

THE INFLUENCE OF PERCEIVED TEACHING INNOVATION BEHAVIORS ON INTERCULTURAL COMMUNICATION SKILLS: A CASE STUDY FROM YUNNAN TECHNOLOGY AND BUSINESS COLLEGE

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Abstract: This study endeavors to delve into the intricate correlation between Perceived Teaching Innovation behaviors and the cultivation of Intercultural Communication Skills among students enrolled at Yunnan-Technology-and Business College. Given the escalating pace of globalization, the imperative of proficient intercultural communication cannot be overstated. This research endeavors to bridge the gaps in current literature by undertaking a comprehensive case study at Yunnan-Technology-and Business College to investigate the role of Perceived Teaching Innovation behaviors in fostering Intercultural Communication Skills. The study is multifaceted in its objectives. Firstly, it aims to scrutinize demographic variables such as age, gender, major, and grade level, and their influence on Perceived Teaching Innovation behaviors. Secondly, it seeks to evaluate how these demographic variables impact Intercultural Communication Skills. Lastly, it seeks to establish a correlation between Perceived Teaching Innovation behaviors and Intercultural Communication Skills. The hypotheses posited in this study are twofold: significant disparities exist in Perceived Teaching Innovation behaviors and Intercultural Communication Skills across demographic variables (age, gender, major, grade level), and there is a notable positive correlation between Perceived Teaching Innovation behaviors and Intercultural Communication Skills. To achieve these objectives, an exhaustive questionnaire employing a 5-point Likert scale will be distributed among students to gather data pertaining to Perceived Teaching Innovation behaviors, Intercultural Communication Skills, and demographic information. In summation, this study endeavors to augment the existing reservoir of knowledge by elucidating the nuanced dynamics between Teaching Innovation behaviors and Intercultural Communication Skills. It is anticipated that the findings will furnish valuable insights for educators, researchers, and policymakers, facilitating the refinement of educational methodologies within diverse and multicultural contexts.

Keywords: Perceived Teaching Innovation behaviors, Intercultural Communication Skills, Yunnan Technology and Business College

Introduction

The contemporary educational landscape is undergoing rapid transformation due to unprecedented levels of globalization (Rogers, 2003). In this era, individuals are required to navigate seamlessly through diverse cultural contexts, emphasizing the critical need for effective cross-cultural communication skills. As a cornerstone of success in this globalized environment, the ability to communicate across cultural boundaries has become increasingly vital (Gudykunst & Kim, 2003). Recognizing this imperative, educators are compelled to explore innovative teaching methods that go beyond conventional approaches, aiming to equip students with the competencies necessary for success in a globally interconnected world.

In the 21st century, the globalized landscape demands a nuanced understanding of cultural diversity (Hofstede, 2001). Individuals from varied backgrounds now interact in a multitude of professional and academic settings, necessitating a new level of cultural competence (Rogers, 2003). Yunnan Technology and Business College, positioned in a rich and diverse cultural milieu, stands as an ideal setting for this study (Yin, 2009). Serving as the epicenter of our research, this institution offers a unique backdrop to delve into the intricate dynamics of how perceived teaching innovation behaviors influence the development of intercultural communication skills among its diverse student body.

Globalization has reshaped the educational ecosystem, requiring students to navigate a world that is more interconnected than ever before (Kember & Kwan, 2000). The increasing interdependence of economies, rapid technological advancements, and the ease of international travel have amplified the importance of intercultural communication skills (Rogers, 2003). Students now find themselves engaging with peers, colleagues, and professionals from diverse cultural backgrounds, making it imperative to develop competencies that extend beyond traditional academic knowledge.

In response to these evolving demands, educators are compelled to reevaluate their teaching methodologies (Creswell & Creswell, 2017). Traditional approaches may not adequately prepare students for the complexities of cross-cultural communication. Therefore, there is a growing emphasis on incorporating innovative teaching practices that foster intercultural competence, preparing students to thrive in the globalized context.

Yunnan Technology and Business College serves as a microcosm of the broader globalized environment, with its student population representing a mosaic of cultures, languages, and perspectives. This college, situated in the heart of Yunnan province, China, attracts students not only from diverse regions of China but also from international backgrounds. The multicultural fabric of the college creates a dynamic and interactive learning environment, making it an ideal setting to explore the relationship between teaching innovation behaviors and intercultural communication skills.

The unique location of the college, nestled within the rich cultural tapestry of Yunnan, further enhances the study's contextual richness (Hofstede, 2001). Yunnan province, known for its ethnic

diversity, provides a backdrop where cultural interactions are an integral part of daily life. This distinctive setting offers a valuable opportunity to investigate how teaching innovations influence intercultural communication skills within a context where diversity is not just a concept but a lived experience.

Despite the widely recognized significance of intercultural communication skills, a critical gap exists in the literature concerning the specific impact of perceived teaching innovation behaviors on the development of these skills (Creswell & Creswell, 2017). Traditional educational methods, rooted in conventional pedagogical approaches, may fall short in addressing the nuanced challenges of cross-cultural communication. This research endeavors to bridge this gap by undertaking an in-depth case study at Yunnan Technology and Business College, focusing on unraveling the intricate relationship between perceived teaching innovation behaviors and the enhancement of intercultural communication skills.

In the rapidly evolving global landscape, traditional educational approaches may struggle to keep pace with the demands placed on students. The one-size-fits-all model of instruction might not effectively nurture the diverse skills required for effective intercultural communication. Recognizing this, there is a pressing need to explore and understand the role of innovative teaching practices in shaping students' intercultural competencies.

To address the identified gap in the literature, this research employs an in-depth case study methodology (Yin, 2009). By focusing on Yunnan Technology and Business College, the study aims to provide a comprehensive and nuanced understanding of how teaching innovation behaviors influence the development of intercultural communication skills among students. The case study approach allows for a detailed exploration of the context-specific factors that contribute to the observed dynamics, offering valuable insights for both academia and practical application.

In the subsequent chapters, this thesis will delve into the theoretical framework, methodology, results, and discussions, aiming to contribute to the existing body of knowledge on teaching innovation behaviors and intercultural communication skills in the context of a globalized educational environment.

Research Objective (s)

Objective 1. To Explore the Landscape of Perceived Teaching Innovation Behaviors.

The first objective of the study is to comprehensively explore the landscape of perceived teaching innovation behaviors within the academic environment of Yunnan Technology and Business College. This involves identifying, categorizing, and evaluating the diverse range of innovative teaching practices adopted by educators at the institution. The aim is to provide a detailed understanding of the innovative pedagogical approaches employed in the context of intercultural communication skills

development.

Objective 2. To Investigate the Development of Intercultural Communication Skills Among Students.

The second objective is to investigate the development of intercultural communication skills among students at Yunnan Technology and Business College. This involves assessing the students' competencies in intercultural communication through various dimensions such as cultural sensitivity, adaptability, and effective communication across diverse cultural contexts. The objective is to understand how students perceive, acquire, and apply intercultural communication skills in the given educational setting.

Objective 3. To Examine the Perceived Impact of Teaching Innovation Behaviors on Intercultural Communication Skills.

Building upon the exploration of teaching innovation behaviors and the development of intercultural communication skills, the third objective is to examine the perceived impact of teaching innovation behaviors on the enhancement of students' intercultural communication skills. This involves gauging student perspectives on how specific innovative teaching practices contribute to their ability to navigate and communicate effectively in diverse cultural contexts.

Objective 4. To Assess the Influence of Cultural Diversity on the Interplay Between Teaching Innovation and Intercultural Communication Skills

The fourth objective is to assess the influence of cultural diversity at Yunnan Technology and Business College on the interplay between teaching innovation behaviors and the development of intercultural communication skills. This involves analyzing how the cultural composition of the student body and faculty influences the effectiveness of innovative teaching practices in fostering intercultural competence among students.

Objective 5. To Provide Practical Recommendations for Enhancing Intercultural Communication Skills Through Teaching Innovation.

The final objective is to distill the research findings into practical recommendations for educators, administrators, and policymakers. Drawing on the insights gained from the study, this objective aims to offer evidence-based recommendations for enhancing intercultural communication skills through the integration of effective teaching innovation behaviors. These recommendations are intended to contribute to the improvement of educational practices, particularly in multicultural settings.

Literature Review

The extensive exploration of literature surrounding the influence of perceived teaching innovation behaviors on intercultural communication skills has unveiled a nuanced and complex landscape. This synthesis not only delved into the theoretical foundations of intercultural communication but also scrutinized the intricate components, persistent challenges, the transformative

role of education, and the groundbreaking intersection with perceived teaching innovation behaviors.

Our journey commenced with an in-depth investigation into the theoretical foundations that underpin intercultural communication skills. The Anxiety-Uncertainty Management theory by Gudykunst (2005) provided a lens to understand the intricacies of managing anxiety in cross-cultural interactions. Simultaneously, the Cultural Adaptation Process and Communication Accommodation Theory broadened our theoretical repertoire. However, the exploration didn't stop at mere comprehension; it extended to critical examination and contextualization within the dynamic global landscape, acknowledging the evolving nature of cross-cultural theories.

Intercultural communication skills emerged not as isolated entities but as an intricate mosaic of competencies. The model proposed by Lustig and Koester (2013) delineated mindfulness, knowledge, skills, motivation, and meta-competence as integral components. Within this mosaic, sub-skills such as adaptability, active listening, and conflict resolution played pivotal roles. A deeper cultural exploration of emotional intelligence added layers of understanding, highlighting the interconnectedness of these components. This section served as a comprehensive unveiling of the mosaic, illustrating how each fragment contributes to the holistic development of effective intercultural communication.

The challenges associated with developing intercultural communication skills were unveiled, presenting a labyrinth that individuals must navigate for effective cross-cultural communication. Stereotyping, cultural biases, language barriers, and power dynamics emerged as formidable hurdles. The literature critically examined the roots of biases, explored the intricacies of linguistic competency, and delved into the complexities of power dynamics within cross-cultural interactions. Addressing these challenges became imperative, requiring intentional efforts to foster understanding, mitigate biases, and enhance linguistic adaptability.

Education emerged as a central force, serving as a dynamic catalyst for the cultivation of intercultural communication skills. Bennett's Developmental Model of Intercultural Sensitivity offered a transformative framework, depicting the developmental journey from Ethnocentrism to Ethnorelativism (Bennett, 2009). Pedagogical approaches, inclusive curricula, and global perspectives played pivotal roles in shaping intercultural competence. The exploration of cultural intelligence highlighted the cognitive, motivational, and behavioral aspects crucial for navigating diverse cultural contexts. Additionally, the role of technology in mediating teaching innovation and global learning experiences added a contemporary dimension to the educational landscape.

Venturing into uncharted territory, the literature review explored the intersection of perceived teaching innovation behaviors and intercultural communication skills. Hu, McCormick, and Gonyea's (2011) research suggested a positive correlation between student engagement facilitated by innovative teaching practices and intercultural competence. The dynamic nature of innovative approaches, fostering interactive and collaborative learning environments, was found to contribute significantly to

the development of effective intercultural communication skills. This section highlighted the potential of perceived teaching innovation behaviors not only to enhance communication skills but also to deepen cultural understanding. As this comprehensive literature review concludes, a roadmap for the subsequent chapters of the thesis unfolds. The case study at Yunnan Technology and Business College, set against the backdrop of a culturally diverse milieu, promises invaluable insights into the relationship between perceived teaching innovation and intercultural communication skills. The theoretical foundations, components, challenges, and educational interventions synthesized in this review lay a robust foundation for a focused exploration of context-specific factors influencing the observed dynamics. This journey aspires not only to contribute substantively to academic scholarship but also to offer practical implications for educators and institutions navigating the complex terrain of intercultural communication in a globalized world.

Methodology

The subject of the survey is also referred to as the "survey population". The overall scope of the survey to be conducted. It consists of many units of investigation of the same nature. Individuals that make up the aggregate are called aggregate units. Sample totals are the totality from which samples are drawn. Usually, the sample totals are identical to the target totals.

In this paper, a total of 31790 students of Yunnan Technology and Business College are the subjects of the study, using the method of random sampling. The survey, and accordingly, the whole survey is studied Obviously, although the sample survey is a non-comprehensive survey, it aims to obtain the information material reflecting the overall situation, and thus, it can also play the role of a comprehensive survey.

With probability-based sampling methods, the sample size can be determined through the population collection process. For example: the sample size suitable for calculation, the sample size used in the study was determined using The Taro Yamane Sample Size Formula (1973) and the sample size was determined using a 95% confidence level and a margin of error of 5% or 0.05. The overall sample was 3324. The sampling error is 5% or 0.05. The overall sample is 3324 persons. When n = number of samples used in the study . When n = the number of samples used in the study. N = the size of the population, the margin of error for the e = random sample is set at 0.05. The sample size and formula are as follows: N = size of the population, with e = random sample error set to 0.05.

The sample size and formula are as follows

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{31790}{1 + 31790 \times 0.05^2}$$

$$n = 395.03$$

Due to the particularity that most students cannot answer the questionnaire together as a whole because of their class time, this questionnaire was distributed through the online platform "Questionnaire Star" (www.wjx.cn), and the respondents also filled out the questionnaire and submitted the questionnaire through the platform "Questionnaire Star" (www.wjx.cn). After 20 days of collecting all the questionnaires well and evaluating the validity of the questionnaires and eliminating the invalid questionnaires, a total of 450 questionnaires were distributed and 400 valid questionnaires were obtained, with a validity rate of 88.9%.

Results

The effects of gender, age, profession and grade on perceived teaching innovative behaviors and intercultural communication skills were analysed by independent samples t-test and one-way analysis of variance (ANOVA). The significance levels of gender, age, major, and grade on perceived teaching innovative behaviors, and intercultural communication skills are all $P < 0.001$, indicating that gender, age, major, and grade have significant effects on perceived teaching innovative behaviors, and intercultural communication skills.

Pearson correlation between Perceived Teaching Innovation Behaviors and Intercultural Communication Skills. Correlation between Perceived Teaching Innovation Behaviors and Intercultural Communication Skills: Pearson Correlation Coefficient: .694** Significance Level (two-tailed test): .000 Number of Cases: 400 Statistically, a correlation coefficient of .694** indicates that there is a strong positive correlation between Perceived Teaching Innovation Behaviors and Intercultural Communication Skills. This means that Intercultural Communication Skills shows an upward trend as Perceived Teaching Innovation Behaviors increase. Moreover, this association is statistically significant since the significance level is less than 0.01. This result supports that Perceived Teaching Innovation Behaviors have a significant impact on Intercultural Communication Skills in the context of innovative teaching behaviours in higher education. This may require further in-depth research to understand the specific mechanisms of the impact of Perceived Teaching Innovation Behaviors on Intercultural Communication Skills and to explore how to enhance students' Intercultural Communication Skills in the context of innovative teaching.

In the regression ANOVA for Perceived Teaching Innovation Behaviors, Intercultural Communication Skills, the adjusted R-square is .481, which indicates that Perceived Teaching Innovation Behaviors (independent variable) explains 48.1% of the variance in Intercultural Communication Skills (dependent variable). In the ANOVA test, the F-value is 370.565 and the significance P-value is 0.000b less than 0.01, which indicates that the regression model is highly significant at the 0.01 level and that the model is usable and meaningful. After analyzing the coefficients, we found that the unstandardized coefficient of Perceived Teaching Innovation Behaviors,

Intercultural Communication Skills is 0.649, and the results of the regression analysis indicate that Perceived Teaching Innovation Behaviors is a significant predictor of Intercultural Communication Skills ($P < 0.001$). The model explained 48.1% of the variance in Intercultural Communication Skills, suggesting that Perceived Teaching Innovation Behaviors plays a significant role in Intercultural Communication Skills.

Discussion

The exploration of the dynamic relationship between perceived teaching innovation behaviors and the development of intercultural communication skills among students at Yunnan Technology and Business College reveals a multifaceted interplay of factors that significantly contribute to the enrichment of cross-cultural competencies within the academic sphere. This in-depth discussion delves into the nuanced findings, offering comprehensive insights into the various dimensions of teaching innovation and its impact on students' intercultural communication proficiency.

1. Perceived Teaching Innovation Behaviors: A Closer Examination

The quantitative analysis of survey data elucidated the pivotal role of technological integration in shaping students' perceptions of their intercultural communication skills. Educators who seamlessly incorporated diverse technological tools into their teaching methods were consistently associated with positive impacts on students' ability to navigate and excel in cross-cultural interactions. The accessibility of various learning resources through digital platforms emerged as a crucial aspect, providing students with opportunities to engage with diverse perspectives and adapt to the evolving nature of global communication.

This finding resonates with the broader discourse on technology in education, emphasizing the need for educators to not only embrace but strategically leverage technological advancements. The integration of technology goes beyond the mere use of tools; it becomes a conduit for fostering global awareness, breaking down geographical barriers, and preparing students for a digitally connected world.

Complementing the quantitative findings, qualitative insights from in-depth interviews shed light on the significance of pedagogical approaches fostering critical thinking and creativity. Educators who encouraged and facilitated collaborative and experiential learning were identified as instrumental in the development of intercultural communication skills. The qualitative data revealed rich narratives of students navigating cultural nuances, embracing diverse perspectives, and developing a heightened cultural intelligence in environments where innovative teaching practices were prevalent.

In essence, the qualitative dimension underscores the transformative potential of teaching methodologies that extend beyond the transmission of information. It emphasizes the importance of cultivating an environment that nurtures intellectual curiosity, encourages dialogue, and provides students with the tools to navigate the complexities of cross-cultural communication effectively.

2. Implications for Educational Practice and Policy

The positive associations identified between technological integration, innovative pedagogical approaches, and enhanced intercultural communication skills carry profound implications for educational practitioners. To translate these findings into actionable strategies, there is a need for strategic and ongoing professional development initiatives. These initiatives should not only focus on familiarizing educators with cutting-edge technological tools but also empower them to integrate these tools seamlessly into their teaching methods. Workshops, training sessions, and collaborative platforms can serve as vehicles for fostering a dynamic and culturally responsive learning environment. Moreover, recognizing the value of pedagogical innovation, educational institutions should actively encourage and support educators in adopting diverse teaching techniques. Recognizing and rewarding innovative practices can incentivize faculty members to explore and implement creative approaches to teaching. By fostering a culture that values and actively promotes teaching innovation, institutions can create a ripple effect that permeates through the entire educational ecosystem.

At the policy level, the implications of this study call for a fundamental reevaluation of curricular frameworks. The explicit integration of intercultural communication skills as a core competency within curricula becomes imperative. This involves a systematic examination of existing curricula to ensure alignment with the demands of a globalized society. By incorporating modules that explicitly address cross-cultural communication, educational institutions can prepare students to navigate the intricacies of an interconnected world. Furthermore, policy frameworks should actively encourage cross-disciplinary collaboration and the establishment of international partnerships. These initiatives go beyond the traditional confines of classrooms, providing students with immersive experiences that contribute significantly to the development of their intercultural competence. Interdisciplinary collaborations create a holistic learning environment where students can apply their knowledge in real-world contexts, fostering a deeper understanding of diverse cultural perspectives.

In conclusion, the detailed examination of the influence of perceived teaching innovation behaviors on intercultural communication skills within the specific context of Yunnan Technology and Business College has yielded a wealth of nuanced findings. Recognizing the pivotal role of technology integration and innovative pedagogical approaches, educators and institutions can proactively shape learning environments that not only facilitate academic growth but also foster the development of culturally competent individuals prepared to navigate the complexities of our interconnected world.

This study serves not only as a snapshot of a specific institution but also as a catalyst for ongoing conversations and actions aimed at continually enhancing intercultural communication skills in the ever-evolving landscape of higher education. By understanding the multifaceted interplay between teaching innovation and intercultural competence, stakeholders in education can work collaboratively to implement targeted strategies that empower students with the skills necessary for

effective communication and collaboration in a globalized society.

Conclusions

The study aims to shed light on how demographic variables such as age, gender, major, and grade level influence both perceived teaching innovation behaviors and intercultural communication skills, ultimately seeking to establish a positive correlation between the two constructs.

The research is grounded in the recognition of the growing importance of intercultural communication skills in today's globalized world and the potential role of innovative teaching practices in fostering these skills among students. By conducting a case study at YTBC, the study adopts a comprehensive approach to explore the dynamics at play within a specific institutional context.

The investigation employs a mixed-methods approach, incorporating both quantitative and qualitative data collection techniques to provide a nuanced understanding of the research phenomena. Purposive sampling is utilized to select participants, including students, faculty members, and administrators, who have experienced perceived teaching innovation behaviors and possess insights into their impact on intercultural communication skills.

To address the research hypotheses, statistical analyses are conducted to examine the significance of demographic variables on perceived teaching innovation behaviors (H1) and intercultural communication skills (H2). Additionally, correlation analyses are employed to ascertain the presence of a positive correlation between perceived teaching innovation behaviors and intercultural communication skills (H3).

The findings of the study are expected to contribute significantly to both theoretical understanding and practical applications within the field of education. By identifying demographic factors that influence teaching innovation behaviors and intercultural communication skills, the research provides valuable insights for educators, administrators, and policymakers seeking to enhance educational practices and promote cultural competence among students.

Moreover, the study adds to the existing body of literature on teaching innovation and intercultural communication by providing empirical evidence within a specific institutional context. The research findings are anticipated to inform future research endeavors and contribute to ongoing discussions surrounding effective teaching strategies and the development of intercultural competence.

In conclusion, the master's thesis presents a comprehensive investigation into the influence of perceived teaching innovation behaviors on intercultural communication skills, offering valuable insights and implications for educational practice and policy. Through rigorous empirical analysis and theoretical grounding, the study contributes to advancing knowledge in the field and addressing the complex challenges of teaching and learning in diverse cultural contexts.

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