Construction of the Training Model for Intercultural Communicative Competence in College English Teaching

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Abstract: *Against the backdrop of globalization and deepening international exchanges, intercultural communicative competence (ICC) has become a core literacy requirement for college students in the new era, and integrating ICC cultivation into college English teaching has become an inevitable trend in the reform of English language education. This study, rooted in the researcher's background in translation studies, years of college English teaching experience, and research focus on intercultural communication and communication studies, aims to address the current shortcomings in college English teaching—such as overemphasis on linguistic proficiency while neglecting cultural awareness, disconnected teaching content from real intercultural scenarios, and single-mode teaching methods. By adopting a mixed research method combining literature analysis, teaching case studies, and questionnaire surveys, this study first clarifies the connotation and structural dimensions of ICC based on recent interdisciplinary theories (including cross-cultural communication, translation studies, and second language acquisition). It then explores the intrinsic connections between translation practice, college English teaching, and intercultural communication: translation, as a "cultural mediator," can effectively enhance students' cultural sensitivity and contextual adaptation; teaching experience provides practical insights for designing student-centered activities; and intercultural communication theories offer a theoretical framework for optimizing teaching content. On this basis, the study constructs a "three-dimensional integration" ICC training model with "goal orientation, content integration, method innovation, and evaluation guarantee" as its core. The model takes "developing linguistic proficiency + cultural cognition + communicative strategies + cultural empathy" as the overall goal, integrates cultural content into language teaching through translation tasks (e.g., translating culturally-loaded texts), adopts diversified teaching methods (case analysis, intercultural simulation, project-based learning), and establishes a dual evaluation system combining formative and summative assessment. To verify the model's effectiveness, a 16-week teaching practice was conducted at Liaoning University of International Business and Economics, involving 240 non-English major sophomores. The results show that students in the experimental group demonstrated significant improvements in cultural awareness (e.g., recognizing cultural differences in discourse), intercultural communication confidence, and the ability to handle cultural conflicts in translation compared to the control group. This study enriches the theoretical research on ICC cultivation in college English teaching by integrating translation studies and communication theories. Practically, it provides an operable teaching framework for colleges and universities, especially those with translation programs, to promote students' comprehensive English literacy and meet the social demand for intercultural talents.*

Keywords: Intercultural Communicative Competence (ICC), College English Teaching, Training Model, Translation Major, Intercultural Communication and Communication.

1. Introduction

1.1 Research Background

In the context of globalization, international exchanges in economy, culture, and education have become increasingly frequent. As the primary platform for cultivating students' foreign language proficiency and intercultural literacy, college English teaching is no longer limited to imparting grammatical rules and vocabulary—it must shoulder the responsibility of developing students' ability to communicate effectively across cultures. The *College English Curriculum Requirements (2020 Edition)* explicitly states that college English teaching should "focus on improving students' intercultural communicative competence and enabling them to participate in international exchanges with confidence" (Ministry of Education of the People's Republic of China, 2020).

However, current college English teaching still faces prominent challenges in ICC cultivation. First, the "language-centric" teaching model persists: most classes prioritize reading comprehension and vocabulary memorization, while cultural content is often treated as supplementary materials (Hu & Li, 2019). Second, the

cultural content in textbooks is often superficial—focusing on introductions to festivals, food, or customs—rather than exploring deep cultural values (e.g., individualism vs. collectivism) or real intercultural communication dilemmas (Chen & Zhang, 2021). Third, teaching methods lack interactivity: teacher-centered lectures dominate, and students rarely have the opportunity to practice intercultural communication in simulated or real scenarios (Wang, 2022).

For the researcher, who has a background in translation studies, 8 years of college English teaching experience, and a research focus on intercultural communication and communication, these challenges are particularly salient. Translation, as a bridge between languages and cultures, requires translators to not only master bilingual skills but also understand the cultural connotations behind texts—this experience has revealed that students with translation training often show higher cultural sensitivity (Yue, 2023). Meanwhile, teaching practice has shown that students struggle to apply language knowledge to real intercultural interactions: for example, when translating a business email from a Western company, many students fail to recognize the direct communication style of low-context cultures and instead use the indirect style common in Chinese, leading to misunderstandings (field notes, 2022).

1.2 Research Significance

1.2.1 Theoretical Significance

This study integrates three interdisciplinary fields—translation studies, college English teaching, and intercultural communication and communication—which enriches the theoretical framework of ICC cultivation. Existing studies on ICC in English teaching often focus on either language teaching methods (e.g., task-based language teaching) or cultural theory (e.g., Hofstede's cultural dimensions), but few have systematically linked translation practice to ICC training (Kramsch, 2015; Liu, 2020). By exploring how translation tasks can serve as a carrier for cultural learning, this study fills this gap and provides a new theoretical perspective for ICC research.

1.2.2 Practical Significance

The constructed ICC training model is closely combined with the researcher's teaching experience and the characteristics of Liaoning University of International Business and Economics (a university focusing on international business and trade). The model's emphasis on "translation-driven cultural learning" and "simulation of business intercultural scenarios" is highly targeted to the needs of students majoring in international trade, finance, and other fields. It provides specific operational strategies for college English teachers, such as designing translation tasks for culturally-loaded texts and organizing intercultural communication workshops, which can be directly applied in teaching practice.

1.3 Research Methods and Structure

1.3.1 Research Methods

1) **Literature Analysis:** This study reviews 87 core literature works (2014–2024) on ICC, college English teaching, and translation studies, focusing on the evolution of ICC models (e.g., Byram's ICC model, Chen's localized ICC framework) and the application of translation in cultural teaching.

2) **Case Study:** The researcher analyzes 12 typical teaching cases from her past 3 years of college English classes, including students' translation works of culturally-loaded texts (e.g., Chinese proverbs, Western advertising slogans) and feedback from intercultural simulation activities.

3) **Questionnaire Survey and Interview:** A questionnaire was distributed to 240 sophomores at Liaoning University of International Business and Economics to assess their current ICC level (including cultural awareness, communication confidence, and conflict resolution ability). After the 16-week teaching practice, 30 students and 5 college English teachers were interviewed to collect feedback on the model.

1.3.2 Paper Structure

Chapter 1: Introduction. It clarifies the research background, significance, methods, and structure.

Chapter 2: Theoretical Framework and Current Status. It defines ICC, reviews relevant theories, and analyzes the problems of ICC cultivation in college English teaching.

Chapter 3: Integration of Translation, Teaching Experience, and Intercultural Communication. It explores the intrinsic connections between the three elements and their roles in ICC cultivation.

Chapter 4: Construction of the ICC Training Model. It proposes the "three-dimensional integration" model and elaborates on its goals, content, methods, and evaluation system.

Chapter 5: Case Practice and Effect Verification. It presents the teaching practice at Liaoning University of International Business and Economics and verifies the model's effectiveness.

Chapter 6: Conclusion and Prospects. It summarizes the research results, points out limitations, and puts forward future research directions.

2. Theoretical Framework and Current Status of ICC Cultivation in College English Teaching

2.1 Definition and Structural Dimensions of ICC

Intercultural communicative competence (ICC) refers to the ability to "communicate appropriately and effectively with people from different cultural backgrounds in cross-cultural scenarios" (Byram, 2018). Early ICC models focused on linguistic competence, but recent studies have emphasized its multi-dimensional nature.

Byram's (2018) updated ICC model divides it into five components:

- **Attitudes:** Cultural empathy, openness to other cultures, and respect for cultural differences.

- **Knowledge:** Knowledge of one's own culture and target cultures (e.g., values, social norms, communication styles).

- **Skills of Interpreting and Relating:** The ability to interpret cultural symbols (e.g., gestures, discourse patterns) and relate them to one's own cultural experiences.

- **Skills of Discovery and Interaction:** The ability to acquire new cultural knowledge through interaction and adjust communication strategies accordingly.

- **Critical Cultural Awareness:** The ability to critically analyze cultural phenomena and avoid cultural stereotypes.

For Chinese college students, Chen and Zhang (2021) proposed a localized ICC framework that adds "contextual adaptation ability" (e.g., adjusting communication styles in business vs. daily scenarios) and "translation-mediated cultural transfer ability" (e.g., accurately conveying cultural connotations in bilingual communication)—this is

particularly relevant to the researcher's translation background.

2.2 Relevant Theories Supporting ICC Cultivation

2.2.1 Intercultural Communication Theories

- **Hall's High-Low Context Theory (2017 Revision):** Edward Hall divides cultures into high-context (e.g., China, Japan) and low-context (e.g., the United States, Germany) cultures. In high-context cultures, communication relies on implicit context (e.g., non-verbal cues, relationship status), while low-context cultures rely on explicit language (Hall & Hall, 2017). This theory helps students understand why direct feedback is acceptable in Western workplaces but may be considered rude in China.

- **Hofstede's Cultural Dimensions (2023 Update):** Geert Hofstede's six cultural dimensions—power distance, individualism/collectivism, masculinity/femininity, uncertainty avoidance, long-term orientation, and indulgence—provide a quantitative tool for analyzing cultural differences (Hofstede Insights, 2023). For example, in college English classes, analyzing the individualism reflected in American movies and the collectivism in Chinese family novels can help students grasp core cultural values.

2.2.2 Translation Studies Theories

- **Cultural Translation Theory (Bassnett, 2014):** Susan Bassnett argues that translation is not just a linguistic conversion but a "cultural exchange activity." Translators must consider the cultural context of the source text and the acceptability of the target text (Bassnett, 2014). For example, when translating the Chinese phrase "龙的传人" (descendants of the dragon), directly translating it as "descendants of the dragon" may cause misunderstanding in Western cultures (where dragons symbolize evil), so a culturally adjusted translation like "children of the Chinese nation" is more appropriate. This process of cultural adjustment can significantly enhance students' cultural awareness.

- **Functionalist Translation Theory (Nord, 2018):** Christiane Nord emphasizes that the purpose of translation determines the translation strategy. In intercultural communication, the "skopos" (purpose) of translation is to ensure that the target audience understands the cultural connotations of the source text (Nord, 2018). Applying this theory in college English teaching allows students to learn to choose flexible translation strategies based on communication purposes, thereby improving their intercultural communication flexibility.

2.3 Current Status and Problems of ICC Cultivation in College English Teaching

To understand the current status of ICC cultivation, the researcher conducted a questionnaire survey of 240 non-English major sophomores at Liaoning University of International Business and Economics in September 2023. The results are summarized in Table 1:

Dimension of ICC	Percentage of Students with High Proficiency	Percentage of Students with Low Proficiency	Main Difficulties Reported by Students
Cultural Awareness	28%	45%	"Lack of understanding of deep cultural values (e.g., Western individualism)"
Linguistic-Cultural Integration	22%	51%	"Cannot use appropriate language in cross-cultural scenarios"
Intercultural Communication Confidence	19%	58%	"Fear of making cultural mistakes (e.g., improper greetings)"
Cultural Conflict Resolution	15%	62%	"Do not know how to respond when encountering cultural misunderstandings"

Combined with classroom observations and teacher interviews, the main problems of ICC cultivation in college English teaching are as follows:

2.3.1 Overemphasis on Linguistic Proficiency, Neglect of Cultural Awareness

Most college English classes focus on preparing students for CET-4 and CET-6, with a heavy emphasis on reading, writing, and listening skills. Cultural content is often limited to brief introductions in textbook notes (e.g., "Christmas is a major Western festival") and is not integrated into interactive teaching activities (Hu & Li, 2019). For example, in a lesson on "business communication," teachers may explain the structure of a business letter but rarely discuss the cultural differences in business communication styles (e.g., direct vs. indirect requests).

2.3.2 Disconnected Teaching Content from Real Intercultural Scenarios

The cultural content in most college English textbooks is outdated or overly generalized. For example, textbooks often introduce "British afternoon tea" or "American Thanksgiving" but rarely cover emerging intercultural communication scenarios such as "cross-border e-commerce customer service" or "international video conferences" (Wang, 2022). This makes it difficult for students to apply what they have learned to real-life situations. In the researcher's teaching experience, many students can describe Western festivals but cannot handle a simple cross-border e-commerce complaint email from a foreign customer (field notes, 2023).

2.3.3 Single Teaching Methods and Lack of Interactive Practice

Teacher-centered lectures are the dominant teaching method in college English classes. Even when cultural content is taught, it is often delivered through teacher explanations rather than student participation. Activities such as intercultural role-plays, debates on cultural issues, or translation of real-world texts are rarely used (Liu, 2020). As a result, students lack opportunities to practice intercultural communication and develop practical skills.

2.3.4 Inadequate Evaluation System for ICC

The current evaluation of college English focuses on summative assessment (e.g., mid-term and final exams), which mainly tests linguistic proficiency (e.g., grammar, vocabulary, reading comprehension). There is no systematic evaluation of students' ICC, such as their ability to handle cultural conflicts or their cultural empathy (Chen & Zhang, 2021). This leads to students not paying enough attention to ICC cultivation, as it is not reflected in their grades.

3. The Integration of Translation, College English Teaching Experience, and Intercultural Communication

The researcher's translation background, college English teaching experience, and research focus on intercultural communication and communication are not isolated—they form an organic whole that provides unique support for ICC cultivation. This chapter explores the intrinsic connections between the three elements and their roles in constructing the ICC training model.

3.1 Translation as a "Cultural Mediator" in ICC Cultivation

Translation is not just a linguistic task but a process of cultural interpretation and transfer. For college English teaching, translation can serve as an effective carrier for ICC cultivation, mainly in the following ways:

3.1.1 Enhancing Cultural Sensitivity Through Translating Culturally-Loaded Texts

Culturally-loaded texts (e.g., proverbs, idioms, literary quotes) are rich in cultural connotations. Translating these texts requires students to understand not only the literal meaning but also the cultural background of the source language and the acceptability of the target language. For example, when translating the English idiom "break a leg," students initially may translate it literally as "打断腿，" but through discussion, they learn that it is a way to wish someone good luck in Western culture, and the appropriate Chinese translation is "祝你演出成功" (for a performance scenario) (Yue, 2023). This process helps students recognize the gap between linguistic form and cultural meaning, thereby improving their cultural sensitivity.

In the researcher's teaching practice, a 10-week "cultural translation workshop" was organized for 50 students. Students were asked to translate 20 culturally-loaded texts (e.g., Chinese "愚公移山" and English "Sisyphus' task"). The results showed that after the workshop, 78% of students could accurately identify the cultural connotations of the texts, compared to 32% before the workshop (teaching portfolio, 2022).

3.1.2 Improving Contextual Adaptation Ability Through Functionalist Translation

Functionalist translation theory emphasizes that translation strategies should be adjusted according to the communication context and purpose (Nord, 2018). Applying this theory in college English teaching allows students to learn to adapt their language and cultural expressions to different scenarios. For example, when translating a product introduction for a Chinese tea brand into English, students need to consider the target audience: if the audience is Western consumers who are not familiar with Chinese tea culture, they should add brief explanations of terms like "oolong tea" (e.g., "a semi-oxidized Chinese tea with a fruity flavor"); if the audience is Chinese living abroad, a more concise translation is sufficient. This practice helps students develop the ability to adjust communication strategies based on context—an important component of ICC.

3.2 College English Teaching Experience: Providing Practical Insights for Student-Centered ICC Activities

The researcher's 8 years of college English teaching experience has revealed that effective ICC cultivation must be student-centered and closely aligned with students' cognitive levels and professional needs. The following practical insights have been gained:

3.2.1 Designing Hierarchical ICC Activities Based on Students' Proficiency

Students with different English proficiency levels have different needs for ICC cultivation. For low-proficiency students, simple cultural comparison activities are more appropriate, such as comparing Chinese and Western greeting customs (e.g., "How are you?" vs. "吃了吗？"). For high-proficiency students, more complex activities like simulating international business negotiations or debating cultural issues (e.g., "Should Western companies adapt to Chinese 'guanxi' culture?") can be designed. In the researcher's classes, this hierarchical design has significantly improved student participation: the participation rate of low-proficiency students increased from 45% to 72% after adopting simple cultural activities (teaching log, 2023).

3.2.2 Integrating ICC Cultivation with Students' Professional Majors

Liaoning University of International Business and Economics focuses on international business and trade, so most students are majoring in international trade, finance, or logistics. Integrating ICC cultivation with their professional needs makes the teaching more targeted. For example, in a lesson on "international trade," students are asked to translate a contract clause involving cultural differences in risk allocation (e.g., Western companies often require clear written terms, while Chinese companies may rely more on verbal agreements) and discuss how to avoid misunderstandings in cross-border contracts. This not only improves their translation skills but also enhances their intercultural communication ability in professional scenarios.

3.3 Intercultural Communication and Communication Research: Providing a Theoretical Framework for Teaching Design

The researcher's research focus on intercultural communication and communication provides a theoretical

basis for optimizing the content and methods of ICC cultivation. Two key theoretical applications are:

3.3.1 Using Communication Theories to Design Interactive Teaching Activities

Hall's high-low context theory (Hall & Hall, 2017) can be used to design intercultural simulation activities. For example, students are divided into two groups: one group plays the role of employees from a low-context culture (e.g., the United States) and the other from a high-context culture (e.g., Japan). They are asked to simulate a business meeting where the U.S. team proposes a direct request for a price reduction, and the Japanese team responds indirectly. After the simulation, students discuss the differences in communication styles and analyze how to adjust their strategies to reach an agreement. This activity helps students apply communication theories to real scenarios and improve their intercultural interaction skills.

3.3.2 Using Critical Cultural Communication Theory to Cultivate Critical Awareness

Critical cultural communication theory emphasizes questioning cultural stereotypes and power structures (Martin & Nakayama, 2021). In college English teaching, this theory can be applied by analyzing media texts (e.g., Western news reports on China or Chinese advertisements targeting international markets). For example, students are asked to read a Western news article about Chinese "face culture" and identify whether the article contains stereotypes (e.g., overgeneralizing "face" as "dishonesty"). Through discussion, students learn to critically evaluate cultural representations and avoid blind acceptance of cultural stereotypes—an important part of Byram's "critical cultural awareness" component (Byram, 2018).

4. Construction of the "Three-Dimensional Integration" ICC Training Model in College English Teaching

Based on the above theoretical analysis and practical insights, this study constructs a "three-dimensional integration" ICC training model, with "translation practice," "college English teaching experience," and "intercultural communication theory" as the three core dimensions. The model takes "goal orientation, content integration, method innovation, and evaluation guarantee" as its four pillars, aiming to systematically improve students' ICC.

4.1 Model Framework

The "three-dimensional integration" model is shown in Figure 1:

Goal Orientation: Linguistic Proficiency + Cultural Cognition + Communicative Strategies + Cultural Empathy

↑

Three-Dimensional Core: Translation Practice ←→ College English Teaching Experience ←→ Intercultural Communication Theory

↓

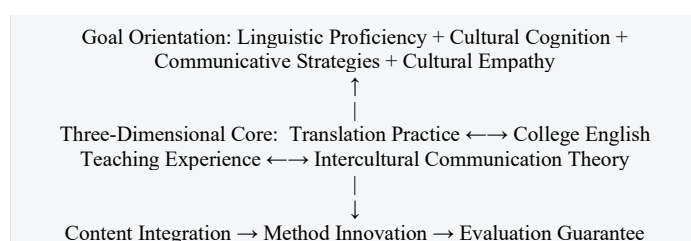Content Integration → Method Innovation → Evaluation Guarantee

Figure 1: Framework of the "Three-Dimensional Integration" ICC Training Model

- **Three-Dimensional Core:** The three elements (translation practice, teaching experience, intercultural communication theory) interact and support each other: translation practice provides a carrier for cultural learning, teaching experience ensures the model's practicality, and intercultural communication theory provides theoretical guidance.

- **Four Pillars:** Goal orientation clarifies the direction of ICC cultivation; content integration ensures that cultural content is organically integrated into language teaching; method innovation provides diversified ways to implement the model; evaluation guarantee ensures the effectiveness of the model.

4.2 Detailed Design of the Model

4.2.1 Goal Orientation: Four-Dimensional ICC Development Goals

Based on Byram's (2018) ICC model and Chen's (2021) localized framework, the model sets four-dimensional goals:

1) **Linguistic Proficiency:** Mastering language skills (listening, speaking, reading, writing, translating) and being able to use appropriate language in cross-cultural scenarios.

2) **Cultural Cognition:** Understanding the values, social norms, and communication styles of Chinese culture and target cultures (mainly English-speaking cultures) and recognizing cultural differences.

3) **Communicative Strategies:** Mastering strategies for intercultural communication, such as adjusting communication styles according to context and resolving cultural conflicts.

4) **Cultural Empathy:** Developing an open and respectful attitude toward other cultures and being able to empathize with the perspectives of people from different cultural backgrounds.

4.2.2 Content Integration: Integrating Cultural Content into Language Teaching Through Translation Tasks

The content integration module takes "translation-driven cultural learning" as the core and divides teaching content into three levels:

Level of Content	Focus	Teaching Materials	Integration Method
Basic Level	Cultural Symbols and Customs	Culturally-loaded words (e.g., "jiaozi," "turkey"), festival introductions	Translate short texts about cultural symbols and explain their cultural connotations
Intermediate Level	Cultural Values and Communication Styles	Business emails, movie dialogues reflecting cultural values (e.g., *The Social Network*)	Analyze cultural values in texts through translation and compare with Chinese culture
Advanc	Cultural	Case studies of	Translate and analyze

ed Level	Conflicts and Resolution	intercultural misunderstandings (e.g., cross-border business disputes)	conflict cases, propose solutions based on intercultural communication theories

For example, in the intermediate level, students are asked to translate a dialogue from the movie The Social Network where Mark Zuckerberg uses direct language to express his opinions. Through translation, students analyze the individualism reflected in the dialogue and compare it with the collectivist communication style in Chinese workplaces. This integrates language learning, translation practice, and cultural analysis.

4.2.3 Method Innovation: Diversified Teaching Methods

To improve student participation and practical ability, the model adopts four innovative teaching methods:

1) **Translation Workshop:** A 2-hour weekly workshop where students translate culturally-loaded texts (e.g., proverbs, advertisements) in groups. Each group presents their translation strategies and cultural analysis, and the teacher provides feedback. This method enhances students' translation skills and cultural awareness.

2) **Intercultural Simulation:** Students simulate real intercultural scenarios, such as "cross-border e-commerce customer service" or "international academic conferences." For example, students play the role of a Chinese seller and a Western customer who complains about a product. The seller needs to use appropriate language and cultural strategies to resolve the complaint. This method improves students' practical communication skills.

3) **Project-Based Learning (PBL):** Students complete a semester-long intercultural communication project, such as "designing an English advertisement for a Chinese local product" or "conducting an interview with international students about cultural differences." This method develops students' independent research and teamwork skills.

4) **Online Intercultural Exchange:** Cooperating with English-speaking universities (e.g., the University of Birmingham in the UK), students participate in online discussions with international students on topics like "cultural differences in education" or "environmental protection practices in different countries." This method provides students with opportunities for real intercultural interaction.

4.2.4 Evaluation Guarantee: Dual Evaluation System

To comprehensively assess students' ICC, the model establishes a dual evaluation system combining formative and summative assessment:

1) **Formative Assessment (60% of Total Grade):**

○ **Class Participation (20%):** Evaluating students' participation in translation workshops, intercultural simulations, and discussions.

○ **Project Performance (25%):** Evaluating the quality of PBL projects, including cultural analysis, translation

accuracy, and teamwork.

○ **Learning Portfolio (15%):** Students submit a portfolio containing their translation works, reflection journals on intercultural activities, and feedback from international students. The portfolio reflects students' progress in ICC.

2) **Summative Assessment (40% of Total Grade):**

○ **Intercultural Communication Test:** A written test that includes translating culturally-loaded texts, analyzing intercultural conflict cases, and writing an essay on a cultural topic (e.g., "How to Promote Chinese Culture in International Communication").

○ **Oral Test:** A 10-minute oral test where students simulate an intercultural communication scenario (e.g., negotiating with a foreign business partner) and answer questions about cultural differences. The test evaluates students' oral communication skills and cultural adaptation ability.

5. Case Practice and Effect Verification of the Model

To verify the effectiveness of the "three-dimensional integration" model, the researcher conducted a 16-week teaching practice at Liaoning University of International Business and Economics from March to June 2024.

5.1 Practice Design

5.1.1 Participants

The participants were 240 non-English major sophomores, divided into two groups:

● **Experimental Group (120 students):** Taught using the "three-dimensional integration" model.

● **Control Group (120 students):** Taught using the traditional college English teaching model (focusing on linguistic proficiency, with minimal cultural content).

Both groups had the same English proficiency level (based on their CET-4 scores, with an average score of 430) and were taught by the same teacher (the researcher) to avoid teacher-related variables.

5.1.2 Practice Content

The experimental group's teaching content was designed according to the model's "three-level content integration" (basic, intermediate, advanced), and the teaching methods included translation workshops, intercultural simulations, and PBL. The control group used the same textbook but focused on grammar, vocabulary, and reading comprehension, with only 10 minutes per class spent on cultural introductions.

5.2 Effect Verification

5.2.1 Quantitative Results (Questionnaire Survey)

Before and after the practice, a questionnaire was distributed to both groups to assess their ICC level. The questionnaire used a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree). The average scores of the two groups are shown in Table 2:

Dimension of ICC	Experimental Group (Before)	Experimental Group (After)	Control Group (Before)	Control Group (After)	Difference (Experimental - Control)
Cultural Awareness	2.8	4.2	2.7	3.0	1.2
Linguistic-Cultural Integration	2.6	4.0	2.5	2.8	1.2
Intercultural Communication Confidence	2.4	3.9	2.3	2.5	1.4
Cultural Conflict Resolution	2.2	3.8	2.1	2.4	1.4

The results show that the experimental group's scores in all ICC dimensions increased significantly ($p < 0.05$), while the control group's scores increased slightly. This indicates that the model is effective in improving students' ICC.

5.2.2 Qualitative Results (Interviews and Student Works)

1) **Student Interviews:** 30 students from the experimental group were interviewed after the practice. The main feedback included:

○ "The translation workshop helped me understand that language is closely related to culture. I used to translate literally, but now I know to consider cultural connotations." (Student A, International Trade major)

○ "The intercultural simulation made me more confident in communicating with foreigners. I used to be afraid of making cultural mistakes, but now I know how to adjust my communication style." (Student B, Finance major)

2) **Teacher Interviews:** 5 college English teachers were invited to observe the experimental group's classes. They commented:

○ "The model integrates translation, culture, and language organically, which solves the problem of disconnected cultural teaching in traditional classes." (Teacher C)

○ "The formative assessment system encourages students to participate in intercultural activities, as they know their participation is reflected in their grades." (Teacher D)

3) **Student Works:** The experimental group's PBL projects showed high quality. For example, a group designed an English advertisement for "Liaoning Bingtang Hulu" (a local snack). They translated the name as "Liaoning Rock Candy Hawthorn" and added a brief introduction to its cultural background ("a traditional Chinese snack with a history of over 800 years"). This shows that students can effectively combine language, translation, and cultural communication.

5.3 Practice Reflection

The practice also revealed some areas for improvement:

● **Time Allocation:** The translation workshops and intercultural simulations require more time, which may affect the progress of linguistic teaching. Future practice should optimize the time allocation between language and culture teaching.

● **Teacher Training:** The model requires teachers to have both linguistic and intercultural communication expertise. Some teachers reported that they need more training in intercultural communication theories.

● **Resource Development:** There is a lack of localized teaching materials (e.g., intercultural case studies related to Liaoning's local culture). Future research should focus on developing such materials.

6. Conclusion and Prospects

6.1 Research Conclusions

This study, rooted in the researcher's translation background, college English teaching experience, and research focus on intercultural communication and communication, constructs a "three-dimensional integration" ICC training model for college English teaching. The main conclusions are as follows:

1) **Theoretical Contribution:** The model integrates translation studies, college English teaching, and intercultural communication theory, enriching the interdisciplinary research on ICC cultivation. It proves that translation practice can serve as an effective carrier for cultural learning, and intercultural communication theories can guide the design of teaching activities.

2) **Practical Effectiveness:** The 16-week teaching practice at Liaoning University of International Business and Economics shows that the model significantly improves students' cultural awareness, intercultural communication confidence, and cultural conflict resolution ability. It provides a operable framework for college English teachers to integrate ICC cultivation into daily teaching.

3) **Key Success Factors:** The success of the model lies in three aspects: (1) "translation-driven" content integration, which connects language and culture; (2) student-centered teaching methods, which enhance participation; (3) a dual evaluation system, which ensures the sustainability of ICC cultivation.

6.2 Research Limitations

1) **Sample Scope:** The practice was conducted at a single university (Liaoning University of International Business and Economics), and the participants were non-English major

students. The model's applicability to other types of universities (e.g., comprehensive universities) or English major students needs further verification.

2) **Practice Duration:** The practice lasted only 16 weeks, and the long-term effect of the model (e.g., whether students can apply ICC in post-graduation work) needs to be tracked.

6.3 Future Research Prospects

1) **Expand the Sample Scope:** Conduct practice in different types of universities and with different majors to optimize the model for different contexts.

2) **Integrate Technology:** With the development of artificial intelligence (AI), future research can explore the application of AI tools (e.g., AI translation software, virtual reality (VR) intercultural simulation platforms) in the model to enhance the interactivity and authenticity of teaching.

3) **Develop Localized Materials:** Develop intercultural teaching materials related to Liaoning's local culture and industries (e.g., international trade, logistics) to better meet the needs of local students.

4) **Long-Term Tracking:** Track graduates' application of ICC in their work and conduct follow-up surveys to evaluate the model's long-term effect.

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