” disciplines could work as approaches to distinguishing second language acquisition from foreign language acquisition (Bialystok, 1991: 63). Foreign language acquisition is merely concerned with linguistics, which is further categorised into

sub-disciplines of sociolinguistics, dialectology, psycholinguistics, computational linguistics, comparative linguistics, and structural linguistics (Richards & Schmidt, 2010). Susan M. Gass and Larry Selinker state that second language acquisition connects the discipline of linguistics with psychology, indicating its interdisciplinary characteristics (Gass & Selinker, 2008: 20). The interdisciplinary feature of SLC leads to the comparative studies between FLC and SLC, highlighting the similarities and dissimilarities of these two areas of linguistic studies (Aijmer, 2002: 55). SLC, relatively speaking, is a research area of complexity, demanding initiative arguments (Granger, 2004:3). SLC are frequently associated with child language acquisition and heritage language acquisition (Grabe, 2009: 329). It roots in blends issues in culture and communication.

However, due to the attachment of a second language to the communicative environment and the second culture, some argue that SLC should be separated from pedagogy of foreign languages and be illustrated with sociocultural linguistics (Dodigovic, 2005: 31). Cross-cultural conceptualisations are evaluated across cultural groups, aiming at representing differences in cognition at the cultural level (Yu, 2007: 66). Yamuna Kachru and Cecil L. Nelson turn to the association of learning with meanings, claiming a novel meaning is generated when learning a second language due to the mutual penetration between the first and the second language (Kachru & Nelson, 2006: 142). Gitte Kristiansen, similarly, attributes the generation of language variants to the intralingual actions and intra-cultural impacts between two languages (Kristiansen, 2008: 82).

Hence, in this ever-globalising world, it is quite risky to label a specific culture as “American Culture”, “British Culture”, or “European Culture”, because of the increasing difficulty in generalisation and definition about cultures with reference to the interdependent cultures of nations or regions (Kachru & Smith, 2008: 38). It is as important to be alert of the cultural differences between smaller groups of communication, with categorised communicators based on age, gender, ethnicity, profession, etc., or on taking individual communicators as the subject of

cultural labelling (VanPatten & Benati, 2010: 9). Furthermore, Rebekah Rast advocates a collaborative methodology when attempting to resolve the complexity on learners' minds when exposed to the cultural inputs from a second language (Rast, 2008: 5). Tania Ionin and Silvina Montrul spot the inevitable influence from mother language to the acquisition of a second language (Ionin & Montrul, 2009: 155).

Meanwhile, the concept of linguistic competences is introduced to the studies on SLC, which relates SLC to the employment of the first language through the expressions and interpretations of the target language in aspects of cognition, thoughts, emotions, opinions, and factual descriptions (White, 2014: 37). Through such intralingual interactions occur in a variety of sociocultural contexts, resulting in the characteristics of one's vocabularies and wording patterns in a second language. For instance, Chinese immigrants to the United States add the greeting expression of "Long time no see" into English. Because of Chinese cultural modesty and social rituals, it is impossible for a Chinese to say "I have been missing you" face-to-face. Hence, "Long time no see" functions as the greeting sentence when two acquaintances reunite after a long separation.

Distinction between FLC and SLC also reveals by the different context of learning and acquisition (Lewis, 1974: 32). SLC is believed to be learned when learners are faced with the pressure of social communication or environmental requirements for survival (Wolfe-Quintero *et al.*, 1998: 117). While there are considerable advantages for the Russian speaking undergraduates to learn German or French, the need to acquire those languages is not so imperative or immediate as it is to learn English (Dash, 2003: 6). Similarly, though, for the Chinese undergraduates living in Moscow to study, advantages to learn English through communications with international classmates is greater than how it is when at home, the sociocultural pressure to acquire Russian are immensely urgent. Thus, it is apparent that mastery of English in a second language situation is the key to individual advancement in social status and economic benefits (Verspoor, 2009:

63). It is the urge for being an integrated member in such a second language community that motivates language acquisition of higher efficiency and effectiveness.

As the globalisation goes on, SLC is not constrained to the learners who are required to use a second language in daily surroundings. In universities of China, the distinctions between English as a second language and English as a Foreign Language are not as clear cut as the theories of linguistics may suggest. In recent years, the increasing role of English in local industrial HEIs of China has intrigued a shift of teaching objectives and learning environment from a foreign language situation to a semi-established second language situation (Tang & Yue, 2017: 133). With updated AI, AR and VR applications to classrooms and the technological convenience by industry 4.0, undergraduates are exposed to other languages and cultures without the physical or geographical changes of locations (Wang *et al.*, 2023).

Second language acquisition (SLA) is demanded in both a global and local scope. Gass *et al.* illuminate that teachers of foreign languages and researchers of pedagogy could deepen and widen their comprehension on the goals and needs from a cross-disciplinary perspective when breaking down the boundaries between pedagogy and linguistics (Gass *et al.*, 2020: 499). Among those who support the positive impacts from the first language to the second, Stephen Krashen is a name that must be mentioned.

The works of Krashen presents a psychological view on a distinguished SLA model, which is directly connected with the explicit-implicit interface (Krashen, 1981). In order to learn and process for meaning, language input should be slightly above the learners' current level. He later verifies the Input Hypothesis with a summary on the terminology of the Silent Period, which is spotted by the linguist as a time duration when the learners achieve insufficient competence to express themselves in a second language (Krashen, 1982). Silent Period is accounted as a noticeable phenomenon for SLA. In the case of SLA of English for learners of

China, a well-designed practical platform to assist the overcome of the Silent Period is highly recommended (Pratheeba & Krashen, 2013:442). Krashen and Terrell jointly identify the positive transferring impact from the Natural Approach of SLA in the classroom, which encourage the learners to apply their limited vocabulary to word expressions in a second language with a vague restriction on congrammatical structure (Krashen & Terrell, 1998: 63). In Krashen's weighty works of *Second Language Acquisition and Second Language Learning*, language aptitude is directly accounted for conscious learning of SLC, while factors of language attitudes might be closer to be linked to the results of learning achievement (Krashen, 1988: 30). However, the weak connection between language aptitude and attitude is insufficient to relate the pair of factors to second language achievement of learners (Krashen, 2009: 85).

With debates on Whole Language Hypothesis, on Head Hypothesis, and on Comprehension Hypothesis, Krashen, along with his co-authors, proposes the opinion that SLA could be achieved merely when foreign language input is comprehensible to the learners. Grammar and vocabulary are learned through learning (Krashen, 2011a: 24). During reading, especially pleasure reading, learners are granted the freedom to read with their own paces (Krashen, 2011b: 384). Following, one of the most influential SLA learning models, $i+1$, is proposed as a referable formulation for the mastery of a second language. In Krashen's $i+1$ model, the input of a second language comes from the external surroundings of an individual learner, with an emphasis on the comprehensibility of input including a complex language structure more advanced than the learner's current level of language aptitude (Krashen, 2003). It is the individual learner who is responsible to clearly recognise personal level of language aptitude, setting a developmental plan based on such recognition (Krashen, 2004:119).

To sum up, for linguists supporting Comprehension Hypothesis, language acquisition is a subconscious process, occurring when learners are deliberately attempting to grasp a second language (Krashen *et al.*, 2018:4). Skills, such as

grammar and vocabulary, on the contrary, are the consequence of comprehending input of SLA. Theories above interpret that the ability of language acquisition is achieved through a diversity of social and cultural intra-actoins.

1.4.2 Evaluation on the Development of General English from a Glocal Perspective

As mentioned in the previous section, the Skill Building Hypothesis claims that the acquisition of the ingredients for language skills would be obtained after a series of practice. While the Comprehension Hypothesis offers instant gratification, while the Skill Building Hypothesis is a delayed process with practice. If referring to the previous sections, the updated professional development objectives of GE lessons is to assist learners to acquire glocal competency termed as EIL in this study.

This sectional study is related to the connections between second language and the professional development goals of professional talents, the collaboration of multi-disciplinary curricula, the evolution of language curriculum design with blended-learning methods, and the positive influence of English information literacy competence on promotion of one's scientific integrity.

There are three important documents of GE teaching guidance greatly influencing the evolution of English courses in HEIs. In accordance with the development of the times and the progress of science and technology, the National Foreign Languages Teaching Advisory Board has been commissioned by the Ministry of Education to draw up *Teaching Requirements for College English Courses* (issued in 2007), *Guidelines on College English Teaching* (2015 Version), and *Guidelines on College English Teaching* (2020 Version). Professor Yang Huizhong, one of the founders of CET exams, recommends the adoption of any educational administrative measure should be followed by scientific empirical research (Yang, 2018: 33). From small-scaled, medium scaled, to large-scaled

experimental practice, research results are verified and promoted (Yu & Yang, 2023:119). Only with such method could the scientific spirit benefit undergraduates of China.

The author searches for key words of SLA, English, higher education, China among articles indexed in Scopus. The result presents an obvious research blank since 2009 to 2019. In order to generate an informative bibliometric mapping, re-formatted data of 216 articles publicised from 2020 to 2024 are exported and analysed via VOSviewer (figure 1.7).

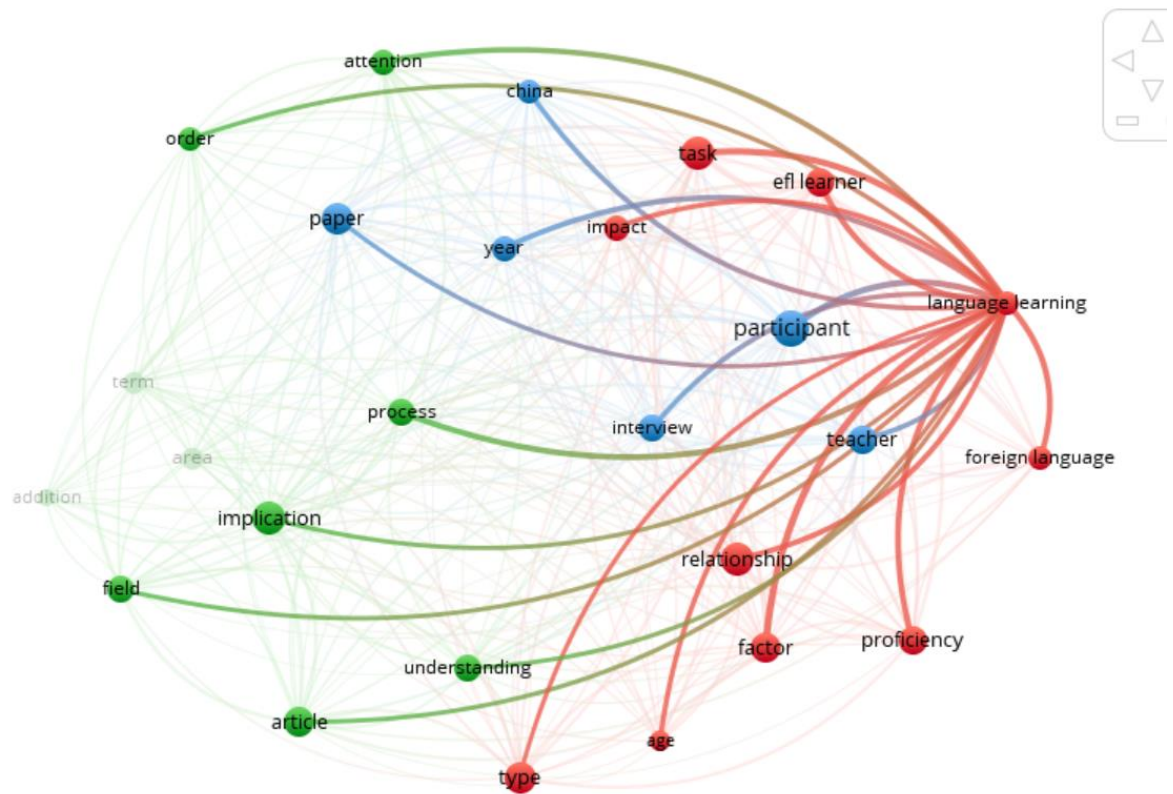


Figure 1.7 Bibliometric Mapping - Teaching English as a Second Language in Higher Education of China (2020-2024)

As shown in Figure 1.7, the core of related research is “participant”, which means the focus of GE reforming measures in HEIs of China is on the learners. And language learning remains connected with foreign language acquisition theories. Learning GE as a second language is not the centre of arguments. It is illustrated by Figure 1.7 that the relationship between teacher and learners should be considered when examining EFL (Teaching English as a Foreign Language).

Also, EFL learning is deeply concerned with proficiency, leading relevant research on GE to ESP. Researchers and teachers of GE have been concentrated on subordinate reforming projects with little guiding significance.

In this section, related literature is reviewed along the time sequence of the evolution of course nature of GE among HEIs of China, including the intra-connections between teaching objectives and needs of students, and the evaluative indicators of language curriculum design in the following section.

Stage One 2007-2014: from Examination-Oriented to Application-Oriented.

The Requirements was issued to promote the importance of capability of English listening and speaking, matching the needs of furtherance of reform and opening policies (Zhang, 2008: 175). However, there was a dearth of concerns about the practical needs of students. Professor Dingfang Shu, one of the top EFL education experts in China, specially pointed out the absence of learners' demand analysis in the curriculum designs of GE (Shu, 2010: 26). In the design of GE courses, it has been suggested that teachers should consider the actual needs of students, as well as the professional development goals of the HEIs they serve (Shu & Chen, 2009: 24). Meanwhile, as Qiufang Wen pointing out, knowledge of English language ought to be organically combined with knowledge of related disciplines (Wen, 2008: 14). Such organic combination is embodied in the arrangement of contents and the selection of teaching materials (Wu & Liu, 2010:144).

Professor Cai Jigang, the leading Applied Linguist of China also spotted the absence of learners' needs and study motivations (Cai, 2010: 306). It was a mistake of orientation that the teaching objective of GE is defined as grasping fundamental-levelled English. The fundamental ability of English has been gained during studies in Senior Middle School. GE offered by HEIs should target at academic English, which would benefit the acquisition of specialty knowledge (Cai, 2014a: 40). One of the crucial causes for undergraduates' sluggishness in GE courses is the fully language-driven learning experience, which could neither meet their

needs of learning, nor meeting professional requirements of their future career (Cai, 2014b: 6).

The periodical arguments on the definition and orientation of GE focus on the disputes between Fundamental English or Academic English, along with advocations for stratified teaching or modular teaching of language curricula in European Universities (Lloyd, 2009: 173). Conventional College English course is designed to prepare students for CET 4/6, that is, an examination-oriented course. On the contrary, Academic English is a student-centred curricular, which facilitates students' studies in their specialties (Wang, 2013: 164). As to the national strategies of GE reforms, there has been a suggestion of a redirection to ESP, or ESP being general-educative (Tsung, 2014: 196). To sum up, the need for inter-disciplinary talents calls for the reorientation of GE curriculum with Chinese characteristics.

Stage Two 2015-2019: EGP, EAP, or ESP?

In the time span of 2015 to 2019, the confusion between conceptions of English for General Purposes (EGP) and General English has resulted in the improper position of English for Academic Purposes (EAP) / English for Specific Purposes (ESP) as follow-up courses for GE courses. This has been witnessed in the Professional Development Programmes in local HEIs with industrial features.

The issue of *Guidelines on College English Teaching* (2015 Version) elucidated the value of GE, teaching objectives, course system, assessment, teaching methods and means, and faculty development. Moreover, the 2015 *Guidelines* offered a perspective for HEIs of China, from which teaching reforms could be designed and teaching quality of GE be improved (Cai, 2019). The teaching objectives of GE has been illustrated as to facilitate learners to directly understand the cutting-edge scientific and technological progress, the management experience, and ideas abroad, learning and comprehending the world's excellent cultures and civilisations (Zhang *et al.*, 2015:105).

Meanwhile, GE aims at enhancing national language strength, spreading Chinese culture, promoting extensive exchanges between peoples, and promoting

soft power of the nation (Yin & Wang, 2016:603). Such illustration clarified the position of general education courses of GE, though the course name is remained as College English. With the orientation of one of the general-shared courses, GE is supposed to fulfil the students' needs of academic and scientific communications with English, serving the professional development goals of engineering talents. There has been a call for a regression to the original intention of a language course (Wang, S.R. & Wang, H.X, 2019:10). Language is a communicative tool. The ultimate goal of learning a language is to acquire the ability to communicate with the language learned. Unfortunately, the concept of General courses in HEIs has been mixed with the concept of EGP. The teaching contents of EGP overlap contents of English course in senior middle school (Zhang & Zhou, 2018: 156).

The ignorance of students' needs and motivation has been a major obstacle in universities. The classroom learning and teaching was conducted against the development of undergraduates' self-motivation and autonomic engagement in their learning activities. Both external and internal factors influencing students' learning engagement have been identified. External factors include qualities of course teachers, classroom equipment, and campus environment, along with internal factors of personality, communicative skills, and adaptability (Zhang & Zhan, 2017:155). The universities of China have been recommended offering engaging campus environments and adopting innovative teaching methods to support students' individual learning process and positive learning experience. Professor Shouren Wang proposes new GE courses covering EGP, ESP, and cross-cultural communication (Wang, 2016: 3). He promotes the concept of polyphyletic and multi-levelled teaching objectives of English programmes for non-English major undergraduates.

Meanwhile, the guiding notion of GE curriculum is clearly put forward in description of a "people-oriented", "independent, personalised and informationalised" course (Li, 2019: 816). Hence, in this stage of GE teaching reforms, students' specific needs of ESP have remained unmatched. The global

environment of GE has been tremendously changed. The student-centred Academic English cannot work out the absence of China-characterised General Course of English (Conklin & Carro, 2019: 64). English teaching in HEIs of China is no longer in a typical foreign language environment but engaged in a complex environment presenting characteristics of second language curriculum (Cheng, 2017: 8).

On February 18, 2017, Fudan Consensus on New Engineering Construction was released as a guideline of reforms in HEIs of China. Aiming at grasping the initiatives of China's sustainable and sound development of technology and industrial power, interdisciplinary integration should be encouraged in the thorough exploration of the comprehensive advantages of in engineering-related disciplines (Fudan Consensus, 2017: 28). The construction of New Engineering promotes the organic integration of science education, humanistic education, and engineering education (Cheng & Wei, 2019: 8). The multi-disciplinary curriculum of New Engineering cultivates talents with solid scientific foundation knowledge, competitive engineering professional competency, and comprehensive cross-cultural communicative qualities (Haidar & Fang, 2019: 5). In other words, the anticipation of New Engineering demands talents with global competence.

Hereto, GE is supposed to act as the core course to connect knowledge of various disciplines.

2020 till Present: A Core Course of General Education

In Guidelines 2015, GE has been defined as a compulsory general-shared course for most non-English students in the stage of undergraduate education. While Guidelines on College English Teaching (2020 Version) being issued, GE is defined as a CORE general-shared compulsory course for majority of non-English students in the educational stage of undergraduate. The new orientation of a CORE course of undergraduate-stage education changes the connotation of GE courses (Cai, 2021: 27).

To match the orientation of a core course, GE, in addition to education of

humanities, is required to be organically combined with scientific education of specific disciplines. Besides the shift from a single-disciplinary to a multi-disciplinary course, ethical cultivation needs to be woven into all courses to generate the scientific integrity and cultural confidence of students (Chen, 2021: 68). General education entertains both interdisciplinary and professional features, which demand not a general context but a context of ESP (Cai, 2022: 85). Moreover, as a core course of talent professional development, the focus of GE is shifted from formation of cultural quality to the fosterage of critical thinking and cross-cultural communicative competence. The values of general education lie in not merely the development of knowledge structure through the comprehension and communication of multi-disciplinary knowledge, but also the acquisition of global competence (Catarci, 2022: 76).

In short, when granted the position of the core course of general education in HEIs, GE should be designed and constructed as a curriculum cultivating learners' the abilities of utilising the communicative tool of English language to achieve their goals in academic or scientific communication (Zhang, L. & Zhang, M, 2021: 183). Therefore, in the teaching practice in a specific HEI of China, GE demands evaluation of teaching environment, followed by corresponding reform strategies in professional development objectives, teaching sequence and contents, lesson format, and assessment procedures.

In the discussion of literature review, the two hypotheses of this research are preliminary testified. The course of GE, with the developmental sequence from 2007 till present, has gradually shown traits of course of second language rather than foreign language. As a second-language course, GE conveys consideration to learner's holistic structure of knowledge (in courses of both general education and specialties), the fosterage of individual cognitive ability, matching their specific needs of study. The arguments from a macroscopic perspective are not applicable in all HEIs. This research employs the teaching reform practice in University of Science and Technology Liaoning (USTL) as the case of example to illustrate the

core research question, that is, the necessity of the conversion from conventional GE course to EILC in local industrial HEIs in Northern Eastern China.

USTL, like many other local HEIs of a certain industry, has made substantial contribution to the development of metallurgy industry. Faced with challenges of massification, internationalisation, and diversification, the talent professional development goals of USTL is reoriented to cultivate high-qualified application-oriented compound talents of engineering with solid basic knowledge, strong practical ability, and innovative spirit. The following section illustrates the initiation of English Information Literacy Curriculum in USTL.

1.4.3 Competency of Second Language beyond Generative Artificial Intelligence of Foreign Language

Generative Artificial Intelligence (GenAI) refers to the technology of artificial intelligence which automatically generates content in a certain language ((UNESCO, 2023a). Instead of selecting existent relative passages on the internet, GenAI functions as the conversational interfaces across languages. The increasing popularity of GenAI tools proposes both chances and challenges to the education of foreign language.

New technology supports the realisation of personalised studies. The conventional limits of social and human dimensions have constrained the extension of education. GenAI facilitates individual learners' studies in various languages. The fundamental language barriers in reading in a foreign language are removed. Meanwhile, GenAI could help people compose a report or a presentation on an occasion of academic or professional exchange.

The challenging issue, nowadays, is whether the teachers of EFL can be substituted by technology since the core competence development goal of conventional GE course is the ability to listen, speak, read, and write in English. The relationship between EFL teachers and GenAI technology is complementary not substitutable (UNESCO, 2023b). There have been doubts on adoption of

GenAI in foreign language education due to numerous cases of Academic misconducts with involvement of generated texts in research articles by students in universities. The possibility of abusing GenAI has prevented some educators from guiding students to benefit learning outcomes via GenAI tools.

Researchers, for example, Professor Youfang Huang, the former President of Shanghai Maritime University, promotes designing innovative curriculum of arts utilising artificial intelligence. The dominant feature of the curricular construction of new liberal arts is the urge for the integration of industry and education, and the formation of the ecological environment and application field of the integrated industrial-educational programmes (Huang *et al.*, 2023).

Thus, instead of avoiding technology artificial intelligence in designing English courses for undergraduates of engineering specialties, new technology should be introduced by the teacher of English to the learners. The learning objectives should be clarified to individual learners. With the innovative English courses, the key competency of English is the ability of cross-cultural communication and intra-lingual comprehension. GenAI could never substitute human for these purpose of communications across languages and cultures. In other words, the goals of competence development are of second language learning, not of foreign language any longer.

In brief, the development of artificial intelligence demands the shifting of GE course nature to a curriculum of second language.

1.5 From Single to Systematic Curricular Design: Construction of English Information Literacy Curriculum

In previous sections, the glocalised demands for pedagogical development, the core position of EIL for acquisition of glocal competency, and the SLC nature of GE courses are fully discussed within the framework of AFI. However, for GE education in China, the situation is not ideal. Both bilingual education courses and English medium instruction have failed reforming GE into a curriculum for

successful competence development of undergraduates of science or engineering specialties.

In China, researchers of PHE have begun to examine the effectiveness of the Bilingual Education approaches which have been popular with local industrial HEIs (Wang, 2015: 3). Bilingual Education refers to the curricular reforming policy of delivering lectures of specialty courses with both Chinese and English, which aims to achieve the teaching objectives of global competence by immersion of EAP, ESP, and professional courses. In terms of educational concepts, the common cognition of the global competence curriculum emphasises on internationalisation, communicability, intertextuality, inclusiveness, and sustainability (Zhou & Niu, 2015: 801). Shu Dingfang, one of the leading experts of education of English as a foreign language in China, consider English as a core competence for an international talent (Shu, 2017: 37). He later furthers his study and states that GE courses should be redesigned as a core curriculum for cultivating globally competent graduates (Shu, 2020: 8).

English medium instruction is also proven inefficient to achieve competence development goals in the era of glocalisation. E. Macaro and S. Han claim that it is the lack of suitable EMI teaching staff that prevent local HEIs from practising sufficient instructions in the acquisition of global competence (Macaro & Han, 2019:8). As to Asian researchers, Qiu *et al.* evaluate the EMI in the programmes of Top Global University Project in Japan. It is found that there is conflict between the globalised environment and the English-only ideology in EMI practices in Japan (Qiu *et al.*, 2022: 6). It is suggested that EMI should not be constrained to English-only medium of instruction, but rather being arranged as an alternative approach to the globalised education. EMI curricula could work as media connecting foreign language studies with proficiency in specialties.

Furthermore, researchers of China find that the majority of senior middle school students who are learning English as a foreign language report a medium to a high-level Foreign Language Enjoyment, which could be a positive foundation of

emotional intelligence for undergraduates learning GE (Li, 2019: 14). Importance of digital information literacy is proposed to be another core competence for undergraduates in the age of industry 4.0, with emphasis on the ideological and scientific integrity of STEM talents (Li, Zhang & Li, 2021: 287). W. Xu and J. Knijnik stress on teaching English in HEIs of China should take the responsibility of preparing undergraduates for being global citizens for the global village (Xu & Knijnik, 2021: 9). Xiumei Wang and Chang Zhao recognise the fact that Chinese undergraduates do not express their emotions in English, which is due to the different language families of Chinese and English (Wang & Zhao, 2024: 61). The negative influence from the mother language on learners' failure in practice of emotional expressions in English indicates that glocal competency should not concentrate on the acquisition of foreign languages but on the professional development of competences of intralingual and cross-cultural communication and informative exchanges.

English is a lingua franca serving the globalised scientific, economic, and academic communication. Taking SCI (Science Citation Index) as an example, this database covers more than 8000 journals of 176 disciplines, with 95% publication in English. In other words, GE could not serve students' practical needs of study unless the course successfully fosters learners applied English ability in coping with intense professional competition of proficiency and global competency. Moreover, crucial academic exchanges, international conferences, and promotional presentation of new technology or industrial products are always operated in English and one or two local languages. Therefore, English for general purposes is not applicable in the curricular design of this study. English information literacy functions as the approach to the formation of learners' glocal competency. It is convenient to identify the fitness of EILC to the demands of an innovative GE courses with a glocal perspective of educational development.

1.5.1. Definition of English Information Literacy

The concept of information literacy is borrowed from the discipline of *Document Information Retrieval* offered by library teachers in universities. Information literacy is a critical set of skills in the digital age, encompassing the ability to access, evaluate, analyse, and ethically use information from diverse sources. It extends beyond simple information retrieval and involves the integrated comprehension of scientific literature, including the context, credibility, and relevance. Based on the conventional definition of information literacy, English Information Literacy is innovatively defined as one of the key conceptions in this study.

The objectives of EILC are to satisfy engineering students' need to develop their competencies of English Information Literacy, including:

- To use information tools in an English sociocultural environment.
- To identify, process, transmit and create information in English.
- To develop individual attitudes and methods of independent learning.
- To fulfil intra-cultural communicative tasks.
- To consolidate the spirit of scientific criticism, academic integrity consciousness, and social responsibility.
- To be prepared for life-long learning.
- To be competent to make individual career plan.

With traits of EILC evaluated as a verification of the research hypotheses, it is believed that a series of courses of English as a Second Language (ESL) should be available and accessible for engineering undergraduates in local industrial HEIs in China, which aims at preparing learners for competency on the occasions of academic exchanges, joint scientific researches, international publication of achievements, global promotional campaigns of new technology, products, or service in a specific industry.

It is apparent that fractional development in GE are not sufficient to fulfill

the research hypothesis. Since the EILC is anticipated to be a series of English-delivered curriculum, consisting of both compulsory and selective courses. The whole EILC works under one common objective of talent cultivation, that is, to cultivate Engineering talents with information literacy of English, who are competitive globally. As a series courses to fulfil the achievement of English aptitude as a second language, EILC is required to supply learners with both the environment and the approaches to the engagement in intracultural and intralingual interactions in English.

Moreover, the curricular design of EILC is challenging due to the informativeness and the innovativeness of this study. Regardless of the dearth of similar research or case studies, general knowledge of curricular design and development is reviewed to support the construction of an initiated EILC. Considering the limits on financial supports and autonomous policy-makings in local industrial HEIs, construction of EILC resources should be based on a close examination on exist learning materials and curricula formats. Furthermore, this initiated structure of English learning in HEIs requests a shared philosophical core concept, which functions as the principal of logic organically associate all the individual courses involved in EILC.

In this section, thus, the first stage of analysis is aiming at assuring the quality and standards of EILC with a novel framework of curricular design and pedagogical reforms in the era of Industry 4.0. The second stage of formulation targets at recognising the philosophical core concept of EILC.

1.5.2 Key to Second Language Curricular Design: Organic Integration of Language and Culture

The microscopical change of teaching objectives generates the innovation of course contents, of teaching methods, and of didactic research methods (Wen, 2023: 4). Jiujun Cui and Meiling Wang suggest adding contents of Chinese Culture into teaching contents, with students being encouraged to make short videos in English

to introduce Chinese Culture to foreign audiences online (Cui and Wang, 2023: 2). In short, students would gain their Digital Narrative Ability of English through practice. Cai Jigang points out that the content of GE, strictly speaking, is no longer the knowledge points of English language, but the disciplinary knowledge of specialties delivered in English (Cai, 2023: 90).

The capabilities in processing English-delivered information on the mentioned occasions is defined as competence of English information literacy in this research. Hilda Taba, a pioneer in curricular development and didactic studies, proposes the importance of the identified motivation of learning as to a rational and successful course design (Taba, 1962: 82). It is the Taba Mode for curricular design that popularises the central position of learning motivation when it is concerned with the construction of a new course. It is emphasised that learning occurs mainly based on individual needs and goals of learning. Taba greatly values the foundational elements contributing to a rational design of curriculum, which includes responsibilities and functions of the educational organisation, a thorough evaluation of sociocultural environment, election of learning approaches, individual needs of development, and the nature of the knowledge delivered via the course. However, there is some reviewers doubt that the logical connection between the interior and exterior factors is relatively too weak to guarantee the reliability of the internal change guided by the external influence (Alexander, 1963: 302).

Moreover, learning activity is believed to be effective only when it is motivated by one's acquisitus interests and intrinsic curiosity (Taba, 1963: 310). The theory of learning by discovery is introduced to researchers and instructors, pertaining mainly to the cognitive aspects of learning. The evolutionary process of concepts, insights, opinions is explored in but limited to the learning experience of science and mathematics. To assure the principles of learning by discovery, one should be cautious about the difference in the variety of natures of knowledge, avoiding misunderstanding the learning process. assume that the principles of

learning by discovery apply to all varieties of learning or apply to all in a similar way leads to misapprehension. Taba Mode is largely argued for the assumption that an individual learner must obtain a certain knowledge reserve to prepare him or her to transform discovering actions into factual knowledge (Isham, 1984: 115).

Two of Taba's assumptions are specially enlightening to this study. Taba refutes the assumption that thinking is an intrinsic competence and propose to arrange the sociocultural environment so as to develop futile thinking ability (Lau, 2001: 36). Also, Taba highly evaluates the feedback of learner's learning outcomes. The feedback in Taba Mode is not the assessment on students' performance, but a diagnosis of problems in teaching (Liu & Feng, 2009: 38). These two hypotheses respond the employment of models of strategic management in this study, which aims at identifying manageable curricular factors from the unmanageable. Meanwhile, assessment during the course procedure might function as not only the evaluation of students' performance and achievement, but also the periodical polishing of the curriculum.

Benjamin Bloom and his colleagues emphasise on the value of knowledge and learning. Knowledge or information might be regarded as an important objective of study, even as the utmost justification due to the common accessibility for learners (Bloom *et al.*, 1956: 32). This argument is derived from the concept of cognitive domain. In his following studies, Bloom proposes the taxonomy of the affective domain (Bloom *et al.*, 1971). There are six categories of Bloom's taxonomy, including knowledge, comprehension, application, analysis, synthesis, and evaluation. Each of the mentioned categories might be considered as a preservative stage of thinking, comprehending, and learning. Bloom's taxonomy has been developed for the purpose of education and didactics. The fundamental elements of SLA, including the coding, communicating, decoding is valued in interpersonal and intracultural exchanges.

In the previous section of 1.3.1, Krashen's theory of SLA has been mentioned to evaluate the nature of knowledge when evaluating GE courses with a

glocalised perspective. Hereby, for the discussion on the approach of learning a foreign language, Krashen and his colleagues have developed a method based on principles of the Natural Approach. With the facilitation of the first language, a second language could be learned autonomously if allowed to read in the second language with one's own paces. Krashen proposes a controversial distinction between the acquisition process and the learning process in the second language development (Nunan, 1991: 240). These two processes are quite similar with the first language acquisition. Such an assumption is based on a process of consciousness, while leaving little margin for educators or pedagogical researchers to interfere with the SLA process. It seems that the mere manageable facet in the learning and acquisition processes is the space for learners to arrange one's pleasure reading in the second language. Furthermore, all theories of Krashen are developed from observations and surveys of SLA experiences of learners whose first language and second language are of the same language family. For example, the study experience of Krashen himself concerns with English as the first language, with Italian and Spanish as the target language being learned with reading. Therefore, the Natural Approach is not applicable to the case of Chinese students studying English as the second language due to the gap between the languages of Chinese (L1) and English (L2). Meanwhile, Andrew D. Cohen criticises Krashen's assumption of the Natural Approach for the fact that second language learners, especially whose second language proficiency is too limited, fail to adopt the suitable learning strategies autonomously drawn from their experience in the first language (Cohen, 1991: 108). Instead, they are increasingly attentive to shortcuts to individual success in SLA.

The ignorance for the inborn association between language and culture, between first language and second language, makes Krashen's theory not applicable to pedagogical studies on GE practice in China. This study is designed based on glocal demands for the sustainable development of local industrial HEIs in China. Chinese, the features of the first language in this case, must be

considered as the prior precondition when designing the initiated EILC.

Paulo Freire is a leading figure to study international education within a regional and local cultural frame. Freire and his followers structure a developmental route to promote the education in Latin America (Freire, 1985: 20). The extension of Conscious Approach is predicted by Freire with a contribution to the recognition of knowledge via cultural interactions (Freire, 2005a: 49). It is also stated that the acquisition of language and culture is perceived when cross-cultural coordination emphasises on the expansion of various aspects of the host culture (Freire, 2016: 138). Language, as well as culture, is learned via a systematic interaction within a second culture.

Another significant contribution of Freire is his works titled *Pedagogy of the Oppressed*, which illustrating the process of education from a pedagogical perspective (Freire, 2005b: 182). Freire defines the learners not as a group of citizens from a certain cultural background, but individuals culturally formed. In the global process of cultural expanding, the core of construction and imposition lies in the “difference”, which is called cultural invasion and social processes of racialisation by Freire (Darder, 2017: 8).

Critical Pedagogical Approaches, as known as Critical Pedagogy, is developed from the pedagogical approaches mentioned in the previous paragraphs. The premise of Critical Pedagogy is that the practice of HEIs is organically associated with social and cultural issues (McEwan-Short & Kina, 2016: 233). Irwin Leopando promotes the concept of Coherent Pedagogy. It is crucial to apply cultural and social lenses to interpret educational development. In other words, educators should keep the integrity of both humanism and personalism, harbouring an integrated assembly of cultural virtues, such as generosity in love, mutual respect to each other, tolerance to difference, and a disposition to embrace changes (Leopando, 2017: 204). Freire brings forth the concept of “conscientisation,” which means is a process engaging learner in the cross-cultural and intrapersonal communicative activities (Lindsay, 2022: 155). Nonetheless, Freire’s work has

been limited to the territory of Brazil. His theories developed from experience in Brazil constrains the applicability and suitability to Latin American countries (Freire, 2021b).

Moreover, Freire described teaching as behaviour of persistence regardless of the humble amount of salary (Freire, 2016: 68). In consideration of the dearth of government financial supports to local industrial HEIs, the design of EILC ought to be realised without extra-financial burdens to the teaching team. Therefore, EILC must be developed based on the utmost employment and innovative reallocation of available teaching and learning resources.

Douglas Brown concentrates on studies on the pedagogical principles of teaching language. It is argued that the importance and power of sociopolitical aspects of language pedagogy has been long ignored and largely underestimated (Brown, 2000: 75). When examining didactics of a communicative language, the social roles of the said language are dominant. Surrounded by glocalised influential factors, learners are involved in multi-cultural interaction, business negotiation, cross-cultural interpretation, intended meanings, cultural misunderstandings, and dynamic pragmatics, which underscore the social and cultural roles of language pedagogy (Brown & Lee, 2015: 154). If extending the roles into glocal communities, both regional and global, the interpenetration between languages and cultures are embodied in social, political, and economic issues. Brown's theory immensely promotes the bonds between culture, language and people. Culture is a way of life and a context, within which people think, feel, and relate to others (Brown, 2007: 169). People are "glued" together by culture. It is the "glue" that binds a group of people together. Hence, both local and global culture should be considered when designing a glocalised course. When constructing a curriculum of language, it is recommended that the correctness and appropriateness, registers and styles, acceptable speech varieties in a community, regional and national standards of language, national language policy, and international varieties of English should be considered.

The feature of temporality in English and that of spatiality in Chinese reflects the unique paradigm of a specific culture through which an individual comprehends, perceives, and coordinates the world. The spiritual characteristics of a nation are closely related to the form of language. Thus, from a diachronic perspective, the bond between the synchronic features and underlying principles of linguistic encoding could be deduced. An innovative curricular design attempts to establish a pathway to dissecting the world for a learner who is engaged in global communication and competition with English, a temporality-prominent language and Chinese culture, bonding with a spatiality-prominent language.

1.5.3 Learners as Glocalised Ego — Cultural Self and Harmony in Diversity

As is claimed by Freire, researchers should avoid a dichotomy between knowledge and culture (Freire, 2021b: 90). The curricular design of a course of language should be planned with a holistic evaluation of sociocultural factors. However, conventional curricular design of foreign language courses in HEIs fails to clarify the value of the involved cultures of L1 and L2. Moreover, the significance of local cultural values, virtues, and norms are largely neglected. Therefore, the theme of this section is one of the innovative viewpoints in this study, that is, a glocalised cultural-philosophical norm for a series of EIL courses. Only in this way could the EILC be developed as a systematic whole. Culture is a layered system harbouring the cultural “self”. In this session, the pattern of individual SLA learners’ interaction with cultural layers is illustrated with the model of “Cultural Onion”. Meanwhile, the relationship and the relative positions of cultures of L1 (Chinese culture in this study) and L2 (western culture) are discussed. The result functions as the basic philosophical-cultural norm orienting the logic theme-line of EILC construction.

Culture and language are a pair of concepts penetrating one another. The cultural characteristics of a nation are closely related to the form of language. Hence, it is difficult for a Chinese learner of English to understand and get used to

expressing his or her spatiality-prominent opinion with a temporality-prominent language. An efficient and sufficient SLA course should be constructed on a basis of mutual respects and cultural equality. Such a statement is deduced from a comparison between the cultural concepts in Western and Chinese philosophies.

Studying English, either for cross-cultural communicative purposes, or for academic and scientific purposes, is serving learners' objective of promoting one's social mobility (Song & Perry, 2023: 462). If one is planning to gain the intercultural competence, he or she must possess a variety of multi-cultural characteristics (Davcheva & Sercu, 2005). Such characteristics would be converted into glocal competency with the identification of the autonomic engagement with a second culture. It is claimed that language and culture are mutually penetrating each other (Dash, 2003). SLA courses of English should be designed according to the conceptual bonds connecting the Chinese and English culture. When reviewing the philosophy of culture, it is significant that individuals must interact with people from another language and culture background. Such interactions indicate the inseparable bonds between language and culture.

Nowadays, learning a foreign language as a second language equals to practising the target language as a tool of medium facilitating successful cross-cultural communication (Herrero & Suarez, 2023:16). Since culture and language are identified as two concepts penetrating each other, the definition of culture is required to be deduced within a specific sociocultural environment. In this study, philosophical conceptions of Chinese culture and Western European / English culture are comparatively analysed to deduce a cultural-philosophical norm for EILC. In this section, the definitions of culture in the perception of European philosophy (origin of English culture) and of Confucianism (origin of Chinese culture) are compared and evaluated. H. Komorowska argues that culture should be defined from the five perspectives of functionality, structuralism, phenomenology, poststructuralism, and socio-constructionalism (Komorowska, 2006: 78). Among the mentioned perspectives, the functional perspective and the social-

constructionist perspective are associated with language pedagogical studies. From a functional perspective, culture is defined as a series of attempts to meet social and physical needs to get engaged in a specific society. Meanwhile, the diversity of cultures might cause cultural misreading and misunderstanding. It is SLC curriculum that functions to guide learners to be successful cross-cultural communicators who are competent to eliminate the cultural misreading or misunderstanding. As to the social constructionists, culture is composed by shared conception of the Self and the Others, consciously or subconsciously, penetrating one another by social cultural interactions.

C. Kramersch finds two methods to comprehend culture. One is to turn culture into the ways in which a social group present itself from a perspective of humanity, the other being conceptualising culture as a specific set of attitudes, beliefs, and behavioural patterns from a perspective of sociology (Kramersch, 1991: 218). Nicholas F. Gier defines culture as a set of symbolic systems, comprising knowledge, norms, values, beliefs, language, art, customs, habits and skills learned by individual members in the society of a certain culture (Gier, 2000: 40).

The definition of culture in Chinese culture also respects language's association with culture. In Chinese, culture is 文化 (/ 'wen 'hwa/). 文 means written literature of classic ancient codes and records, social rituals, and morality system. 化 means the humanization and civilization social members. From a perspective of Chinese philosophy, 文化 is 以文化人 (/ 'i: 'wen 'hwa 'ren/), meaning to educating people with classic codes, social rituals, and moral integrity (Gil & Adamson, 2011). Hence, culture, in the Confucian definition, is conveyed and succeeded with language. Social members learn language and culture through sociocultural communications and interpenetration.

David Hall and Roger Ames, representing the majority of contemporary Western philosophers' cognition of culture, state that the host culture (culture of L1) clings to eliminate an "invading" guest culture (Hall & Ames, 1987: 254). On the contrary, Confucianism harbours a compatibility of the diversity and differences of

cultures of minority (Hall & Ames, 1995). The key word of “harmony in diversity” concept is 和 (/h3:/), meaning harmonious co-existence of the cultures and cultural “selves” of the majority and the minority. Harmony is the core for an illustration of the cultural concepts in Chinese philosophy (Ames, 1996: 221). Harmony denotes the Chinese culture’s characteristic of mutual compatibility and respect to individual’s dominant position in sociocultural communication, which assembles the concept of glocalisation in this study. Traditional culture and philosophy of China hold great value when conducting the multicultural and intralingual curricular design, supplying the study with the respect on harmony in cultural diversity and forging a cultural self of a learner through SLC courses (Gentz, 2020).

There is a quote by Confucius, “The noble-person searches for harmony without uniformity, but the petty-person searches for uniformity without harmony”. The quotation means that for a decent man, one of the crucial virtues is to embrace culture diversity with a harmonious perception. This Chinese philosophical notion should be employed to formulate a systematic EILC framework, within which the learners in local industrial HEIs of China would get globally competent for international cooperation and build up one’s career. Therefore, the teaching designs of EILC ought to demonstrate the philosophical notion of harmony in diversity. Meanwhile, the notion of cultural self ought to be respected as learners are the centre of curricular design (Liang *et al.*, 2011: 3005).

Culture, in this study, is defined as a set of shared mental and behavioural interactive patterns within a certain group of cultural Selves, which guides meaningful communication, presupposing ways of processing information, and managing situations across cultural boundaries. The learning process of SLC of a foreign language resembles a sort of interactive pattern between Self and Others. The cultural self, with one’s local and global perceptions of cultural, educational, and ethical concepts, reacts with the outer layers of culture onion (Figure 1.8).

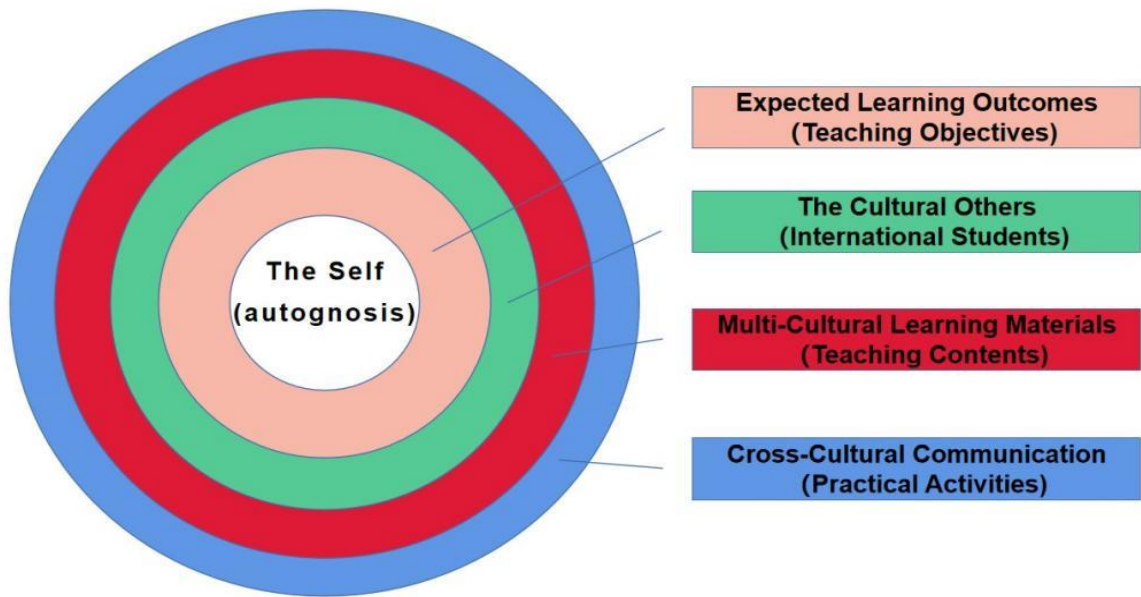


Figure 1.8 The English Information Literacy Cultural Onion

In the blended teaching designs of a EILC curriculum, the theory of cultural layers of Trompenaars and Hampden-Turner is referred to, based on which, the second language cultural onion is developed. The EILC cultural onion supplies this study with a conceptual framework to realise the professional development objects of EILC. The original culture onion by F. Trompenaars and C. Hampden-Turner, from the core to the outer layers, the contents of are worldview, beliefs, values, behaviour, and environment or material reality (Trompenaars & Hampden-Turner, 1998: 55). In this study, taking the cultivating objectives of a glocal competent talents of engineering derived from the discussion in previous sections into consideration, the EILC cultural onion is designed to illustrate the format of arrangement and allocation of influential factors to second language.

As shown in Figure 1.8, the core is the conceptual Self, from the core to the outer layers, surrounded by expected learning outcomes, the cultural others, the multi-cultural learning materials, and the cross-cultural communication as the outmost layer. The learning outcomes of EILC works as the objectives of professional development, which is to facilitate the acquisition of English information literacy of learners. To achieve such a goal, international students, as the cultural Others, are involved into the learning procedure in online or offline

sections of EILC study. Teaching contents of multi-cultural elements are selected and delivered with a series of EIL courses, which are designed based on the glocalised philosophical norms of harmony in diversity and cultural Self of learners. Finally, corresponding to the requirements of previous three layers, a platform of practice should be designed and constructed to realise the intra-action and intra-penetration of Chinese and English cultures.

Such a framework is predicted to consolidate the cultural identities of EILC learners (Wang & Liu, 2021:8). Also, learners with Chinese cultural background and international students from other cultures are equally respected in the designed cross-cultural communication.

Chapter Conclusion: Theoretical Basis for Formation of English Information Literacy Curriculum

In Chinese culture and philosophy, knowledge is embodied in the coherent language and is conveyed by social rituals, cultural values, and interactive patterns. Counterpart elements in culture involved in the EILC system are overlapped and intra-penetrated through the knowledge-sharing and -exchanging behaviours. It is a complex procedure which emphasises on the goals and needs of learning. The four sections are logically connected and sequentially contributes to a concrete aim.

With a thorough revision of the bonds between global and local factors of competence development programmes, localisation for globalisation is emphasised as a critical factor which has been neglected before the pandemic hit of COVID-19. In the post-COVID-19 era, with the fragility revealed by the onefold globalisation, the significance of an integrated glocal perspective hits the criticality of further studies in foreign language didactics.

In this chapter, the core competence of glocalisation for undergraduates in local industrial HEIs of China has been identified. Glocal Competency covers lingual-cultural abilities, intra-cultural abilities, and glocal attitudes, as well as

competence in making individual plans of life-long learning and career-building.

Macroscopically, this study is oriented by the norm of “Think Globally, Act Locally”. When developing English education for undergraduates of non-English specialties in HEIs of China, designers of curriculum must consider both global developmental trends and local lingual-cultural characteristics.

Microscopically, Curriculum of English information Literacy has been initiated and employed as the core approach to realise the glocal competency development goals in local industrial HEIs in China.

Conceptually, glocal competency is defined as a three-levelled competence developmental ladder. From bottom to the top, undergraduates of engineering specialties in local HEIs are anticipated to form glocal competency of the lingual-cultural abilities, the intra-cultural communicative abilities, and the glocal attitudes. After graduation, graduates are expected to entertain the spirit of lifelong learning and the planning competence for individual career building.

As a study on the innovative designing of General English courses in HEIs, English Information Literacy Curriculum, a series of systematically designed selective courses, has been developed, constructed, and conducted to realise the formation of learners’ glocal competency. English Information Literacy has been redefined as the ability to encode, communicate, and decode information in English, the ability to deal with socio-cultural issues in an English-medium environment, and the ability to accomplish multi-disciplinary academic exchanges in English in obedience to scientific integrity. With IELC contents and practical activities, learners are expected to form the competencies mentioned above.

In the following chapter, the curricular design of English Information Literacy Curriculum is presented and discussed.

Chapter II SYSTEMATIC DESIGN OF ENGLISH INFORMATION LITERACY CURRICULUM

The design of English Information Literacy Curriculum (EILC) emphasises on the hypothesis that learner's behaviour is controlled and planned by him- or herself. The dominant role of learners leads to the same direction as contemporary globalisation and localisation, for example, constructivism and subjective didactics. Global and local employers yearn for global talents with responsibility, autonomy, and independence when engaged in challenges in their future career. Undergraduates also need to be authorised the right to participate in active classroom or practical activities, and to share the power to manage the learning procedure with teachers. It is believed that when the role of teachers of EILC is shifted from the controller to the course manager, learners are capable of engagement in participatory learning activities. Only in this way, learners would be successfully trained to combine responsible autonomy and independent study plan. In short, EILC is student-centred, motivated by learners' needs of fulfilment of cultural selves.

In this chapter, *the first section* presents the core position of EIL selective courses as a novel approach to the formation of glocal competency. *The second section* discusses the systematic composition of EIL curricular group. The accessible teaching sources are evaluated and selected. Every individual EIL selective course shares a common teaching objective, that is, the formation of learners' glocal competency. Simultaneously, a certain EIL course is responsible to form specific competence of the learners. Moreover, characteristic practice platforms are constructed to realise "learning by doing". As to an individual EIL course, *the third section* focuses on the curricular design with hybrid teaching mode. *The fourth section* illustrates the innovative teaching approach of Teaching

objectives — Learning objectives — Practice — Assessment — Evaluation.

2.1 Regression to the Original Intention of Education — Designing Language Curriculum of the Learner, by the Learner, for the Learner

Chapter I offers the study four basic statements for the curricular design. Firstly, the teaching aim of GE is shifted from forming language competence to acquiring English information literacy. Learners are expected to be globally competent for the academic research, intentional scientific exchanges, and professional development in English. Secondly, the nature of GE is a curriculum of not foreign language, but second language. Thirdly, the learning objective of forming English Information Literacy could be fulfilled with systematic curricular reforms, with fragmentary adjustment proven ineffective. Fourthly, the design of English Information Literacy Curriculum should be conducted under the precondition of cultural equality and mutual respect between cultures embodied in Chinese and English.

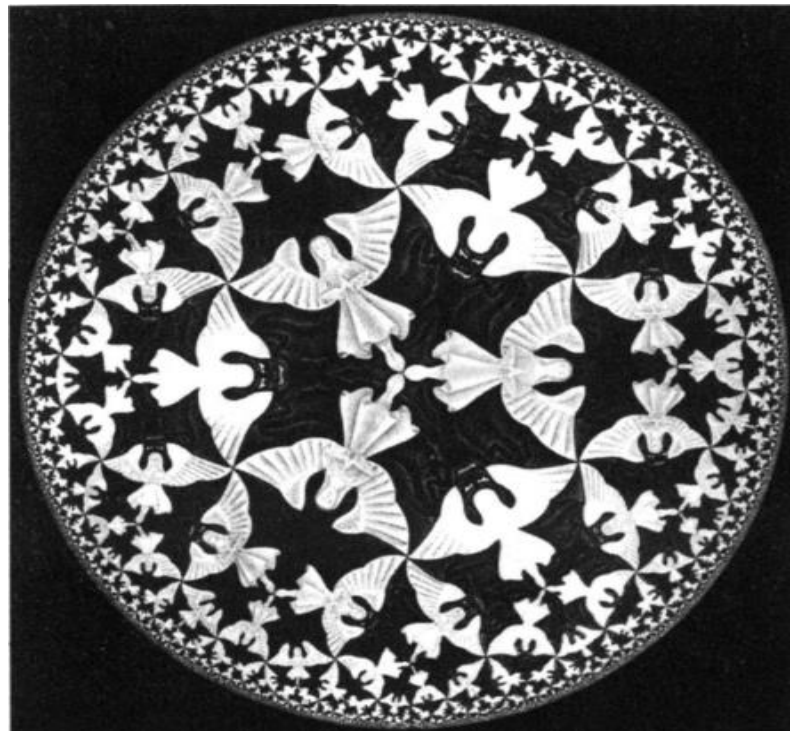


Figure 2.1 Angles or Bats?

The best way to guide students to learning achievement is to design learning

tasks based on differences in individual language and cultural levels. Theory of selectivity claims that every learner's cultural self is specially formed, resulting in different interpretations towards the same regarding. When Figure 2.1 was presented to a Chinese audience, 338 out of 352 respondents (96%) spotted the bats first. In fact, such a prediction is verified by the author's observation on the occasions of presentation concerning Chinese language and culture to Russian audience as well. Seeing Figure 2.1, 140 out of 152 (92%) spotted angel first, with a delayed recognition of the bats. There are two kinds of explanations to such different results.

In the original psychological research, Figure 2.1 was employed to test people's character of being good or evil. The explanation of the results of seeing angels or bats is that people spot angels are good at heart, while spotting bats meaning evil (Zimbardo, 2007: 7). However, if reading the figure through lens of culture, the results are not related to a good or evil personality. In Chinese language, Bat is “蝠” (pronounced as fú), whose pronunciation is identical to the character of “bliss”, “福” (pronounced also as fú). It is natural for people to spot something conveying “good omen” from the environment. It could be concluded that there is an explicit impact from native culture to individual's cognition in a multi-lingual and cross-cultural environment. Hence, because bats symbolise bliss in Chinese culture, it is natural for Chinese respondents to see bats from Figure 2.1. Similarly, through the cultural lens of Russian culture, it is convenient for Russian respondents to figure out angels.

Thus, Figure 2.1 has been employed to substantiate the bond between language and culture. Meanwhile, learning effectiveness and efficiency depend on the consequence of learners' interpretation and interaction to the curricular contents. English Information Literacy is the core competencies forming learners' glocal competency. To achieve the competence development goals of glocalisation, courses related to English language or culture are assessed and selected. These courses form a synergetic curricular system of English, the global language, and

cultural contents of Chinese, the local culture.

Hence, the composition of language curricular development is drawn with respect to the salient connections between a global language and a local culture.

Conventional research on the norms of developing a language curriculum is thoroughly formulated with contribution by eastern and western researchers. The meaning of curriculum design is defined as a decision-making process (Banathy & Lange, 1972). Curricular decisions are concerned with the learning and teaching contents, the methods of course organisation, and system of performance assessment. For the pedagogy of foreign languages, a dearth of comprehensive educational theories has been found. It should be clarified that pedagogical theories are not inducted from other theories, which makes the difficulty in furthering educational research mount.

However, researchers attempt to achieve a relatively thorough approach to rational curricular designs. Tessa Woodward proposes the importance of the designs of sequential tasks in language curricular design (Woodward, 2001: 89). Diana Cheng-Man Lau proposes three curricular developmental models, among which Postmodernity and Postmodern Curriculum (PPC) is demonstrated (Lau, 2001: 35). There is not a fully evolved definition of postmodernism. However, PPC model embodies the concepts of eclecticism and pluri-culturalism. Generally, when designing a course with PPC model, the reference to post-industrialism and digital-tech frameworks would be valuable to improve the learning effectiveness. Later, the involvement of learning media choice into the process of curriculum design is highlighted (Dijkstra, 2008: 145). Ian McGrath emphasises on the significance of selection and evaluation of learning materials in the language curricular design (McGrath, 2006: 164). J. A. Hockett and C. M. Brighton propose the assumption that the priority of curricular design is to meet three standards. The three standards are delineated as high-qualified source and organization of curriculum, prioritised goals of curriculum, and tailored curricular contents (Hockett & Brighton, 2016: 26). The core principle for curricular design fit for all students is the consensus

among professional organisations, standards documents, and curriculum experts in general and specialty education. As related researches advanced, Jonathon Lear claims that curriculum design should aim at developing independent and creative thinking of learners (Lear, 2019: 68).

After the pandemic hits of COVID-19, some pioneering researchers examine the fragility of conventional curricula. Researchers corroborate the insufficiency of pedagogical theories against the instances of teaching and learning during the pandemic period. Small probability events, the highly improbable, offers researchers both opportunities and challenges to further their pursuits for great effectiveness and efficiency in English courses of HEIs. Innovatively, Jennifer Eddy promotes the integration of curricular design. Fragmented instructional design diverts learners' attention from tasks which are crucial for the acquisition of core competence (Eddy, 2022: 44). Lisa Taylor concentrates on the constructive approaches to online learning resources, promoting the pedagogical plans and implementation in virtual classrooms (Taylor, 2023: 48). Kimberly B. Urbanski draws academic attention to the concept of Second Language Literacy Pedagogy, which presents a regression to an urge for systematic theoretical achievement for curricular design. It is stated that during the developmental procedure of second language acquisition, the course design aiming at the maximising effectiveness should be completed in a systematic, explicit, abstract, and recontextualisable format (Urbanski, 2023: 39).

Like the target learners in this study, the foreign language education for future engineers is crucial to the sustainable development of national economy and the stability of the society. Foreign language education in engineering specialised HEIs in China should take the responsibility and demonstrate corresponding action in the construction of an effective teaching model for undergraduates of engineering specialties. The innovative construction should cover the aspects of reconstruction of foreign language curriculum system, the interdisciplinary integration, and the collaboration between industrial, scientific researching, and

educational institutions (Wang, 2024). Chinese pedagogical researchers mostly adopt the concept of Outcome-Based Education (OBE) in the curricular designing nowadays. OBE emphasises on the definite study objectives and the measurable study outcomes in curricular design. With an explicit aim of study, students are supposed to motivate autonomous learning (Luo, 2024). Considering the significance of regional culture when participating in globalised competition, it is strongly recommended that teachers and students should realise that intercultural communication is fulfilled with two-way exchanges based on cultural equality.

This study adopts a curricular design model based on the works of Nation and Macalister, evolved with innovative designing elements drawn from theoretical arguments in Chapter I. A systematic curricular design is processed in a sequential order of examination of the environment, assessment of learners' needs, decisions on curricular principles, settings of learning goals, selection and sequentialisation of contents, formation of lessons, designs of performance assessments, evaluation of course effectiveness (Macalister & Nation, 2020:11).

Shortcomings of existing inefficient curricula of foreign language emanate in three aspects. Firstly, there is a lack of clear identification of teaching objectives. Secondly, courses fail to present selected and organised contents. And thirdly, there is neither sufficient analysis on learners' starting language competence, nor prediction on learners' performance in reference to the learning objectives.

Taking the incremental difficulties after the pandemic into account, there are four vulnerable relevant aspects of GE courses urging for solutions. Inclusive model is highly evaluated by G. Yahchouchi and S. Rotabi. Inclusion and diversity of cultures of L1 and L2 are presented in arrangement of innovative English curricular designs in terms of cultural equality, cultural equity, cultural diversity, and cultural inclusion (Yahchouchi & Rotabi, 2023: 35). Equality relates to the norm that individual should be granted the privileges in one's unique cultural self. Equity is defined beyond equality, which stresses on the recognition of both advantages and disadvantages in a certain culture to meet individual needs for

cross-cultural exchanges. Diversity is a multi-layered concept impacted by the cultural union, meaning the harmonious coexistence of diverse cultures. Inclusion refers to the social acceptance of diverse cultures, with which learners fulfil one's own cultural self through learning procedure of a foreign language curriculum.

In brief, in Section 2.2, EILC is planned and implemented for undergraduates in local industrial HEIs of China. The details of curricular design are presented in TEN aspects.

For the Curriculum:

- Curricular environment: glocalisation of macro-contexts.
- Curricular nature: a series of SLC courses
- Curricular principle: harmony in micro-cultural diversity.
- Curricular objectives: acquisition of English information literacy.
- Curricular content: compulsory and selective EILC in the Dragonfly model.
- Curricular method: TLPTE model with blended methods.
- Curricular assessment: formative evaluation focusing on the future.

For the Learners:

- Curriculum of the learner: learners as centre of curricular design.
- Curriculum by the learner: learners as subject of cultural self-fulfilment.
- Curriculum for the learner: learners as globally competent talents.

Following up, fundamental curricular resources in University of Science and Technology Liaoning (USTL) are evaluated.

2.2 Evaluation of Accessible Curricular Resources English Information Literacy Curriculum

USTL was founded in 1948. USTL is located in Anshan city of Liaoning province, where situates China's first steel and iron factory, Angang Steel Group Ltd (AnSteel). As the leading and the only research institutes specialising in metallurgy during the founding years of the newborn republic, USTL and AnSteel

took dominant roles in the national construction and the foundation of other state enterprises in the industry of metallurgy and directly governed by the National Ministry of Metallurgical Industry. In 1988, the administrative authority of USTL was transferred from the Ministry to the Liaoning Provincial government. Since then, a joint administration was adopted, consisting of joint construction by the central and local governments and the prioritised management by Liaoning Province.

Liaoning province, along with the other two northern-eastern provinces, Heilongjiang and Jilin, as the first and the only industrially developed region, has been honoured as “the eldest son of the Republic”. Local industrial universities have been constantly contributing to the industrialisation of the entire country, however, to some extent, limited their further development in specialised disciplines when administrated by a specific ministry. When independently confronting with the challenges of internationalisation, massification, and diversification, pedagogical researchers in local industrial universities in northern-eastern China are urged to initialise innovative and creative projects of education reforms.

Due to the density of urban population in China, though USTL is merely a local industrial HEI, the campus covers an area of 1.84 million square meters, with over 1-billion-yuan investment in fixed assets, and more than 1.59 million copies of library collection. By November 2023, there are currently 23,762 full-time students enrolled, 20,499 of which are undergraduates, 2,998 postgraduates, and 81 international students. USTL offers 66 undergraduate programmes, 20 master’s degree programmes, 3 PhD programmes and the MBA programme, covering six disciplines including science, engineering, art, economics, law, and management. Many majors also have the authorisation to confer degrees at the equivalent educational level to master’s degrees. Additionally, there are 13 provincially recognised key laboratories. The most advanced discipline of USTL is polytechnics, which is continuously developed in the overall disciplinary construction and

curriculum development.

In HEIs of China, GE, generally, is a two-year compulsory course offered to freshmen and sophomores. Normally, GE is granted 4 credits per semester, delivered in 16 weeks with 4 study-hours, twice a week (64 study-hours per semester). Undergraduates of junior and senior year are not supported with foreign language courses even if one student desires further study. GE is one of the core general-shared curriculum in Professional Development Programmes of all specialties in HEIs. The Professional Development Programme (PDP) is the basic document of organising the teaching practice. PDP covers the overall professional personnel training objectives, given hours, credits, study semester, the correlation between courses, compulsory and selective subjects, and teaching methods. Teaching practice is scientifically and reasonably arranged according to a certain PDP. To achieve the utmost learning outcomes and to ensure teaching quality, PDP is updated and adjusted during semesters. However, the conduction of an updated version of PDP must be discussed and authorised by the Committee of Teaching Direction of the university. In other words, a teacher or a teaching team is not capable of changing arrangement of GE when it is in the process of experiment.

Meanwhile, HEIs in China are required to further the massification and internationalisation of undergraduates' programmes by the MOE when China promises to realise the high hopes proposed in the document of *Education 2030*. At the same time, the impact from economic sanctions and technical blockades from some hegemonistic countries and their allies, HEIs, especially local industrial HEIs, who representing the highest level of a certain industry nationally, or even internationally, should take the responsibilities of assisting local or global giant and medium-sized enterprises in related industries to resist economic sanctions and to breakthrough technical blockades. Times calls for engineering talents who is both globally competent in worldwide industrial competitions and locally granted the English information literacy through reformed GE courses.

Due to the limited authority in reforming GE courses, the author and her

team attempt to explore an innovative approach to realise the internationalised curriculum design on campus, without changes in the compulsory parts of PDP. The initiation of EILC development starts from 2015. Firstly, the author applies for the supporting policy of the university. Since September 2012, USTL began to accept international students of undergraduate programmes of English Medium Instruction (EMI). Aiming at enlarging the enrolment number of international students to 1000 per year by 2020, USTL set up a Committee of Direction for EMI Programmes, which examines proposed PDP for English-taught programmes. The Committee directly supervise the work of the author, the Dean of the Research Office for EMI Programmes, which enable the author to directly associate to relevant institutions for EMI curricular resources, available EMI teaching staff, and needs for courses cultivating EAP and ESP competence.

By the year of 2019, the number of enrolled international undergraduates reached to 976. Specialties of Chemical Engineering, Metallurgical Engineering, Civil Engineering, Mechanical Engineering, Computer Science, Software Engineering, and Architecture have developed and conducted thorough PDPs. A variety of EMI courses across different disciplines are ready to be experimentally added to PDP for Chinese students as selective courses. Besides some common shared general courses of science, such as, Linear Algebra, Statistics, Probability Theory, etc., there are elite courses representing national characteristics of China and industrial background features of Liaoning, suitable for Chinese undergraduates to take as assistant courses for GE. These courses include *An Overview on China and Chinese Culture*, *Readings of Scientific Literature*, *China's Cross-Cultural Communication with The World*, *Business Negotiation*, and *International Economic Cooperation*. If guided by a common curricular principle, the aforementioned EMI courses concerning culture, cooperation, and communication could function perfectly as selective courses of EIL.

Meanwhile, international students are invited to attend shared subjects with Chinese undergraduates. In this way, international students, in an EMI classroom

or in a MOOC or SPOC online, could turn the study environment into an English one. An environment of English communication and interaction is a prioritised motivating factor of SLC. Since the resources of curricular contents are abundant, the challenge of “learning by doing” proposes the urge for resourceful practical platform to the author. Similar to the fulfilment of constructing curricular materials, institutions in charge of the EMI plans offer this study the social connections with local industrial enterprises and educational organisations, enabling EILC to construct four practical platforms. Giant state-owned enterprise as AnSteel shares the workshops and exhibition centre of the company. EILC learners could complete assigned practical tasks of Cognitive Internship by visiting modernised workshops of steel rolling or visiting Museum of AnSteel. Day trips to workshops under safety instructions lead undergraduates to the comprehension of value of heavy industry. Visits to factory museums consolidate individual cultural self-confidence and industrial spirits of Liaoning. The second category of practical resources is Productive Internship. The team of EILC studies signed cooperative contract with small- or medium-scaled translation or E-commerce companies, as well as primary schools in rural areas neighbouring Anshan. Due to limited language competence of Chinese for inbound students to USTL, only Chinese undergraduates could participate in the translation work. However, international students are very active when practising online customer service with their Chinese peers. E-commerce might be the future career for the international team in near future. While volunteering in teaching pupils in the primary schools in rural areas, the international team is warmly welcomed by the villagers when the involved subjects are not merely English but also Maths. With the teaching internship of EMI, learner’s English competence is improved.

Nonetheless, the starting levels of language competence varies from student to student. Unlike conventional language and cultural practice, internship practice could not engage all EILC learners. Cognitive Internship in factory workshops are only for students of related specialties, while productive internship is available for

students with relatively advanced language capability of English. Conventional practice should be kept and developed for realising the EILC objectives.

One of such categories of practice is on-campus inter-cultural practice, the other being social-cultural practice. Inter-cultural practice includes cross-cultural theme workshops and student associations of interests, for example, workshops for Chinese Tea Appreciation, workshops for Red Wine Appreciation, workshops of Chinese Calligraphy, workshops for Chinese Ink Drawings, International Association of Soccer, International Association of Volleyball, etc. Social-cultural practice include sports-club with residents and micro public welfare events, for example, a small concert of “Don’t Eat Friends” to promote environmental protection and animal protection, promotion of neighbourhood’s participation in “Earth Hour”, cleaning campus on the “Earth Day” (22 April annually).

These four categories of practical tasks surrounded the EILC courses, like four wings of a dragonfly. The initiative constructive basis of EILC, to some extent, has been sufficient by the end of 2019. However, the hits of the pandemic of COVID-19 force the study of EILC to enhance online learning and practice resources, working against the fragility of classroom education when unexpected accidents burst. MOOC construction relies largely on financial support for video shooting and producing. And since there is no extra salaries for teachers who operate both online and offline lessons, teachers could not be motivated to build up specific online courses matching every required curriculum in PDP. Hence, the concept of one-to-many MOOC or SPOC is initiated.

2.2.1 The 7-Factor Model of Language Curriculum Development

Corresponding to the weakness of existing inefficient curricula of foreign language, EILC are developed in a twofold format. There are 10 influential factors contributing to a successful EILC. These factors are divided into two categories, with 7 contributors belonging to the Curricular Essences, and 3 to the Learners’ Traits. In this session, discussion is focused on the former category. Within the 7-

factor model of curricular design, the structure of EILC is achieved in three aspects. Firstly, there should be a clear identification of EILC learning (teaching) objectives. Secondly, course contents should be selected and organised according to the initiated proposal of philosophical principle. Thirdly, there should be a mechanism of assessment which produce both sufficient analysis on learners' language competence and prediction on learners' performance in reference to the learning objectives.

To begin with, the systematic EILC is planned and implemented based on evaluation of 7 factors as below:

- Curricular environment
- Curricular nature
- Curricular principle
- Curricular objectives
- Curricular content
- Curricular method
- Curricular assessment

Before the discussion in the above 7 aspects, it is crucial for pedagogical researchers to make a broad discrepancy between theoretical and practical studies. Theoretical research is generally conducted by an external researcher hypothesising based on certain established pedagogical conventions. Theoretical research might be motivated by issues identified in educational practice. Some pedagogic research bearing both theoretical and practical significance. On the contrary, practical studies, or termed as Practitioner Research, are conducted by teachers or a group of teachers in one's own classrooms, based on hypotheses drawn from the principles of action research. Practical studies is normally motivated by didactic concerns which aims at functioning as guidance for teachers to resolve problems or to develop a comprehension of teaching and learning. This study embodies both features of theoretical and practical studies. Hence, the addressed questions, the collected data, and the analysed interpretations of findings

are all drawn from teaching practice on campus of USTL. Such constraints on research scale offers both vantage and disadvantage to this study.

The vantage point is that the applicability and the reliability of research findings are guaranteed by the nature of the study. The theoretical nature ensures the authority of second-hand literature information, which works as orientations to the overall and periodical tasks. The practical nature grants the study serviceability and usability due to the big population of sample learners and resourceful industrial connections of USTL.

The disadvantage point is that the findings are valuable only to researchers and teachers of GE in HEIs of China. The value of comparison to the international colleagues and peers is relatively low. However, there remains a promise that this study would inspire similar projects in counterpart HEIs or for other foreign languages.

With a clarified value of this study, EILC elements for curriculum designs are evaluated as follows.

1. Curricular environment: glocalisation of macro-contexts.

Curricular environment is examined separately as global and local environmental conditions. As to the global environment, globalisation brings both challenges and opportunities to USTL. However, after the hits of COVID-19, challenges, nowadays, accounts for the dominant issues. The route to further internalisation of USTL is blocked in some developed northern American countries. Challenges of interrupted internalisation present themselves in two ways. One of the challenges is that programmes of visiting scholars to the HEIs of United States are cancelled by the host organisation, as well as projects of cooperative institutions between USTL and a HEI in US. The other is that the number of inbound international students shrinks to 9% of the number by the end of 2019. Hence, the mode of international class is not applicable to teaching practice.

As to the local environment in Anshan, Liaoning province, in order to revive from the devastated economic situation, administrators in enterprises concerning

international business reduce the production costs by merging the responsibilities of two or more positions. Engineers and technicians are the core assets to industrial enterprises, while specific positions for full-time translators and interpreters becoming dispensable. Therefore, local employment market is urging for universal talents of engineering who is competent with information literacy in English, an general language used in international cooperation.

Meanwhile, confronted with economic sanctions and technological blockades, it is vital for undergraduates to consolidate and enhance one's national sense of pride, cultural self-confidence, and scientific-academic integrity. EILC should offer facilitation to acquire the aforementioned traits with teaching contents for improvement of English competence, facilitation to acquire proficient knowledge in English, and promotion of Liaoning industrial spirit.

In brief, with a review on both global and local environment for EILC, an on-campus internationalisation is demanded, which is achieved by construction and reallocation of EIL course resources and by involvement of international students as the assistants for intercultural communication activities. The pressures from the global environment and the inspiration from the local industry require the goals of professional development plan should be updated to meet the needs for engineering talents with English information literacy, global proficient competence, and spirit of independence in scientific and technological development of China.

2. Curricular nature: a series of second language courses

GE is positioned as a CORE course of general education in HEIs of China. The course nature is not a foreign language course, but a second language course. Second-language learning is the scientific discipline devoted to studying the process of the development of an individual learner's interlanguage.

The language used by second-language learners use is not simply the result from differences between their mother language and their target second language that they are learning, but a complete personal language system with its own systematic rules. This interlanguage gradually develops as learners are exposed to

the targeted language. For GE learners, it means this course of general education would offer them a platform to not merely learn a foreign language, but also develop their individual cross-cultural communicative skills, encoding and decoding capability in a second language, and comprehensive sociocultural qualities.

Intralingual didactics is a pioneer innovative discipline which interconnects applied linguistics with psychology and pedagogy. The reformed English curriculum should be a systematic series of courses embodying interconnection, decentration, and compatibility from the perspective of intralingual didactics. These courses form EILC, cultivating learners' global competence with abilities of creating, processing, communicating scientific information in English.

Aiming at remedying the lack of learners' demand analysis of GE in USTL, satisfaction ratings on English course has been conducted among seniors of Grade 2012, 2013, and 2014 in July 2016, 2017, and 2018 respectively. The One-Question survey was conducted both online (For participants who were on their working positions, the form was distributed and collected via chatting tool of QQ) and offline. In July 2016, seniors of 2012 were invited to give 5-levelled ratings from -2 to 2 on the statement "College English (General English) does not meet the employment requirements". In July 2017, seniors of 2013 rated on "It is not proper to set sub-lessons of English listening, speaking, reading and writing separately". In July 2018, seniors of 2014 rated on "I need to learn skills of reading and writing Scientific Literature in English". Findings are presented as Figure 2.2.

In Survey 2016 (Sample Size 527), 381 respondents (72.3%) expressed dissatisfaction of College English because the course failed to prepare them for employment. that CE curriculum does not meet the employment requirements. In Survey 2017 (Sample Size 687), 538 (78.31%) stated disagreement for the over subdivision of course contents. In Survey 2018 (Sample Size 638), 469 (73.51%) shew interests in learning a contents of English information literacy.

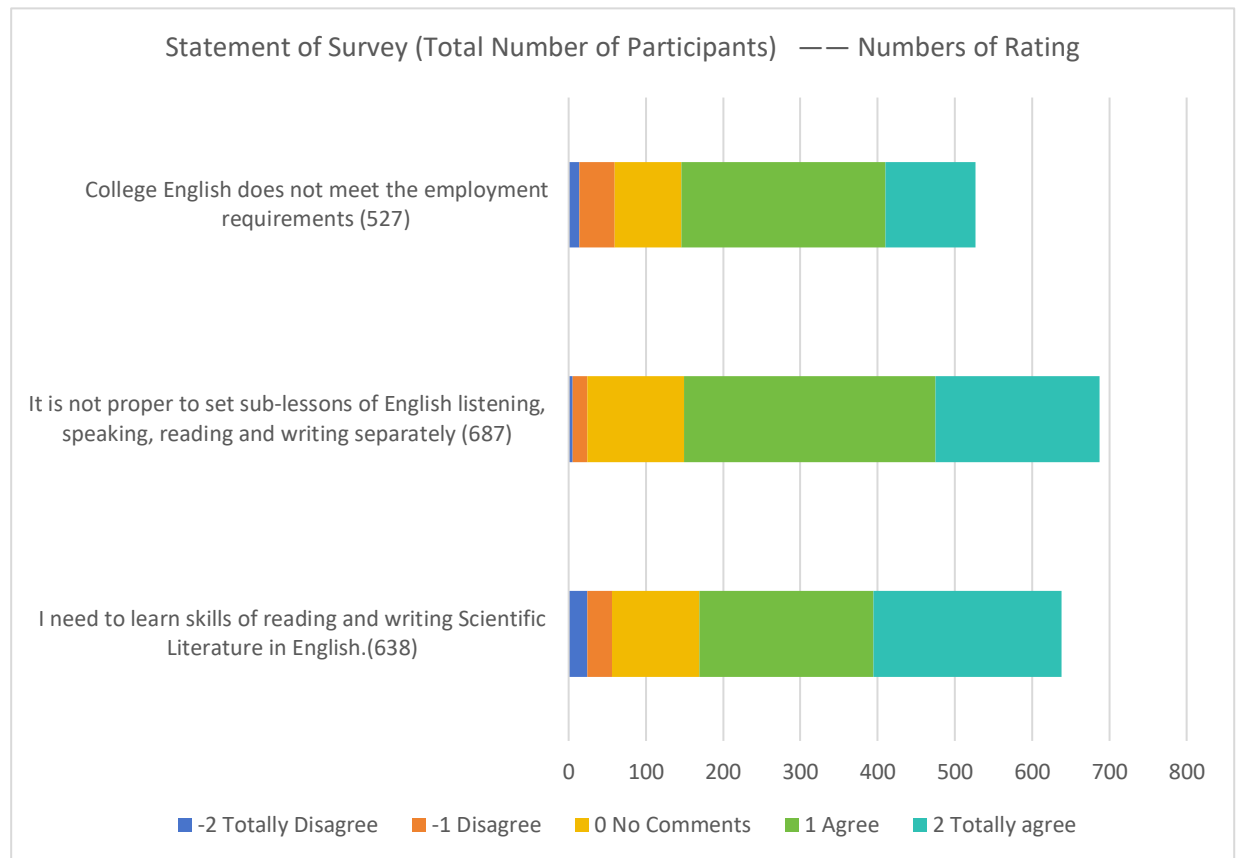


Figure 2.2 Seniors' Ratings on Statements of English Courses (2016-2018)

To sum up, undergraduates in USTL have reported the negative attitude towards the learning outcomes of conventional GE courses. This survey result reflects change of the nature of English courses in universities. Due to the nature of SLC not FLC, conventional GE courses are unable to fulfil students' needs of learning. Consequently, the motivations to acquisition of English competence are weak, resulting in poor performance in study not only in GE, but also in other curricula of general knowledge and even of specialty.

Therefore, it holds great significance for EILC to be developed as a curriculum of SLC.

3. Curricular principle: harmony in micro-cultural diversity.

In foreign language pedagogy, it is crucial to pin L1 and L2, as well as the cultures bonded with two languages, to an accurate position. Generally, L2, in this study, English, is a lingua franca. When faced with an internationalised language, learners, if exposed to a learning environment without proper guidance, might

probably mistake prevalence as importance. However, since SLA is realised through the intralingual communication and mutual penetration, L1, in this study, Chinese, is of equal significance as L2, English. After all, the value of one's personal traits lies in the uniqueness of his or her mother language and national culture.

Culture is the vessel of knowledge. Language knowledge could only be attained through cultural lens of individuals. Thus, when designing EILC, the manageable layers of the Cultural Onion, working as the cultural lens, should be precisely oriented to the thorough digestion and absorption of knowledge conveyed by the contents. In other words, since L1 and L2 mutually impacts each other, learning contents should be delivered with materials of common consensual cultural knowledge in L1. In this way, the cognitive process of language points of L2 is easier, without barriers in decoding the cultural message from L1.

4. Curricular objectives: acquisition of English information literacy.

When granted the position of the core course of general education in HEIs, GE should be designed and constructed as a curriculum cultivating learners' the abilities of utilising the communicative tool of English language to achieve their goals in academic or scientific communication. Therefore, in the teaching practice in a specific HEI of China, GE demands evaluation of teaching environment, followed by corresponding reform strategies in cultivation objectives, teaching sequence and contents, lesson format, and assessment procedures.

The objectives of EILC are foster engineering Students need to develop their capabilities of English information literacy, which include abilities listed as below:

- To use information tools in an English sociocultural environment.
- To identify, process, transmit and create information in English.
- To develop personal attitudes and individual methods of independent learning.
- To consolidate the spirit of scientific criticism, academic integrity consciousness and social responsibility.

- To be prepared for life-long learning.
 - To be competent to make individual career plan.
5. Curricular content: compulsory and selective EILC courses.

Correspondent reforming measures in the compulsory course of English were implemented during 2018 to 2019. Due to the limitation of study hours and the consideration for students' study burdens, the research teams integrated the construction results of full-English programmes for international undergraduates and examine students' needs of English selective courses.

In 2020, the teaching reforming team led by the authors have investigated what knowledge fields of English interest students of General English. The questionnaire of survey has been distributed to students' end of SuperStar App. The total participant number is 314. The participants are GE students of engineering specialties in USTL, who still have credit vacancies for selective courses of language and culture. Students' feedback is presented in Figure 2.3.

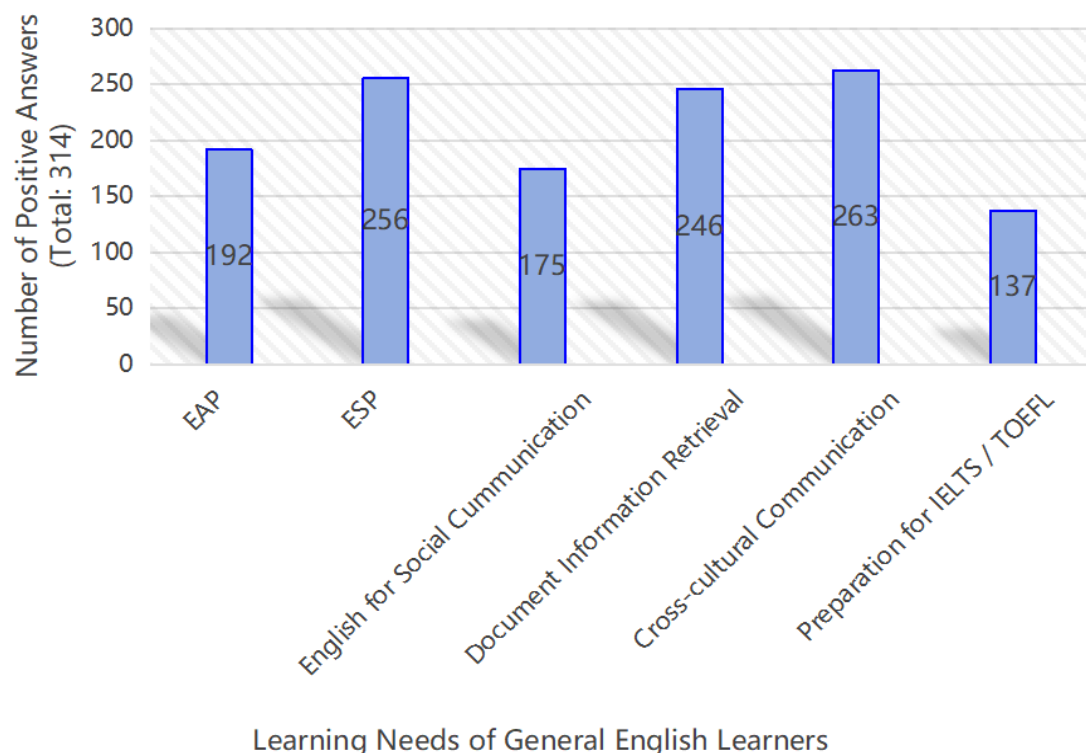


Figure 2.3 Survey Result of Selective Courses in Need (2020)

As shown in Figure 2.3, except for preparation for international English exams of IELTS or TOFEL (137), the rest courses attract student over 50% of the

total number of participants. The needs for selective courses of *Cross-cultural Communication*, *English for Special Purposes*, and *Document Information Retrieval* are the top 3 choices of the learners. There are 263 students prioritise the courses of Cross-cultural Communication, accounting for 83.8% of the total sample number, with 256 / 81.5% for ESP, and 246 / 78.3% for Document Information Retrieval.

With an increasing number of international students of English-taught undergraduate programmes in Civil Engineering, Mechanical Engineering, Chemical Engineering, Software Engineering, Telecommunications, and Architecture, Chinese undergraduates were exposed to cross-cultural communicative occasions with international in laboratories, library, canteens, and events. The study needs for these specific language abilities emerged automatically.

The learner's learning anticipation for foreign language courses shown above are overlapped with goals of proficiency development of EILC. Hence, this study innovatively updates objectives of cultivating foreign language competence to acquiring English information literacy. To achieve such learning objectives, an assemblage of the compulsory course of second foreign language, English, with elite EIL selective courses, forming the systematic "torso" of EILC, whose purpose is to facilitate students' acquisition of utilising information tools in a multi-lingual environment, and the ability of identifying, processing, delivering, and creating information with foreign languages. With the above abilities, one could erect the attitude and method of independent autonomic learning, and reinforce engineers' scientific critical spirit, academic integrity consciousness, and the sense of social responsibility.

EILC is a collection of English selective courses revolving around the compulsory GE courses. The selective EILC courses include *An Overview on China and Chinese Culture*, *China's Cross-Cultural Communication with The World*, *Culture and Translation*, *Readings of Scientific Literature*, *Document Information Retrieval*, *Business Negotiation*, and *International Economic*

Cooperation. Additionally, online courses are constructed, including the MOOC of *An Overview on China and Chinese Culture*, the SPOCs of *Readings of Scientific Literature*, *Business Negotiation*, and *International Economic Cooperation*.

EILC MOOC and SPOCs are designed to be shared between courses. the MOOC of *An Overview on China and Chinese Culture* also serves the English competent development objectives of the courses of *China's Cross-Cultural Communication with The World* and *Culture and Translation*. The SPOC of *Readings of Scientific Literature* serves the needs of learners of *Document Information Retrieval*. Due to the specific features of *Business Negotiation* and *International Economic Cooperation*, these two SPOCs could be adopted as online learning materials for blended teaching courses of ESP or EMI courses of specialties of International Trades and Economics or Management.

For the GE courses, only domestic undergraduates could take the course, which is one of the core courses of general knowledge in the professional development plan. EIL courses function as the supporting learning resource to enrich the contents and enhance the learning outcomes of GE. Due to the sharp decrease in the enrolment number of international students during and after the pandemic hits of COVID-19, study groups of international undergraduates are not directly merged with domestic students. For the selective EIL courses, international students are selected and invited to participate the course as teaching assistants.

6. Curricular method: TLPAE model with blended methods.

Blended learning is a mode of instruction which connects informative development fruit in digital and AI technology with conventional classroom studying. Thanks to the rapid popularity and technical improvement of smart phones and pad computers, online learning resources are available and accessible for learners who are involved in various models of hybrid curricular delivery, not only displaying multiple and qualitative characteristics, but also presenting new challenges to course designers in many aspects. There are two dominant problems

urging for resolutions. One is how to realise the integration and unification of multicultural elements in design of blended learning, the other being how to improve the sufficiency, efficiency, and proficiency of the learning outcomes both online and offline.

Since the popularity of Salman Khan's teaching method of Massive Open Online Courses (MOOCs) around 2013, blended learning with MOOCs platforms has been an overwhelmingly heated issue in the research field of teaching modes. As to researchers of higher education of China, MOOCs offer a novel method to the massification of high-standard education. Regardless of the enrolled HEIs, undergraduates and life-long learners are granted the equal opportunity to participate in the top-classed curricula of any disciplines on the government sponsored and recognised digital platforms. Some examples are listed as below:

Smart Education of China • Higher Education <https://www.chinaooc.com.cn/>

Cool Study in Liaoning <http://looc.fanya.chaoxing.com/>

XuetangX MOOCs (Tsinghua University) <https://www.xuetangx.com/>

Chaoxing Platform (SuperStar) <https://www.chaoxing.com/>

On March 29, 2022, Mr. Wu Yan, General Director of the Higher Education Department, an affiliation under the administration of National Ministry of Education, has highlighted the significance of the construction of innovative MOOCs. In his report on the direction of work for HEIs in the coming five years, it is stressed that the curricular constructive background, core concepts of curricular design, and long-term anticipation for effective learning, should be thoroughly considered and embodied in the designing, construction, operation and supervision of MOOCs. By January 2024, with the great efforts of educators in HEIs of China, 76,800 MOOCs have produced, accumulating visits of 1,277,000,000 diverse MOOCs platforms.

Blended learning would compensate the shortage of study hours for conventional courses of English. Furthermore, the hybrid curricular design could enlarge the accommodating capacity of the learners' groups. Even if for selective

courses with an enrolment number of up to 350 students, the lectures of blended learning could offer learners sufficient drilling and practising hours through smart devices. Cross-cultural communication for language practice is realised regardless of geographical distance between domestic and international students.

The team of EILC teachers reform existing GE MOOCs and construct MOOCs and Small Private Online Courses (SPOCs), fully preparing EILC for realisation of blended learning. To ensure the effectiveness of the blended learning framework, TLPAE model is employed, which is a common-used method taking students as the centre of curricular development. TLPAE is updated based on BOPPPS (Bridge in — Learning Objectives — Pre-assessment — Participatory Learning — Post assessment — Summary), which is developed by the Canadian Centre of Teaching and Learning. BOPPPS pays close attention to the interactions in teaching procedure, which stresses on learners' individual prediction of learning outcome and one's feedback of self-evaluation on personal performance. While for EILC, BOPPPS fails in assisting teachers to effectively align learners' outcomes of learning with the curricular objectives and the professional development objectives. Hence, a close-looped blended teaching model of TLPAE has been developed. TLPAE acts as a tool of lesson planning, which turns the clarification of learning objectives into the motivation of learning. The realisation of TLPAE bases on five links of one lesson. These five links are:

T - Teaching with need-centred strategic management design

L - participatory Learning with explicit objectives

P - Practice of new knowledge

A - multi-dimensional Assessment

E - multi-subject Evaluation

The link of T is realised by the proposal of a relative question and the question-solving process by the learners, which aims at intriguing the learning interests and inspiring active studying. The link of T also serve as the clarification of the ideal outcomes of learning a specific lesson.

The link of L gets learners involved into learning procedure by an emphasis on learning objectives or study outcomes. Methods of flipped classroom could be adopted in this stage. Related learning materials should have been arranged via MOOC platform of SuperStar.

The link of P demands well-designed tests or quizzes to investigate the starting knowledge level of learners as to the theme knowledge of a certain lesson. Generally, the assessment task of P should be either a quiz on previous lesson or a reflection question concerning the specific topic of the present lesson. P is designed to be completed via study app for smart phones. In this study, the app of SuperStar is employed to realise P. And with the instant feedback on the teachers' end of SuperStar, the teacher is able to adjust the paces or instructional discourses according to the knowledge level of learners in order to guarantee the positive knowledge transfers of learners.

The link A aims at examining students' real-time achievements. In this stage, the evaluation of students' learning outcomes could be obtained by a quiz or a question distributed to students via SuperStar. The result of such post-lesson assessment is instantly offered to teacher, which is essential for the teacher to accomplish the link of E.

In the link of E, students' performance is commented. Suggestions are offered to direct learners' adjustment of thinking patterns and learning strategies. In the links of blended learning, E occupied merely 6-8% of the lesson plan. Nonetheless, E is a crucial link where students could get real-time advice on improving personal learning achievement. And E trains an individual learner to make study plans and future career plans.

In short, TLPAE is a model benefiting learners in present and in future.

7. Curricular assessment: formative evaluation focusing on the future.

The assessment of EILC is designed to present recognition for every effort made by learners. Students are encouraged to be devoted to every study link. All their performance are recorded and marked in the SuperStar app.

The weight of each learning activity in the final achievement of the course is allocated as Table 2.

Table 2. Weights of Learning Activities

Items	Online Tests	Assignments	Exams	Attendance	Online Frequency	Online Discussion
Weight	30%	30%	30%	5%	4%	1%

Assessment of learning achievement involves every study link in teaching procedure, including accomplishments of reading and listening tasks, lesson tests, online exams, submissions of assignments, a satisfied attendance rate and visiting frequency to online SPOC of Chinese Listening and Speaking. The full mark of course assessment is 100, with 60 the line of pass.

Peer assessment is added into the evaluation methods in order to empower learners to take the responsibility for arranging and managing their individual learning paces, to enable students to assess and offer their classmates constructive feedback for the acquisition of personal skills of assessment during their lifelong learning process, and to enhance their participatory learning through knowledge diffusion and opinion exchange. Peer assessment is a strategic method to motivate students to engage themselves deeply with course materials of participatory learning. Peer assessment on in-class performance or peer review on others' assignments provides a holistic view of a structured learning process for EILC learners to evaluate and provide feedback to one another. These activities help learners acquire lifelong skills of critical thinking, self-assessment, and adjusting individual plans of autonomic learning and career building.

The design of EILC assessment system is accomplished by identifying the fragment proper for the incorporation of peer review exercises. For peer review on written assignments, a clear and applicable definition of evaluation standards are provided to students before assessing. To avoid even or average marks due to peers

pressure or friendship of classmates, marking system only allows marks of 1, 3, and 5. And reasons for marking must be provided to validate the assessment.

New learning techniques enhanced by intercultural technologies intrigue students study interests and learning motivations. Fragmented learning behaviours are valued and evaluated by smart learning tools. Through the closed-loop TLPTE mode of “teaching — learning — practice — testing — evaluation” under the guidance of OBE concept, the core processional development goals with global competency can be achieved with sufficiency and efficiency.

2.2.2 The 3-Factor Model of Learner-Centred Principles

EILC is designed as an efficient and sufficient systematic curriculum to meet the needs of learners and the employment requirement for graduates of engineering majors. Such an innovative cross-disciplinary EILC is urged to be developed in respect of principles of second language course. EILC is of the learner, by the learner, and for the learner.

The first principle is to construct a curriculum serving students’ learning needs. Such principle embodies in the definition of learners’ competence development goals. The second principle is that all courses aim at formatting learners’ competency of career planning and lifelong learning. The third principle is that learners’ competence development goals target both global and local competitiveness of engineering talents.

1. Curriculum of the learner: learners as centre of curricular design.

Students’ needs and learning motivations are carefully identified and matched with refined curricular plans of EILC. When the concept of constructing EILC is initiated, a questionnaire survey has been designed and delivered via Superstar app onto the smart phones of 314 engineering-majored undergraduates of Grade 2019 and 2020 in USTL (Figure 2.4).

Figure 2.4 A Survey on Study Needs of Engineering Undergraduates

Freshmen and sophomores are inquired with the question that in what aspect(s) they need further courses and tutorials. As is presented in Figure 2.4, learners' needs are not satisfied with the of conventional language-driven, GE courses. Learners are not motivated by their own study needs. Figure 2.4 shows that students' interests are mainly laid on intercultural social communication skills, with 277 answers accounting for 88.2%, followed by CET 4 and CET 6 preparations with 226 answers accounting for 71.9%, cross cultural academic communication with 219 answers accounting for 69.7%, ESP for future careers with 206 answers accounting for 65.6%, and academic English with 195 answers accounting for 62.1%. The aforementioned categories are all percentages exceeding 50%. There are also quite some needs of preparation for examinations of English competence as EILTS account for 43.6% with 137 answers, and TOFEL accounting for 38.5% with 121 answers.

Corresponding to the results of questionnaire survey, EILC refines contents of General English and facilitate learning with specific textbooks and online courses. In brief, EILC is a systematic curriculum taking learners as the centre of education.

2. Curriculum by the learner: learners as subject of self-fulfilment.

Personality traits affect an individual's learning outcomes if digital media is involved. With the popularity of smart social communication tools, students are socially anxious and harbouring a decreasing willingness to communicate face-to-face, not alone communication in a second language, English. Fortunately, in teaching experience of EILC teams, it is found that domestic students are very intrigued when observing international students' reaction to Chinese songs, dances, or cuisines. The enthusiasm of sharing one's own culture with foreign friends cures their chronic loneliness.

Participatory learning process is designed according to learning objectives of every lesson hour. Students are engaged in learning activities of flipped classroom. Learners are actively involved in achieving the outcomes of the lesson. Also, learners independently improve understanding and deepen learning by connecting with mentally manipulating ideas derived from learning.

As to the assessment for students' performance, the methods of peer assessment and peer review are employed. Learners are encouraged to do as follows:

- To conduct peer assessment for in-class or online assignments.
- To practise writing longer passages or papers in English.
- To set personal format of constructive criticism and descriptive feedback.
- To explain the reasons for peer marking.

To sum up, learners are subjects of self-fulfilling learning procedure. They are expected to acquire lifelong skills of critical thinking, self-assessment, and adjusting individual plans of autonomic learning and career building.

3. Curriculum for the learner: learners as globally competent talents.

The teaching and learning of a foreign language resemble a sort of interaction between Self and Other. The cultural self, with his or her educational, political and ethical conceptions, interacts with other cultural social members. The urge of “learning by doing” requires resourceful practical platforms of EILC. Local industrial enterprises and educational organisations enable EILC to construct four practical platforms. Visits to factory museums consolidate individual cultural self-confidence and industrial spirits of Liaoning, the eldest son of the republic. Cognitive Internship with involvement of international students amplifies the learning outcomes. The other category of practical resources is Productive Internship in E-commerce companies and primary schools in rural areas neighbouring Anshan. E-commerce might be the future career for the international team in near future. While volunteering in teaching pupils in the primary schools in rural areas, the international team is warmly welcomed by the villagers when the involved subjects are not merely English but also Maths. With the teaching internship of EMI, learner’s English competence is greatly improved.

Meanwhile, there are two types of practice of on-campus internationalisation. One of such categories of practice is on-campus intercultural practice, the other being social-cultural practice. Intercultural activities include cross-cultural theme workshops and student associations of interests. Social-cultural activities refers to various public welfare activities.

2.3 Curricular Design of “Dragonfly” Modelled English Information Literacy Curriculum

EILC platform is developed with the main body of courses and four wings of practice, shaping as a model assembling a dragonfly (Figure 2.5). Competence approach of foreign language teaching and learning values learning from doing. This study is characterised with the curricular groups of selective EIL courses and

two-winged practice platform of competencies of English information literacy. Moreover, international students are engaged in the blended teaching and cross-cultural activities as tutoring participants. With the Dragonfly model, EILC realises internationalisation on-campus.

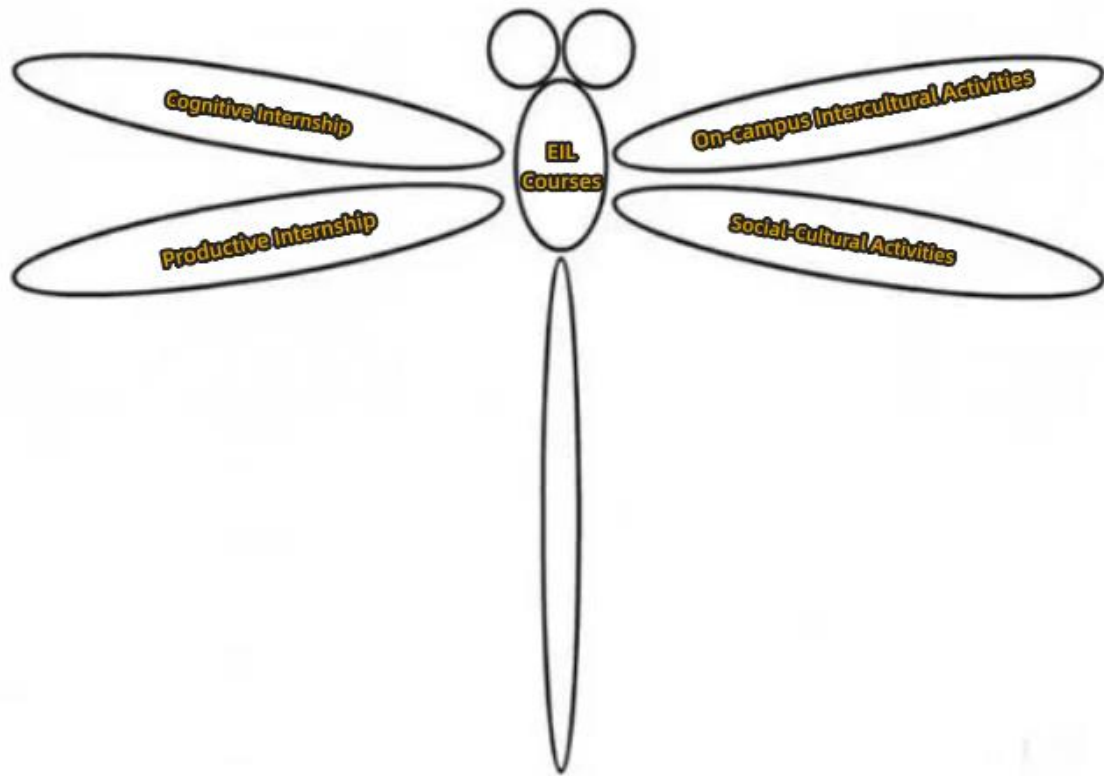


Figure 2.5 The Dragonfly Model of EILC

EILC is a collection of English selective courses revolving around the compulsory GE courses (Table 3). The selective EILC courses include *An Overview on China and Chinese Culture*, *China's Cross-Cultural Communication with The World*, *Culture and Translation*, *Readings of Scientific Literature*, *Document Information Retrieval*, *Business Negotiation*, and *International Economic Cooperation*. Additionally, online courses are constructed, including the MOOC of *An Overview on China and Chinese Culture*, the SPOCs of *Readings of Scientific Literature*, *Business Negotiation*, and *International Economic Cooperation*.

GE in the system of EILC aims at developing learners' capabilities of English Information Literacy, which includes abilities to use information tools in an

English sociocultural environment, to identify, process, transmit and create information in English, to develop personal attitudes and individual methods of independent learning, and to consolidate the spirit of scientific criticism, academic integrity consciousness and social responsibility.

Table 3. Contents of EILC

Course Title/ Course Nature	Types of Online Resource / Operative Platforms	Source of the Course (Updated / Initiated)	Objectives of EIC Development
General English (1st- 4th Semester) / compulsory	MOOC of GE / xueyinonline.co m	Updated	GE in the system of EILC aims at developing learners' capabilities of English Information Literacy, which include abilities listed as below: To use information tools in an English sociocultural environment; To identify, process, transmit and create information in English; To develop personal attitudes and individual methods of independent learning; To consolidate the spirit of scientific criticism, academic integrity consciousness and social responsibility.
An Overview on China and Chinese Culture (OCCC) / selective	MOOC of OCCC/ xueyinonline.co m	Initiated	These courses aim at developing learners' abilities of telling authentic China's stories and strengthen one's cultural confidence. Actively engage in cultural exchanges, in mutual learning among civilisations, promoting common development and progress in countries along the Belt and the Road.
China's Cross- Cultural Communicatio	xuetanggx.com		

n			
with The World			
/ selective			
<hr/>			
Culture and			
Translation /			
selective			
<hr/>			
Readings of			
Scientific			
Literature			
(RSL)			
/selective		SPOC of RSL	Initiated
<hr/>		/chaoxing.com	
Document			
Information			
Retrieval			
/selective			
<hr/>			
Business			
Negotiation		SPOC of BN	
(BN)		/chaoxing.com	
/selective			
<hr/>			
International			Initiated
Economic			
Cooperation		SPOC of IEC	
(IEC)		/chaoxing.com	
/selective			

Engineering ethics are woven into educational contents in order to further develop students’ critical analysis in reading and writing scientific papers, encouraging automatic avoidance of scientific misconducts.			
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With the latest English audio-visual reading materials, students are guided to analyse the economic and cultural reports on foreign media from a critical perspective, so as to forge rendering analyses on the materials. Students’ cultural confidence is Strengthened, being able to tell authentic China’s stories in English.			
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EILC MOOC and SPOCs are designed to be shared between courses. the MOOC of *An Overview on China and Chinese Culture* also serves the English competent development objectives of the courses of *China's Cross-Cultural Communication with The World* and *Culture and Translation*. The SPOC of *Readings of Scientific Literature* serves the needs of learners of *Search for*

Scientific Literature. Due to the specific features of *Business Negotiation* and *International Economic Cooperation*, these two SPOCs could be adopted as online learning materials for blended teaching courses of ESP or EMI courses of specialties of International Trades and Economics or Management.

As to the practice platforms, thanks to the abundant resources of curricular contents, EILC learners are supported with Cognitive Internship, Productive Internship, Inter-cultural Activities, and Social-Cultural Activities. These four categories of practical tasks surround the EILC courses, like four wings of a dragonfly.

Practical tasks of Cognitive Internship is realised by visiting modernised workshops of steel rolling or visiting Museum of AnSteel. Day trips to workshops under safety instructions lead undergraduates to the comprehension of value of heavy industry. Visits to factory museums consolidate individual cultural self-confidence and industrial spirits of Liaoning, the eldest son of the republic. Cognitive Internship with involvement of international students amplifies the learning outcomes. The other category of practical resources is Productive Internship, including internship work in translation or E-commerce companies, as well as primary schools in rural areas neighbouring Anshan.

On-campus intercultural practice refers to activities such as workshops for Chinese Tea Appreciation, workshops for Red Wine Appreciation, workshops of Chinese Calligraphy, workshops for Chinese Ink Drawings, International Association of Soccer, International Association of Volleyball, etc. Social-cultural practice includes sports-club with local residents and micro public welfare events, for example, a concert of “Don’t Eat Friends” or promotion of neighbourhood’s participation in “Earth Hour”, etc.

2.3.1 Cases of English Information Literacy Curricular Design

With the position of the core course in the Professional Development Programmes (PDPs) of USTL, EILC, taking the place of GE, has been designed

and constructed as a curriculum aiming at learners' acquisition of English information literacy, which functions as the learning objectives of this systematic curriculum. The proficient abilities of utilising the communicative tools in English language to achieve their goals in academic or scientific communication. The objectives of EILC are detailed stated as follows:

- The ability to use information tools in an English sociocultural environment.
- The ability to identify, process, transmit and create information in English.
- The ability to develop personal attitudes and individual methods of independent learning.
- The competence to plan life-long learning.
- The competence to plan individual career building.
- The core qualities of an engineer, consisting of the spirit of scientific criticism, academic integrity consciousness, and social responsibility.

Participatory activities are assigned to learners to promote intellectual and cultural awareness through learning experience, and to equip candidates with the following types of subject and professional knowledge:

- The ability to use appropriate English to communicate on academic occasions, and to present complex ideas clearly and articulately.
- The ability to use electronic media, multimedia, mass media, reference books in English, and information technology to obtain information needed for grasping English as a second language.
- The ability to criticise current issues in literature of specialties in English.
- The ability to analyse performance of peers with constructive feedback.
- The ability to discover, analyse and handle issues in English.
- The ability to disseminate Chinese cultural traditions.

and the ability to assess problems in learning in multicultural environment.

2.3.2 Case of Course Design: China's Cross-Cultural Communication with The

World

Name of Course: China's Cross-Cultural Communication with The World (CCCW)

Course ID: 5140021

Genre of Course: Selective

Student Groups: Underestimates of all grades of all specialties

Granted Credits: 1

Classroom Learning Hours: 16 hours

Online Learning Hours: 32 hours

Number of Units: 8 Units (Table 5)

Course Introduction:

USTL is positioned to further self-construction into an internationalised high-level application-oriented university by 2035. The goal of professional development for undergraduates is the cultivation of application-oriented professionals with global competency. The disciplinary orientation of USTL covers engineering, science, economics, management, law, and art of coordinated development. Discipline of engineering is the core of the sustainable development plan of the university.

Based on the disciplinary orientation and educational succession of USTL, curricular development of the university focuses on the discipline of metallurgy, serving the global economic development of enterprises in Liaoning province. USTL undertakes the dual tasks of cultivating talents for the metallurgical industry and supporting regional economic and social development.

With the proposal of the "Belt and Road" Initiative (BRI) and the ever-changing situation of education's opening to the outside world in the new era, USTL has accelerated the process of internationalisation and the international two-way communication by "sending out" and "bringing in" young talents of engineering. Cross-cultural communication and international academic or scientific exchanges is increasingly frequent, expanding in scales. Hence, considering the

global and local demands for qualified talents of engineering, a new requirement for advanced professional development has been put forward, that is, an urge for globally competent talents with English information literacy.

The course of China's Cross-Cultural Communication with The World is designed to facilitate undergraduates' acquisition of language and cultural competence in English. Through the study of this course, students can understand the knowledge of cross-cultural communication adapted to the global competitive environment, master the skills of spreading China's contemporary national conditions and culture, form the attitude of actively pursuing cross-cultural learning and personal development, and finally realise the goal of cultivating application-oriented senior professionals with global competence.

Learning Objectives:

The learning objectives are presented in three categories. Learners are anticipated to acquire English information literacy in the competence embodied in learning outcomes of knowledge, skill, and emotion.

Knowledge Objectives:

Students are expected to achieve English competence:

To grasp the accurate cultural expressions in English.

To encode, communicate, and decode information in English.

To deepen the comprehension of Chinese culture, local customs and folk culture in Liaoning.

- Skill Objectives:

Students are expected to achieve English aptitude:

To share the local cultural uniqueness with appropriate English expressions.

To share social life and cultural features of China to the world in English.

To interpret cultural misreading and misunderstanding by inbound foreigners.

- Emotion Objectives:

Students are expected to consolidate individual attitude:

To enhance the national sense of pride of a Chinese citizen.

To promote the cultural self-confidence of China.

To respect cultural equality in cross-cultural communication.

To pursuit harmony in diversity in a multicultural environment.

Teaching Method:

Blended learning with TLPAE Model.

MOOC resource: An Overview on China and Chinese Culture

MOOC address: <https://www.xueyinonline.com/detail/236026742>

Ratio of Classroom hours to Online hours: 1:2

Textbook:

1. Printed version:

An Overview on China and Chinese Culture: Readers and Case Studies

First version has been published in September 2021 by Shenyang Publishing House. ISBN: 978-7-5716-1615-1.

2. Flipbook:

An Overview on China and Chinese Culture: Readers and Case Studies

This E-version is designed for learners prefer reading on pad and computer, which is designed by Bediako Alexander, an undergraduate of Year 2014 majoring in Computer Science.

Course Contents, Basic Requirements and Difficult Points:

Table 4 Course Contents of CCCW

Units	Themes	Difficult points
1.Territory and Geography	An Introduction of One's Home Country	Land and Rivers
	Practice	The Influences of Geographical Environment over China's Agricultural Civilisation
	An Introduction of One's Hometown	Major Cities of China
	Practice	Liaoning Province and the City

	International Communication Task	of Anshan Introduce the geography of your own country to your neighbour student.
	International Communication Task	What is your understanding to the issue of “geographical environment forms the culture of a nation”?
2. Origins and Ancient History	Are there any similar features in those stories?	Legends and Historical Facts from Remote Antiquity
	Practice	Introductions to Selected Dynasties of China
	Are there any similar characteristics of those ancient heroines?	The Stories of Four Beauties and Their Historic Reflection
	Please share stories of ancient legendary females in your mother culture	The Only Female Emperor: Wu Zetian
	International Communication Task	Please share some other culture’s Stories of Origins with the class.
3. Lifestyles	International Communication Task	Please share stories of ancient legendary females in your mother culture.
	Are there any similar features between food of China and your country?	Food and Tea and Wine
	Practice	Cultivation of Health and Qi
	Do you believe in TCM?	Traditional Chinese Medicine

	Practice	Game and Entertainment
	International Communication Task	Chinese Fried Noodles
	International Communication Task	Tea-tasting
4. Countryside	Are there any similar features between countryside of China and of your country?	Shuhe, an Ancient Naxi Town in Lijiang
	Practice	Hakka Civilian Dwellings: Yongding Earthen Houses
	Do you know Longjing Tea? How would you introduce Longjing?	Home to Longjing Tea — Longjing Village
	Practice	Residence of a Shanxi Businessman: the Grand Courtyard of Qiao Family
	International Communication Task	Presentation of the countryside you have been in China
	International Communication Task	Visit to the countryside in Anshan
5.Natural Wonders	Do you have a dream of conquering the summit of the world?	Mount Qomolangma: On Top of the World
	What is your comments on the disappearance of the Three Gorges?	The Three Gorges: Beyond Time and Space
	Practice	Mount Taishan: Head of the Five Great Mountains

	Practice	The Yellow River: Cradle of the Chinese Civilization
	International Communication Task	Please share your experience of a mountain tour
	International Communication Task	Field trip: Mount Qianshan
6. Architecture	Could you introduce features of Chinese Architecture to a newly arrived visitor?	Famous Styles of Ancient Chinese Architecture
	Practice	Chinese Bridges
	Practice	Typical Chinese Structures and Ornaments
	Could you name some modern Chinese architecture which interests you a lot?	Melting of Cultures in the New Architecture
	International Communication Task	Comparison of your hometown architectural style with Chinese one
	International Communication Task	Field trip: Shenyang Imperial Palace: Ancient Chinese Architectural Style Appreciation
7. Ethnic Minorities of China	Practice	Mongolian: The People on Horseback
	Practice	Hui: Devout Mulims and Tibetan: On the Roof of the World

	Are there any similar characteristics of those costumes?	China's Minority Costume
	Please share features of your home culture with the class.	China's Ethnic Minority Culture
	International Communication Task	Learning a song of minorities
	International Communication Task	Learning dance of minorities
	Do you know any brand names of high fashion?	Flying the Flag for a Fashionable Future
	What music do you like most?	A Hunger for Music and Chinese Style Stages a Comeback
8. Fads and Fashion	What is the aim of Wushu?	Wushu, for Fitness and Fun
	Practice	Chinese Artists: A Future so Bright
	International Communication Task	Learning Kongfu
	International Communication Task	To appreciate Chinese art

Key teaching points:

Students learn to brief China's architectural contribution to the world in English, especially to African countries.

Difficulty Points and Ethical Cultivation Countermeasures:

Difficulty Point 1: To grasp the cultural meaning of "bridge" and its significance in the context of the Belt and the Road Initiatives.

Ethical Cultivation Countermeasures 1: To introduce China's Bridges to the foreign students. To listen to foreign students introduce the bridge of their country. To understand that the bridge not only connects two places, but also connects world people's hearts.

Difficulty Point 2: To cultivate the national pride, the cultural confidence, and the cross-cultural consciousness to publicize China's construction technology and achievements.

Ethical Cultivation Countermeasures 2: After class, students are asked to find out for more Chinese achievements in large infrastructure projects overseas.

MOOC Resource:

<https://mooc1.chaoxing.com/mooc-ans/mycourse/teacherstudy?chapterId=764172040&courseId=236026742&clazzid=85249754>

Course Practical Tasks:

Cognitive Internship: On-Campus Visits

Culture of Jade: Visit to Xiu Jade Exhibition in the Institution of Jade Carving.

Culture of Tea: Participating in Tea Tasting in the Centre of Chinese Culture in the School of International Education.

Intercultural Activities:

Workshops of Chinese Calligraphy: Chinese students are invited to design and deliver 8 English lectures of pen-and-ink calligraphy with international students being the audience.

2.3.3 Case of Course Design: Readings of Scientific Literature

Name of Course: Readings of Scientific Literature (RSL)

Course ID: x4110431

Genre of Course: Selective

Student Groups: Underestimates of all grades of all specialties

Granted Credits: 1

Classroom Learning Hours: 16 hours

Online Learning Hours: 32 hours

Number of Units: 9 Units

Course Introduction:

In 2020, USTL has put forward the main task of undergraduate education work is not only to continue to actively explore the “New Engineering” and “New Arts” talent training reforms, but also to promote the construction of professional connotation and to build “first-class discipline” and “first-class specialty”.

“New Engineering” and “New Arts” talent training reforms advocates inter- and cross-disciplinary international cooperation and integration in order to construct “first-class discipline” and “first-class specialty”. It is support of innovative globalised curriculum that take the responsibility of assisting the progress in the globalisational development of the university.

The EILC course of *Readings of Scientific Literature* is designed to meet the requirement of the developmental goals of the talents, the university, and the province of Liaoning. The course provides solid internationalised support for the reform of “New Engineering” and “New Arts” projects in HEIs of China with inter- and cross-disciplinary reading materials in English. The contents cover readers of Material Processing Engineering, Mining Engineering, Chemical Engineering and Technology, Civil Engineering, Machine Design and Manufacturing, Architecture, Electronics and Communication, Management, and International Trade and Economics. The course is divided into 9 units with 45 readers in total.

The learning objective is to develop the English information literacy of “New Engineering” talents.

Learning Objectives:

The learning objectives are presented in three categories. Learners are anticipated to acquire English information literacy in the competence embodied in learning outcomes of knowledge, skill, and emotion.

Knowledge Objectives:

Students are expected to achieve English competence:

To grasp the essence of scanning, skipping, and skimming in English reading.

To encode, communicate, and decode information in academic exchange.

To master the writing of scientific discourses such as a critical review.

- Skill Objectives:

Students are expected to achieve following aptitude:

To illustrate the features of new technology or with accurate special terminologies.

To report scientific achievement on multicultural occasions in appropriate academic styles.

To interpret local industrial features to audience from another cultural background.

- Emotion Objectives:

Students are expected to consolidate individual attitude:

To enhance the national sense of pride as a Chinese.

To promote the industrial spirit of China.

To harbour the academic integrity during scientific research.

To pursuit common development of mankind.

Teaching Method:

Blended learning with TLPAE Model.

SPOC resource: Readings of Scientific Literature

SPOC address: <https://mooc1.chaoxing.com/mooc-ans/course/232882524>

Ratio of Classroom hours to Online hours: 1:2

Textbook:

Being Critical: Thesis Reading and Writing (In-Printing)

Course Contents and Expected Learning Outcomes

The course is presented with content of scientific reading materials of 8 disciplines, including Mining, Civil Engineering, Architecture, Metallurgy and Material Science, Mechanical Engineering, Chemical Engineering,

Telecommunication, and Business Administration. Readers of the first 7 modules are selected from scientific literature collections of engineering specialties. Module 8 is a shared discipline for all specialties.

In feedback from graduates, as a curricular director for English Media Instruction programmes in USTL, the author is informed of the demands for knowledge and competence of business management and administration by the local enterprises with global anticipation. To match the employment needs of industrial enterprises, readers of business administration are dedicatedly contributed to the contents of this course.

Learners are supposed to achieve the development goals of knowledge, skills, and emotions through online and offline learning resources of this course. Detailed contents and predicted learning outcomes are shown in Table 5.

Table 5 Course Contents of RSL

Units	Contents	Intra-Connected Emotional Objectives	
		Lead-in Cases	Learning Outcomes of Scientific Spirits
Module 1 Readers of Mining	Mining; Mixed Design	The fictional plot of The King (South Korea TV Drama) of Republic of Korea being the world's largest rare earth resource country leads to students' attention to China's rich mineral resources. Moreover, a deep reflection on how to balance human development and resource protection is resulted.	Through the analysis of the specific examples of mining engineering projects, the students are guided to think about the sustainable development management of engineering projects. Establish subject correlation to arouse students' interest in the content of enterprise management reading course in module 8.

Module 2 Readers of Civil Engineering	Structure; Construction	The introduction to earth building (Tulou) of Fujian, a unique Chinese architecture, leads to the discussion of geographical environment shaping the characteristics of local civilisation.	How can people and the environment coexist harmoniously? 和 (he) is harmony. 和 is a diversity of culture in harmony.
Module 3 Readers of Architecture	Modern Development of Chinese Architecture. Chinese Gardens	The story of how China's architectural design industry gradually enter the international market is introduced.	To master the professional ability of strategic planning when faced with a blocked road to success.
Module 4 Readers of Metallurgy and Material Science	Chinese Bridges; Miraculous Materials	Through the collection of the miraculous construction stories of the Hong Kong-Zhuhai-Macao Bridge, Bird's Nest, and Water Cube, students recognise the great achievements of China's science and technology development	To establish ethnocentrism and cultural confidence of Chinese nation.
Module 5 Readers of Mechanical Engineering	Mechanical Engineering ; Machine Design	Students are required to explain the pop terms of "Infrastructure demons" and "Artifacts of the Great Power ".	Students are led to experiencing the great achievements of China's science and technology and establish pride in industrial culture.

Module 6 Readers of Chemical Engineering	Principle; Operation Procedure	To introduce the research achievements, advanced deeds of Professor Hu Zhizhi in USTL. To illustrate the factual difficulties faced by Professor Hu and his team.	To consolidate students' scientific research spirit.
Module 7 Readers of Telecommuni- -cation	Modern Development of Electronics; Electronic Technology Fundamental	With the embarrassing situation of India's banning Chinese mobile phone apps, the loss of market of Indian apps, and the personal anecdote of Chinese American's "disabling wechat", students are led to reflection on individuals' definition of and influence on the third Industrial Revolution	To Strengthen the determination of independent scientific research. It must be clarified that plagiarism is not a "short cut", but a "desperate path".
Module 8 Readers of Business Administratio n	Starting a Business; Sales and Marketing	To introduce the "Square Association" of the United States and Japan and how the United States suppressed the Japanese electronics industry.	To analyse the fact that comprehensive national producing power is the solid truth in international trade.

Online Resource:

<https://mooc1.chaoxing.com/mooc-ans/course/232882524.html>

Course Practical Tasks:

Cognitive Internship:

AnSteel day-trip: a visit to Meng Tai Storage.

Shenyang day-tip: a visit to Liaoning Industry Exhibition Museum

On campus trip: a visit to Engineering Training Centre of USTL

Intercultural Activities:

Workshops of African Architecture: Chinese students are invited to join a lecture designed by African and Chinese undergraduates of specialty of Architecture. African friends present the featured architectures in their home country, with Chinese undergraduates working as interpreters to translate the English speeches into Chinese on site.

2.3.4 Case of Online Selective Course Online Selective across Universities:***An Overview on China and Chinese Culture***

Name of Course: An Overview on China and Chinese Culture

Course ID: GG020714

Genre of Course: Online Selective across Universities

Student Groups: Underestimates of all grades of all specialties across Universities

Granted Credits: 2

Classroom Learning Hours: 32 hours

Online Learning Hours: 32 hours

Number of Units: 8 Units

With the proposal of the “Belt and Road” Initiative (BRI) and the ever-changing situation of education’s opening to the outside world in the new era, universities of China have been require to accelerate the process of internationalisation and the international two-way communication by “sending out” and “bringing in” young talents of “New Engineering”, “New Arts”, “New Agriculture”, and “New Medical Science”. Cross-cultural communication and international academic or scientific exchanges is increasingly frequent, expanding

in scales. Hence, considering the global and local demands for qualified talents of all disciplines, a new requirement for advanced professional development has been put forward, that is, an urge for globally competent talents with English information literacy.

The course of *An Overview on China and Chinese Culture* is designed as a cross-university selective course online, which facilitates undergraduates' acquisition of language and cultural competence in English. Through the study of this course, students can understand the knowledge of cross-cultural communication adapted to the global competitive environment, master the skills of spreading China's contemporary national conditions and culture, form the attitude of actively pursuing cross-cultural learning and personal development, and finally realise the cultivation of globally competent application-oriented professionals .

Learning Objectives:

The learning objectives are presented in three categories. Learners are anticipated to acquire English information literacy in the competence embodied in learning outcomes of knowledge, skill, and emotion.

Knowledge Objectives:

Students are expected to achieve English competence:

To grasp the accurate cultural expressions in English.

To encode, communicate, and decode information in English.

To deepen the comprehension of Chinese culture, local customs and folk culture in Liaoning.

- Skill Objectives:

Students are expected to achieve English aptitude:

To share the local cultural uniqueness with appropriate English expressions.

To share social life and cultural features of China to the world in English.

To interpret cultural misreading and misunderstanding by inbound foreigners.

- Emotion Objectives:

Students are expected to consolidate individual attitude:

To enhance the national sense of pride of a Chinese citizen.

To promote the cultural self-confidence of China.

To respect cultural equality in cross-cultural communication.

To pursuit harmony in diversity in a multicultural environment.

Teaching Method:

Blended learning with TLPAE Model.

MOOC resource: An Overview on China and Chinese Culture

MOOC address: <https://www.xueyinonline.com/detail/236026742>

Ratio of Classroom hours to Online hours: dependent on teachers of course-selector university.

Textbook:

1. Printed version: An Overview on China and Chinese Culture: Readers and Case Studies. First version has been published in September 2021 by Shenyang Publishing House. ISBN: 978-7-5716-1615-1.

2. Flipbook:

An Overview on China and Chinese Culture: Readers and Case Studies

MOOC Contents:

There are 89 tasks assigned in the MOOC, including 50 tasks of video readers, 30 tests, 8 suggested cross-cultural activities, and 1 questionnaire survey. These tasks are compulsory for the learners to finish. However, the weight of them in final assessment result is granted by the teachers of selector-universities.

Assignments and in-class tests could be distributed to learners by the teacher of selector-universities. There are 60 sets of quizzes and 10 final examination papers available for course conductors.

Table 6 Contents of MOOC

Number of Knowledge Points	Themes	Units
000	Prolegomenon	-

001U1-1	Rivers and Lakes	Unit 1
002U1-2	The Influences of Geographical Environment over China's Agricultural Civilisation	
003U1-3-1	Major Cities of China – 1	
004U1-3-2	Major Cities of China – 2	
005U1-4	Liaoning Province and the City of Anshan	
006U1-5	BRI and 和	
007U1-6	Chinese People's Spiritual Bonds with the Yellow River	
008U2-1	Legends and Historical Facts from Remote Antiquity	Unit 2
009U2-2	Introductions to Selected Dynasties of China	
010U2-3	The Stories of Four Beauties and Their Historic Reflection	
011U2-4	The Only Female Emperor: Wu Zetian	
012U2-5	Chinese Mythology of Origins	
013U2-6	He for She!	
008U3-1	Food and Tea and Wine	Unit 3
009U3-2	Cultivation of Health and Qi	
010U3-3	Traditional Chinese Medicine	
011U3-4	Game and Entertainment	
012U3-5	Chinese Fried Noodles	
013U3-6	Tea-tasting	
32U4-1	Shuhe	Unit 4
33U4-2	Hakka Civilian Dwellings	
34U4-3	Longjing Village	
35U4-4	The Grand Courtyard of QiaoFamily	
36U4-5	Wuyuan County	
37U5-0	Prolegomenon	Unit 5
38U5-1	Mount Qomolangma	
39U5-2	The Three Gorges	

40U5-3	Jiuzhaigou	
41U5-4	The Yellow Mountain	
42U5-5	Mount Taishan	
43U5-6	The Yellow River	
44U6-1	Chinese Bridges	
45U6-2	Chinese Stone Lions	
46U6-3	Huabiao	
47U6-4	Siheyuan	Unit 6
48U6-5	Pavilions, Pagodas and Paifang	
49U6-6	Chinese Gardens	
032U7-1	Mongolian: The People on Horseback	
	Hui: Devout Muslims and Tibetan: On the Roof of the	
033U7-2	World	
034U7-3	China's Minority Costume	Unit 7
035U7-4	China's Ethnic Minority Culture	
036U7-5	Learning a song of minorities	
037U7-6	Learning dance of minorities	
038U8-1	Flying the Flag for a Fashionable Future	
	A Hunger for Music and Chinese Style Stages a	
039U8-2	Comeback	
040U8-3	Wushu, for Fitness and Fun	Unit 8
041U8-4	Chinese Artists: A Future so Bright	
042U8-5	Learning Kongfu	
043U8-6	To appreciate Chinese art	

Role of MOOC Operator:

For the online selective across universities, course operators are the managers of the online learning resources. The selector side could choose the MOOCs and SPOCs on the platform of selective courses across universities. The confirmation by the operator validates the selected courses to the selector. During the teaching

procedure, the operator is willing to take “orders” from the selector and enrich the banks of learning tasks accordingly.

2.4 Practice of Teaching Method of Teaching - Learning - Practice - Assessment - Evaluation: Cases of English Information Literacy Lesson Design

To achieve the competence development goals of EILC, this study initiates the blended teaching method of Teaching objectives — Learning objectives — Practice — Assessment — Evaluation (TLPAE).

One of the core principles of the student-centred EILC is the efforts on narrowing the gap between teacher’s prediction of learning outcome and learners’ needs of study. Such a principle derives from the popularity of Outcome-Based Education (OBE) throughout China since 2010. Conventional OBE concept focuses on awareness of teaching objectives and anticipated learning outcomes. Every teaching activity is designed according to teachers’ predicted outcomes of students (Wang, 2024: 38). Nonetheless, the learning needs of students have been ignored, leaving students in aimless study. To motivate the autonomic learning in English curriculum, the predicted learning outcome by the teachers must be related to learners’ needs. In other words, the students should be guided to set their learning anticipation and objectives in accordance with the teaching objectives.

Therefore, the teaching method of EILC lessons is designed to start with the connection and communication between teachers’ prediction and learners’ needs through the statements of teaching objectives in each lesson, along with lead-in class activities to lead students to setting individual learning objectives.

With definite goals of study, learners will go through the participatory learning session, followed by online/offline practice. The next feature of EILC is the four-winged practical platform serving the teaching and learning of the curriculum. Online practice of question-answering on new lingual and cultural

knowledge of the lesson is accomplished via SuperStar app. Then, for the assessment of students' study outcomes in a certain lesson, a quiz, or a questionnaire, or a group presentation will be distributed onto students' end of SuperStar. The advantage of employing smart-teaching application in EILC lessons is that the result will be analysed and recorded instantly, which realise real-time evaluation on students' learning performance. Meanwhile, the evaluation could be on teachers' performance which ensure the quality-administration of teaching.

Detailed design of a lesson of EILC is illustrated as the two cases below.

2.4.1 Lecture Design: Chinese Bridges

Lecture Topic: Chinese Bridges

Lesson / Unit: Lesson 2, Unit 7

Lesson Duration: 2 Study Hours (100 min)

Learning Objectives (Outcomes):

After learning, students are expected to be able to:

Describe the architectural characteristics of the Chinese Bridge and the achievements of Chinese modern infrastructure construction in English.

Understand China's contribution to the world, especially to African countries.

Enhance national pride.

Master the significance of "bridge" for foreign cultural exchanges.

Lesson Content:

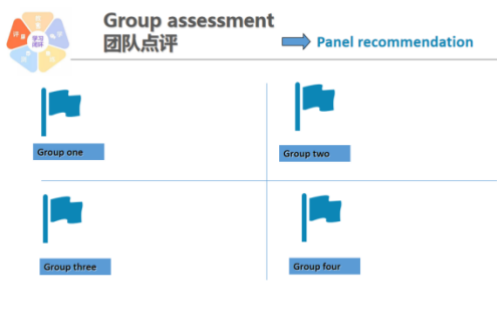
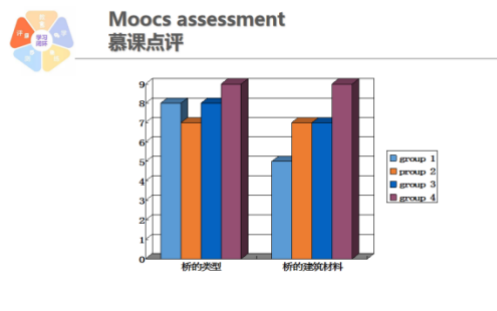
- The architectural characteristics of the China's Bridge.
- China's achievements in modern infrastructure construction.
- China's contribution to the infrastructure construction of the world, especially African countries.
- The cultural meaning of "bridge" and its significance in the context of "the Belt and the Road Initiatives".

Teaching Method: Blended learning functions with a TLPAE Model.

Teaching Arrangement:

The teaching procedure is presented in Table 7.

Table 7 Teaching Arrangement of Chinese Bridges

Teaching Loop	Time Allocation	Teaching Contents	Courseware Preview
Lead-in	00:00-02:10	Lead-in questions and Learning objectives of this lesson (Closed-Loop of this Lesson)	
T	02:11-14:15	<p>Evaluation 1— Comments on Team Performance: In this section, the four groups recommend the representatives in the group according to the group discussion (one student in each group); After the presentation, the whole class will vote to evaluate the best performance and give the evaluation.</p>	
	14:16-15:59	<p>Evaluation 2 — Comments on MOOC completions: In this section, students will review the MOOCs online, self-studying Bridge Types and Bridge Materials.</p>	

Lecturer shows
students' completion
in chart form.

16:00-18:50

Teaching content
introduction and
course arrangement

Contents

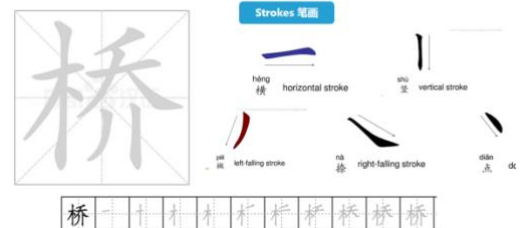


18:51-43:00

Part 1: Meaning of
Qiao: In this part, the
meaning, the
evolution and writing
of Chinese character
Qiao (Bridge) are
explained in details.
And international
students are invited to
demonstrate the
writing and reading
methods of Bridge in
of their mother
culture. Students are
effectively integrated
into the classroom
cultural exchanges.

Meaning of Bridge (qiao)

桥的含义



L

45:00-62:10

Part 2: Ancient
bridges of China:
In this section, the
lecturer leads students
to review their flipped
classroom study
outcomes. The
information of three
ancient Chinese
bridges are revised,
including Zhaozhou
Bridge, Lugou

Ancient bridges of China

中国古桥



Bridge, and Wuting Bridge.

62:11-80:35

Part 3: Modern bridges of China:
This part presents the construction legend of a modern Chinese bridge: The Hong Kong – Zhuhai – Macao Bridge.

Modern bridges of China

现代中国桥

港珠澳大桥

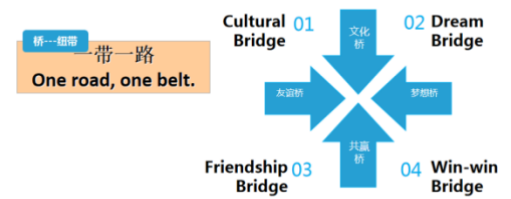


80:36-85:19

Part 4:
Cultural bridges
The Belt and the Road Initiatives is a cultural bond between countries. It would work as a cultural bridge, a friendship bridge, a dream bridge, and a win-win bridge.

Cultural bridges

文化桥



P & A 85:20-96:00

According to the content of this lesson, the students' mastery is assessed with in-class test via smart phone study app. Students will actively participate in the feedback.

Work with your partner and find out the following statements are True or False.

1. Zhaozhou Bridge is the oldest existing bridge in China.
2. There are six pavilions on the Wuting bridge.
3. The vertical stroke is written before the horizontal stroke.
4. 木 means a tree or wood.
5. There are 11 strokes of 桥.
6. hongkong-zhuhai-macao Bridge was put into operation in 2018.
7. Zhaozhou bridge is in Hebei province.

E

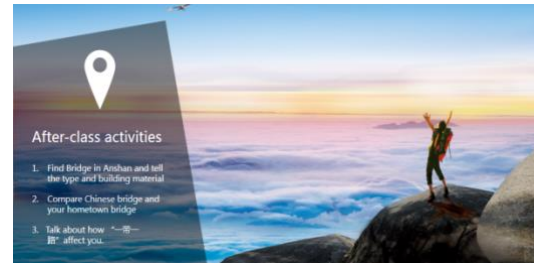
96:01-
100:00

There are three after-study activities for students to choose ONE:
(1) Find Bridge in Anshan and introduce

Part 03 Practice and Test



its type and building material.(2) Compare a Chinese bridge and one bridge in one's hometown. (3) Interview an international student on how the Belt and the Road Initiatives affect their lives.



2.4.2 Lecture Design: Melting of Cultures in the New Architecture

Lecture Topic: Melting of Cultures in the New Architecture

Lesson / Unit: Lesson 2, Unit 3

Lesson Duration: 2 Study Hours (100 min)

Learning Objectives (Outcomes):

After learning, students are expected to be able to:

- To grasp expressions on academic communicative purposes.
- To Benefit the preparation for the literature collection for the dissertation of graduation; Also
- To facilitate future business contacts with multicultural organisations.

Lesson Content:

- Understand the industry characteristics and development path of Chinese architectural designing industry.
- Master the expression methods of describing the architectural features in English.
- Adopt critical thinking to identify the possible harm caused by behaviours violating academic integrity.

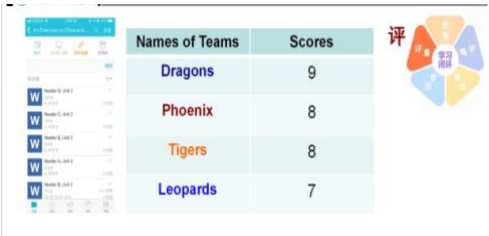
Teaching Method:

Blended learning functions with a TLPAE Model.

Teaching Arrangement:

The teaching arrangement is presented in Table 8.

Table 8 Teaching Arrangement of Chinese Bridges

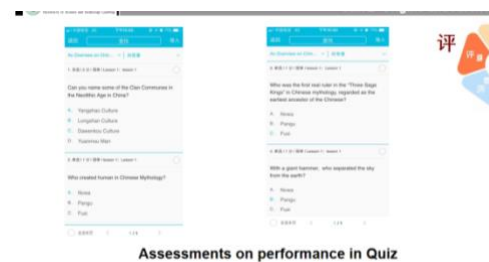
Teaching Loop	Time Allocation	Teaching Contents	Courseware Preview
Lead-in	00:00-02:30	Lead-in questions and Learning objectives of this lesson (Closed-Loop of this Lesson)	
T	02:31-05:59	Evaluation 1— Comments on Team Performance: In this section, the four groups recommend the representatives in the group according to the group discussion (one student in each group); After the presentation, the whole class will vote to evaluate the best performance and give the evaluation.	
	06:00-10:00	Evaluation 2 — Comments on SPOC completions: In this section, students will review the SPOC online, self-studying readers. Lecturer shows students'	

completion in chart form.

L 10:01-18:59

The development path of design industry is the development of industrialization and the embodiment of comprehensive national strength.

The teacher received the test results of the blue ink cloud class, and recorded in the total results of today.



T 19:00-25:00

Tips on learning strategy:

How do you improve the efficiency of memorising? Flashcards.

Tips on Learning Facts.

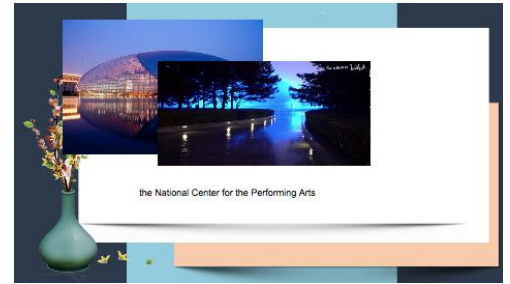
Assessments on performance in Quiz

L 26:01-30:00

A Game to train students' properties of attention: Schulte Grid.

22	8	11	12	19
23	13	2	5	3
18	25	1	7	4
16	24	20	6	9
14	17	10	21	15

Flipped Classroom:
31:00-55:00 Reader 1

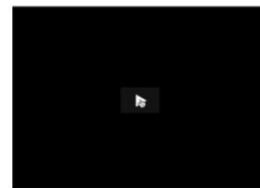


A 55:01-60:00 Test on Reader 1

This test is distributed to student via SuperStar.

A 60:01-80:00

Study video reader 1 in groups. And share famous or landmark architecture in your hometown to the group.



Peer
Evaluation

80:01-90:00

Group discussion on other Groups' performance. Post marks online and illustrate the reasons for marking in classroom.



Teacher-
Student

90:01-93:00

Teacher makes comments on students'

Evaluation	performance in peer evaluation.	
P	<p data-bbox="427 504 611 539">93:01-96:00</p> <p data-bbox="643 315 994 734">The story of Meng Tai presents the Industrial Spirit of Liaoning, that is, from 0 to 1. And Now with the proposal of BRI, 1 is turned into 100.</p> <p data-bbox="427 1025 611 1061">96:01-98:00</p> <p data-bbox="643 837 970 1256">Connecting Industrial Spirit to the construction of BRI. What is the value of Industrial Spirit of Liaoning in this globalised world?</p>	 
E	<p data-bbox="469 1608 579 1704">98:01-100:00</p> <p data-bbox="643 1541 970 1771">Summarize performance of today and explain assignment.</p>	<p data-bbox="1018 1442 1497 1861">By understanding the development path of China's architectural design, please talk about what harm does plagiarism or plagiarism have to the design industry and the development of the country?</p>

Chapter Conclusion: Formulation and Implementation of English Information Literacy Curriculum

English Information Literacy Curriculum (EILC) is designed into a systematic collection of English selective courses revolving supporting the compulsory GE courses. Formulated as the Dragonfly Model, the EIL courses are the torso of the Dragonfly, with constructed practice platforms realising “learning by doing”.

There are two modes for teachers and learners to adoption of EILC. One of the modes is that students could select 2 EIL courses (1 credit for each) within the undergraduate curricular system of University of Science and Technology Liaoning (USTL). Selective English courses include *An Overview on China and Chinese Culture*, *China’s Cross-Cultural Communication with The World*, *Culture and Translation*, *Readings of Scientific Literature*, *Document Information Retrieval*, *Business Negotiation*, and *International Economic Cooperation*. All practical activities of the four-winged Dragonfly platform are accessible to students on campus regardless of participation in the courses. With such a method, learners who are interested in improving their global competency are involved in the EILC learning and practising via Cognitive Internship, Productive Internship, Inter-cultural Activities, and Social-Cultural Activities.

The other mode is for the teachers outside the team of EILC to select MOOCs or SPOCs of English Information Literacy available online. Such online teaching resources include the MOOC of *An Overview on China and Chinese Culture*, the SPOCs of *Readings of Scientific Literature*, *Business Negotiation*, and *International Economic Cooperation*. The MOOC of *An Overview on China and Chinese Culture* and the SPOC of *Readings of Scientific Literature* have been evaluated by the Provincial Department of Education and functioned as two mutual recognition system of credit courses across 114 HEIs in Liaoning Province. Online EIL courses enable this study to benefit undergraduates beyond the USTL campus.

TLPAE is a model benefiting learners in present and in future, which is a

blended teaching method taking students as the centre of curricular development. TLP AE assists teachers to align learners' outcomes of learning with the curricular objectives and the professional development objectives. The blended teaching method enhanced by smart phones tackles major contradictions between teacher's prediction and learners' anticipation.

All courses serve the common competence development goals of English language literacy. EILC aims at the formation of engineering students' competencies in utilising information tools in an English sociocultural environment, processing and creating information in English, developing personal attitudes and individual methods of independent learning, consolidating the spirit of scientific criticism, academic integrity consciousness and social responsibility. Ultimately, EILC learners are competent to plan life-long learning and individual career.

In next Chapter, the effectiveness and efficiency of EILC are examined.

Chapter III MULTIDIMENSIONAL EXAMINATION ON LEARNING OUTCOMES: FORMATION OF GLOCAL COMPETENCY

The teaching practice of EILC started from March 2020. It is in practice at present. EILC has been experimentally practiced in elected experiment groups of engineering undergraduates of 2018, 2019, 2020, 2021, 2022, and 2023 (Table 9). Besides the enrolled learners of EILC courses, four categories of practical activities are available for undergraduates on campus regardless of the situation of their enrollments. Moreover, EILC online courses of An Overview on China and Chinese Culture and Readings of Scientific Literature are recognised as provincial Top-Classed Courses for Undergraduates, which has been accessible for undergraduates across universities since March 2023.

Table 9 Benefit Scale of EILC

Categories of Learning Resources	Scale of Benefit	Number of Benefited Students
ILC Compulsory Courses (Experiment Classes of GE)	42 classes of engineering specialties in USTL	1925
ILC Selective Courses	USTL Undergraduates of 2018-2023	3960
Cross-cultural Communicative Practice	USTL Undergraduates of 2018-2023	4670
Cognitive / Productive Internship	USTL Undergraduates of 2018-2023	3998
Selective Courses Across Universities	4,158,601 visits	46,725

The practice of EILC has benefited 67,278 undergraduates from 268 HEIs across China. EILC has been recognised as an innovative reforming format of GE

for local industrial HEIs in China and abroad.

Before getting involved into the EILC learning or practice, undergraduates' English learning has been mainly on their own. For students who are keen in language study, they need specific orientation and recommendation to achieve their learning objectives. For students who are less autonomous in study, they need the sense of urgency to motivate themselves to clarify the purpose of study and get engaged in participatory learning. However, the value of learning resembles the harm of smoking. The chronic effects of learning outcomes would lead the active learners to imprudent and fragmented studies without aim or plan, while leading the less active learners to ignorance of study or future career anticipation.

In the autumn semester of 2023-2024 academic year, there are 4 online classes selecting the MOOC of *An Overview on China and Chinese Culture*, from Dalian Medical University, Shenyang Agricultural University, Shenyang University, and Dalian Jiaotong University, as well as an open class of learners from Liaoning Economic Vocational and Technical College, Lanzhou City College, Hunan Vocational College of Arts and Crafts, and Huzhou Normal College. The total number of students is 325, with 165 freshmen and 160 sophomores.

In the spring semester of 2022-2023 academic year, there are 5 online classes selecting this MOOC, from Shenyang Aerospace University (2 classes), Xinjiang Medical University, and USTL, as well as an open class of learners from Tangshan College, Liaoning Economic Vocational and Technical College, Ningbo Preschool Normal College, Zunyi Normal College, Huainan Normal College, Hengshui Science and Technology Engineering School, and Yancheng Industrial Vocational and Technical College. The total number of students is 436.

As to the SPOC of Readings of Scientific Literature, in the autumn semester of 2023-2024 academic year, one class from Dalian Medical University has selected the SPOC with 41 undergraduates of 2022. In the spring semester of 2022-2023 academic year, there are 2 online classes selecting this SPOC, one from Shenyang University, the other from Dalian Medical University. The total number

of students is 62. In the Autumn semester of 2022-2023 academic year, there are 2 online classes selecting this SPOC, one from Shenyang Engineering Institute, the total number amounts 242.

In this chapter, surveys conducted to investigate EILC learners' anticipation, participation, and satisfaction with the courses and practice. The collected data shows that EILC support learners not only with knowledge of English and the intra-penetrated Chinese and other regional cultures, but also with the competence of making lifelong study and career-building plans. Hence, EILC is proven to be a valid and solid format for GE reforms in local HEIs of China. The survey is conducted very semester via SuperStar app on smart phone, pacing up with the learning of online courses of EILC. Hence, being shared selective courses across universities makes it possible to get answers by learners from other HEIs.

Questionnaires have been distributed to students' end of SuperStar on 12 October 2021, 13 December 2022, and 22 June 2023. After filtering out invalid or unfinished answers, the number of valid samples reaches 467. Samples are collected from affiliations including USTL, Shenyang University (SU), Dalian Jiaotong University (DJU), and Shenyang Engineering College (SEC). To ensure the quality of survey, questionnaires have been distributed to classes not under the face-to-face instruction of the author. In other words, participant students merely know the questionnaire designer as the administrative teacher of the online courses they take. Furthermore, since Chinese students respect teachers and greatly value their scores in a certain course, the questionnaires have been distributed to participants when the scoring system is closed. Hence, the participants are free to offer feedback without concerns about negative influence on one's final marks.

Section 3.1 presents the matching of teachers' prediction and learners' anticipation. Section 3.2 witnesses the improvement of learners' global competency via EILC practice platform. Section 3.3 verifies the effectiveness and efficiency of EILC. Section 3.4 examines learners' achievement in forming one's global competence. Section 3.5 shows the satisfactory ratings by EILC learners.

3.1 Verification of “Dragonfly” Curricular Efficiency on Matching Teaching Objectives with Learning Needs

To verify the accuracy of the curricular design principle of EILC, the author issues a questionnaire to explore the learning needs of engineering specialty students in local industrial HEIs. The result is compared with teachers’ prediction on students’ competence development goals which are embodied by the contents of EILC.

The survey is done via SuperStar on smart phone. Questionnaire is distributed to groups of engineering students selecting the MOOC of *An Overview on China and Chinese Culture* and the SPOC of *Readings of Scientific Literature* which are mutually recognised English courses on the smart teaching platform of Liaoning Online Open Curricula (LOOC platform). The sample selection is limited to freshmen of engineering specialities from local industrial HEIs in Liaoning Province. The participant HEIs are Dalian Jiaotong University (DJU), Shenyang University (SU), and Shenyang Engineering College (SEC).

Participants in the questionnaire survey express their opinion on the conventional setting of GE and the expected competence of English offered by EILC. Among the two questions concerning learning anticipation, learners’ Evaluation on conventional GE is out of the prediction of the author.

Since the number of participants varies from affiliation to affiliation, the figure is presented with percentages, not numbers.

Question 3.1: Do you think it is proper to detail college English into English Listening, English Writing, English Reading, and English Speaking?

Choices:

- A. Very nice. I like it.
- B. It is acceptable but not necessary.
- C. Not proper. I feel burdened.
- D. Quite improper. I hope it to be reformed.

E. I feel tired. Exterminate it!

The answers from participants are illustrated in Figure 3.1.

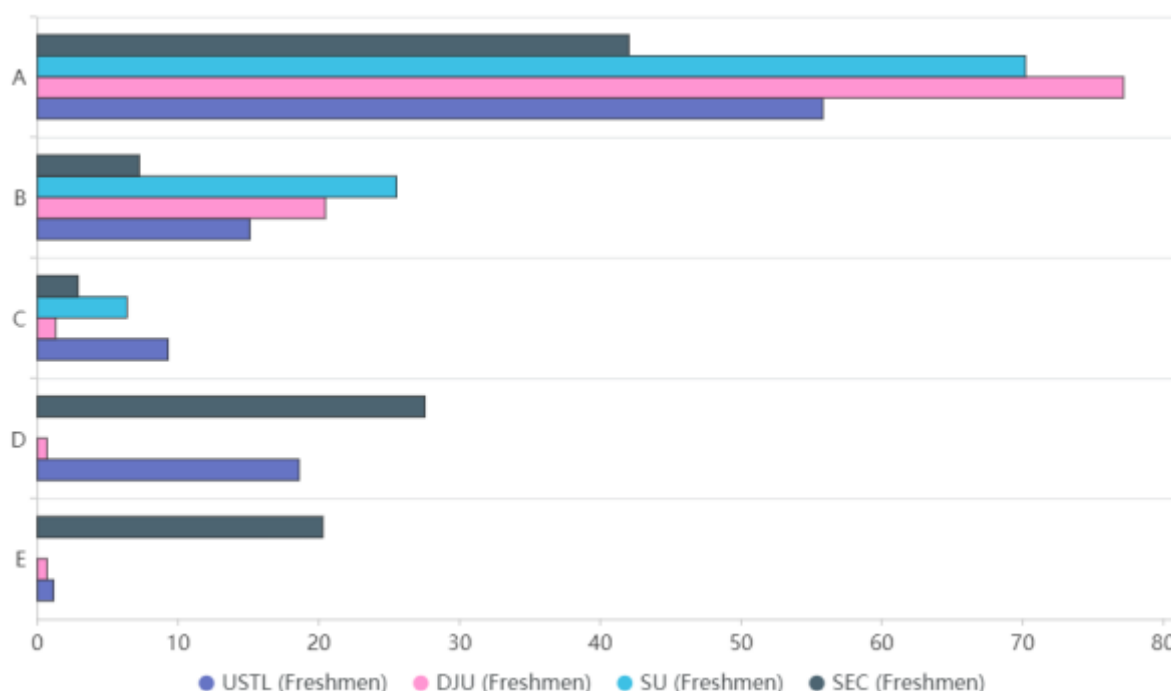


Figure 3.1 Learners Evaluation on the Skill-Divisions of GE

As shown in Figure 3.1, the majority of participants takes a quite positive attitude towards the detailed divisions of GE into English Listening, English Writing, English Reading, and English Speaking. This result is bifurcating from the prediction of the author. While examining the differences between participants, this result appears to be supportive to the hypothesis of reforming measures of EILC. The key to a correct interpretation of this result is the learning experiences of groups.

86 freshmen participants from USTL have submitted the answer to this question via SuperStar app. 48 of them report that they are very satisfied with the Listening, Writing, Reading, and Speaking sub-settings of GE. 13 report that the settings are acceptable, but not necessary. 8 participants feel the too detailed settings of GE is not proper, making learners feel burdened. 16 report that the settings are quite improper, expecting changes in curriculum of GE. Only 1 thinks about give up learning English. Totally, there are 79 participants accepting the conventional GE curricular format, accounting for 91.8 % of the total participants.

128 participants are freshmen from DJU. They submitted the answer to this question via SuperStar app. 98 of them report that they are very satisfied with the Listening, Writing, Reading, and Speaking sub-settings of GE. 26 report that the settings are acceptable, but not necessary. 2 participants feel the too detailed settings of GE is not proper, making learners feel burdened. 1 reports that the settings are quite improper, expecting changes in curriculum of GE. Only 1 thinks about give up learning English. Learners from DJU agree to the conventional GE curricular format, with 124 freshmen, accounting for 96.8% of the total participants.

48 freshmen of 2 GE classes are SU. They submitted the answer to this question via SuperStar app. 33 of them report that they are very satisfied with the Listening, Writing, Reading, and Speaking sub-settings of GE. 12 report that the settings are acceptable, but not necessary. 3 participants feel the too detailed settings of GE is not proper, making learners feel burdened. None of participants has reported that the settings are quite improper, or anyone wants to give up learning English. Totally, 45 are supportive to the conventional GE curricular format, accounting for 93.7% of all participants.

207 freshmen participants from SEI have submitted the answer to this question via SuperStar app. 87 of them report that they are very satisfied with the Listening, Writing, Reading, and Speaking sub-settings of GE. 15 report that the settings are acceptable, but not necessary. 6 participants feel the too detailed settings of GE is not proper, making learners feel burdened. 57 report that the settings are quite improper, expecting changes in curriculum of GE. 42 think about give up learning English. Totally, there are 102 participants accepting the conventional GE curricular format, accounting for 49.3 % of the total participant number, 105 disagree with the conventional settings, accounting for 50.7%. It is noted that the participants who are quitting GE study reaches 42, accounting for 20.3%.

On the surface, this result is contradictory to the null hypothesis. This null

hypothesis is that in the majority of tertiary institutions in China, currently, GE courses available for Engineering undergraduates are insufficient and inefficient to match the individual learning needs of students, the internationalised market demands for competent engineers, nor the requirement of sustainable development of China's higher education. Figure 3.1 shows that except for learners from SEI, participants from USTL, DJU, and SU seem to be satisfied with the conventional settings of GE with detailed lessons on Listening, Writing, Reading, and Speaking.

The key to solving this puzzle lies in participants' limited learning experience as an undergraduate. Students' answers are paralleling with the entrance score lines of these for local engineering majored HEIs. USTL, DJU, and SU are second-ranked HEIs whose entrance average score of Entrance Examination to Higher Education Institutions (in Chinese: Gaokao) is 470 (the year of 2023). While SEI is a third-ranked HEIs whose entrance average score of Gaokao is 415 (the year of 2023). As the first-year undergraduates, all participants are answering this question with their expectation for GE as a high school student. They are not quite clear about the difference between universities and high schools. So, for students from SEI, they might have been troubled with the study of English in high school. When faced with four kinds of GE lessons, they might feel frustrated without proper orientations. For participants from USTL, DJU, and SU, it is fine for them to persist hardworking in the first year in universities. For the first time in their study experience, they are largely on themselves to make the study plan, which energises them in studying.

Participants, freshmen and sophomores from USTL, DJU, and SU, are required to share their opinions on the expected competence they want to acquire by taking EILC classes.

Question 3.2: In which aspect/aspects do you need further courses or tutorials of English? (Answers could be more than 1.)

Choices:

A. English for Academic Purposes.

- B. English for Specific Purposes.
- C. English for social communication.
- D. Searching for literature in English.
- E. Cross-cultural communication.
- F. Preparation for EILTS.
- G. Preparation for TOFEL.
- H. Preparation for CET4 and CET6.
- I. Preparation for Entrance Examination of Postgraduates.

This question receives 488 valid answers from participants as freshmen in DJU, SU, and USTL. Data are illustrated in Figure 3.2. Since the number of participants varies from affiliation to affiliation, the figure is presented with percentages instead of numbers. The expectations, in other words, the brief goals of learning, vary from learner to learner. To make it explicit to comprehend, the interpretation of Figure 3.2 is a sequence of significance for a certain individual aspect of concrete English competence.

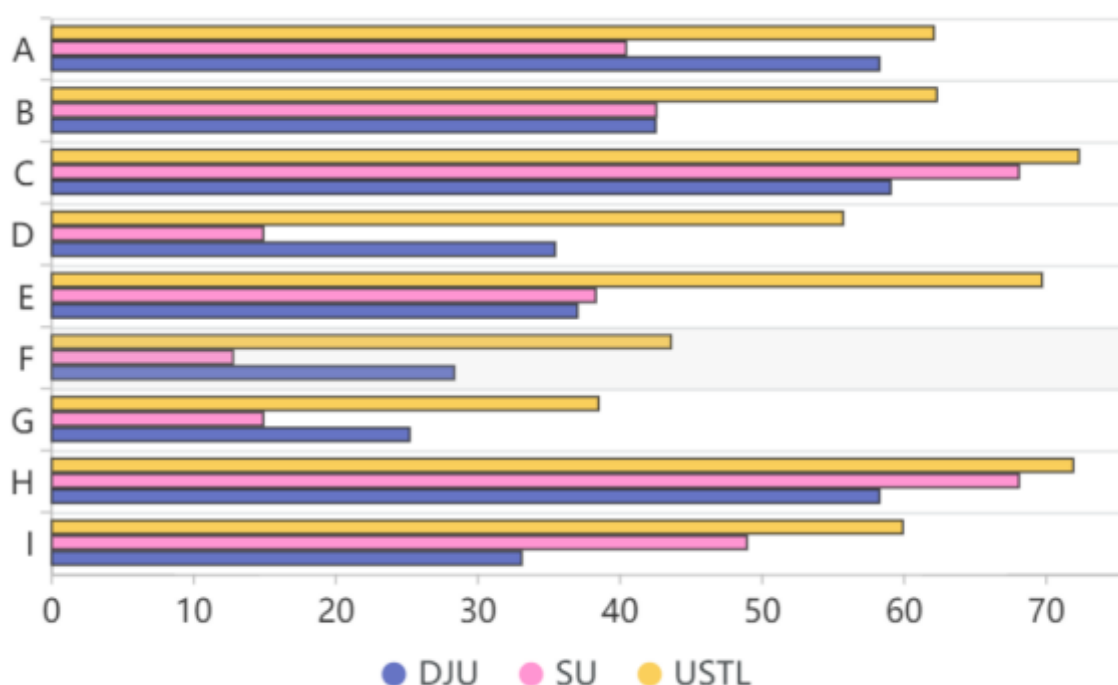


Figure 3.2 Learners Expectation of English Competence

For 314 learners from USTL, they have been enrolled in the course of

Cultural Communication from China to the World, with the MOOC of *An Overview on China and Chinese Culture* functioning as the online learning resource for the course. The utmost significance has been laid to English competence of social communication by 227 participants. This number accounts for 72.3% of the total. The second best is preparation for CET4 and CET6, receiving 226 votes and accounting for 71.9%. Following up, 219 learners have chosen competence of cross-cultural communication to be the key goals of their learning, accounting for 69.7%. The fourth goes to ESP with 205 votes accounting for a percentage of 62.3%, followed by EAP with 195 for 62.1%, preparation for Entrance Examination of Postgraduates with 188 for 59.9%. Academic literature research and writing somehow provokes concerns of students', receiving 175 votes accounting for 55.7%. 176 participants choose going abroad for further education, with 137 choices for preparation for IELTS, accounting for 43.6%, and 121 for TOFEL, 38.5%. Significance for every aspect of English competence ranges from 72.3% to 38.5%.

The answers by USTL are bifurcated from the ones by DJU and SEI.

For learners from DJU, 127 valid answers are collected. 75 mostly value English for social communication, accounting for 59% of the total. 74 answers for EAP and for Preparation for CET4 and CET6 account for 58.3%. Followed up, 54 falls to ESP accounting for 42.5%, 47 to cross-cultural communication for 37%, 45 to document information retrieval in English for 35.4%. The preparation for examinations of Entrance Exam for Postgraduates, IELTS, TOFEL, respectively, receives 42, 36, and 32 choices, accounting for 33%, 28.3%, and 25.2% of the total. Significance for every aspect of English competence ranges from 59% to 25.2%.

For learners from SU, 47 valid answers are collected. Coincidentally, the most valuable choices are social communication and preparation for CET4 and CET6, both receiving 32 choices, accounting for 68%. Followed up, 23 falls to preparation for examinations of Entrance Exam for Postgraduates, accounting for 48.9%, 20 to ESP for 42.5%, 19 to EAP for 40.4%, and 18 for cross-cultural

communication for 38.29%. Going abroad or writing a thesis in English seem to be distant from their consideration, with 7 for TOFEL, 6 for IELTS, and 7 for document information retrieval in English. Significance for every aspect of English competence fluctuates between 68% to 38.29%.

Figure 3.2 presents that Engineering undergraduates lay relatively even emphasis on aspects of language learning. They mostly value competence of social communication rather than competence of cross-cultural communication. The blurred concepts on social communication and cross-cultural communication should be clarified under the instruction of EILC teachers. Such lack of orientation is revealed in the answers of students from DJU and SU. After all, USTL respondents to this question are under the instruction of the designer of IELC, who has demonstrated the significance of the acquisition of comprehensive English information literacy to all participants at the beginning of the experimental course of IELC.

It is surprising to witness learners' enthusiasm to acquire competence of social communication in English. For freshmen and sophomores, they are expected to pay attention to preparation for various English competence assessments, for example, IELTS, TOFEL, or Entrance Examination of English for Postgraduates. This unexpected result reflects the gap between teachers' teaching objectives and learners' needs. Curricular designers are used to applying their personal learning experience to the consideration about undergraduates' learning needs. However, global environment, national development, local communities are totally different. The more a curricular designer considers for learners, the wider the gap between teachers' predictions and learners' needs.

Moreover, although certificate of CET4 is not compulsory to apply for a degree of bachelor nowadays, it is the most ubiquitous basic requirement by human resource managers for the first-round job interviews. Therefore, on the surface, the data on the anticipation for English competence, unexpectedly, are not totally matching with the null hypothesis of this study. It could be explained by the limits

of learner's experience and horizons for self-fulfilment. Nonetheless, learners know exactly that they need, and they can develop a whole set of English competence with EILC.

Similarly, respondents least concern about the preparation for IELTS or TOTEL, indicating the national self-confidence and sense of cultural self-proud nowadays. The enthusiasm and interests in social-cultural communication with people from other cultural background are reflected by the popularity of short videos of foreigners' reactions to Chinese traditional and modern culture, including traditional-styled songs and dances, popular music, computer games, unmanned aerial vehicles, etc. Learners of English are keen in acquiring competence of social-cultural communication.

With comparison between the composition of EILC and learning needs of undergraduates in local industrial HEIs participating in the EIL online courses, the curricular design of EILC perfectly matches English study needs of students.

Firstly, by replies to question 3.1, it is definite that conventional division of English courses according to the general capabilities of listening, speaking, reading, and writing has been abandoned by undergraduates. EILC offers learners a systematically designed curriculum based on updated global competency development goals. Through learning and practising on the EILC platform, learners are anticipated to form individual competitiveness when confronted with global and local challenges.

Secondly, in reference to replies to question 3.2, freshmen's overwhelming enthusiasm to acquire competence of social communication in English substantiates the significance of the EIL courses of *An Overview on China and Chinese Culture*, *China's Cross-Cultural Communication with The World*, *Culture and Translation*. And freshmen concern more with the preparation for CET4 and CET6 examinations. The abundant online EIL resources of general English competence testing offer learners free access to autonomic learning.

As to sophomores, they presented more interests in the preparation for

various academic English competence assessments, for example, IELTS, TOFEL, or Entrance Examination of English for Postgraduates. Such needs would be answered with courses of *Readings of Scientific Literature* and *Document Information Retrieval*. Candidates who are interested in ESP could find the solution to issues of global environment, national development, local communities via engagement in the courses of *International Economic Cooperation* and *Business Negotiation*.

In brief, the selective courses of EILC are proven efficient to match learners' needs of studying English as core competency in forming global and local competitiveness.

3.2 Verification of Curricular Effectiveness of “Dragonfly” modelled English Information Literacy Curriculum on Motivating Participatory Learning

In this section, students' participatory learning in taking EILC is evaluated and verified with the data recorded via SuperStar app. Since the curriculum is designed with a model of TLPAE, the evaluation of the performance and engagement in the participatory learning is illustrated in the sequence of goal-setting, attending, learning, communicative engaging, and self-assessing. To begin with, the method and result of setting learning objectives are presented with SuperStar Data.

The sample course is the EILC selective course of *Cultural Communication from China to the World*. The number of enrolled students reaches 352, 339 of whom have gone through the whole process of learning and gained their final marks.

The course begins with an introduction to the course and how to win marks (Figure 3.3). For the introduction session, 314 students, accounting for 92.6% of the total 179 respondents, have joined the live stream, with 342 attentively watching the video of Prolegomenon.

序号 Serial No.	任务名 Tasks	类型 Types	说明 Instructions	学生完成数 Number of students with accomplishment	详情 Details
1.1、Prolegomenon					
任务点1 Task 1	试播 Introduction	直播 Live Stream		314/352	查看 Click for details
任务点2 Task 2	Prolegomenon 50绪论_中国国情与文化概况_岳岩峰.mp4	视频 Video	8.4分钟 8.4 min	342/352	查看

Figure 3.3 Screenshot of Completion of Introduction Session

After getting a clear and holistic picture of learning procedure and expected outcomes, 339 students have decided to follow the curricular process of *Cultural Communication from China to the World*, setting their learning goal of tell the authentic Chinese stories to the world. This course has been delivered during the hardest period for China and Chinese people when confronted with challenges from the pandemic of COVID-19 and the ill-purposed condemnation from some international students. Chinese undergraduates want to defend the nation and the people. Hence, students are so inspired and self-motivated in taking this course.

Participation rates in the learning are very satisfactory. The completion of tasks is presented in Figure 3.4 and 3.5.



Figure 3.4 Screenshot of Completion Rates of Overall Tasks

As shown in Figure 3.4, there are 89 online tasks for learners, with 27 videos (approximately 4 hours in total), 25 reading materials. Additionally, 37 tests have

been distributed to students' end of SuperStar app. There are also 24 videos and 20 readers which are not compulsory tasks for learners. It is a fixed requirement by the platform of MOOC that there must be both compulsory and selective tasks in a specific MOOC, which is different from the MOOC offered on Russian platforms.



Figure 3.5 Screenshot of Learners' Completion Progress

As shown in Figure 3.5, when completing the tasks, there are some students abandoning the course within 2-3 weeks. Hence, the lowest speed of completing tasks is 0. The highest rate is completion of all 89 tasks. Nonetheless, it is satisfactory for the teachers to find that the average progress is the completion of 80 tasks. This completion rate shows the high participation of the learners in the study process. As to a selective course, students show their recognition and appreciation to this innovative curricular design of EILC.

The enthusiasm of learners is also corroborated with their engagement in the online discussion. Learners' responses in discussion session only contribute 2 points out of 100 to the final mark of the course. Hence, the original prediction for students' activeness towards the discussion tasks is quite pessimistic. However, students actively post discussions under the teacher's posted discussion topics (Figure 3.6).

For example, in a discussion along with the lesson of Rivers in China, the teacher has posted a discussion topic on “regional geographical environment’s influence on people’s characteristics”. Students discuss the connection people’s characteristics and the geographical features in their hometown. International students are also involved in the communicative task of this topic. Gradually, besides the comparison between various countries and regions, students begin to render the tips for successful cross-cultural communication between cultures and languages. The discussion topics intrigue autonomic learning of students.

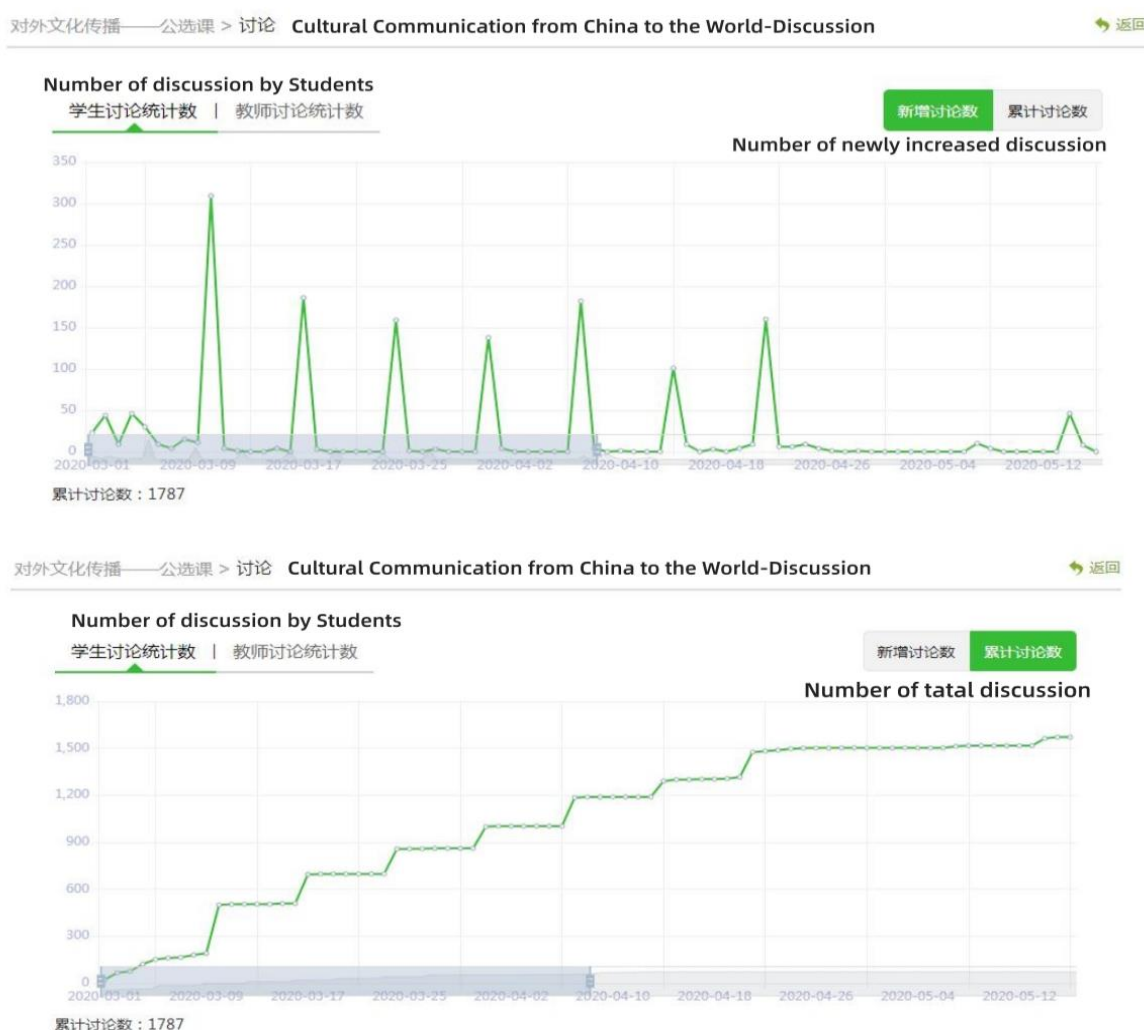


Figure 3.6 Screenshot of Learners’ Participation in Discussion

As presented in Figure 3.6, under the 7 discussion topics posed by the teacher of *Cultural Communication from China to the World*, students have posted 1787 comments. The course is finished in 8 weeks. Except for the 8th week for the

final exam, from week 1 to week 7, there is a weekly topic on every Tuesday. The highest number of posted comments appears in Week 1, with a number of 310. Then every week, the number of newly added comments fluctuates from 100 to 190. And the total number of discussions has been mounting till the last week. It is witnessed that students are not only attentive to 16 study hours in the classroom, but also actively engaged in the online learning after class. Since the mark granted to discussion engagement is too limited, students' active engagement symbolises their enjoyment and achievement in learning experience in the course of *Cultural Communication from China to the World*.

Finally, the assessment results also prove students' engagement in studying EILC knowledge.

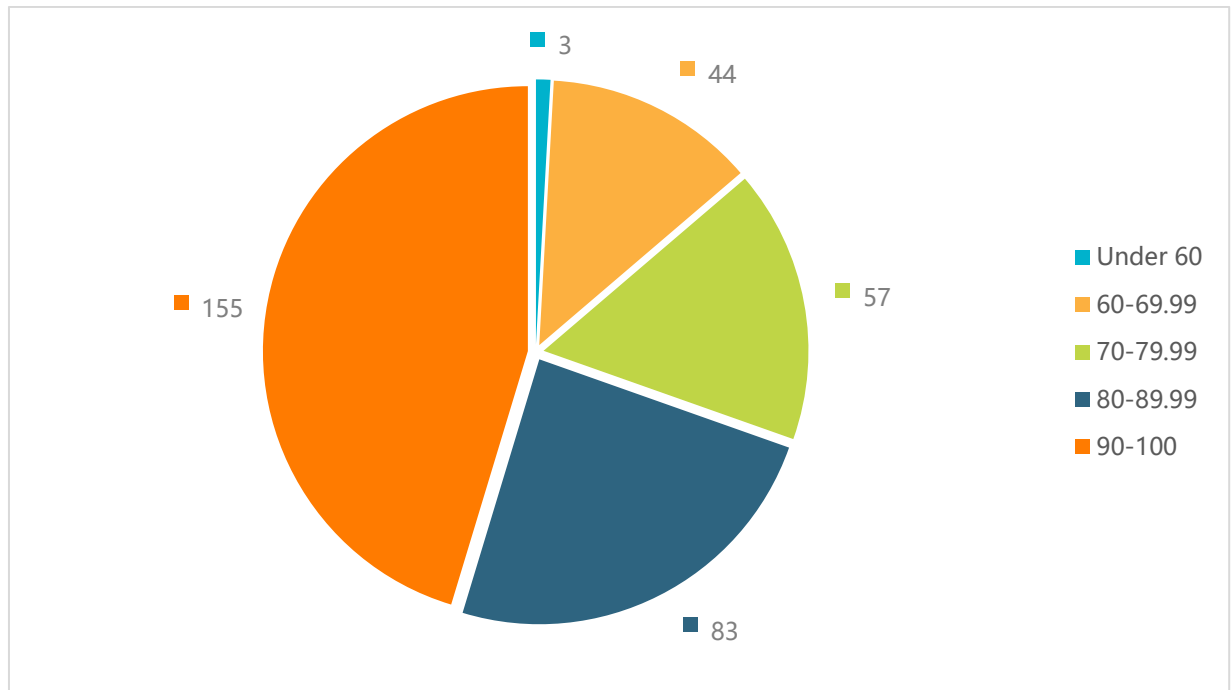


Figure 3.7 Distribution of Final Marks

The highest mark is 97.9, the lowest mark being 48.4. There are 342 students going through the whole learning process. The average mark is 84.1. As shown in Figure 3.7, the number of students gaining marks above 90 reaches 155, accounting for 45% of the total. The number of students gaining marks ranging from 80-89.99 is 83, accounting for 24%, ranging from 70-79.99 being 57 for 17%,

60-69.99 being 44 for 13%. There are three students whose marks are below 60, accounting for less than 1% of the total. However, even the 3 failed marks are above 40. Certainly, such a distribution of study outcome is not a normal one, which symbolises a low credibility or reliability of the design of assessment in the conventional concept of paper examination.

After all, this course is an innovative attempt to facilitate the acquisition of English competence as a second language. Due to the changed nature and learning objectives of EILC, the conventional concept of assessment is not proper to be adopted. Assessment of learning achievement involves every study link in teaching procedure, including accomplishments of video watching and material reading tasks, lesson tests, online exams, submissions of assignments, a satisfied attendance rate and visiting frequency to MOOC.

Moreover, peer assessment is added into the evaluation methods in order to empower learners to take the responsibility for arranging and managing their individual learning paces, to enable students to assess and offer their classmates constructive feedback for the acquisition of personal skills of assessment during their lifelong learning process, and to enhance their participatory learning through knowledge diffusion and opinion exchange.

At the beginning stage of the practice of EILC, students might feel lost and occupied when using Smart phone to study in classroom. Gradually, under the guidance of the teacher, they are expected to enjoy the convenience for revision and systematic arrangement of blended learning. With the facilitation of online studying resources, the course is student-centred, which enables students to actively arrange one's individual learning plan. Students practise English information literacy through international vision and diverse cultures.

Learners' responses present the dearth of orientation on the objective of study in the conventional GE courses. Although EILC is designed with the student-centred concept, it is the instruction of teachers of EILC who could clarify the

learning outcomes to the students, guiding them to realise the acquisition of English information literacy.

The Initiative assessment design greatly enhances students' willingness to challenge themselves to complete all categories of tasks. In this case study, the student winning the third highest mark is Wang Qianwei, a sophomore from specialty of Environmental Designs in the faculty of Architecture. He was so shocked to find that he won the mark of 97.1 that he confirmed with the teacher for three times. He shared with the whole class that he seldom passed exams of English. He felt encouraged and would try to pass CET 4 for the third attempt.

In the section of self-evaluation on learning performance, students are very modest to assess their own language competence at the end of semester. 37 out of 269 (13.7%) evaluate themselves as failed, 63 (23.4%) as pass, 100 (37.1%) as credit, 46 (17.1%) as distinguished, and only 23 (8.5%) as highly distinguished. This result shows the irrational difficulty of conventional GE.

Obviously, EILC is effective to motivate students' participatory learning, which is crucial to the formation of individual global competency.

3.3 Evaluation on Teaching Method of Teaching - Learning - Practice - Assessment - Evaluation: Learning Challenges and Study Burnout

This study derives from learners' negative feelings of study burnout. Accordingly, the blended teaching method of Teaching objectives - Learning objectives - Practice - Assessment - Evaluation (TLPAE) has been developed and applied to practical teaching and learning procedure, which directly targets on the increasing difficulties of EILC materials online and in-class. Although the study tasks in every lesson are challenging, the scoring system allows learners an active self-motivated studying environment. For every single EILC course, the final assessment, regardless of the format of assessment (a final examination, an enclosure thesis, a business plan, or a practical business translation task),

contributes only 30% to the final mark of a student. The rest 70% comes from online MOOC or SPOC video learning, lesson quizzes in class (via smart phones), assignments submission, participation in online discussion, attendance rate, and online course visiting times. Every tiny effort in the five aspects of understanding teaching objectives, setting up personal learning objectives, accomplishing online / in-class practical tasks, achieving individual best scores of assessment, and participating in peers' evaluations is recorded and rewarded via SuperStar application on individual smart phones. Students' learning motivation has been inspired when observing the score of one specific EILC course mounting bit by bit. For example, for the blended-teaching course "An overview on China and Chinese Culture", even when the participation in online discussion only contributes 2% to the final mark, students are enthusiastic to contribute their opinions under the teachers' post (Figure 3.8).

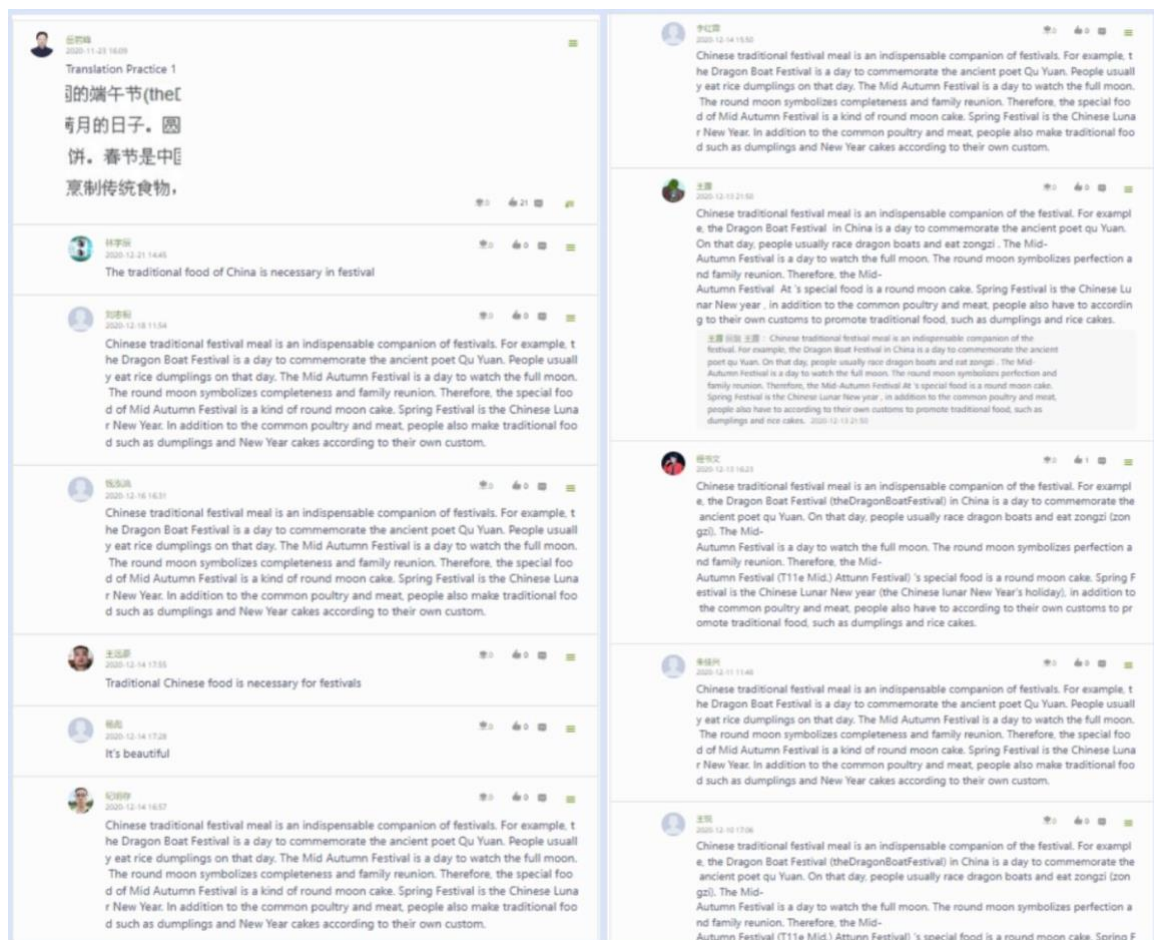


Figure 3.8 Learners Comments on the SuperStar Discussion Board

Since the contents of EILC are difficult, there is concern with study burnout for students. Hence, it is necessary to examine the degree of acceptance to such curricular design. **Participants are invited to evaluate the degree of difficulty of EILC.** There are three set degrees for choosing:

- A. It is too difficult to accomplish. I dislike the course.
- B. It is difficult, but I am willing to challenge myself.
- C. For me, it is not difficult. I didn't sense the challenges.
- D. It is easy. I am not rewarded with sense of success.

The result of survey is shown by Figure 3.9.

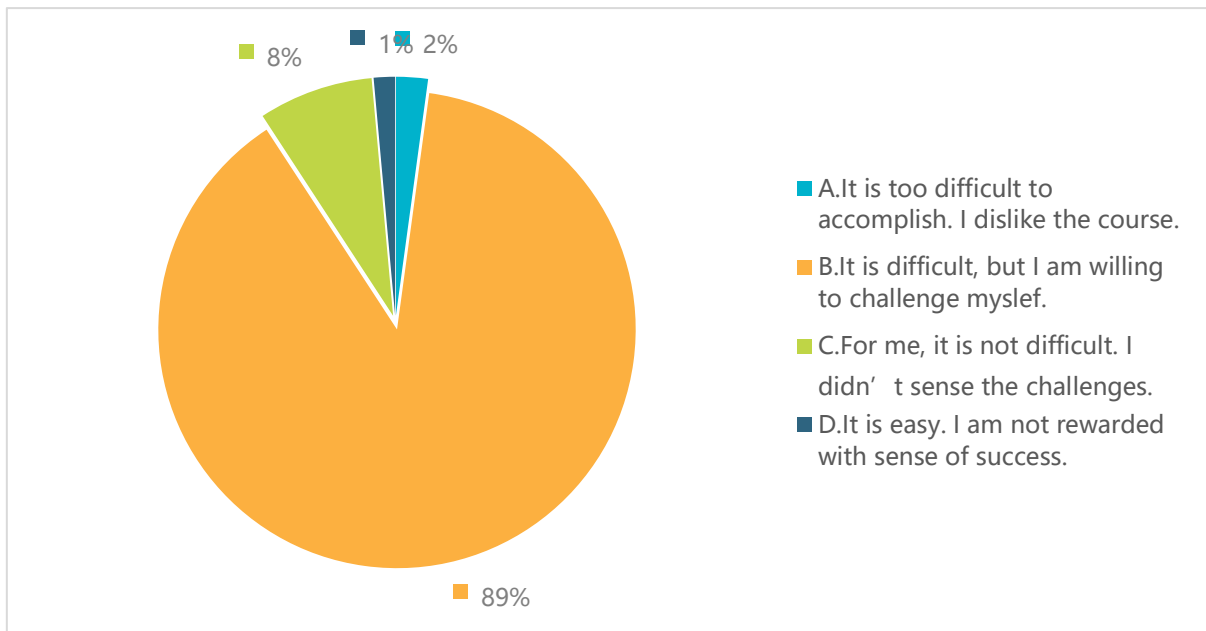


Figure 3.9 Learners Evaluation on Degree of Difficulty (Overall)

This survey receives 714 responses from five HEIs in Liaoning Province, including 315 respondents from USTL, 207 from SEC, 127 from DJU, 47 from SU, and 18 from SAU. Two considerations should be clarified before the analysis of the results. One is that the selected group from USTL is a class of 352 students under the instruction of the author. The reason for choosing this group is for a comparison between classes managed with EILC concepts within USTL and classes under instruction of teachers outside the project team. The other is that although the sample size of SAU is as small as 18, it might supply the evidence of EILC conquering the problem of big-populationed classes of language learning.

There is an overwhelming advantage for the evaluation of B, that is, “it is difficult, but I am willing to challenge the difficulty”. 275 participants from USTL, accounting for 87.3% of the total student number of the selected group, claim that this course is difficult and challenging, but they tend to challenge themselves in learning, as well as 108 (85%) respondents from DJU, 43 (91.5%) from SU, 173 (83.6%) from SEC, and 17 (94%) from SAU.

38 participants from USTL, accounting for 12% of the total student number of the selected group, claim that this course is not difficult and they sense no challenges, as well as 17 (13.4%) respondents from DJU, 3 (6.3%) from SU, 30 (14.5%) from SEC, and 1 (5.5%) from SAU. The average proportion is 10.3%, which reflects a healthy degree of difficulty in learning experience of the students enrolled in EILC courses. A well-designed course should offer learners both sense of challenging and sense of rewarding. There should be approximately 10% of the class whose English competence is above average. This group of elite learners could lead their peers to attempts of challenging tasks.

As to the other two relatively “extreme” choices, there are 11 participants from DJU, accounting for 8.7% of the total student number of the selected group, claim that this course too difficult to follow the learning process, as well as 1 (2.1%) respondent from SU, 2 (0.96%) from SEC, and 1 (5.5%) from SAU. No learner from USTL reports such evaluation. There are 2 participants from USTL, accounting for 0.63% of the total student number of the selected group, claim that this course too easy to reward learners’ sense of success, so do 6 (4.7%) respondents from DJU, 2 (0.96%) from SEC. No learner from SU or SAU reports such evaluation.

It is found that learners are willing to take challenging tasks in English study. There are no reports of study burnout proposed by EILC learners.

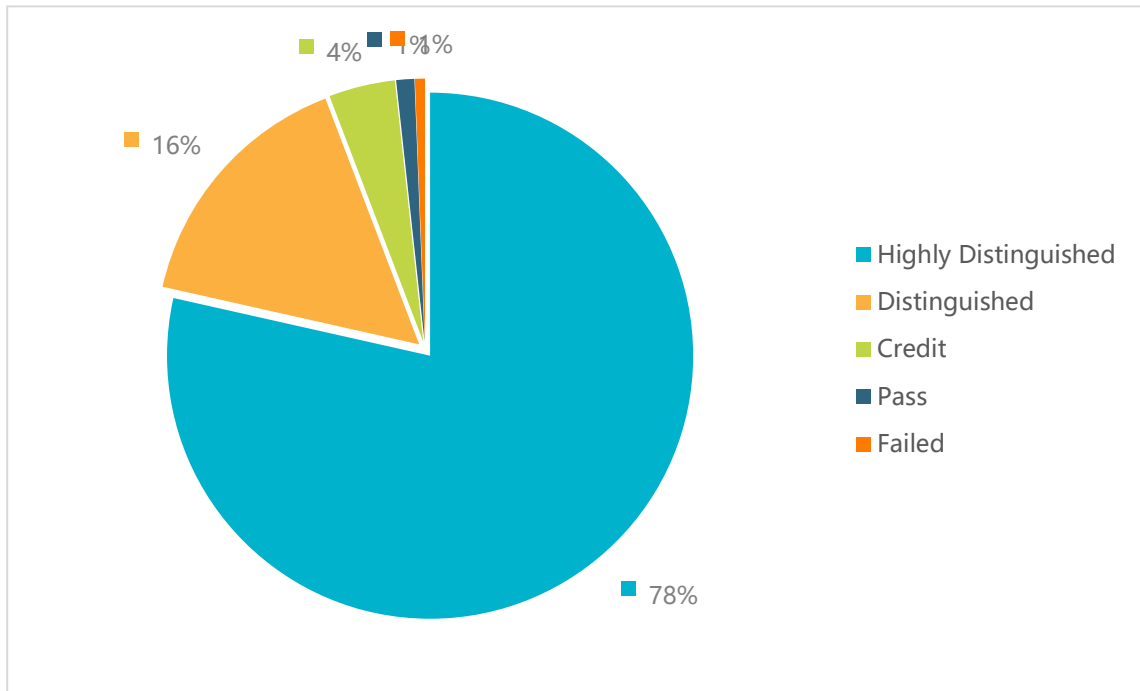


Figure 3.10 Learners Evaluation on EILC with TLPAE Method

If adopting a holistic view on the result of survey (Figure 3.10), among 714 responses, 661, accounting for 89%, evaluate EILC as a series of courses with certain difficulties, however, attractive and acceptable for the learners. 54 for a proportion of 8% report the curriculum as being neither challenging nor rewarding. 15 (2%) dislike the courses which are too difficult to finish. And 10 (1%) are elite learners who don't sense the difficulties. Survey results of degree of difficulties show that a proper increase in difficulties in developing a new curriculum is necessary and rewarding. It is dull and repetitive drilling of English that expels learners from challenging themselves and attempting to conquer tough tasks.

810 EILC learners share their assessment with the author. 636 (78%) evaluate the courses as highly distinguished. 127 (16%) evaluate EILC as distinguished. 33 (4%) consider the course as an average level. 9 (1%) evaluate the curriculum as qualified. Only 5 think the courses are failed in leading them to acquisition of English competence effectively.

The survey result indicates that the relatively high degree of difficulty of learning contents is not the cause of study burnout for English learners. On the contrary, bearing a definite study goal on one's mind, individual EILC learner is willing to

challenge complicated learning tasks. The learning outcome of a challenging subject rewards learners the sense of achievement and self-fulfilment.

3.4 Verification of the Formation of Students' Glocal Competency

Glocal competency enables graduates to maintain competitiveness in global and local competitions in their individual field of proficiency. As English courses are concerned with the contribution to the formation of glocal competency, competences of English Information Literacy function as the substantiation of such competency. English Information Literacy is defined as competencies in three aspects, including knowledge of English, skills in using English in intercultural communication, and the self-confidence with Chinese culture. In this section, student's English competencies are examined according to the above mentioned three categories.

The data employed the following discussions have been recorded and analysed through the online teaching and learning system of SuperStar.

The competency in mastering lingual-cultural knowledge of English is examined by comparison of students' final examination results of General English (the compulsory course) between experimental groups and control groups. As to competency concerning intercultural communication, results of Intercultural Competence Test consolidate the positive effect of EILC. Finally, results of observation and interview are presented to verify the formation of glocal attitudes.

3.3.1 Competence Formation on the Lingual-Cultural Level

The glocal competency on the lingual-cultural knowledge level includes the competence of utilising information tools in an English social or cultural environment and the ability to identify, process, transmit and create information in English. For the verification of the formation of glocal competency on the knowledge level, the author has chosen 8 paralleling freshmen classes from the specialties of Robotisation, Mechatronic Engineering, Software Engineering, and

Mechanical Design, Manufacturing and Automation (MDMA), with 4 as experimental groups and 4 as control groups. The reason for selecting the aforementioned specialties is that the numbers of enrolment in continuous recent 3 years are above 100. The 100 and above enrolment guarantee the reliability of the data and the rationality of sample screening.

In the experiment university of USTL, for an individual specialty, the entrance scores of candidates are similar. The full mark of national entrance examination to universities is 750. The marks for enrolment to specialties of Robotisation, Mechatronic Engineering, Software Engineering, and Mechanical Design, Manufacturing and Automation (MDMA) in the year of 2022, 2023, and 2024 are presented as the table below:

Table 10 Entrance Scores to Selected Specialties in 2022, 2023, and 2024.

Robotisation					
Year of Enrolment	Number Of Enrolment	Highest Score	Lowest Score	Average Score	Provincial Controlling Score
2022	103	498	471	475.5	362
2023	100	493	470	475	360
2024	100	549	494	500	368
Mechatronic Engineering					
Year of Enrolment	Number Of Enrolment	Highest Score	Lowest Score	Average Score	Provincial Controlling Score
2022	132	469	456	459	362
2023	118	466	457	460	360
2024	114	517	480	483	368
Software Engineering					
Year of	Number Of	Highest Score	Lowest Score	Average Score	Provincial Controlling

Enrolment	Enrolment				Score
2022	157	504	468	472.9	362
2023	134	492	468	473	360
2024	130	511	486	490	368
Mechanical Design, Manufacturing and Automation (MDMA)					
Year of Enrolment	Number Of Enrolment	Highest Score	Lowest Score	Average Score	Provincial Controlling Score
2022	104	493	469	474	362
2023	104	490	467	471	360
2024	111	523	490	495	368

As is shown in Table 10, the students enrolled in the selected specialties entertain considerate potentials in studying since their scores are 100 more than the controlling line of Liaoning Province. The controlling score is 362, 360, and 368 in the year of 2022, 2023, and 2024 respectively, which means the degree of difficulty, validity, and reliability of the examination questions are on the same level. However, it is definite to observe that in the year of 2024, though the score lines fluctuate in previous year, the highest entrance scores for Robotisation, Mechatronic Engineering, Software Engineering, and MDMA are all above 500, reaching at 549, 517, 511, and 523 respectively. Such phenomenon indicates the popularity of digital engineering specialties among high-schoolers. When filling in the application forms to seats in universities, there are an increasing number of high-qualified students choosing engineering specialties in local industrial HEIs. Meanwhile, the value of applicable sciences is nationally recognised by people in China.

And students, if enrolled in a certain specialty, are listed sequentially from high to low according to their entrance scores. Then, students are distributed into parallelling administrative classes evenly to ensure the average learning potential

in each class. For example, there are four classes of Architecture 2023. According to the list of students, from 1 to 8, Zhao Jia (score 511), Qian Yi (510), Sun Bing (509.5), Li Ding (508), Zhou Wu (505), Wu Ji (503), Zheng Geng (502), and Wang Xin (499.5), are respectively distributed to Class Architecture 2023-1, Architecture 2023-2, Architecture 2023-3, and Architecture 2023-4, and again, Architecture 2023-1, Architecture 2023-2, Architecture 2023-3, and Architecture 2023-4. It is obvious that the average starting scores of the control groups are relatively higher than the experimental groups.

For the evaluation of students' performance in this study, all 8 selected classes are taking the compulsory lessons of General English as 8 separated groups of learners. The classes of Robotisation 2023-1, Mechatronic Engineering 2023-1, Software Engineering 2023-1, and MDMA 2023-2 are the control groups only taking the compulsory classes of GE. On the contrary, the classes of Robotisation 2023-2, Mechatronic Engineering 2023-3, Software Engineering 2023-2, and MDMA 2023-3 are the experimental groups, which take 2 selective EILC courses of *China's Cross-Cultural Communication with the World* in the first semester of 2023-2024 academic year, and *Readings of Scientific Literature* in the second semester of 2023-2024.

The results in the final examination of General English in the semester of 2023-2024-1 are shown in Table 11.

Table 11 Comparison of Final Scores of General English 2023-2024-1

Control Groups	Number of Students	Average Score of Final Exam (100)	Experimental Groups	Number of Students	Average Score of Final Exam (100)
Robotisation 2023-1	36	62.5	Robotisation 2023-2	35	68.2
Mechatronic Engineering	37	63.7	Mechatronic Engineering	36	69.6

2023-1			2023-3		
Software Engineering			Software Engineering		
2023-1	35	68	2023-2	35	75.3
MDMA			MDMA		
2023-2	35	58.2	2023-3	34	64.5

As is shown in Table 11, the class sizes of participant classes are similar, which guarantee the influence from student number in the classroom on the learning outcomes is similar. By the end of the first semester, the experimental groups have gained higher average final marks than the control groups by 5.7 to 7.3 scores. For the specialty of Robotisation, the experimental class of 2023-2 gains an average score of 68.2 in the final examination of GE, 5.7 higher than 62.5 in the control class of 2023-1. For the specialty of Mechatronic Engineering, the experimental class of 2023-3 gains an average score of 69.6, 5.9 higher than 63.7 in the control class of 2023-1. For the specialty of Software Engineering, the experimental class of 2023-2 gains an average score of 75.3, 7.3 higher than 68 in the control class of 2023-1. For the specialty of MDMA, the experimental class of 2023-3 gains an average score of 64.5, 6.3 higher than 58.2 in the control class of 2023-2.

In the first semester on university campus, freshmen feel easy with the independent lifestyles, however, lost in the freedom without guidance. The selective EILC courses narrow the gap between study routines in senior middle school and the demands for self-planning. The positive influence on students' formation of foreign language competence is increasingly reified in the second semester.

Table 12 Comparison of Final Scores of General English 2023-2024-2

Control Groups	Number of Students	Average Score of Final Exam (100)	Experimental Groups	Number of Students	Average Score of Final Exam (100)
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Robotisation 2023-1	36	58.3	Robotisation 2023-2	35	70.5
Mechatronic Engineering 2023-1	37	57.5	Mechatronic Engineering 2023-3	36	71.8
Software Engineering 2023-1	35	63.2	Software Engineering 2023-2	35	77.6
MDMA 2023-2	35	55.4	MDMA 2023-3	34	69.5

As is shown in Table 12, the control group presents unsatisfactory performance in studying General English. The mark is lower than the first semester, which verdicts the negative learning attitudes confronted with an urge for autonomy in study. Bigger advantage in scores of the experimental group is observed in comparison with scores of the control group. By the end of the first semester, the experimental groups have gained higher average final marks than the control groups by 12.2 to 14.4 scores. For the specialty of Robotisation, the experimental class of 2023-2 gains an average score of 70.5.2 in the final examination of GE, 12.2 higher than 58.3 in the control class of 2023-1. For the specialty of Mechatronic Engineering, the experimental class of 2023-3 gains an average score of 71.8, 14.3 higher than 58.5 in the control class of 2023-1. For the specialty of Software Engineering, the experimental class of 2023-2 gains an average score of 77.6, 14.4 higher than 63.2 in the control class of 2023-1. For the specialty of MDMA, the experimental class of 2023-3 gains an average score of 69.5, 14.1 higher than 55.4 in the control class of 2023-2.

The dedication to participatory learning is motivated by the learning experience of EILC and the relative practical activities. The learning outcomes are also presented by the performance in College English Test Band 4 (CET4) examination. This is the national English competence examination for undergraduates in HEIs. CET4 is held twice every year national widely (one in

June, the other in December). CET 4 is the basic requirement of English competence for a graduate of non-English major to qualify the bachelor's degree. Nowadays, a certificate of CET4 is one of the threshold conditions to win an opportunity for a job interview. The full mark of CET4 is 710, with 425 as the score line for pass. The table below presents students' performance in CET4 in the December of 2023, and June of 2024.

Table 13 Comparison of Performance in CET4

Control Groups	Number of Students with Score ≥ 425 / Total Number	Rate of Pass (%)	Experimental Groups	Number of Students with Score ≥ 425 / Total Number	Rate of Pass (%)
Robotisation 2023-1	14/36	38.9%	Robotisation 2023-2	22/35	62.8%
Mechatronic Engineering 2023-1	13/37	32.4%	Mechatronic Engineering 2023-3	21/36	58.3%
Software Engineering 2023-1	12/35	34.3%	Software Engineering 2023-2	19/35	54.3%
MDMA 2023-2	9/35	25.7%	MDMA 2023-3	18/34	52.9%

As is shown in Table 13, after two semesters, the experimental groups present higher competence in English. The pass rates of CET4 in the experimental classes are all above 50%. Such a pass rate is too difficult to gain so that it is one of the conditions for a lecturer of English being promoted to the position of an associate professor. Generally, the pass rate above 50% is achieved in the later semesters when students have tried for 3-4 times. In the first academic year in university, it is a prominent achievement for both the students and the teacher. The pass rate of Robotisation 2023-2 is 22 out of 35, 62.8%, with 14 out of 36, 38.9% in Robotisation 2023-1. The pass rate of Mechatronic Engineering 2023-3 is 21 out

of 36, 58.3%, with 13 out of 37, 32.4% in Mechatronic Engineering 2023-1. The pass rate of Software Engineering 2023-2 is 19 out of 35, 54.3%, with 12 out of 35, 34.3% in Software Engineering 2023-1. The pass rate of MDMA 2023-3 is 18 out of 34, 52.9%, with 9 out of 35, 25.7% in MDMA 2023-2.

The results of final examination and the pass rate of CET4 substantiate the formation of the English information literacy in the competence of using information tools in an English sociocultural environment. The competence of identifying, processing, transmitting, and creating information in English is also formatted in the experimental groups. The advantage in lingual ability of the experimental groups over the control groups indicate the forming of individual attitudes and methods of independent learning.

3.3.2 Competence Formation on the Intra-Cultural Level

The glocal competency on the intra-cultural level emphasises on cross-cultural communicative competence and the competence of developing individual's attitudes and methods of independent learning. This study entertains the concept of the mutual influence and intra-penetration between the first and the second language, and between the host and the guest culture. The formation of intra-cultural communication abilities is achieved by selective EILC courses of language and culture, as well as dedicatedly designed practical tasks. Learners are required to set their learning objectives and plan their own study and practice participation.

For learners of the sophomore and junior years, EILC offers them both courses and systematic practical activities to achieve the anticipated learning outcomes. Besides the courses of *Cultural Communication from China to the World* and *Readings of Scientific Literature*, learners are encouraged to participate in the selective courses or special lectures of *An Overview on China and Chinese Culture*, *Culture and Translation*, *Business Negotiation*, and *International Economic Cooperation* to construct individual comprehension of the issues and skills in cross-cultural communication.

Figure 3.11 presents students' concentration on listening to a special lecture on Misunderstanding on Chinese Culture.



Figure 3.11 Lecture on Misunderstanding of Chinese Culture

To realise the cross-disciplinary learning, EILC provide learners with four categories of intercultural practice. For activities of learning language and culture, EILC learners, with international students, could participate in inter-cultural workshops, cultural festivals, International environmental protection activities, international sport clubs according to their personal interests. Figure 3.12 presents the activity hosted by the Association of Chinese Etiquette with participation of international students.



Figure 3.12 Lecture on Traditional Chinese Etiquette

The experience of multi-cultural communicative activities accelerates the formation of EILC learner's intra-cultural competency. The study outcomes are examined with Intercultural Competence Test (ICT) developed by Centre for Intercultural Competence Assessment (CICA), the top authority institution in cross-cultural competence training in China. CICA has been established by Shanghai International Studies University, which aims at designing and conducting assessment and training services for students, teachers, and working personnel with cross-cultural communication needs. ICT releases 3 sets of ICT questions to examine English learners' cross-cultural competence, with 15 questions in each set. The author distributed the ICT test to the 8 participant groups of English learners in this study at the end of the second semester in academic year of 2023-2024. The results are presented in Table 14.

Table 14 Comparison of Intercultural Competence Test Results 2023-2024-2

Control Groups	Number of Students	Average Score of ICT (100)	Experimental Groups	Number of Students	Average Score of ICT (100)
Robotisation 2023-1	36	48.9	Robotisation 2023-2	35	70.6
Mechatronic Engineering 2023-1	37	46.2	Mechatronic Engineering 2023-3	36	71.5
Software Engineering 2023-1	35	50.2	Software Engineering 2023-2	35	73.1
MDMA 2023-2	35	46.8	MDMA 2023-3	34	72.8

As is shown in Table 14, after two semesters' EILC studies, the experimental groups present higher inter-cultural competence in cross-cultural communication. There are 20 questions in the distributed test paper, 5 scores for each. The average score of ICT in the class of Robotisation 2023-2 is 70.6, with 48.9 in Robotisation 2023-1. Between two classes of Robotisation specialty, the score of learners in the experimental class is 21.7 higher than the score in the paralleling control group. Between two classes of Robotisation specialty, the average ICT score in the class of Mechatronic Engineering 2023-3 is 71.5, with 46.2 in Mechatronic Engineering 2023-1. The score of learners in the experimental class is 25.3 higher than the score in the paralleling control group. The average ICT score in the class of Software Engineering 2023-2 is 73.1, with 50.2 in Software Engineering 2023-1. Between two classes of Software Engineering specialty, the score of the experimental class is 22.9 higher than the score in the paralleling control group. Between two classes of MDMA specialty, the average ICT score in the class of MDMA 2023-3 is 72.8, with 46.8 in MDMA 2023-2.

Although the starting level of learners is equipotent, differentiated by EILC

learning and practising, the gap between learners' inter-cultural communicative competence in the experimental groups and the control groups is increasing. The reason for such phenomenon is that the formation of personal competence is stimulated by learners' exposure to intra-cultural contents of EILC courses and practical activities. As to the classes in the control group, the study of English as a foreign language has been isolated without multi-disciplinary connections.

Thus, the study outcomes of experimental groups consolidate the formation of learners' intra-cultural competence and ability of planning autonomic learning through EILC courses and practice.

3.3.3 Competence Formation on the Level of Glocal Attitudes

As extensive learning experience across specialties of engineering, visits to pioneering local enterprises are organised. For example, on December 10 in 2024, Chinese students and international students visited the Anshan branch of Beijing Opton Optical Technology Co., Ltd. Opton is the leading enterprise in the field of electronic optical equipment and third-party testing service for material science. The majority of the visitor students were not studying material science. However, the recognition practice in Opton widened their horizon in other disciplines. Chinese students were shocked by the technological advantage Opton held. And they took the position of interpreters to their international peers. Meanwhile, international students shew their interest in branding Opton in their own countries. Figure 3.13 presents the recognition day trip to Opton.

Such recognition practice enhances students' confidence in China's industrial capabilities and specialties. Meanwhile, such visits and on-site lectures offered by elite international-scaled Chinese enterprises forges students' conceptions on the values and significance of individual specialty, leading young talents to setting their career plans or lifelong study schemes before graduation. Practical examples and shared insights into a certain industry present a relatively thorough illustration to the students of the relevant specialties, which might provoke their interests in interdisciplinary projects.



Figure 3.13 Recognition Practice to Anshan Branch of Opton Co., Ltd.

IELC practical platform also provides learners with the internship practice in English-medium positions. For example, the teaching team of EILC has signed cooperative contract with primary schools in the rural area around Anshan. Participants work as volunteer English tutors in these schools. Figure 3.14 presents a IELC tutor team working in a primary school in a rural town.



Figure 3.14 EILC English Tutors Working in Rural Towns

Students have demonstrated their competence on the level of global attitudes

via participation in competitions of English language competency or of innovative business proposal. Learners of EILC have won national and provincial awards. Undergraduates of engineering specialties benefiting from EILC have been honoured 8 national-levelled awards in various English competence competitions, including 5 items of second prize, and 3 of third prize. They also won provincial-levelled awards, including 4 first prize, 1 second Prize, and 3 third prize.

As to the innovative projects for university students, EILC students have accomplished 2 Innovation & Career Building Projects sponsored by USTL. As to the provincial innovation competitions for university students, the business proposals by EILC students have been rewarded 6 gold prizes, 1 silver, and 2 bronze. As to the cross-cultural communication attempts, by November 2025, there have been 147 EILC undergraduates, under the instruction of the author, submitted 47 scientific research articles to 7 international conferences. All articles have been accepted, 5 of which have been published in 2024.

3.3.4 Competence Formation of Career Planning and Lifelong Learning

The degrees of advancement, innovation, and challenging ought to be sensed and recognised by learners when doing reforming projects of curriculum development. This section presents the results of learners' ratings to EILC. learners' evaluation which indicates in the three dimensions.

For the advancement of EILC designs, the author proposes two questions to student, one of which requires respondents for ONE choice ONLY (Figure 3.12), the other for MORE THAN TWO choices (Figure 3.13).

Question: **In what aspects do you think this course is rewarding to your future career?**

- A. To improve the cross-cultural communication capability.
- B. To improve practical skills in English.
- C. To enhance cultural confidence.
- D. To cultivate information literacy competency.

Results are shown in the following figures.

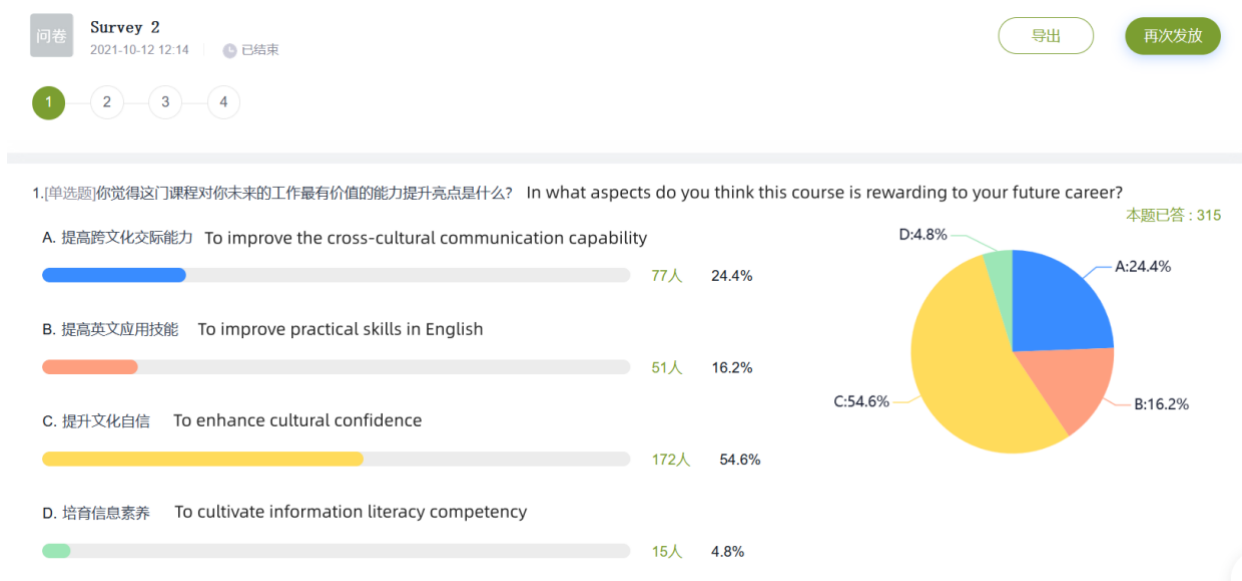


Figure 3.15 Screenshot of Single Answer (Sample Size 315)

Figure 3.15 shows the responses from 315 USTL undergraduates who have enrolled for taking selective EILC of *Cultural Communication from China to the World* in the autumn semester of the 2021-2022 Academic Year. They have been required to offer ONLY ONE answer to the question. As is revealed by Figure 3.7, the highest voting rate appears in choice C, with 172 responses, accounting for 54.6% of the total, to the sense of cultural confidence. The second highest rate goes to the competence of cross-cultural communication, with 77 votes, accounting for 24.4%. The improvement of English competence in practical use ranks the third place, with 51 votes for 16.2%. The least choice is for the cultivation of overall English information literacy, with 15 votes for 4.8%.

To involve students outside USTL into this study, employing SuperStar on smart phone, questionnaire is distributed to groups of engineering students selecting the EILC MOOCs available on the smart teaching platform of Liaoning Online Open Curricula (LOOC platform). The sample selection is limited to freshmen of engineering specialities from local industrial HEIs in Liaoning Province. Besides USTL, the participant HEIs are Shenyang University (SU), Dalian Jiaotong University (DJU), and Shenyang Engineering College (SEC).

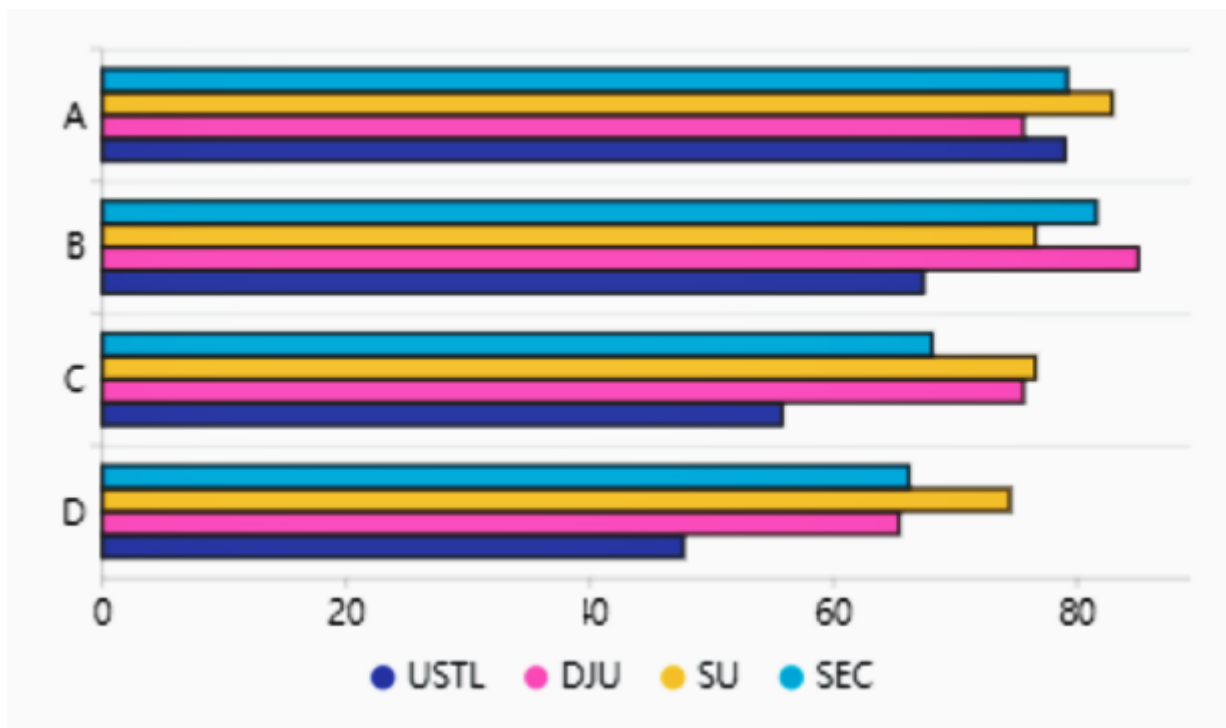


Figure 3.16 Multiple Answers to the Question (Sample Size 467)

For 86 learners from USTL, they have enrolled in the MOOC of *An Overview on China and Chinese Culture* functioning as the additional online learning resource supportive to their study of GE. Respondents who have contributed their answers are of the classes of selective courses across universities. They have been required to offer at least two answers to the question.

As is shown in Figure 3.16, the utmost significance has been laid to improvement of English competence in cross-cultural communication by 68 participants. This number accounts for 79% of the total. The second best goes to improvement of English competence in practical usage of the language, receiving 58 votes and accounting for 67.4%. Following up, 48 responses have chosen for the enhancement of national cultural confidence, accounting for 55.8%. The least votes go to the acquisition of overall English information literacy with 41 votes accounting for a percentage of 47.7%.

For learners from DJU, 127 valid answers are collected. These learners from DJU have enrolled in the MOOC of *An Overview on China and Chinese Culture* as a selective course across universities via the platform of SuperStar. The utmost significance have been laid to the improvement of English competence in practical

usage of the language, receiving 108 votes and accounting for 85%. The improvement of English competence in cross-cultural communication and the enhancement of national cultural confidence, both by 96 participants, accounting for 75.6% of the total. The least votes go to the acquisition of overall English information literacy with 76 votes accounting for a percentage of 59.8%.

For learners from SU, 47 valid answers are collected. These learners from SE have enrolled in the MOOC of *An Overview on China and Chinese Culture* as a selective course across universities via the platform of SuperStar. 39 of them mostly value English competence in cross-cultural communication, accounting for 82.9% of the total. The improvement of English competence in cross-cultural communication and the enhancement of national cultural confidence, both by 36 participants, accounting for 76.6% of the total. Followed up, 35 falls to the acquisition of overall English information literacy accounting for 74.5%.

For the 207 learners from SEI, they have enrolled in the MOOC of *An Overview on China and Chinese Culture* as a selective course across universities via the platform of SuperStar. The utmost significance have been laid to the improvement of English competence in cross-cultural communication, receiving 169 votes and accounting for 81.6%. The improvement of English competence in practical usage of the language ranks the second place with 164 votes accounting for 79.2% of the total. The choice of the enhancement of national cultural confidence receives 141 responses accounting for 68.1% of the total. The least votes go to the acquisition of overall English information literacy with 137 votes accounting for a percentage of 66.2%.

The results of the one-answer and the multiple answers reveal the following evaluation on the advancement of EILC in the improvement of English competence of learners. The most valued competence is the enhancement of national cultural confidence when communicating with people from other cultural background. The competence of cross-cultural communication, the improvement of English competence in practical usage rank the second and third place. It is

rewarding to the teacher to find that students are rational when evaluating the overall acquisition of English information literacy after 207ompetition of only one course of EILC system. It reflects the reliability of this survey that this choice is ranked as the least significance.

Such a sorting of priority by the enrolled learners of Cultural Communication from China to the World breaks the order of learning objectives as knowledge, skill, and emotion. Before conducting this research, the author, as many pedagogical researchers, predict this order of learning is like Maslow's Hierarchy of Needs. From the bottom of the hierarchy upwards, the needs are: physiological, safety, love and belonging, esteem and self-actualization. It is predicted learning outcomes would also follow the sequence from knowledge of language to skills to practise the language, and then to the self-fulfillment of emotional values of a individual learner.

However, the result of the survey on the priorities of learners' development, such a order doesn't exist. On the contrary, it is the emotional objectives generating by students' needs of learning that motivates the autonomous study of students in EILC's experimental operation.

As to the degree of acceptance towards the innovation of IELC, the author measures this indicator with the evaluation on the contents of IELC. The reason for designing such a survey question is that the primary innovation of IELC is the abandonment of the entrance assessment of learners' English competence. Conventionally, some teachers of GE cling to the teaching method of competence classification. Learners are classified into different groups and instructed with corresponding levels of difficulty. However, such classified teaching is based on teachers' prediction of what students need to learn. Teaching activities are not capable of motivating learners' positive responses, which is bound to fail in achieving successful learning transferring.

This study equally treats every individual learner. If the learner wants to make efforts in developing his or her English information literacy, the teachers are

willing to orient them in a route to higher effectiveness and efficiency of learning. The requirement popped to students on SuperStar app is: **Please evaluate the contents of this course**. Students are invited to choose at least two answers. Possible statements are:

- A. Contents are rich with clear logical links.
- B. The full English content is difficult to read. But such difficulty helps me to cultivate English reading ability.
- C. The English content is substantial, and the reading harvest is very big.
- D. Course contents are very helpful to my cross-cultural communication practice.
- E. The full English content is difficult to read. I hope that there will be Chinese translation.
- F. Contents are too complicated and overloaded. I don't like it.

To ensure the quality of the responses, two measures are adopted by the author. Firstly, all participants are under other teacher's instruction or studying in universities other than USTL. The emotional influence from the learner to the teacher is avoided. Secondly, this survey has been sent to the same groups of participants twice (Figure 3.17 and 3.18). And if the two results are largely different, this survey is regarded as invalid.

The respondents to this survey are students from USTL, DJU, SU and SEC. 18 learners from Shenyang Agricultural University (SAU) also submitted their answers. Nonetheless, due to the size of sample is too limited, the data from SAU is not included in this pair of figures. Moreover, there are 6 respondents from Dalian Medical University (DMU). For the same reason, these data are not included in this survey result. However, there is a further research plan of a research on students' needs of learning with Q methodology. The aforementioned data will be adopted in that research.

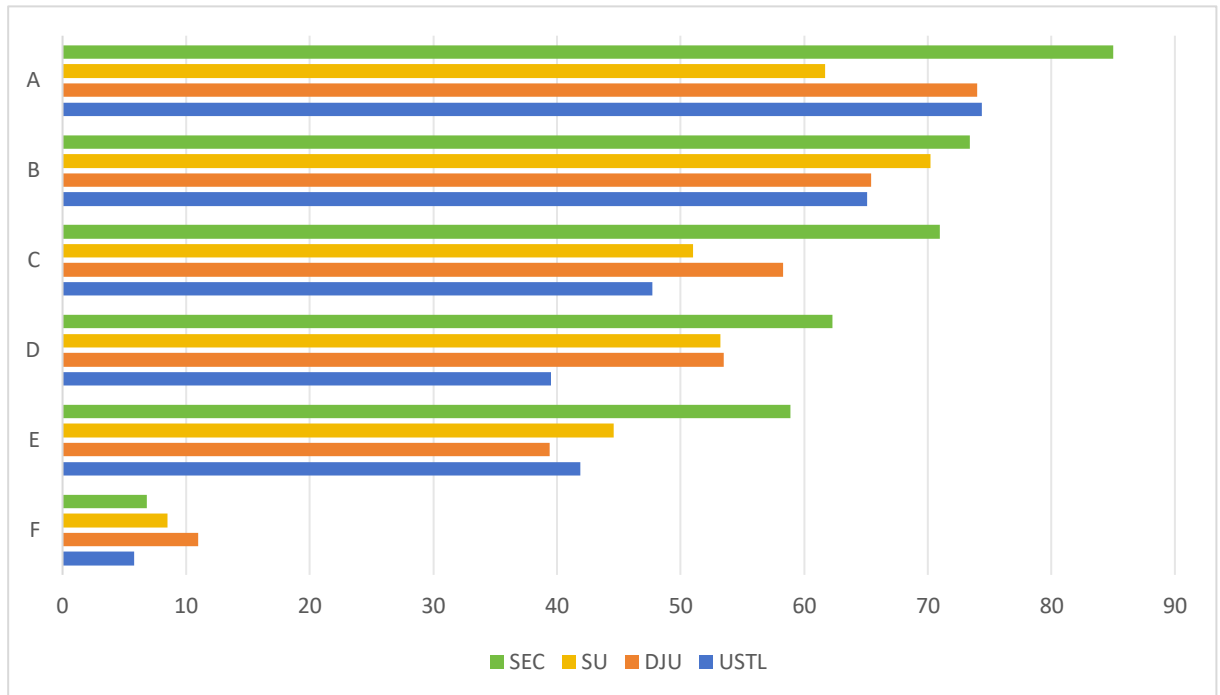


Figure 3.17 Learners Evaluation on Innovative Contents of EILC (1st Round)

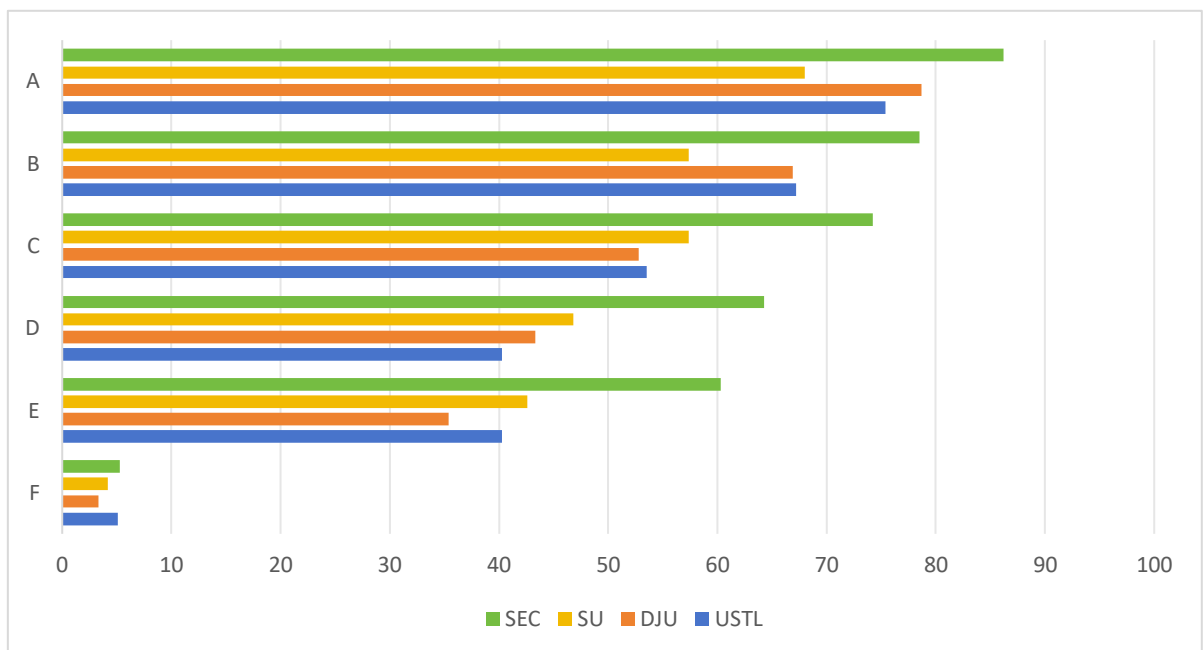


Figure 3.18 Learners Evaluation on Innovative Contents of EILC (2nd Round)

Comparing the above two figures, the two rounds of survey present similar results. In Figure 3.17, 207 respondents from SEC value the innovative contents as “rich with clear logical links” (176, 85%), “difficult but acceptable” (152, 73.4%), “substantial but rewarding” (147, 71%), “helpful to cross-cultural communication” (129, 62.3%). 122 respondents, accounting for 58.9%, demand Chinese translation to facilitate the reading comprehension. In addition, 14 respondents dislike the

innovative content design of EILC for being complicated and overloaded. Figure 3.18 shows a same pattern for respondents' answers in Figure 3.17. 86.2% of the learners from SEC value the innovative contents as "rich with clear logical links" (176, 85%), with 78.5% as "difficult but acceptable", 74.2% as "substantial but rewarding", 64.3% as "helpful to cross-cultural communication". 60.3 % of SEC respondents require Chinese translation to facilitate the reading comprehension. In addition, 5.3% of learners dislike the innovative content design of EILC for being complicated and overloaded.

There are 47 answers from SU. In Figure 3.17, 33 respondents from SU value the innovative contents as "difficult but acceptable", accounting for 70.2% of the total, as well as 29 as "rich with clear logical links" for 61.7%, 25 as "helpful to cross-cultural communication" for 53.2%, 24 as "substantial but rewarding" for 53.2%. 21 respondents, accounting for 44.6%, demand Chinese translation to facilitate the reading comprehension. In addition, 4 respondents, accounting for 8.5%, dislike the innovative content design of EILC for being complicated and overloaded. Figure 3.18 shows a similar pattern for respondents' answers in Figure 3.17. 32 respondents from SU value the innovative contents as "rich with clear logical links", accounting for 68% of the total, as well as 27 as "difficult but acceptable" and "substantial but rewarding" both for 61.7%, 22 as "helpful to cross-cultural communication" for 46.8%. 20 respondents, accounting for 42.6%, demand Chinese translation to facilitate the reading comprehension. In addition, 2 respondents, accounting for 4.2%, dislike the innovative content design of EILC for being complicated and overloaded.

There are 127 answers from DJU. In Figure 3.17, 94 respondents from DJU value the innovative contents as "rich with clear logical links", accounting for 74% of the total, as well as 83 as "difficult but acceptable" for 65.4%, 74 as "substantial but rewarding" for 58.3%, 68 as "helpful to cross-cultural communication" for 53.5%. 50 respondents, accounting for 39.4%, demand Chinese translation to facilitate the reading comprehension. In addition, 14 respondents, accounting for

11%, dislike the innovative content design of EILC for being complicated and overloaded. Figure 3.18 shows a similar pattern for respondents' answers in Figure 3.17. 100 respondents from DJU value the innovative contents as "rich with clear logical links", accounting for 78.7% of the total, as well as 85 as "difficult but acceptable" for 66.9%, 67 as "substantial but rewarding" for 52.8%, 55 as "helpful to cross-cultural communication" for 43.3%. 45 respondents, accounting for 35.4%, demand Chinese translation to facilitate the reading comprehension. In addition, 9 respondents, accounting for 3.3%, dislike the innovative content design of EILC for being complicated and overloaded.

There are 86 answers from USTL. In Figure 3.17, 64 respondents from USTL value the innovative contents as "rich with clear logical links", accounting for 74.4% of the total, as well as 56 as "difficult but acceptable" for 65.1%, 41 as "substantial but rewarding" for 47.7%, 34 as "helpful to cross-cultural communication" for 39.5%. 36 respondents, accounting for 41.9 %, demand Chinese translation to facilitate the reading comprehension. In addition, 5 respondents, accounting for 5.8%, dislike the innovative content design of EILC for being complicated and overloaded. Figure 3.18 shows a similar pattern for respondents' answers in Figure 3.17. 75.4% of the respondents from USTL value the innovative contents as "rich with clear logical links", as well as 67.2% as "difficult but acceptable", 53.5% as "substantial but rewarding", 40.3% as "helpful to cross-cultural communication". 40.3% of the respondents demand Chinese translation to facilitate the reading comprehension. In addition, 5.1% of the respondents, dislike the innovative content design of EILC for being complicated and overloaded.

It Is obvious that learners hold a positive attitude towards the Innovative arrangement and designing of the contents of EILC elective courses. This the reading materials are more difficult if compared with the reading comprehension passages in conventional GE courses. However, the videos in MOOCs or SPOCs tremendously assist the comprehension of reading materials in the EILC courses.

Gradually, EILC learners get used to the length and grasp the vocabulary in EAP- or ESP-style, forming their own word bank when communicating verbally face-to-face, or by typing via social applications on digital devices.

The autonomic learning competence of setting one's learning objectives and planning online learning contents prepare EILC learners for lifelong learning according to their needs and goals of career-building and self-fulfilment.

3.5 Verification of the International Promotion Value of Formatting Learners' Glocal Competency

The Dragonfly modelled EILC courses have been applied to the English-taught programmes of international engineering undergraduates on the campus of University of Science and Technology Liaoning (hereinafter USTL). International undergraduates at USTL are mainly from African countries who are studying and using English as a second language. Due to the undeveloped disciplines related to infrastructures in their origin counties, international students generally enroll in the specialties of Chemical Engineering, Mechanical Engineering, Civil Engineering, Software Engineering, Metallurgy, and Architecture. Compared with Chinese undergraduates, international students are confronted with the gap between their high-school education outcomes and the requirement of freshmen in Chinese universities. Before the access to EILC courses, the majority of them have suffered from study burnout, being absent from lessons and ignoring individual development.

There are Russian students on USTL campus as well. They mostly come to China for short-term language courses, whose study duration spans from 3 months to 1 year. After experiencing the EILC selective courses, some of them shifted their programmes to undergraduate, master, or PhD English taught programmes.

However, they need specific guidance and insights into their individual future plans considering both global and local elements.

The innovative blended teaching method of TLPAE has strongly inspired international students' motivation of autonomic learning. International students have been actively evolved in teaching and learning procedure. They have created individual career plans which won provincial prizes.

In 2024, the author instructed 4 teams of international students to participate in the 3rd Liaoning Provincial Competition of Innovation with International Participants, held in October, 4 teams supervised by EILC teachers won 2 golden prizes and 2 bronze prizes. The competition received more than 500 works, 20 of which were rewarded gold prizes.

The team led by Chatira Zvikomborero Ingram (from Zimbabwe) participated with the innovative project Prime Consult Inc., winning a gold prize. This project aimed at marketing penetration service for local Chinese enterprises to African market.

The team led by Bekmatova Aziza (from Uzbekistan) participated with the innovative project My Little Chinese Pen Pal, winning the gold prize. The project aimed at creating and promoting a series of Children Book written in Chinese. The stories are from China, Russia, and Uzbekistan. With the help with the electronic reading and translating pen, kids could learn Chinese when enjoying stories in their own specific culture.

The project by Appiah Joseph Donkor (from Zambia) and his Chinese partner Lin Ruipeng is titled 5G Team of Special Resin, winning a gold prize. Their project is of the discipline of Chemistry. Students adopted knowledge on business project proposal from EILC selective courses to present their business plan.

The project of Hanfu (traditional Chinese costume) Experience Centre won a bronze prize. The project of Sustainable Construction and Infrastructure also won a bronze prize.

The above achievements have motivated students in lower grades to participate such competition.

In November 2025, 5 teams participate in the 4th Liaoning Provincial Competition of Innovation with International Participants, who won 3 gold prizes, 1 silver prize, and 1 bronze prize.

The team of Northern-Eastern Scholars: Unlock Your Future in China, including Magola Mbakiso Jr. (Botswana), Tembo Emmnuel Earnest (Malawi), Zoah Emmanuel-Nathan (Cameroon), and Kakeeto Edwin (Uganda), won a gold prize. This project targets at students from Africa and secondary European markets where there is rapidly growing segments seeking quality education in China. This business specialises exclusively in China-focused consultancy, differentiating ourselves from generalist agencies prioritising Western destinations.

The gold-prize winner team of Tourpals is formed by two Russian students Del Daria and Kashtanova Arina. This business plan aims at assisting young travellers to find their accompanies which outstands with smart matching algorithm, verified identity and AI safety, travel buddy mode, language exchange hub and real-time translation, and cultural missions and rewards.

The team of Agri-Bridge: Digital Bazaar, including Nakiyemba Shantal (Uganda), Chakauya Wilfred (Zimbabwe), and Kenyanya Ince (Kenya), won a gold prize. This project aims to help those African farmers who are dealing in coffee, sunflowers, tobacco, and tea to find buyers in China. Their field work is so detailed that they promote cottons as not only materials for textile industries and medical supplies, but also for animal feeds.

The silver-prize winner team of African Herbs is formed by Namalima Jessica Innocencia (Malawi), Hule Michelle Changu (Botswana), Tembo Chawanangwa (Malawi), and Saiga Jaffar Mbuubi (Uganda). Their project is to promote natural herbal products originated from Africa in China.

The bronze-prize winner team of Sweet Bridge is formed by four Russian students Kaigorodov Matvei, Leonenko Valeriia, Pasyunkova Mariana, and

Zakharov Danil. The project employs drama acting in a candy shop of Russian sweets.

The winner projects mentioned above cover five fields: business consulting, education of Chinese as a foreign language, high-tech materials, international communication of Chinese culture, and civil engineering. Based on their majors and the grand development prospect of the Belt and Road Initiative (BRI), students show the innovative planning ability. Their business proposals have been “based on Liaoning and bridged the world”, bridging China with the world. Hence, the Dragonfly-model of curricular design and the blended teaching method of TLPAE is verified to be effective and efficient not only for Chinese engineering students but also for international students who need to learn English as a second language.

3.6 Learning Achievements of English Information Literacy Curriculum

The glocal competency is comprised with the national and cultural self-confidence, the openness to the diversity of cultures, the academic and scientific integrity. As far as EILC is concerned, glocal attitudes are embodied in the spirit of scientific criticism, academic integrity consciousness and social responsibility revealing in academic exchanges and competence competition.

EILC learners, after CET4 exams, are encouraged to participate in the international conferences to examine their competence of critical thinking and respect to scientific originality. They submit articles to the conference proceedings and present their study in multi-disciplinary topics, connecting local socio-cultural characteristics with global issues. All submitted articles have been checked on the authority antiplagiarism system. In this study, submitted articles are examined on the website of www.antiplagiat.ru.

In the verification stage of this study (2023-2025), 147 undergraduates of Engineering specialties in USTL have won certificates of online participation in 7 international conferences with 47 accepted articles.

In November 2025, 66 USTL freshmen in the specialty of Automation submitted 25 articles on topics concerning cross-cultural communication, application of artificial intelligence to language learning, and comparisons between Chinese and Western cultures to 12th International Scientific Interdisciplinary Conference on Research and Methodology: Functional Aspects of Intercultural Communication, Translation, and Interpreting Issues held by RUDN. Even when they just experienced EILC courses for one semester, students are enthusiastic to confidently participate in international academic communication. This is their first step to science.

On 24 November 2024, 39 junior undergraduates of Architecture specialty attended the 11th International Scientific Interdisciplinary Conference on Research and Methodology: Functional Aspects of Intercultural Communication, Translation, and Interpreting Issues. Under the supervision of EILC teachers, participants submitted 9 articles and were accepted.

Zhang Xinyu submitted the article titled *Cultural Differences in Chinese and English Numerals and Their Manifestation in Educational Activities*, with an originality of 99.16%.

You Chang and her co-authors submitted the article titled *Global Promotion of Chinese Architectural Aesthetics through Games: Taking Black Myth Wukong as Example*, with an originality of 93.3%.

Han Xintong, Huang Yixue, Yin Yiming submitted the article titled *The Differences in Architectural Colours between East and West*, with an originality of 90.71%.

Zhang Qilin, Zhang Xi, and Chu Xiang wrote the article titled *Communication and Integration of Architectural Styles from a Cross-Cultural Perspective*, with an originality of 91.58%.

Wang Leiyue and his co-authors submitted the article titled *Research on the Correct Understanding and Forms of Intercultural Communication in the Context of the Information Age*, with an originality of 88.07%.

Qin Yu and her co-authors submitted the article titled *Differences in Cultural Connotations of Chinese and Western Traditional Festivals in Cross-cultural Communication*, with an originality of 82.03%.

Zhang Xinyan submitted the article titled *The Comparative Study of Chinese and Western Architectural Culture in the Field of Cross-Cultural Communication*, with an originality of 80.64%.

Wang Yuhan and her co-authors submitted the article titled *The Differentiation and Amalgamation of Cultural Elements between Chinese and Foreign Architectural Design*, with an originality of 80.04%.

Shen Liren, Xue Yuchen, and Huang Qin submitted the article titled *Cultural Disparities Reflected by Chinese and Western Dietary Culture from a Cross-Cultural Perspective*, with an originality of 77.62%.

On 28, 29 October 2024, 12 junior undergraduates of Architecture specialty attended International Scientific and Practical Conference “Current Problems and Trends in the Development of Modern Economics”. Under the supervision of EILC teacher, participants submitted 4 articles and were accepted.

Huang Qin and her coauthors submitted the article titled *The Relationship between Architecture and Socioeconomic Development in Different Historical Periods of China*, with an originality of 88.35%.

Han Xintong and her coauthors submitted the article titled *Promotion of Local Tourism with Urban Landmark Architectures*, with an originality of 87.1%.

You Chang and her coauthors submitted the article titled *Architectural Economy in the Context of Multiculturalism*, with an originality of 82.01%.

Zhang Xinyan and her coauthors submitted the article titled *Research on the Development Model of Branding Architectural Enterprises*, with an originality of 75.24%.

On 7 October 2024, Zhang Xinyan and Jasper van de Veerdonk (Junior year student from Netherlands), co-authoring with their supervisor, submitted and presented the article titled *Strategies for Branding Architecture and Architects of*

China, with an originality of 85.58%.

In the year of 2023, undergraduates from other specialties also presented their glocal competency in international conferences.

Fang Zixuan, Guo Wenxi, Guo Ziyu, Geng Chengxin, Liu Mingyang of Specialty of Electric Communication (Grade 2022 and 2023) present the article titled *Telling China's Stories from An Intralinguodidactic Perspective: A Comparative Study of Idioms in Chinese and English*, supervised by Yue Yanfeng, on the 10th International Scientific Interdisciplinary Conference on Research and Methodology, RUDN. 24th November 2023. Moscow, Russia.

Xu Jingyao, Ji Fanyu, Wang Jingxi, Yang Yining of Chemical Engineering (Grade 2022 and 2023) present the article titled *Development of Intercultural Competence Through Projects of Cross-Border E-Commerce*, supervised by Yue Yanfeng and Chen Yuanyuan, on the 10th International Scientific Interdisciplinary Conference on Research and Methodology, RUDN. 24th November 2023. Moscow, Russia.

Yao Linlin, Wang Guangya, Wang Yongchao, Zhang Chi of Civil Engineering (Grade 2022 and 2023) present the article titled *Exploration of Project-Based Translation Teaching and Cultivation of Translation Ability*, supervised by Yue Yanfeng and Chen Yuanyuan, on the 10th International Scientific Interdisciplinary Conference on Research and Methodology, RUDN. 24th November 2023. Moscow, Russia.

Mengli Jin, Liqiu Duan, Zhongfang Zhang, Xiaoqian Lu, Yuzhi Liu of Computer Science (Grade 2022 and 2023) present the article titled *Glocalisation of Internationalised Educational Programs In Industrial Cities in Northeastern China*, supervised by Yue Yanfeng, on Glocalisation of Internationalised Educational Programs In Industrial Cities in Northeastern China, Samara State Technical University. 16th - 17th November 2023. Samara, Russia.

Han Yuanxi, Jia Haonan, Sun Fangfang, Wang Xu of Metallurgy (Grade 2022 and 2023) present the article titled *An Evaluation on Challenges from Belt*

and Road Initiative to Sino-African Educational Cooperation, supervised by Yue Yanfeng and Zhou Yan, on the 15th All-Russian Research and Methodological Conference with International Participation, RUDN. 24th March 2023. Moscow, Russia.

Liu Yanmei, Zhang YingWen, Wang Sinan, Guo Junyu (Grade 2022) of Mechanical Engineering present the article titled *A Comparative Analysis on Different Cognition of Colour Words in Chinese and English*, supervised by Yue Yanfeng, on the 15th All-Russian Research and Methodological Conference with International Participation, RUDN. 24th March 2023. Moscow, Russia.

The participation in international conferences enhance participants' national and cultural self-confidence, which backups undergraduates to share his or her opinions in the aspects of learning a foreign language and sharing Chinese culture. Undergraduates have been led to accept the diversity of cultures and languages. They understand that no communication is successful without a basis precondition of mutual respect and equal position of two communicating cultures. The purpose of learning a foreign language is not to worship the other culture. Culture is born to be equal. The learning of English aims at spreading and sharing Chinese traditional and modern culture and achievement with the world, as well as defending the nation and her people with proper expressions in English.

As to the participation in the national and provincial English competence competitions, EILC undergraduates of engineering specialties have been honoured 8 national-levelled and 8 provincial-levelled awards.

June 2023, Zhang Kaiyu won a National Second Prize of Category B in NECCS (National English Competition for College Students).

June 2023, Li Yahan won a National Second Prize of Category C in NECCS (National English Competition for College Students).

June 2023, Chen Hong won a National Third Prize of Category C in NECCS (National English Competition for College Students).

June 2023, Wang Ping won a National Third Prize of Category C in NECCS

(National English Competition for College Students).

June 2023, Guo Longlong won a National Third Prize of Category C in NECCS (National English Competition for College Students).

In brief, glocal competency has been proven to be formatted in learners of the experimental groups, which will benefit them for lifelong learning and career planning.

Chapter Conclusion: Verification of the Hypotheses

This chapter is the verification of the hypotheses of the study.

With the questionnaire surveys, EILC is proven efficient in matching learners' study needs of English courses. The contents of EILC realise learners' anticipation for lingual-cultural knowledge. Meanwhile, students' engagement in the participatory learning and communicative tasks attests the effectiveness of the blended teaching model of TLPAE. EILC learners willingly participate in the learning and practical tasks. It is summarised that EILC is efficient and effective to form learners' ability of autonomic learning.

The competence development goals of EILC are future oriented. Some learning outcomes might reveal themselves in 5 or 7 years after graduation.

Firstly, as to the glocal competency on the lingual-cultural level, the formation of English information literacy is proven to be realised by comparisons of final examination scores and pass rate of CET4 between EILC experimental groups and the control groups. EILC learners present relatively advanced lingual-cultural abilities. Moreover, the competency gap between the experimental groups and the control groups is increasingly widened as time goes by.

Secondly, verifications on the engagement of learners in EILC studies are presented and analysed to substantiate the effectiveness of the designs of participatory learning tasks. Learners are willing to be involved in the learning and practising programmes of EILC. The participatory studying experience accelerates the formation of learners' glocal competency.

Thirdly, the formation of learners' glocal competency through EILC has been substantiated in three aspects. The first aspect is the formation of learners' lingual-cultural ability which is demonstrated with the results of final examination of General English and the pass rate of CET4 examination. The second aspect is the formation of learners' intra-cultural ability which is demonstrated with result of Intercultural Competence Test. The third aspect is the formation of glocal attitudes which is presented by the research article they submitted to international conferences with originality over 75%. EILC learners are supposed to form spirit of lifelong learning and competence of career planning. Hence, in addition to the above three aspects of global competency formation, some elite learners present the competencies of autonomic studying and career planning with their performance in relative competition.

There is a concern with the difficulty in the accomplishment of EILC tasks. Such difficulty is suspected to cause learners' study burnout which eliminates motivation of learning. With a survey on the satisfaction rating towards EILC, such concern is dissipated. EILC learners cherish EILC learning experience. 94% of the respondents are willing to challenge themselves with difficult learning tasks.

In the last section of this chapter, the approbation of EILC designs is presented. 13 publications concerning this study are composed on 5 themes. 2 articles introduce the initiation of this study. 3 articles discuss the global and local environment for this study. 3 articles argue the connotation of global competency for engineering students. 2 articles discuss the nature of English courses in universities is not a foreign language course but a second language curriculum. 3 articles present the teaching method of EILC.

To sum up, EILC is proven to be efficient and effective to form learners' glocal competency.

CONCLUSION

As a Chinese proud of the country, the people, the modern development, and the culture of this country, the author has been quite enthusiastic in sharing Chinese history and cultural stories with anyone I encountered when being abroad. However, when I was studying in Australia, it is obvious that the majority of Australians do not care about the positive comments on China. The only occasions for them to inquire me something about China were always connected with some sensational “anecdotes” or some gossiping news on community tabloids. Then, once during my lectures on International Economic Cooperation, an African student on USTL campus held a smart phone to present me a short video released by some net pop and assailing me what purpose Chinese government harboured when offering her country loans with interests.

That is the reason for launching this study and practice. The image of China overseas is built up on decades of misreading and misunderstanding of the society and the culture of China. GE courses in HEIs are no longer a curriculum of foreign language. Graduates, especially talents of engineering specialties, are expected to acquire the glocalised English competence. Such competence is conceptualised as English Information Literacy, a innovative definition in this study.

English is a lingua franca serving the globalised scientific, economic and academic communication. Conventional GE courses could not serve students’ practical needs of study unless the course successfully foster learners applied English ability in coping with intense professional competition of proficiency and global competency. The objective of competence development is to meet engineering-majored students’ needs to format their glocal competency. As far as English courses are concerned, such a competence developmental goal is to develop individual capabilities of English Information Literacy.

The glocal competency is defined as a ladder of abilities. To develop the

basic-level lingual-cultural abilities, EILC learners are expected to master the lingual and cultural knowledge and skills to use information tools in an English sociocultural environment, as well as to identify, process, transmit and create information in English. To format the intermediate level intra-cultural abilities, EILC learners are anticipated to develop individual ability of fulfil intra-cultural communicative tasks. attitudes and methods of independent learning. To format the high level glocal attitudes, EILC learners are supposed to consolidate the spirit of scientific criticism, academic integrity consciousness, and social responsibility. Moreover, the future-oriented curriculum of English Information Literacy prepares learners to be competent to engage in life-long learning and career planning.

According to the results of this study, EILC embodies four scientific features. (1) EILC is a glocal curriculum based on both macroscopical demands and microscopical professional development plans. (2) EILC is a fundamental curriculum derived from the thorough evaluation on the changed curricular nature of second language. (3) EILC is a future-oriented curriculum aiming at learners' acquisition of professional aptitude and lifelong learning attitude. (4) EILC is a systematic curriculum eliminating fragmental study and promoting integrated learning through practice.

The curricular design of EILC is based on the claim that the acquisition of competence in a second language accrues through an unconscious process of learning transfer. Since the acquisition of English competence is not the consequence of conscious behaviours, foreign language pedagogical studies should not concentrate on the psychological learning process. This is the reason for which conventional teaching reforms of GE have not achieve the predicted effects. Researchers should not be constricted by the deep concerns about categories of conscious learning and the features attractive for learners to indulge in learning. However, the procedure of learning transfer could be influenced by reallocation of learning resources and by innovation of influential factors. Researchers should respect the multidisciplinary features of foreign language pedagogical studies.

Then, the insights into gaining successful second language competence would be achieved, which lead less successful learners to the enhancement of learning outcomes.

This study achieves conclusion as follows:

Firstly, the definition of glocalisation and glocality is a multidisciplinary issue.

The conception of glocalisation is interpreted and defined with scientific theories of pedagogy, from perspective of interlingual didactics. In return, interlingual didactics and pedagogy of foreign languages are illustrated with multidisciplinary arguments. Also, GE is conventionally conceptualised as a subject of foreign language studies. The testified nature of GE as a curriculum of second language connects the acquisition of English competence with mutual-influential sociocultural elements. Ultimately, the application of strategic management models to pedagogical issues enables the researcher to spot the tangible and manageable factors in foreign language pedagogical studies.

Secondly, the initiation of EILC framework offers GE designers a novel perspective to examine the development of English curricula in HEI.

EILC provides teachers of GE with an applicable framework of English learning resources, including compulsory English courses, selective EIL courses, MOOCs, and SPOCs. Such a framework is achievable by a team of common teachers of English, without financial supports by institutional investment. Meanwhile, EILC teachers' role is changed from controllers to "managers". They are the guide for students to go through blended participatory learning resources, offering assessment results, and invite students' autonomous to individual study plans. Such measure narrows, even closes, the gap between teachers' expectation and students' learning needs. EILC students' learning achievements are not increasing scores of various assessments, but individual glocal competency and lifelong learning spirit, which eliminates the near-sightedness of conventional curriculum design. EILC is designed with a view of future and development.

Thirdly, macroscopically speaking, glocalisation should be valued when studying pedagogical challenges of foreign language education.

Glocalisation are born with globalisation and globality but being long ignored. globalisation is attached to the concept of globality, which means the capability of a region to connect the local with the global. The restraint of such concept of globalisation lies in the emphasis on the process of breaking down national boundaries, connecting regions and countries, and encouragement of communication of ideologies, flows of merchandises, as well as exchanges of commercial practice. Nonetheless, the sociocultural and regional elements have been neglected.

In this study, due to the limited financial supports and policy-making authorities for local industrial HEIs in China, when faced with globalised competition in a certain industry, one specific university is suggested to re-examine the conditions and resources of sustainable development with the strategic views on both globalisation and localisation, in short, a view of glocalisation.

So do the majority of HEIs who are faced with the independent sustainable development. The elite HEIs are elite because of the small number of those institutions of education. Normally, common HEIs could not expect the financial or policy supports elite universities enjoy. This study holds certain value to assist strategic plans for those common local HEIs. Both the global or macroscopical surroundings and the local or microscopical conditions ought to be taken into consideration when a local industrial HEI is sketching the plans of sustainable development or a plan for professional proficiency development.

Fourthly, microscopically speaking, curricular design should focus on narrowing down the gap between teachers' prediction and learners' anticipation.

Learners' responses reveal the dearth of orientation on the objective of study in the conventional GE courses. Although EILC is designed with the student-centred concept, it is the instruction of teachers of EILC who could clarify the learning outcomes to the students, guiding them to realise the acquisition of

English information literacy. When setting the learning objectives, the priority should be laid on the most applicable and accessible aspects of English competencies. The teachers' prediction, in this case, surpasses the actual needs of learners for their current abilities in cognition and discretion. Nonetheless, if learners are sufficiently competent in their freshmen or sophomore year, the employment of teachers and teaching administrators is valueless.

Fifthly, the confirmation of curricular nature should be conducted with a multidisciplinary circumstance of examination.

GE are suggested to prioritise the examination on the course nature. Since teaching GE as a foreign language cannot satisfy students' needs to develop one's EIL and to be globally competent, EILC is constructed as a curriculum of a second language. However, such an examination, at least, involves disciplines of management, psychology, linguistics, and philosophy. Taking AFI model of strategic management as an example, conventional methodologies of pedagogical research generally identify all problematic factors before analyses. However, in this study, curricular design of EILC is based on the claim that the acquisition of competence in a second language accrues through an unconscious process of learning transfer. Therefore, it is crucial to identify not all the factors but merely the manageable factors. And in the process of formulating a workable research plan, the reliability and applicability of EILC are guaranteed.

Moreover, researchers should be noted that the more frequently-used a method is, the more creative its design could be. For instance, when examining the result of learners' evaluation on the innovative contents of EILC, the same survey question and choices are repeated twice in the same 20-question questionnaire sent to students' smart phone via SuperStar. This tricky psychological design in questionnaire could allow respondents more time to consider their answer and guarantee the seriousness of their attitude towards this questionnaire. If the two set of data are largely different, the data will be abandoned, and new research method will be employed. Fortunately, this experimental and creative attempt in operating

survey by questionnaires turns out effective.

Finally, the measures of assessment of an innovative curriculum should be development-orientated.

EILC assessment is designed to be multi-dimensional. Students' learning achievement should be assessed with online quiz, intercultural activities, reports on heated issues (for example, AI Figuring), MOOC video producing, academic experience of international conference participation, English article publications, etc. Such diversity of evaluative methods motivates every student to participate in the learning process of EILC. Assessment of learning achievement involves every study link in teaching procedure, including accomplishments of reading and listening tasks, lesson tests, online exams, submissions of assignments, a satisfied attendance rate and visiting frequency to online SPOC of Chinese Listening and Speaking. The full mark of course assessment is 100, with 60 the line of pass.

Conventionally, important learning link, for example, the final examination, contribute only 30% of the final marks in the EILC course of *Cultural Communication from China to the World*. In MOOC of An Overview on China and Chinese Culture, this weight of final exam is even lower to 25%.

Additionally, peer assessment is added into the evaluation methods to empower learners to take the responsibility for arranging and managing their individual learning paces, to enable students to assess and offer their classmates constructive feedback for the acquisition of personal skills of assessment during their lifelong learning process, and to enhance their participatory learning through knowledge diffusion and opinion exchange.

All the measurement methods target the participation of learners in every link of learning activities in the lesson model of TLPAE. In short, the multidimensional design of assessment of learning performance and learning outcomes encourages less-self-motivated learners and inspires elite learners. It provides an equal starting point for all learners to plan the EILC studying.

There are three emerging issues beyond the hypotheses of this study.

Firstly, it might be “**social mobility**” that motivate students learning.

Besides the gap between teachers’ prediction and learners’ needs, there exists another information gap. Before conducting this study, the learners’ needs of learning English has been predicted to be orientated by the employment demands for globalised talents or by the self-fulfilment of one’s pursuing for knowledge and improvement. However, after analysis the data collected from EILC learners, it is found the privatised aspects of English competence for Engineering-related undergraduates is competence of social communication in English. The function of higher education for young talents, are not only to realise one’s professional development, but also to promote one’s social mobility.

Conventional GE course mainly offers general-used English language, while learners are keen in acquire the skills of using English to transfer information, to “bridge an information gap”. Such competence of using a second language in communication enables graduates to occupy an advantaged position in the social status competition locally and globally. And the promotion of personal social mobility is the major motivation in modern society.

Social mobility refers to change in a person’s socio-economic situation, when in relation to their inter-generational mobility or intra-generational mobility. It is the internationalised and massificated higher education that link social mobility to equal opportunity in self-development and fulfilment. The acquisition of English information literacy grants learners the equal possibilities to live a well-being life beyond the limits of socio-economic background of a specific family, gender, age, race, ethnicity, birthplace, or other foundational elements as the core of an onion of cultural self.

The rationality behind this phenomenon is that through education, the outer layers of the cultural onion are managed to nourish the ego with professional competence, information literacy, as well as ethical integrity. As is designed in the systematic IELC, the acquisition of the traits of a cultural self to a flexibility in social mobility with lifelong learning planning and career building planning.

Secondly, there might be **no “hierarchy of learning needs”** for learners.

Before conducting this study, learners’ needs of studying are generally predicted to be hierarchic. The sequence on the learning ladder is assumed to be similar to Maslow’s Hierarchy of Needs. From the bottom of the hierarchy upwards, the needs are: physiological, safety, love and belonging, esteem and self-actualization. It is predicted learning outcomes would also follow the sequence from knowledge of language to skills to practise the language, and then to the self-fulfilment of emotional values of an individual learner.

It should be cautious when drawing a finding with interpretation of pedagogical psychology. However, the author still chooses to highlight this finding because it might be enlightening for colleagues who are specialists in this field of research. It is believed to be a theme worthwhile for a close examination.

Thirdly, **peer assessment** should be operated in a multicultural classroom.

Peer assessment is adopted to evaluate students’ performance, especially the team performance in flipped classroom. This approach of assessment is employed to empower learners to take the responsibility for arranging and managing their individual learning paces, to enable students to assess and offer their classmates constructive feedback for the acquisition of personal skills of assessment during their lifelong learning process, and to enhance their participatory learning through knowledge diffusion and opinion exchange.

Chinese participants are generally too shy to evaluate their peers with poor performance. To avoid even or average marks due to peers’ pressure or friendship between classmates, EILC system only allows marks of 1, 3, and 5. And reasons for marking must be provided to validate the assessment. While the international students involved in classroom work are cling to take the opportunities of peer assessment as “time of revenge”. One score of 3 provokes a coming 1. And both are done without solid reasons in comments, no matter how many times the teacher calls for a calm evaluation.

Peer assessment seems to be an efficient method for learners to get involved in the participatory learning of EILC. However, the actual assessing occasion is either over-heated with the participation of international students or deep-frozen without their engagement. It is concluded that peer assessment should be redesigned and carried out in a internationalised classroom, which needs further observations.

The findings aforementioned also lead to three further study themes in developing EILC teaching and learning.

The first theme is a study on bridging learning motivation with the promotion of social mobility.

Studies on similar theme have been conducted in the United States, Japan, and Korea. These three countries are in the same allied system led by the United States, which means the social values and worldviews might be similar but limited. Considering the entirety of differences between countries, researchers need to investigate this question of pedagogy and social studies in the global and local circumstances of China. The result would be rewarding to the further development of EILC.

The second theme is a study on learners' needs and motivation of studying English as a second language.

It is proven to be least possible to urge freshmen or sophomores to carefully consider what they need to learn in courses of English. Even if when shifting to seniors, it is difficult for an average person to evaluate the global surroundings and local demanding for certain English competence. However, they are willing to evaluate written statements on this topic. Q method is perfect for converting qualitative descriptions into quantitative data. The preparation stage of data collecting has been accomplished. And the identified needs of learning could be sorting and sequencing with Q matrix. The next research by the author will be a study on learners' needs of studying English as a second language with Q method.

The third theme is a study on an effective and efficient framework of

practising peer assessment in EILC.

Peer assessment is adopted to improve the overall learning outcomes by assisting learners to develop their English competence in reading, writing, and collaborative work. A well-designed peer review framework develops learners competence of self-evaluation and assessment, which benefits one's lifelong learning and career building. Therefore, although the practice feedback of peer assessment in this study is not satisfactory, it deserves a second chance.

Here are some reflections and recommendations to colleagues in the practice of GE teaching and researching.

Firstly, though for an average teacher of English working in an average HEI of China, there are many limits on the possible reforming measures which the author could take, a small-scaled project could produce an extensive influence with the assistance by the increasingly reaping digital tools and techniques. Thus, without hesitation, taking actions to make a difference in GE learning experience.

Secondly, the prediction of what should be taught to students should be abandoned. The centre of curricular design is not the teachers but the learners. The gap between teachers' prediction and learners' needs and motivation is wider than expectation. It is time to shift the role of teachers from controlling to managing. The teacher should influence the learning outcomes with flexible designs supported by periodical surveys for and feedback from learners.

Thirdly, MOOCs or SPOCs are not for self-study. The aim of education nowadays is to assisting learners to accommodate to autonomous learning. The learning of MOOCs or SPOCs is fragmented without teachers' instructions. Therefore, it is strongly recommended that MOOCs should be employed as the materials and platform of blended learning. MOOCs could be a common learning resources of several courses. One MOOC could serve the learning objective of more than one course.

Fourthly, EILC framework also works for teaching and learning of other foreign languages. In this research, the TLPAE model of lesson plans for teaching

Chinese as a foreign language to Russian undergraduates has been verified to be acceptable and applicable. Blended teaching is effective and efficient with a certain model of lesson plan.

In brief, though there are emerging arguments, the study of converting General English into English Information Literacy Curriculum is proven by practice to be effective and efficient in developing learners' global competency. Moreover, further research will be conducted based on current achievements.

List of Abbreviations

Abbreviations	Deciphering of Abbreviations
AFI framework	Analyse - Formulate - Implement framework
BEC	bilingual education courses
BOPPPS	Bridge-in, Objectives/Outcomes, Pre-test, Participatory Learning, Post-test, Summary
CET	College English Test
CICA	Centre for Intercultural Competence Assessment
CLIL	Content and Language Integrated Learning
COVID-19	Corona-virus disease
DJU	Dalian Jiaotong University
EAP	English for academic purposes
EFL	English as Foreign Language
EGP	English for General Purposes
EIL	English information literacy
EILC	English Information Literacy Curriculum
EMI	English Medium Instruction
ESD	Education for Sustainable Development
ESL	English as Second Language
ESP	English for Special Purposes
ESP	English for Special Purposes
FLC	foreign language curriculum
GE	General English
GenAI	Generative Artificial Intelligence
GER	the Gross Enrolment Ratio
HEIs	higher education institutions
ICT	Intercultural Competence Test
LOOC	Liaoning Online Open Curricula

MDMA	Mechanical Design, Manufacturing and Automation
MOE	the Ministry of Education
MOOC	Massive Open Online Course
NBS	the National Bureau of Statistics of China
OBE	Outcome-Based Education
OECD	The Organisation for Economic Cooperation and Development
PDPs	Professional Development Programmes
PHE	Pedagogy of Higher Education
PISA	Programme for International Student Assessment
PPC	Post modernity and Postmodern Curriculum
SAU	Shenyang Agricultural University
SDG 4	Sustainable Development Goal 4
SEC	Shenyang Engineering College
SLC	second language curriculum
SPOC	Small Private Online Course
SU	Shenyang University
TEIL	Teaching English as an International Language
TLPAE Method	The blended method of Teaching objectives — Learning objectives — Practice — Assessment — Evaluation
UNESCO	United Nations Educational, Scientific and Cultural Organization
WoS	Web of Science

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List of Figures

Figure 1.1 AFI Framework for Problematic Resolution to Pedagogical Issues	36
Figure 1.2 An Overlay Visualisation of “Glocal” “Higher Education” (2014-Present)	46
Figure 1.3 Number of Enrolments of Formal Education by Type and Level (1990-2022)	53
Figure 1.4. Bibliometric Mapping - Internationalisation of Higher Education	55
Figure 1.5 Bibliometric Mapping - Global Competence, GE, and HE in China....	64
Figure 1.6 Three-levelled Glocal Competency.....	72
Figure 1.7 Bibliometric Mapping - Teaching English as a Second Language in Higher Education of China (2020-2024)	80
Figure 1.8 The English Information Literacy Cultural Onion	101
Figure 2.1 Angles or Bats?	105
Figure 2.2 Seniors’ Ratings on Statements of English Courses (2016-2018).....	120
Figure 2.3 Survey Result of Selective Courses in Need (2020)	122
Figure 2.4 A Survey on Study Needs of Engineering Undergraduates.....	130
Figure 2.5 The Dragonfly Model of EILC.....	133
Figure 3.1 Learners Evaluation on the Skill-Divisions of GE.....	172
Figure 3.2 Learners Expectation of English Competence	175
Figure 3.3 Screenshot of Completion of Introduction Session.....	180
Figure 3.4 Screenshot of Completion Rates of Overall Tasks	180
Figure 3.5 Screenshot of Learners’ Completion Progress	181

Figure 3.6 Screenshot of Learners' Participation in Discussion.....	182
Figure 3.7 Distribution of Final Marks.....	183
Figure 3.8 Learners Comments on the SuperStar Discussion Board	186
Figure 3.9 Learners Evaluation on Degree of Difficulty (Overall)	187
Figure 3.10 Learners Evaluation on EILC with TLPAE Method	189
Figure 3.11 Lecture on Misunderstanding of Chinese Culture.....	198
Figure 3.12 Lecture on Traditional Chinese Etiquette.....	199
Figure 3.13 Recognition Practice to Anshan Branch of Opton Co., Ltd.	202
Figure 3.14 EILC English Tutors Working in Rural Towns	202
Figure 3.15 Screenshot of Single Answer (Sample Size 315).....	204
Figure 3.16 Multiple Answers to the Question (Sample Size 467)	205
Figure 3.17 Learners Evaluation on Innovative Contents of EILC (1st Round) .	209
Figure 3.18 Learners Evaluation on Innovative Contents of EILC (2nd Round).	209

List of Tables

Table 1. Number of Higher Education Institutions.....	53
Table 2. Weights of Learning Activities.....	128
Table 3. Contents of EILC	134
Table 4 Course Contents of CCCW.....	140
Table 5 Course Contents of RSL	148
Table 6 Contents of MOOC	153
Table 7 Teaching Arrangement of Chinese Bridges	158
Table 8 Teaching Arrangement of Chinese Bridges	162
Table 9 Benefit Scale of EILC.....	168
Table 10 Entrance Scores to Selected Specialties in 2022, 2023, and 2024.....	191
Table 11 Comparison of Final Scores of General English 2023-2024-1	193
Table 12 Comparison of Final Scores of General English 2023-2024-2.....	194
Table 13 Comparison of Performance in College English Test 4.....	196
Table 14 Comparison of Intercultural Competence Test Results 2023-2024-2....	200

Appendices

Appendix 1:

Questions on Needs of Studying GE

1. 你预计现有的大学英语课内容可以满足毕业后的工作需要吗?

According to your prediction, would the current courses of college English be sufficient for your the requirements of your work after graduation?

Number of answers 本题已答 : 314

- A. 非常足够。Quite sufficient. 23 人 7.3%
- B. 基本足够。Basically sufficient. 58 人 18.5%
- C. 不够。Not sufficient. 180 人 57.4%
- D. 非常不足。Quite insufficient. 45 人 14.3%
- E. 我无法预计。I can't predict. 8 人 2.5%

2. 在哪一/哪些方面, 你希望能得到更多的英语学习课程或辅导? (多选)

In which aspect/aspects do you need further courses or tutorials of English? (Answers could be more than 1.)

Number of answers 本题已答 : 314

- A. 学术英语。Academic English. 195 人 11.2%
- B. 专业英语。English for Special Purpose. 206 人 11.8%
- C. 社交英语。English for social communication. 277 人 15.8%
- D. 英语文献。Research literature in English. 175 人 10%
- E. 对外文化交流。Cross-cultural communication. 219 人 12.6%
- F. 雅思备考。Preparation for IELTS. 137 人 7.9%
- G. 托福备考。Preparation for TOFEL. 121 人 6.9%
- H. 四六级备考。Preparation for CET 4 and CET 6. 226 人 13%
- I. 考研英语。Preparation for Entrance Examination of Postgraduates. 188 人 10.8%

3. 你觉得大学英语课教学内容分为听说读写合适吗?

Do you think it is proper to detail college English into English Listening, English Writing,

English Reading, and English Speaking?

Number of answers 本题已答 : 314

- A. 非常好, 我很喜欢。 Very nice. I like it. 66 人 21%
- B. 可以, 但不必要。 It is acceptable but not necessary. 60 人 19.1%
- C. 不合适, 我感到有负担。 Not proper. I feel burdened. 122 人 38.9%
- D. 非常不适, 希望尽快改革。 Quite improper. I hope it to be reformed. 54 人 17.2%
- E. 累了, 毁灭吧! I feel tired. Exterminate it! 12 人 3.8%

Appendix 2:

Questions on Anticipation, Participation, and Satisfaction

1. 如果有机会继续与老师交流, 你最希望教师加强哪方面的学习引导?

If you have the opportunity to continue to communicate with your teacher, what learning guidance do you want to get from him or her?

- A. 跨文化交际知识 Knowledge of intercultural communication
- B. 汉英翻译技巧 Chinese-English translation skills
- C. 学术研究指导 Guidance on academic research
- D. 英文学术写作 English academic writing

2. 请为本课评个等级吧。 Please grade this course.

- A. 优 Highly Distinguished
- B. 良 Distinguished
- C. 中 Credit
- D. 及格 Pass
- E. 垃圾 Fail

3. 请为以下的说法打分 / Please grade the statement below:

掌握英文对未来的工作和社交活动是必要的。

It is necessary to grasp English for future working and social communication.

- A. 2 (非常赞同 Extremely Agree.)
- B. 1 (赞同 Agree.)
- C. 0 (无意见 No comment.)
- D. -1 (不赞同 Disagree.)

E. -2 (非常不赞同 Extremely Disagree.)

4. 请为以下的说法打分 / Please grade the statement below:

需要大学英语课以外的短学时英语技能课程。

Short-hour courses of English competence are in need.

A. 2 (非常赞同 Extremely Agree.)

B. 1 (赞同 Agree.)

C. 0 (无意见 No comment.)

D. -1 (不赞同 Disagree.)

E. -2 (非常不赞同 Extremely Disagree.)

5. 请为以下的说法打分 / Please grade the statement below:

面对国际竞争, 大学生应该专注于专业学习, 外语可学可不学。Faced with International competition, students in universities should concentrate on studies in specialties. Foreign language studies should be selective.

A. 2 (非常赞同 Extremely Agree.)

B. 1 (赞同 Agree.)

C. 0 (无意见 No comment.)

D. -1 (不赞同 Disagree.)

E. -2 (非常不赞同 Extremely Disagree.)

6. 请为以下的说法打分 / Please grade the statement below:

大学英语课应该按照技能目标细分成听、说、读、写课程。

General English in universities should be detailed divided into sub-courses of Listening, Speaking, Reading, and Writing.

A. 2 (非常赞同 Extremely Agree.)

B. 1 (赞同 Agree.)

C. 0 (无意见 No comment.)

D. -1 (不赞同 Disagree.)

E. -2 (非常不赞同 Extremely Disagree.)

7. 请为以下的说法打分 / Please grade the statement below:

Please grade the statement below:

本科生需要掌握阅读英文科技文献资料的技能。

Undergraduates need to grasp the reading skills of scientific literature in English.

A. 2 (非常赞同 Extremely Agree.)

B. 1 (赞同 Agree.)

C. 0 (无意见 No comment.)

D. -1 (不赞同 Disagree.)

E. -2 (非常不赞同 Extremely Disagree.)

8. 请为以下的说法打分 / Please grade the statement below:

本科生需要掌握英文社交技能。

Undergraduates need to grasp the social communicative skills in English.

A. 2 (非常赞同 Extremely Agree.)

B. 1 (赞同 Agree.)

C. 0 (无意见 No comment.)

D. -1 (不赞同 Disagree.)

E. -2 (非常不赞同 Extremely Disagree.)

9. 请为以下的说法打分 / Please grade the statement below:

本科生需要掌握英文学术写作技能。

Undergraduates need to grasp the academic writing skills in English.

A. 2 (非常赞同 Extremely Agree.)

B. 1 (赞同 Agree.)

C. 0 (无意见 No comment.)

D. -1 (不赞同 Disagree.)

E. -2 (非常不赞同 Extremely Disagree.)

10. 请为以下的说法打分 / Please grade the statement below:

本科生需要掌握英文文献检索技能。

Undergraduates need to grasp the literature searching skills in English.

A. 2 (非常赞同 Extremely Agree.)

B. 1 (赞同 Agree.)

C. 0 (无意见 No comment.)

D. -1 (不赞同 Disagree.)

E. -2 (非常不赞同 Extremely Disagree.)

11. 请为以下的说法打分 / Please grade the statement below:

本科生需要掌握“讲好中国故事”的文化交流技能。

Undergraduates need to grasp the cross-cultural communicative skills in English in order to “tell the authentic stories of China”.

A. 2 (非常赞同 Extremely Agree.)

B. 1 (赞同 Agree.)

C. 0 (无意见 No comment.)

D. -1 (不赞同 Disagree.)

E. -2 (非常不赞同 Extremely Disagree.)

12. 请为自己目前的英语水平打分。

Please grade your individual capability of English.

A. Failed.

B. Pass.

C. Credit.

D. Distinguished.

E. Highly Distinguished.

13. 请同学们对本课程的内容设置给予评价。 Please evaluate the contents of this course.

A. 内容丰富，逻辑线清晰。 Contents are rich with clear logical links.

B. 全英文阅读内容难度大，但我可以逐渐养成英文阅读能力。 The full English content is difficult to read. But such difficulty helps me to cultivate English reading ability.

C. 英文内容充实，阅读收获很大。

The English content is substantial, and the reading harvest is very big.

D. 课程内容对我的跨文化交际实践非常有帮助。

Course contents are very helpful to my cross-cultural communication practice.

E. 全英文阅读内容难度大，希望加入中文翻译。

The full English content is difficult to read. I hope that there will be Chinese translation.

F. 内容庞杂，累觉不爱。 Contents are too complicated and overloaded. I don't like it.

Appendix 3: ICT 1 (developed by CICA, China)

Intercultural Competence Test (Elementary Level)

跨文化能力考试初级试卷

请同学们凭借个人现有知识储备独立作答，建议作答时间不超过 20 分钟。

Dear fellow students, please finish this test with your individual knowledge of intercultural communication. The recommended time for this test is 20 min.

1. Among the four great Chinese classical works, which one is the earliest long historical novel?

- A. Romance of the Three Kingdoms
- B. The Water Margin
- C. Journey to the West
- D. A Dream of Red Mansions

2. Tea plays a significant part in the daily life of Chinese people. Which of the following behaviors is NOT in line with the Chinese tea ceremony?

- A. Avoiding slurping (出声地喝) tea.
- B. Offering a full cup of tea.
- C. Serving tea with both hands.
- D. Refilling the tea cup for the elders first.

3. Which of the following is NOT included in the Chinese core socialist values?

- A. Integrity and Friendship
- B. Freedom and Equality
- C. Wisdom and Courage
- D. Patriotism and Dedication

4. As the largest and most thorough (彻底的) revolution in modern world history, the French Revolution began in ____.

- A. 1789
- B. 1769
- C. 1879
- D. 1799

5. BRICS is the acronym coined to associate five major emerging economies: Brazil, Russia, India, China, and ____.

- A. Spain
- B. South Africa
- C. Sweden

D. South Korea

6. In *The Chrysanthemum and the Sword* (《菊与刀》) written by Benedict, which is NOT the characteristic of Japanese?

A. Loyalty to the emperor (天皇)

B. Emphasis on the honour

C. Free love and be faithful to the wife

D. Rigid hierarchy (等级森严)

7. You are recruiting for the new branch of your company in Nagoya (名古屋), Japan. You notice that some applicants have very impressive resumes but they are very humble when asked to tell more about their achievements. How would you evaluate such a phenomenon?

A. Japanese people attach great importance to resume-making, which might result in exaggeration.

B. Japanese people are generally lack of confidence.

C. Japanese people have a very high standard for personal achievement.

D. Due to their collectivistic culture, Japanese people tend to downplay individual achievement.

8. Wang Xiao is a Chinese studying in Australia. On his birthday, he received a clock from his Australian friend James. If you were Wang Xiao, what would you do?

A. Feel annoyed and ask him why he chose a clock as a gift.

B. Accept the gift and tell him your cultural taboo.

C. Tell him that you prefer other gifts.

D. Give back Jame's gift.

9. One day, you went to meet an Indonesian customer at the PEK (北京首都国际机场). When the Indonesian customer showed up and came up to you, how would you greet him?

A. Shake hand gently.

B. Greet him with a kiss on the cheek.

C. Ask him about how his family is.

D. Hug him.

10. You were invited to your American friend's engagement party. You found his fiancée was much older than him. And to your surprise, your friend's parents approved their marriage. What can you learn from this situation?

A. In America, most parents are open-minded to their children's marriage.

B. In America, most parents put more emphasis on the fortune instead of age.

C. In America, mature women are more attractive to men.

D. In America, the engagement party is held in a casual way.

11. You were invited to an Indian classmate's home for dinner. When the host offered you food, you grabbed it with your left hand. But you found the host was not very happy. What do you learn from this conflict?
- A. Indians use both hands to grab food to show respect for it.
 - B. Indian guests would invite the host to grab the food for them for politeness.
 - C. Indians think the left hand is not clean.
 - D. Indians think grabbing food by hand is rude.
12. Liu Lan was studying in Germany. One day, she hurried to the bus stop but was a bit late. The bus didn't wait for her although the driver noticed her running towards the bus and yelling at him. What do you learn from her experience?
- A. Germans dislike people who yell in public.
 - B. Punctuality is one of Germans principles.
 - C. Germans would never wait for a person who is late.
 - D. German buses do not wait because the next one is coming.
13. Wang Rong is studying at a university in Rio, Brazil. On New Year's Eve, she and her Chinese classmate go to the beach to celebrate the New Year. When she gets there, she finds most Brazilian people wear white clothing. What do you think of their white clothing?
- A. They wear white clothing to wish for peace and happiness.
 - B. They wear white clothing in memory of a historical character.
 - C. They wear white clothing to express their love for the white colour.
 - D. They wear white clothing to say goodbye to the past.
14. Liu Fang is going to pick up some German business counterparts at Beijing airport. Which of the following would be most appropriate for Liu to start the conversation?
- A. Did you have a good trip?
 - B. You must be tired.
 - C. Let me handle your luggage.
 - D. Thank you for coming.
15. Anders and Johan are two Swedish students studying Chinese at your university. You invite them to a nearby restaurant to celebrate your success in a project. When the dinner is finished, they stand up to pay their bill. What do you think of their behaviour?
- A. They don't think I can afford to pay the bill.
 - B. They don't believe I can pay the bill for them.
 - C. They think I'll be offended if they don't pay their own bill.
 - D. They do so because it is normal to go Dutch in their culture.

Appendix 4: ICT 2 (developed by CICA, China)

Intercultural Competence Test (Intermediate Level)

跨文化能力考试中级试卷

请同学们凭借个人现有知识储备独立作答，建议作答时间不超过 20 分钟。

Dear fellow students, please finish this test with your individual knowledge of intercultural communication. The recommended time for this test is 20 min.

1. Which of the following statements about modern Chinese communication style is NOT true?
 - A. Chinese people value a modest or less aggressive approach.
 - B. Chinese people prefer to comment on an idea before conceptualizing it.
 - C. Chinese people prefer to communicate in an indirect and ambiguous way.
 - D. Chinese people rely on tonal voice, facial expression, and posture to understand the other person's feelings in dialogue.
2. Who was the first one to put forward the idea of teaching learners without division of classes?
 - A. Lao Tzu (老子)
 - B. Confucius (孔子)
 - C. Chuang Tzu (庄子)
 - D. Mencius (孟子)
3. The colours of Beijing opera masks represent various meanings. Which of the following is the meaning of black?
 - A. Violence and fierceness
 - B. Indifference and cruelty
 - C. Impartiality and integrity
 - D. Evil and hypocrisy (虚伪)
4. Which of the following is the fundamental reason for the opening of a new sea route in Europe from the 15th century to the 17th century?
 - A. The pursuit of wealth.
 - B. The development of geographical knowledge
 - C. The passion of spreading Catholicism.
 - D. The development of a commodity economy and sprouts of capitalism
5. Matryoshka (俄罗斯套娃) — popularly known as “Russian Dolls” — is the most famous Russian souvenir. They are seen as a symbol of _____.
 - A. union
 - B. family love

C. motherhood

D. prosperity

6. In Japanese workplaces, workers consider it important to hide their emotions for all the following reasons EXCEPT _____.

A. to avoid building relationships with other people

B. to make the workplace harmonious

C. to make everyone look humble and not stand out (good or bad)

D. to prevent everyone from losing face

7. You are working in Indonesia. Your Indonesian friend Yuniar invites you to have dinner to celebrate the new year. What would you do when you meet Yuniar and his family?

A. Touch their kids' heads and praise them.

B. Talk to them with sunglasses on.

C. Give them some gifts with your left hand.

D. Put your right hand on the chest to greet.

8. A Chinese delegation arrived in Germany for a visit. The Germans who received this delegation asked them what they wanted for dinner, and the answer was, "It's up to you." The Germans were confused. What do you think of this case?

A. Chinese people think it's polite to follow the host's arrangement while the Germans think it's difficult to decide for others.

B. Chinese people think it's hard to decide what to eat in Germany, so they want the Germans to solve it.

C. German people like making decisions for others while Chinese people like following others' decisions.

D. The delegation believed the Germans were wiser in solving problems for them than themselves.

9. You are traveling in Russia, and your tour guide tells you that if somebody whistles on the street, he must be stopped by the locals. How do you explain this behaviour?

A. Russians think whistling is noisy and disturbing.

B. Russians think whistling blows good luck away.

C. Russians think whistling would be fined.

D. Russians think whistling breaks the law.

10. You were traveling in Japan. One day, you noticed that some newly opened shops had colourful wreaths (花圈) on the front door. How do you explain this phenomenon?

A. In Japan, new shop owners place wreaths on the front door to show one of the owner's family

members has just passed away.

B. In Japan, new shop owners place wreaths on the front door for decoration.

C. In Japan, the wreaths be are given by friends to express their congratulations and blessings.

D. In Japan, the wreaths before shops are given by people nearby to show their dislike.

11. You were a general manager of Huawei in the Iran branch. Your subordinate did a job well and you gave her a thumbs-up, but she seemed a little angry. What can you learn from this conflict?

A. In Iran, a thumbs-up is a rude sign.

B. In Iran, a thumbs-up refers to doing a terrible job.

C. In Iran, it is not acceptable for a superior to praise a subordinate.

D. In Iran, it is not praiseworthy to do a task well.

12. You were working for a Chinese company in Hungary. The local manager invited you to have dinner at his home on New Year's Day. He told you, "In Hungary, people like chicken, duck, and fish. But today we don't cook them for dinner." How do you explain this phenomenon?

A. Hungarian people believe that eating these foods on New Year's Day harms their health.

B. Hungarian people believe that eating these foods on New Year's Day brings disharmony to the family.

C. Hungarian people believe that eating these foods on New Year's Day reduces their wealth and luck.

D. Hungarian people believe that they must care about animals' welfare on New Year's Day.

13. You were on a home stay program with the Mr. Smith family when you studied at New York University. One day when the family discussed raising a pet, you noticed that Mr. and Mrs. Smith asked their three kids' opinions individually though they were only ten, seven, and four years old respectively. What do you think of it?

A. American parents enjoy being told by their children what to do.

B. American children have certain power and status in the family.

C. American parents regard their children as equals, so they value children's opinions.

D. American parents ask their children for advice to make them happy.

14. Wang Qing, a Chinese, worked in Germany as a team leader of a project. One day, her team member Vera took a day off and didn't come to the office. Wang Qing wanted to know what happened. Which of the following behaviour is the most appropriate for Wang Qing to do?

- A. Phone to ask if her colleague is ill.
- B. Go to her colleague's house and ask her what happened.
- C. Wait for her colleague to come back and explain her situation.
- D. Ask someone to check what happened to Vera.

15. Wang Kai is now the sales manager of a computer company in Shenzhen. He has a business meeting with his South Korean partner Kim for the first time. At the meeting, they exchange business cards. Which of the following is the most appropriate?

- A. Wang receives Kim's card with his left hand.
- B. Wang hands his card over hand.
- C. Wang puts Kim's card into his back pocket.
- D. Wang places Kim's card on the table.

Appendix 5: ICT 3 (developed by CICA, China)

Intercultural Competence Test (Advanced Level)

跨文化能力考试高级试卷

请同学们凭借个人现有知识储备独立作答，建议作答时间不超过 20 分钟。

Dear fellow students, please finish this test with your individual knowledge of intercultural communication. The recommended time for this test is 20 min.

1. As a great project created by people in ancient China, the Beijing-Hangzhou Grand Canal was included in the World Cultural Heritage List in 2014. Which of the following descriptions about it is NOT true?

- A. It was built in the Tang Dynasty and went through three major construction processes.
- B. It is the largest and oldest artificial canal in the world.
- C. In 2002, it was included in the east route of the “South-to-North Water Diversion” project.
- D. It connects the country's political centre and economic centre, and promotes economic and cultural development and exchanges between the north and the south.

2. Which of the following statements is NOT the rationality of the imperial examination system (科举考试)?

- A. Everyone can join the imperial examination regardless of social status and gender.
- B. It was a method to elect the talented to the government official posts in ancient China.
- C. Emperor Guangxu of the Qing Dynasty abolished it.
- D. It helped to strengthen the imperial centralization and made the selection of talents fairer.

3. Which of the following thoughts accounts for the idealist tendency in Chinese culture toward pursuing a harmonious society?

- A. the unity of knowledge and action
- B. the unity of nature and man
- C. the importance of justice over profit
- D. morals expressed in words

4. Renaissance refers to a European ideological and cultural movement during the 14th to the 16th century, which reflected the demands of the emerging bourgeoisie. Which of the following statements about it is NOT true?

- A. The Renaissance first arose in the Italian city-states and later expanded to the countries of

Western Europe.

B. The core idea of the Renaissance is humanism, which advocates individual liberation, equality, and freedom.

C. The culture of the Renaissance can be divided into three types: reflective culture, newly established culture, and traditional culture.

D. During the Renaissance, important scientific achievements were made, such as Copernicus's heliocentric theory (日心说) and Darwin's theory of evolution.

5. The theory that argues that only the fittest survive in human political and economic struggle is the theory of ____.

A. Evolution

B. Jungle Rule

C. Social Darwinism

D. Chauvinism

6. In some European countries, there is a tradition known as molybdomancy or "lead pouring." People melt lead or tin and put it in cold water to form a shape. The shape then predicts one's future. People in Germany, Austria, and Switzerland do this activity on a specific holiday. Which day is it?

A. Ash Wednesday

B. Christmas

C. Easter

D. New Year's Eve

7. Cai Chun was studying at a London-based university. His Japanese teaching assistant (TA) often praised Cai for his work, but his German TA was straightforward in criticising his work. Which of the following reasons results in the difference?

A. The difference can be wholly attributed to the subjective valuation criteria and tastes of the two TAs.

B. In German culture, criticism is the best facilitator for cultivating students' capabilities.

C. Japanese prefer euphemistic (委婉的) expressions while Germans are used to direct expressions.

D. Germany has more stringent requirements on students' academic performance than Japan.

8. You are working in Saudi Arabia. At the company's 10th-anniversary celebration party, if you meet one of your Arab colleagues and his wife, what would you do?
- A. Shake hands with your colleague by the left hand.
 - B. Shake hands with your colleague by the right hand.
 - C. Shake hands with both your colleague and his wife.
 - D. Shake hands with your colleague and kiss his cheek.
9. You were traveling in Italy with your family in a tour group. On the way to Milan, the tour guide introduced the local weather. When he knew you were from China, he said affirmatively, "You will love the clear and bright skies here, as I heard that China is heavily polluted." What would you do?
- A. Show your agreement with the guide's remark on China's air pollution.
 - B. Tell the guide about China's progress in pollution control and show him some pictures of places in China with clear and bright skies.
 - C. Remain silent and never talk to the guide again.
 - D. Tell the guide that the information about China is false and groundless.
10. Wang Lei, a member of Huawei's delegation, went to Russia for business negotiations. After a meeting with the Russian team, he noted that it extended an hour beyond the scheduled time. What do you learn from this meeting?
- A. Russians may view prolonged negotiations as a sign of respect and courtesy.
 - B. Russians may focus on thoroughness, causing meetings to last longer.
 - C. Russians might have a flexible approach to time management in business settings.
 - D. Russians could prioritize meeting content over interpersonal dynamics in business.
11. You were assigned to a branch in Germany as the supervisor. You arranged some meetings and training at weekends in order not to take up too much working time. But the local staff was dissatisfied and refused to attend. What could you learn from this conflict?
- A. In Germany, people value private time and take vacations seriously.
 - B. Germans think workaholics lack a balance between work and life.
 - C. Germans think working overtime at weekends won't increase efficiency.
 - D. In Germany, people prefer a more flexible working schedule.
12. On a plane to Australia, an Australian sitting next to Zhao Li initiated a conversation with

him about pets. Zhao talked about his pet rabbits. However, the Australian expressed his dislike directly. Zhao was confused. If you were Zhao, what could you learn from this situation?

- A. Australians usually don't think rabbits should be kept as pets.
- B. In Australia, rabbits are often considered to be too obedient.
- C. Australians usually consider rabbits as ominous (不吉利的) animals.
- D. In Australia, raising rabbits is considered not animal-friendly.

13. Yu Ming is an exchange student in Japan and will visit a Japanese classmate, Hikaru. When he gets to Hikaru's house, he sees several bags of garbage that seem to have been left out for days. If you were Yu Ming, what do you think of it?

- A. Hikaru is so lazy that he doesn't often throw out garbage.
- B. Hikaru may have missed the designated pickup day.
- C. Hikaru is so busy that he doesn't have time to throw out garbage.
- D. You'll remind him and help him take out the trash when you're leaving.

14. Li Ping is in Germany to negotiate a contract with a German company. When meeting the people from the German company, which of the following is the most appropriate for Li Ping?

- A. He communicates with the Germans directly.
- B. He greets the Germans with compliments.
- C. He wears a light-coloured suit when meeting the Germans.
- D. He makes an appointment with the Germans in the evening.

15. Huang Xing is a Chinese exchange student in the Philippines. Today is his first day to have a meal with the host family. Which of the following may NOT be appropriate?

- A. To start eating after the host.
- B. To blow on his food.
- C. To talk about his family.
- D. To eat food with his hands.