7. Kaldybaeva A.T., Muratalieva M.A., Sulaimanova R.T. Current problems of quality assurance for the formation of general professional competences of future teachers of history // New Institutions for Socio-Economic Development: The Change of Paradigm from Rationality and Stability to Responsibility and Dynamism. – 2021. – P. 125–131. – DOI: 10.1515/9783110699869-013.
8. Чонмурунова Н., Кулболдиева К. Изучение влияния социальных сетей на языковые нормы и узус // Жусуп Баласагын атындагы Кыргыз улуттук университетинин Жарчысы. – 2025. – № 1(121). – Б. 89–96. – DOI: 10.58649/1694-8033-2025-1(121)-89-96.
9. Nurueva Zh., Muktarbekova R. The teacher in the era of artificial intelligence // Bulletin of the Jusup Balasagyn Kyrgyz National University. – 2025. – Vol. 17, № 1. – P. 80–88. – DOI: 10.58649/1694-8033-2025-1(121)-80-88.
10.Болотбаев Д., Темиров М. Использование искусственного интеллекта в обучении студентов программированию // Жусуп Баласагын атындагы Кыргыз улуттук университетинин Жарчысы. – 2025. – № 2(122). – Б. 79–86. – DOI: 10.58649/1694-8033-2025-2(122)-79-86.

Рецензент: ф.и.к., доцент Абдимомунова А.О.

УДК 378.147:811.111:37.091.3
DOI 10.58649/1694-9099-2026-2-26-34

Лю Ли, Хэ Чэнь
Чет тилдер колледжи, Түндүк-Батыш педагогикалык университети, Ланчжоу, Кытай
Лю Ли, Хэ Чэнь
Колледж иностранных языков, Северо-Западный педагогический университет, Ланьчжоу 730070, Китай
Liu Li, He Chen
College of Foreign Languages, Northwest Normal University, Lanzhou 730070, China

Corresponding author：LIU Li Email：blissll@126.com

Funding: This study was supported by the 2024-2026 Gansu Provincial Higher Education Institution Foreign Language Teacher Development Research Project (Grant No. Z202403). (“Gan She Ke Lian Fa [2024] No. 39”)

ЖОГОРКУ БИЛИМ БЕРҮҮДӨ АНГЛИС ТИЛИН ОКУТУУДА ГЛОБАЛДЫК КОМПЕТЕНТТҮҮЛҮКТҮ ӨНҮКТҮРҮҮ: ИШ-АРАКЕТТИК ИЗИЛДӨӨ
РАЗВИТИЕ ГЛОБАЛЬНОЙ КОМПЕТЕНТНОСТИ В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА В ВУЗАХ: ИССЛЕДОВАНИЕ МЕТОДОМ ДЕЙСТВИЯ
CULTIVATING GLOBAL COMPETENCE IN COLLEGE ENGLISH TEACHING: AN ACTION RESEARCH STUDY

Кыскача мүнөздөмө: Глобалдык компетенттүүлүк глобалдашуу жана Кытайдын глобалдык башкарууга катышуусунун өсүшү шартында билим берүүнүн маанилүү натыйжасына айланды. 26ули ш-аракет изилдөөсү New Century College English окуу китептеринин сериясын колдонуу менен колледждин англис тили курсуна глобалдык компетенттүүлүктү интеграциялоону изилдейт. 16 жумалык семестрде интервенция студенттердин тематикалык мазмун жана инновациялык педагогикалык ыкмалар аркылуу глобалдык компетенттүүлүгүн жогорулатууга багытталган. Жыйынтыктар англис тилин билүү, маданияттар аралык баарлашуу, көп маданияттуу ишеним жана глобалдык маселелерди түшүнүү жагынан олуттуу жакшырууларды көрсөттү. Изилдөө мазмунга

негизделген окутууну долбоорго негизделген окутуу жана маданий салыштыруу менен айкалыштыруу ESL класстарында глобалдык компетенттүүлүктү өнүктүрүүнүн натыйжалуу ыкмасы экенин көрсөтүп турат. Бул изилдөө колледждин англис тили класстарында глобалдык компетенттүүлүктү окутуунун кайталануучу моделин камсыз кылат жана окуу планын иштеп чыгуу, мугалимдердин кесиптик өнүгүүсү жана баалоо реформасы үчүн кесепеттерди сунуштайт.

Аннотация: Глобальная компетентность стала важнейшим образовательным результатом в контексте глобализации и растущего участия Китая в глобальном управлении. Данное исследование, основанное на методе действия, изучает интеграцию глобальной компетентности в курс английского языка в колледже с использованием серии учебников New Century College English. В течение 16-недельного семестра вмешательство было направлено на повышение глобальной компетентности студентов посредством тематического содержания и инновационных педагогических методов. Результаты показали значительные улучшения в уровне владения английским языком, межкультурной коммуникации, уверенности в себе при общении с представителями разных культур и осведомленности о глобальных проблемах. Исследование демонстрирует, что сочетание обучения на основе содержания с проектным обучением и сравнением культур является эффективным подходом к развитию глобальной компетентности в классе английского языка как иностранного. Это исследование предоставляет воспроизводимую модель обучения глобальной компетентности в классах английского языка в колледже и предлагает выводы для разработки учебных программ, повышения квалификации преподавателей и реформы оценки.

Abstract: Global competence has become a critical educational outcome in the context of globalization and China's increasing engagement in global governance. This action research study explores the integration of global competence into a college English course using the *New Century College English* textbook series. Over a 16-week semester, the intervention aimed to enhance students' global competence through thematic content and innovative pedagogies. Results showed significant improvements in English proficiency, intercultural communication, cultural confidence, and awareness of global issues. The study demonstrates that combining content-based instruction with project-based learning and cultural comparisons is an effective approach to fostering global competence in the EFL classroom. This study provides a replicable model for global competence education in college English classrooms and offers implications for curriculum design, teacher development, and assessment reform.

Негизги сөздөр: глобалдык компетенция; колледжде англис тилин окутуу; иш-аракеттик изилдөө; окуу планын иштеп чыгуу; мазмунга негизделген окутуу

Ключевые слова: глобальная компетентность; преподавание английского языка в колледже; исследование, основанное на методе действия; разработка учебных программ; обучение на основе содержания

Keywords: global competence; college English teaching; action research; teaching design; content-based instruction

1. Introduction

Globalization has intensified the demand for talent capable of navigating cultural complexity, collaborating across borders, and engaging with pressing global challenges such as climate change, public health, and sustainable development (OECD, 2018; UNESCO, 2015). In China, the Ministry of Education has emphasized the urgency of cultivating globally competitive graduates through policies such as the College English Teaching Guide (2020). However, conventional English teaching remains test-oriented, focusing on grammar and vocabulary while neglecting cross-cultural communication, disciplinary integration, and practical problem-solving (Cai, 2018; Sun, 2016).

Despite policy advances, English instruction faces persistent obstacles. First, intercultural training remains superficial; textbooks mostly feature Anglo American content, leading to "Chinese culture aphasia" (Huang, 2023). Second, English teaching is largely disconnected from students' majors, undermining their

ability to compete internationally (Cai, 2018). Third, most students lack authentic international exposure; study abroad is elite, and internationalization at home initiatives such as virtual exchange are underused (Li et al., 2025). Fourth, teachers often have limited global literacy and interdisciplinary knowledge.

To address the aforementioned challenges, we designed this action research study aimed at integrating the cultivation of global competence into college English instruction by systematically embedding international understanding, cross-cultural communication, and disciplinary connectivity into the teaching process. In this study, we adopted T*he New Century College English* textbook series (4th edition), published by Shanghai Foreign Language Education Press, as the primary teaching material. This textbook series is widely used in Chinese universities and was selected for its thematic coverage and pedagogical adaptability.

2. Global Competence in the Chinese Context

Global competence is defined by the OECD (2018) as the capacity to examine local, global, and intercultural issues; understand and appreciate multiple perspectives; engage in open and effective interactions; and take action for collective well-being. In Chinese contexts, Mansilla and Wilson (2022) re-envisioned global competence as a lifelong process of self-cultivation and moral becoming, which integrates cognitive skills with Confucian virtues such as diligence, harmony, empathy, and social responsibility. Huang (2023) further operationalized global competence for Chinese university students into three interconnected domains: international understanding (knowledge of global systems, institutions, and challenges), intercultural communication (ability to bridge cultural differences and narrate Chinese stories), and disciplinary competitiveness (using English for academic research and professional collaboration). Table 1 synthesizes the key components.

Table 1. Core domains of global competence for Chinese college learners (adapted from Huang, 2023)

Domain	Knowledge	Skills	Attitudes / Values
International understanding	geopolitics, global issues (climate, energy, migration)	Multi-perspective analysis, evidence-based reasoning, critical evaluation of sources	Global mindedness, curiosity, commitment to human dignity
Intercultural communication	Cultural diversity, Chinese heritage, Belt & Road cultures, communication styles	Intercultural dialogue, code-switching, public speaking, storytelling	Respect, openness, cultural confidence, empathy
Disciplinary competitiveness	Academic/technical English, disciplinary genres (case study, research article)	Reading academic texts, writing research proposals, presenting at conferences	Intellectual autonomy, collaboration, integrity

3. Research design and Methodology

3.1 Research Context and Participants

The study was conducted at a comprehensive university in Northwestern China over a 16-week semester. Participants were 82 non-English major sophomores (48 female, 34 male) enrolled in a compulsory College English course. 78% of participants had passed College English Test Band 4 (a standardized national English proficiency test for Chinese college students) and had an average English proficiency level. They came from diverse disciplinary backgrounds including engineering, business, humanities, and natural sciences.

3.2 Course Design

The course curriculum used *New Century College English* (Integrated Course 4) and covered six units, each designed with specific global competence objectives. Table 1 summarizes the thematic focus and global competence aims of each unit.

Table 2. Unit Themes and Global Competence Objectives

Unit	Theme	Content	Global Competence Objectives
1	Man and Nature	Relationship between humans and nature; environmental ethics; sustainable development	Develop a global perspective on environmental ethics; appreciate how Eastern philosophies of harmony and Western models of sustainability complement each other in addressing ecological challenges.
2	Man and Technology	Technology and happiness; digital divide; ethical use of technology	Recognize the global implications of technology on well-being; critically evaluate the digital divide across cultures; formulate cross-cultural ethical standards for responsible technology use.
3	Work and Career	Work, labor, and play; choosing an occupation; career planning in a globalized world	Understand diverse cultural values regarding work and professional fulfillment; develop intercultural awareness of how different societies define meaningful labor; build a global mindset for career planning in an interconnected economy.
4	Green Living	Frugal living; green living overview; sustainable consumption	Cultivate intercultural understanding of sustainable living traditions; integrate Chinese frugal values and Western environmental responsibility into a holistic approach to global green citizenship.
5	Attitudes to Life	Two truths to live by; letting go; positive psychology in different cultures	Develop intercultural understanding of well-being and resilience; integrate Eastern philosophies of letting go and mindfulness with Western positive psychology frameworks to cultivate a globally informed approach to life attitudes and mental health.
6	The Belt and Road Initiative	BRI as a key pillar of global community; blueprint for win-win cooperation	Recognize China's role in shaping global governance and international public goods; critically evaluate models of multilateral cooperation and win-win development; foster a commitment to inclusive, mutually beneficial partnerships that transcend geopolitical binaries and serve the global community.

3.3 Pedagogical Implementation

Each unit followed a three-stage cycle: (1) Input Stage - pre-class reading, video viewing, and vocabulary building around the unit theme; (2) Interaction Stage - in-class discussions, role-plays, and collaborative projects linking unit content to global issues; (3) Output and Reflection Stage - project presentations and reflective journal writing. The designed activities and employed teaching strategies for each unit are as follows:

Unit 1 (Man and Nature) centered on an "Environmental Ethics Debate," nature documentary analysis, and a comparative essay titled "Harmony with Nature." These activities promoted international understanding, intercultural communication, and action competence through project-based learning, interdisciplinary inquiry, and cultural comparison.

Unit 2 (Man and Technology) required students to conduct a case study on the digital divide and draft a "Technology for Good" proposal, cultivating critical thinking, global issue awareness, and ethical reasoning via case study methods, collaborative research, and real-world problem solving.

Unit 3 (Work and Career) included a career planning workshop, a "Global Labor Trends" presentation, and a comparative work ethic analysis, aiming to strengthen disciplinary competitiveness, intercultural understanding, and professional ethics through experiential learning, peer feedback, and guest speaker sessions.

Unit 4 (Green Living) focused on environmental responsibility, global action competence, and social responsibility, engaging students in a "Green Campus Audit" project, a frugal lifestyle diary, and a sustainable consumption debate, with action research, community engagement, and reflective practice as supporting strategies.

Unit 5 (Attitudes to Life) had students conduct a "Happiness Across Cultures" survey, compare positive psychology perspectives across cultures, and write creatively on the theme of "Letting Go," developing intercultural sensitivity, emotional intelligence, and global well-being awareness through cross-cultural surveys, creative expression, and self-reflection.

Unit 6 (The Belt and Road Initiative) concluded the course with a "BRI Country Profile" research project, an international cooperation simulation, and a "Win-Win" negotiation role-play, targeting international understanding, intercultural economic cooperation, and global governance knowledge through simulation-based learning, policy analysis, and cultural intelligence training.

Across the six units, the scope of activities and strategies progressively widened - from personal well-being and environmental awareness to professional ethics and global governance - forming a coherent developmental trajectory for global competence.

4. Data Collection and Analysis

After one semester of instructional practice, the course team systematically collected and analyzed data from multiple sources, including teacher reflective journals, student written reflections, questionnaires, interview transcripts, and student exam scores. The specific data comprised: teacher reflective journals with weekly summaries (32,796 words in total), student written reflections collected four times (46,986 words in total), 82 questionnaires (100% response rate), 45 face-to-face interviews (13,475 words transcribed), 82 pre-course test and 82 post-course test papers.

4.1 Test Result

A standardized written test (100 points) was administered at the beginning and end of the semester to measure changes in students' ability to express views on international issues in English and to communicate effectively in international settings. The test comprised three sections: (1) International Issue Expression (40 points) - students were required to write a 200-word argumentative essay on a given global topic (e.g., climate change or digital equity), assessed on factual accuracy, logical coherence, and linguistic precision; (2) International Communication Simulation (30 points) - students responded to scenario-based prompts (e.g., drafting a diplomatic email, or composing a cross-cultural negotiation script), evaluated on register appropriateness, politeness strategies, and communicative clarity; (3) Integrated Language Competence (30 points) - a combination of reading comprehension on global-affairs texts, vocabulary-in-context items, and translation of key international discourse terms, scored on comprehension depth and expression accuracy.

Both the pre-course test and post-course test followed identical formats and difficulty levels to ensure comparability. The pre-course test was conducted during the first week of the semester, before any instructional intervention, and the post-course test was administered in the final week. All 82 enrolled students completed both tests. Two trained raters, blinded to the test timing, independently scored each paper using the same rubric; inter-rater reliability exceeded 0.90. A paired-samples t-test was performed to compare the two sets of scores. The findings reveal significant improvements in students' global competence, detailed as follows:

(1) Language Proficiency

Significant gains were observed across all components of language proficiency. In the International Issue Expression section (40 points), the mean score rose from 22.6 to 31.8 (+40.7%). Factual accuracy improved markedly, with the proportion of students citing relevant data rising from 32% to 67%. Logical coherence also advanced, as the average number of logical gaps per essay decreased from 3.2 to 0.8. Linguistic precision, measured by the Type-Token Ratio, increased from 0.42 to 0.58. In the Integrated Language Competence

section (30 points), the mean score increased from 18.4 to 24.7 (+34.2%), and grammatical error rates per 200 words dropped from 6–8 to 2–3.

(4) Intercultural Communication Competence

This dimension showed the most substantial improvement. The mean score for the International Communication Simulation section (30 points) increased from 17.2 to 25.3, a 47.1% gain (Cohen's $d = 0.91$). All three sub-criteria improved: Register Appropriateness rose from 5.2/10 to 8.4/10, Politeness Strategies from 4.8/10 to 8.1/10, and Communicative Clarity from 5.6/10 to 8.8/10. Task-specific analysis revealed that the proportion of students correctly using formal registers in diplomatic email drafting increased from 37% to 83%. Furthermore, students' use of advanced politeness strategies, such as hedging and indirect requests, increased from an average of 1.4 to 3.8 per task.

(4) Cultural Confidence and International Vision

Although not directly measured, indirect indicators from the test provide strong evidence of enhanced cultural confidence. The ability to discuss Chinese cultural content in English essays increased dramatically, from 17% of essays in the pre-test to 74% in the post-test. Similarly, the use of Chinese perspectives to support global arguments rose from 23% to 68%, and the balanced presentation of Eastern and Western viewpoints increased from 31% to 79%. A significant positive correlation was found between language proficiency scores and the integration of Chinese cultural content ($r = 0.76$, $p < 0.01$), suggesting that linguistic development and cultural confidence are mutually reinforcing.

(4) Global Issue Awareness

Students demonstrated a deeper, more sophisticated engagement with global challenges. Accurate use of global issue terminology (e.g., "sustainable development," "digital divide") rose from 41% to 89%, and the ability to propose specific solutions increased from 23% to 67%. Multi-perspective analysis, including the consideration of viewpoints from developed versus developing nations, grew from 29% to 59%. The integration of local and global perspectives saw the most notable increase, with students incorporating Chinese initiatives like the Belt and Road Initiative into their discussions of global governance rising from 17% to 74%. In summary, the results conclusively demonstrate that the course design, which integrates international understanding, intercultural communication, and disciplinary connectivity, effectively enhanced students' global competence across all targeted domains, with statistically significant and practically meaningful improvements.

4.2 Qualitative Findings

Thematic analysis of reflective journals, interviews, and observation logs revealed four major themes that corroborate the quantitative results:

Theme 1: From Local to Global Mindset. Students demonstrated a shift from viewing textbook content in isolation to understanding its global significance. One student wrote: "Unit 6 on the Belt and Road Initiative changed my perspective. I used to think it was just a Chinese policy, but now I understand it's a platform for global cooperation. The role-play made me realize the importance of negotiation and cultural understanding."

Theme 2: Enhanced Cultural Self-Awareness and Confidence. Students reported increased confidence in both Chinese and foreign cultural contexts. The "Aspects of China" component in each unit provided students with tools to articulate Chinese perspectives effectively. An interview participant noted: "I used to feel anxious when discussing Chinese culture in English. Now I can confidently explain concepts like 'harmony between man and nature' in a way that international audiences can appreciate."

Theme 3: Development of Global Action Competence. Many students expressed a stronger sense of personal responsibility for global issues. The Unit 4 "Green Campus Audit" project was particularly transformative. One student reflected: "Creating a sustainability plan for our campus made me realize that small actions can contribute to global change. I now feel empowered to make environmentally conscious decisions."

Theme 4: Improved Disciplinary and Professional Readiness. Students reported improved ability to use English for professional purposes. The Unit 3 career planning workshop helped students connect their language learning to future career goals in a globalized world. A student from the engineering background commented:

"The career unit made me think about how my skills fit into the global economy. I now feel more prepared for international collaboration."

5. Discussion

This action research study demonstrates that a well-designed college English course based on the *New Century College English* (Integrated Course 4) textbook can systematically cultivate students' global competence. The significant improvements across all assessed dimensions - English proficiency, intercultural communication, cultural confidence, and global issue awareness - align with previous research showing that foreign language learning, when integrated with content-based instruction and intercultural pedagogies, can enhance global literacy (Guo et al., 2024; Li et al., 2025; Zhang et al., 2025). More importantly, these results resonate with two foundational frameworks in the field. The OECD (2018) global competence framework identifies four dimensions - examining issues of local, global, and intercultural significance; understanding and appreciating the perspectives and worldviews of others; engaging in open, appropriate, and effective interactions across cultures; and taking action for collective well-being and sustainable development. The present study provides empirical evidence for all four dimensions, particularly the last. Students' participation in the "Green Campus Audit," the sustainable consumption debate, and the BRI negotiation simulation exemplified what it means to take informed, responsible action beyond the classroom - precisely the dimension that OECD identifies as the ultimate outcome of global competence education, yet one that remains underrealized in much current practice. Concurrently, the findings bear a strong affinity with Byram's (1997) model of intercultural communicative competence (ICC), which positions critical cultural awareness as the curricular linchpin connecting knowledge, skills, and attitudes. The observed shift in students - from uncritical acceptance of either their own or foreign cultural norms to a more reflective, evaluative stance - mirrors Byram's notion that true intercultural competence requires the ability to critically evaluate one's own and others' cultural practices and beliefs, not merely to describe or tolerate them.

The innovative teaching methods proved effective in operationalizing global competence education within existing curricular constraints. The integration of language, theme, practice, culture, and reflection ensured that global competence was not an add-on but a coherent part of the learning experience. In particular, the "thematic activities" component in each unit provided authentic opportunities for students to apply their knowledge and skills in real-world contexts. A closer examination of the instructional design reveals why this coherence matters. The three-stage cycle - input, interaction, and output/reflection - aligns closely with constructivist learning theory, which holds that learners build knowledge through active engagement rather than passive reception (Vygotsky, 1978). The input stage established the conceptual and linguistic foundation, creating a shared knowledge base; the interaction stage then placed students in collaborative, problem-solving situations where they had to negotiate meaning and reconcile differing cultural perspectives - a process central to constructivist pedagogy; the output and reflection stage required students to articulate and evaluate their own learning, closing the loop from knowledge construction to metacognitive awareness. Within this cycle, cross-cultural comparison activities played a pivotal role. Unlike one-directional knowledge transmission, which positions students as recipients of fixed cultural information, comparative tasks demanded that students actively juxtapose, question, and re-evaluate assumptions from multiple cultural standpoints. When, for instance, students compared Eastern philosophies of harmony with Western sustainability models in Unit 1 or contrasted Chinese concepts of contribution with Western ideals of self-fulfillment in Unit 3, they were not simply acquiring new content - they were developing the cognitive flexibility and perspective-taking skills that constitute the core of global competence. This finding supports Deardorff's (2006) process model of intercultural competence, which emphasizes that attitude formation - particularly respect and openness - must precede and accompany the acquisition of knowledge and skills, a sequence that comparative activities naturally enact.

However, challenges remain. Some students initially struggled with the open-ended nature of project-based tasks, as they were accustomed to exam-driven learning. To address this, we provided more structured scaffolding in the first three weeks and offered exemplar projects from previous semesters. Additionally, some students found the cultural comparison activities challenging, suggesting the need for more explicit instruction

in intercultural communication strategies. This difficulty itself, though, is instructive: it confirms that cross-cultural comparison is cognitively demanding and that students require guided practice in moving beyond surface-level observations to deeper analytical engagement - a process that Byram (1997) would describe as the development of critical cultural awareness.

The study also confirmed the importance of the "Aspects of China" component as a bridge between language learning and global competence. By explicitly connecting Chinese cultural content to global perspectives, this component helped students develop both cultural confidence and international understanding. The successful implementation of the Belt and Road Initiative unit further demonstrated the potential for textbook content to serve as a vehicle for global citizenship education. This finding carries significance beyond the present study, as it addresses a dimension largely absent from Western global competence frameworks. Both the OECD (2018) framework and Byram'(1997) ICC model were developed primarily within Euro-American educational traditions and emphasize outward-looking competencies - understanding others, interacting across difference, and acting for global good - while paying comparatively little attention to the foundational role of cultural self-knowledge and confidence in one's own heritage. In the Chinese context, however, the ability to articulate Chinese cultural values and practices in English - to "tell China's story" on the global stage - is not a peripheral skill but a prerequisite for equitable intercultural dialogue. Without cultural confidence, students risk either retreating into cultural silence or uncritically assimilating foreign perspectives; with it, they can engage as informed, empowered participants in global conversations. The notable increase in students' willingness and ability to discuss Chinese cultural concepts in English - from 17% to 74% in essay content referencing Chinese culture - suggests that global competence, in the Chinese educational context, must be conceptualized as a dual process: developing the capacity to understand the world while strengthening the voice to contribute to it. This reconceptualization represents the study's distinctive contribution to the growing body of global competence scholarship, offering a "Chinese solution" that enriches existing frameworks by foregrounding cultural confidence as an integral - rather than optional - component of global competence development.

6. Conclusion

This action research study provides empirical evidence that a college English course based on the textbook can effectively cultivate students' global competence. The innovative teaching model - integrating language, theme, practice, culture, and reflection - provides a coherent and actionable framework for integrating global competence education into college English classrooms. The findings suggest that when textbook content is paired with innovative pedagogies and supportive teacher practices, students develop not only language proficiency but also the knowledge, skills, attitudes, and values needed to thrive in an interconnected world.

Several implications emerge. First, textbook series lik*e New Century College English* should be leveraged as a core resource for global competence education, not merely as a language textbook. Second, teacher development programs must include global competence pedagogy, intercultural training, and skills for designing and facilitating project-based learning. Third, institutions should create structural support for internationalization at home, including partnerships for virtual exchange and reward systems for faculty who innovate in this area. Finally, assessment systems need to evolve to recognize and reward global competence - through portfolios, project rubrics, and reflective assignments - rather than tests alone.

These implications, however, must be considered in light of the study's limitations. First, the sample was limited to 82 students at a single university, which constrains the generalizability of the findings to other institutional contexts with different student profiles, resource levels, or regional characteristics. Second, the intervention lasted only one 16-week semester, making it impossible to determine whether the observed gains in global competence are sustainable over time or whether they diminish once the structured instructional support is removed. Third, the self-reported nature of the questionnaire and interview data introduces the possibility of social desirability bias, as students may have responded in ways they perceived as favorable rather than reflecting their genuine beliefs or behaviors. Although the triangulation of multiple data sources mitigates this concern to some extent, it cannot eliminate it entirely.

Future research should address these limitations through longitudinal tracking studies that follow participants beyond the intervention period to assess the durability of competence gains - for instance, re-administering the same measures six months or one year after course completion. Multi-site comparative experiments involving universities of different types and regions would strengthen the external validity of the findings and reveal how contextual factors shape the effectiveness of global competence instruction. Additionally, given the disciplinary diversity of the participants in this study, future research should conduct disaggregated analyses examining whether and how the course differentially impacts students across majors - for example, whether engineering students, who may have less prior exposure to intercultural content, benefit differently from business or humanities students. Such analyses would enable more targeted instructional design and contribute to a more nuanced understanding of how global competence develops in varied academic contexts.

As China continues to expand its global engagement, empowering students with global competence becomes both an educational imperative and a moral responsibility. This study offers a replicable model for college English educators seeking to prepare their students for the challenges and opportunities of the 21st century.

References

Byram, M. (1997). Teaching and assessing intercultural communicative competence. Multilingual Matters.

Cai, J. (2018). The disciplinary basis of implementing specific academic English in Chinese universities. Technology Enhanced Foreign Language Education, (1), 40–47.

Deardorff, D. K. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. Journal of Studies in International Education, 10(3), 241–266. https://doi.org/10.1177/1028315306287002

Guo, Q., Yang, B., Xiao, L., & Xie, C. (2024). Foreign language learning and the development of global competence in different cultures. International Journal of Intercultural Relations, 101, Article 102013. https://doi.org/10.1016/j.ijintrel.2024.102013

Huang, W. (2023). Exploring college English teaching pathways based on global competence cultivation. China University Teaching, (12), 56–62.

Li, X., Xiao, J., Gao, H., Zheng, W., & Zhao, X. (2025). "It is not a top priority": Exploring how Chinese university students enact their agency in developing global competence. International Journal of Educational Research, 133, Article 102667. https://doi.org/10.1016/j.ijer.2025.102667

Mansilla, V. B., & Wilson, D. (2022). Global competence in Chinese schools: New meanings and practices. Journal of Comparative Education, (4), 74–85.

OECD. (2018). Preparing our youth for an inclusive and sustainable world: The OECD PISA global competence framework. OECD Publishing. https://www.oecd.org/pisa/Handbook-PISA-2018-Global-Competence.pdf

Qin, X., & Liu, J. (Eds.). (2025). *New Century College English Integrated Course 4: Student's Book* (4th ed.). Shanghai Foreign Language Education Press.

Sun, Y. (2016). Foreign language education and intercultural competence cultivation. Foreign Languages in China, (3), 17–22.

UNESCO. (2015). Global citizenship education: Topics and learning objectives. UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0000232993

Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.

Zhang, H., Tang, H., Zhou, Q., & Wang, F. (2025). Predictors of students' global competence in China, Germany, Turkey, and Mexico: A cross-cultural comparative study. International Journal of Educational Development, 113, Article 103203. https://doi.org/10.1016/j.ijedudev.2024.103203

Рецензент: к.филол.н., доцент шакеева Н.М.