

Interdisciplinary Integration Management Model for School of Foreign Languages in Hunan Universities

Chenyang Gong

Thada Siththada

Graduate School, Suan Sunandha Rajabhat University, Thailand

Email: s65584951009@ssru.ac.th

Received : 19 July 2025

Revised : 4 October 2025

Accepted : 6 October 2025

ABSTRACT

This research aims to: 1) study the level of interdisciplinary integration management for school of foreign languages in Hunan Universities; 2) analyze the exploratory factors of interdisciplinary integration management for school of foreign languages in Hunan Universities; 3) propose the interdisciplinary integration management model for school of foreign languages in Hunan Universities.

This research adopted combination of qualitative and quantitative methods, including questionnaire surveys (520 respondents) and in-depth interviews (9 experts). The questionnaire survey analyzed the personal situations of the respondents and various aspects of interdisciplinary integrated management, while the in-depth interviews explored the challenges and improvement strategies faced in interdisciplinary integrated management. Data analysis was conducted using Exploratory Factor Analysis (EFA).

This research finds that the interdisciplinary integration management level of foreign language schools in Hunan Province's universities is relatively high, but they still face many challenges, such as scarce resources, insufficient interdisciplinary capabilities of teachers, imperfect evaluation systems, and limitations of university management mechanisms. The interdisciplinary integrated management model proposed in the research emphasizes students as the core and suggests strengthening teacher training, optimizing curriculum Settings, improving the evaluation system, promoting cooperation between universities and social

enterprises, as well as enhancing government policy support. This model aims to cultivate compound foreign language talents that meet the needs of social development and enhance the quality and international competitiveness of foreign language education in colleges and universities.

Keywords : Interdisciplinary Integration Management, Foreign language education, talent cultivation

1. Introduction

The continuous development of the global economy and advancements in science and technology have fostered closer communication and cooperation between nations (Gong & Wang, 2009). The current state of foreign language education in China faces several critical issues. Such as inadequate funding, insufficient technological infrastructure, lack of access to updated resources and so on (Zhang & Li, 2020).

This research will focus on 40 SFLs in Hunan Province, utilizing a mixed-methods approach combining quantitative data from questionnaires (520 respondents) and qualitative data from in-depth interviews (9 experts). The quantitative data will be analyzed using exploratory factor analysis (EFA) to identify key factors influencing interdisciplinary integration. Qualitative data will be analyzed using content analysis to refine the proposed model and provide practical recommendations.

This research has following benefits. First, the study will contribute to the existing body of knowledge on interdisciplinary integration management in higher education, particularly within the context of foreign language education. It will refine existing theoretical frameworks and offer a new model for effective interdisciplinary integration within school of foreign languages. Second, the proposed model will provide practical recommendations for improving interdisciplinary integration management within Hunan universities. This will lead to more effective curriculum design, enhanced teaching practices, and improved graduate employability. Third, the findings will inform policy decisions regarding the development of foreign language education in Hunan Province and potentially across China. The research will provide valuable insights for policymakers seeking to optimize the training of high-quality, interdisciplinary foreign language professionals.

2. Research Objectives

1. To study the level of interdisciplinary integration management for school of foreign languages in Hunan universities.
2. To analyze the exploratory factors of interdisciplinary integration management for school of foreign languages in Hunan universities.
3. To propose the interdisciplinary integration management model for school of foreign languages in Hunan universities.

3. Scope of the Research

1. Population Scope

The population used in this research was 45 universities which have school of foreign languages in Hunan province (Ministry of Education of the People's Republic of China, 2024).

2. Variable Scope

This research encompasses various aspects of interdisciplinary integration management in Schools of Foreign Languages at Hunan universities. This includes, but is not limited to, students' interdisciplinary awareness and abilities, teachers' interdisciplinary competencies, interdisciplinary curriculum design, evaluation systems, university-industry collaborations, interdisciplinary teaching methodologies, university governance mechanisms, and government policy support.

3. Time Scope

This research primarily focuses on the period up to and including 2025, while also offering a prospective outlook.

4. Literature Review

This literature review examines the theoretical foundations and practical challenges of integrating interdisciplinary approaches into foreign language education, focusing on the context of Schools of Foreign Languages (SFLs) in Hunan, China.

The foundational section explores the core concepts and theories of interdisciplinary integration (Menken & Kestra, 2016; Klein, 2006; Repko & Szostak, 2017), distinguishing between multidisciplinary, interdisciplinarity, and trans disciplinarity. It examines the characteristics of successful interdisciplinary research and its application within higher education, drawing upon knowledge society theories and pedagogical principles (Gibbons, 1998; Chen, 2024). The review then analyzes the specific application of interdisciplinary

integration within SFLs, considering its impact on curriculum design (Zhang, 2016; Cai, 2021), teaching methodologies (Wang & Chen, 2017; Klein, 2006), and student competencies (Yu, 2017; Lai et al., 2009).

The review further investigates the challenges faced by SFLs in Hunan in implementing interdisciplinary integration. These include resource limitations (funding, technology, teacher expertise), difficulties in implementing interdisciplinary teaching concepts, inadequate evaluation systems, and limitations within university management structures (Yang & He, 2016; Zhang & Li, 2020). The existing literature highlights the need for improved teacher training (Li & Liu, 2019; Dou, 2023), updated curricula that align with market demands (Cai, 2021), and more holistic evaluation systems that assess both language skills and interdisciplinary competencies (Han, 2024; Wang & Chen., 2017). The review also examines strategies for promoting interdisciplinary integration, including government policy support, university-industry collaborations, and innovative teaching methods (Han, 2024; Fan, 2022).

Existing research on interdisciplinary integration management in SFLs is relatively limited, particularly in the Chinese context. While studies have explored various aspects of interdisciplinary integration (Zeng, 2024; Dexter & Riedel, 2003; Dehnad, 2019; Strayer, 2007), there is a lack of comprehensive models that address the multifaceted challenges and opportunities of implementing interdisciplinary approaches in SFLs within Hunan Province. This review, therefore, identifies a gap in the literature regarding the development and implementation of a tailored interdisciplinary integration management model for SFLs in Hunan, considering the unique challenges and opportunities presented by the regional context and existing educational policies. The synthesis of these findings informs the development of a new model proposed in this dissertation, addressing the need for a more holistic and effective approach to foreign language education in China. The model incorporates key elements identified in the literature review, including the importance of student-centered learning, teacher training, robust evaluation systems, and strong industry partnerships.

5. Research Methodology

1. Research Methodology

This study employed a mixed-methods approach to investigate interdisciplinary integration management in Hunan universities' Schools of Foreign Languages (SFLs). Quantitative data were collected via questionnaires distributed to 520 respondents (240 administrators, 280 teachers) from a sample of 40 SFLs, selected using simple random

sampling from a population of 45. Data analysis involved descriptive statistics (frequency, percentage, mean, standard deviation) and exploratory factor analysis (EFA) using SPSS, employing Principal Component Analysis (PCA) to identify key factors influencing interdisciplinary integration. Qualitative data were gathered through in-depth interviews with 9 educational administrators, analyzed using content analysis to refine the findings and inform the development of a comprehensive interdisciplinary integration management model. The EFA results, combined with qualitative insights, provided a multi-faceted understanding of interdisciplinary integration management within the context of Hunan SFLs.

2. Research Steps

This research carried out the following steps : 1)population and sample; 2) research instrument; 3) data collection; 4) data analysis; 5) research statistic

3. Data Collection

The researcher distributed the questionnaire to the sample group and collected data from 520 respondents with the following steps:

(1) Liaise with staff to collect data from universities in Hunan Province administrators and professors for assistance in collecting data from school administrators and set a date for collecting data by bringing the questionnaire in person and submitting the questionnaire online.

(2) Collect data from the sample.

(3) Bring the questionnaire to verify its completeness. The questionnaire was then encoded to evaluate the results of the data with a computer program.

(4) Collected data by interviewing 12 experts. The researcher conducted a self-interview. Collects opinions immediately at the end of the interview in each aspect. When the interview ends the researcher will summarize again, which if each expert has additional comments, will record again. Each interview, the researcher takes notes and recording interviews via electronic devices every time by requesting permission to record the interviewee.

4. Data Analysis

Data analysis involved 520 questionnaires (240 administrators, 280 teachers) from 40 Hunan universities. Part 1 (respondent demographics) used frequency and percentage analysis. Part 2 (interdisciplinary integration) calculated means and standard deviations for each item, categorized into five levels (highest to lowest) based on average scores (4.51-5.00, 3.51-4.50, 2.51-3.50, 1.51-2.50, 1.00-1.50). Exploratory Factor Analysis (EFA) with Principal Component Analysis (PCA) identified eight factors (eigenvalue ≥ 1 , factor loading ≥ 0.5 , ≥ 3 variables per

factor), validated using Kaiser-Meyer-Olkin (KMO) test. Qualitative data from nine expert interviews, analyzed via content analysis, complemented the quantitative findings to refine the interdisciplinary integration management model.

6. Research Results

The results of the data analysis are presented in 4 parts as follows.

Part 1 Results of analysis of frequency and percentage personal status of respondents.

The researcher distributed the research questionnaire on Interdisciplinary Integration Management Model for School of Foreign Languages in Hunan Universities. Population totals 40 universities, there were 13 respondents from each university in Hunan province, consisting of 6 respondents of university administrators (240 respondents) and 7 teachers at universities in Hunan (280 respondents), totaling 520 respondents using simple random sampling, calculated as 100 percentage. The data used to analyze the personal status of the respondents include gender, age, and highest educational. And work experience in the current position as detailed in Table 1

Table 1 Results of analysis of frequency and percentage personal status of respondents.

Category	n=520	Percentage
1. Gender		
Male	285	54.81%
Female	235	45.19%
2. Age		
under 25 years old	58	11.15%
25 - 29 years old	147	28.27%
30 - 39 years old	240	46.15%
40-49 years old	45	8.65%
Above 49 years old	30	5.77%
3. Educational Background		
Bachelor	169	32.50%
Master	225	43.27%
Doctor	93	17.88%
Postdoctoral appointment	33	6.35%
4. Work Experience		

Category	n=520	Percentage
under 5 years	53	10.19%
5 – 10 years	94	18.08%
11 – 15 years	139	26.73%
16 – 20 years	206	39.62%
Above 20 years	28	5.38%

Table 1 shows that among the 520 respondents, 285 are male, accounting for 54.81%, and 235 are female, accounting for 45.19%. The largest number of people are those aged 30-39, with a total of 240 people, accounting for 46.15%, followed by the age group of 25-29, with 147 people, accounting for 28.27%. The number of people above 49 years old is the smallest, with 30 people, accounting for 5.77%. Most of the respondents have a master's degree, with 225 people, accounting for 43.27%, followed by a bachelor's degree, with 169 people, accounting for 32.50%, and the least is a postdoctoral appointment, 33 people, accounting for 6.35%. The work experience of the respondents is mainly concentrated in the 16-20 years, with 206 people, accounting for 39.62%, followed by the 11-15 years, with 139 people, accounting for 26.73%.

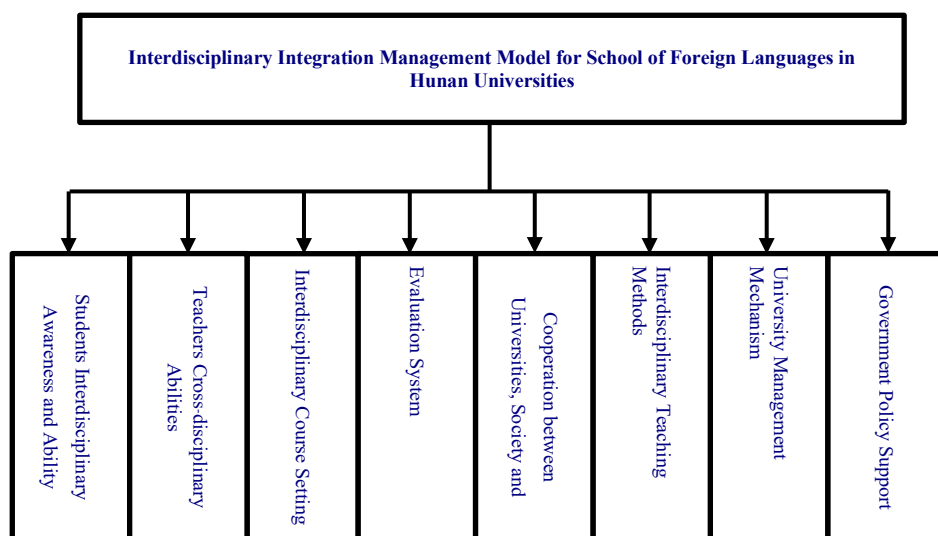
Part 2 Results of analysis of the mean (\bar{X}) and standard deviation (S.D.) of Interdisciplinary Integration Management Model for School of Foreign Languages in Hunan Universities

It is found that the factors for Interdisciplinary Integration Management Model for School of Foreign Languages in Hunan Universities, all 130 items have an arithmetic mean value (\bar{X}) between 3.63-4.02 and a standard deviation (S.D.) between 0.629-0.995 indicates that the informant has an opinion. About the level of importance each important factors are at the high and highest level for the distribution. Regarding the opinions of the informants, most of the informants' opinions about the importance level of the factors were at level 4, level 5, sporadically at level 2 and level 1.

Part 3 Results of analysis of the exploratory factors analysis of Interdisciplinary Integration Management Model for School of Foreign Languages in Hunan Universities.

The researcher analyzed using SPSS/PC (Statistical Package for the Social Science) analyze the data with advanced statistics, namely exploratory factor analysis, by arranging the data in stages. From the results of the analysis of the factors of Interdisciplinary Integration

Management Model for School of Foreign Languages in Hunan Universities, there are a total of 8 Factors, which can be summarized in the following figure 1.



Part 4: Results of analysis of Interdisciplinary Integration Management Model for School of Foreign Languages in Hunan Universities.

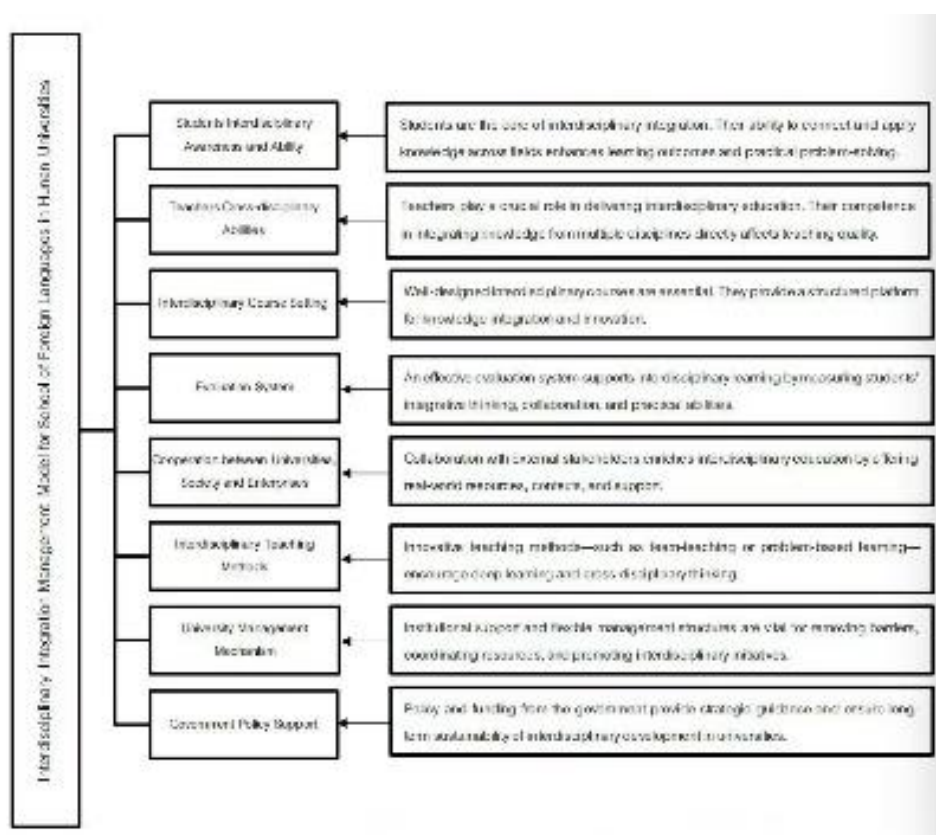
To thoroughly investigate the interdisciplinary integration management model for school of foreign languages in Hunan universities, we conducted 9 respondents' interviews in Mandarin, each lasting approximately 20 minutes, with carefully selected educational administration experts recognized for their professional expertise and policy-level experience, as detailed in Table 2.

No.	Name	Position	Unit Name
1.	Prof. Dr. Mo Zaishu	Deputy Director of Foreign Languages	Hunan University
2.	Prof. Dr. Yang Wendi	Professor, Department of Foreign Languages	Central South University
3.	Prof. Dr. Jian Gongyou	Director of the Office of Foreign Languages	Jishou University
4.	Prof. Dr. Zeng Yanyu	Assistant Professor	Hunan Normal University
5.	Prof. Dr. Liu Jian	Director of the Department of Foreign Languages	Hengyang Normal University
6.	Prof. Dr. Shu Qizhi	Professor, School of Foreign Languages	Xiangtan University

7.	Prof. Dr. Duan Shengfeng	Director of the Department of School of Foreign Languages	Changsha University of Science and Technology
8.	Prof. Dr. Ge Lingling	Director of Foreign Languages college	Nanhua University
9.	Prof. Dr. Wen Lanfang	Deputy Director of the Department of Foreign Languages	Hunan University of Technology and Business

The study underscores that a multifaceted approach is required to strengthen the Interdisciplinary Integration Management and provide a detailed and structured view of the expert opinions and key insights, shedding light on the factors influencing interdisciplinary integration Management in higher education, particularly for foreign language programs in universities. By designing future plans through Ethnographic Future Research (EFR) techniques, Interdisciplinary Integration Management Model for School of Foreign Languages in Hunan Universities can be constructed as shown in figure 2.

7. Discussion



This study identifies eight key factors influencing interdisciplinary integration in Hunan universities' Schools of Foreign Languages: Students' Interdisciplinary Awareness, Teachers'

Cross-disciplinary Abilities, Interdisciplinary Course Design, Evaluation Systems, University-Industry Collaboration, Interdisciplinary Teaching Methods, University Management Mechanisms, and Government Policy Support. Exploratory Factor Analysis (EFA) with a high Kaiser-Meyer-Olkin value ($KMO = 0.970$) confirmed these factors, explaining 61.37% of the variance. This high KMO value indicates that the data is suitable for factor analysis, and the explained variance suggests that these factors collectively capture a substantial portion of the interdisciplinary integration phenomenon.

The high mean scores (3.63-4.02) across all factors indicate a generally positive perception of interdisciplinary integration among the respondents. This aligns with existing literature on interdisciplinary integration management. For instance, studies by Han (2024) have shown that interdisciplinary integration management promotes the innovation of university foreign language teaching, breaks the limitation of traditional simply imparted language knowledge.

However, qualitative data revealed challenges such as resource limitations and teacher training needs. The lack of adequate resources, including funding and infrastructure, can hinder the effective implementation of interdisciplinary programs. Additionally, the identified need for teacher training underscores the importance of human capital development in fostering interdisciplinary integration. This is consistent with research by Becker (1962), who emphasized the role of education and training in enhancing productivity and innovation within organizations. The proposed model emphasizes a holistic approach, integrating these eight factors to enhance foreign language education and student employability, aligning with the national emphasis on cultivating interdisciplinary talents.

In summary, this study provides empirical evidence for the key factors influencing interdisciplinary integration in Hunan universities' Schools of Foreign Languages. By grounding the findings in relevant theoretical frameworks and prior research, this discussion offers a comprehensive understanding of the challenges and opportunities associated with interdisciplinary integration in higher education.

Bibliography

Becker, G. S. (1962). **Investment in human capital: A theoretical analysis**. *Journal of political economy*, 70(5, Part 2), 9-49.

- Bergmann, J., & Sams, A. (2012). **Before you flip, consider this.** *Phi Delta Kappan*, 94(2), 25-25.
- Cai, J. G. (2021). Interdisciplinary: The construction of new foreign languages and the exploration of disciplinary system in the context of new liberal arts. *Journal of Northeast Normal University*, 3, 14-19. DOI: 10.16164/j.cnki.22-1062/c.2021.03.002.
- Chen, L. (2024). **Implicit Manifestation of Ideological and Political Education in College English Teaching: A Practical Study Based on the BOPPPS Teaching Model.** *Journal of Suzhou University*, 2024, 39(8): 80-84. DOI: 10.3969/j.issn.1673-2006.2024.08.016.
- Dehnad, V. (2019). **Sustainable transdisciplinary future for English majors in Iran by implementing a new paradigm.** *Interchange*, 50(1), 77-96.
- Dexter, S., & Riedel, E. (2003). **Why improving preservice teacher educational technology preparation must go beyond the college's walls.** *Journal of teacher education*, 54(4), 334-346.
- Dou, X. (2023). **Research on the construction of interdisciplinary management system in research universities in China (master's thesis).** Shandong Normal University, Jinan, China.
- Gibbons, M. (1998). **Higher Education and Relevance in the 21st Century.** Paper Presented at the UNESCO World Conference on Higher Education, Paris, pp:39-40.
- Gong, K. & Wang, T. Y. (2009). **Thinking on the countermeasures of training compound talents for English majors in colleges and universities.** *Journal of Language and Literature*, (2), 135-136. DOI: 1672 — 8610(2009)02-0135-02
- Han, Y. , (2024). **Exploration of the Path for Cultivating Interdisciplinary Integrated Innovative Talents in Colleges and Universities under the "Grand Ideological and Political Education" Framework.** *Industrial & Science Tribune*, 2024, 23(20):119-121.
- Klein, J. T. (2006). **Afterword: the emergent literature on interdisciplinary and transdisciplinary research evaluation.** *Research Evaluation*, 15(1) , 75- 80
<https://doi.org/10.3152/147154406781776011>
- Lai, W., Mao, Y., Wen, X., & Zhang, Y. (2009). **A Preliminary Exploration of Interdisciplinary Integrated Teaching in English Majors.** *Journal of Liaoning Educational Administration Institute*, 6(09),111-113.
- Li, Y. & Liu, Z. (2019). **Reflection on Compound Talent Cultivation for English Major in Nongovernmental Universities.** *Education Modernization*, 2019, 6(89) : 1- 3.
DOI:10.16541/j.cnki.2095-8420.2019.89.001

- Menken, S., & Kestra, M. (2016). **An introduction to interdisciplinary research: Theory and practice.** An Introduction to Interdisciplinary Research, 1-128.
- Ministry of Education of the People's Republic of China. (2024). **Statistical Bulletin of National Education Development in 2024.** Chinese Geological Education, 3(2) . DOI: 10.3969/j.issn.1006-9372.2024.02.037
- Repko, A. F., & Szostak, R. (2017). **Interdisciplinary research: Process and theory (3rd ed).** Sage publications. ISBN: 978-1-5063-4689-2
- Strayer, J. (2007). **The effects of the classroom flip on the learning environment: A comparison of learning activity in a traditional classroom and a flip classroom that used an intelligent tutoring system** (Doctoral dissertation, The Ohio State University).
- Wang, Q. H. & Chen M. (2017). **How to Realize Interdisciplinary Research in University of Chicago.** Guangming Daily, 2017-9-4.
- Yang, W. & He, X. L. (2016). **Research on Application-oriented Composite Talent Training Model for English Majors in Newly Established Undergraduate Colleges Under the Background of Transformation and Development.** Chinese Vocational and Technical Education, 32(4), 38-41. doi: CNKI:SUN:ZONE.0.2016-04-007
- Yu, L. (2017). **Some Thoughts on Curriculum Development of English Professionals in Higher Educational Institutes.** Journal of Bohai University (Natural Science Edition), (3), 141-144. Doi: 10.3969/j.issn.1672-8254.2010.03.029
- Zeng, Y. (2024). **College Foreign Language Education and Teacher Development in the Context of Interdisciplinary Development.** Foreign Languages and Their Teaching, (03), 11-19+145. doi: 10.13458/j.cnki.flatt.005026.
- Zhang, W. (2016). **Study on the interdisciplinary setting model of literature courses for English majors in colleges and universities.** Journal of Fuyang Teachers College (Social Science), (4), 113-114. DOI: 10. 14096/j. cnki. cn34 — 1044/c. 2016. 04. 036
- Zhang, F. L., & Li, W. L. (2020). **Market-oriented New Interdisciplinary Should be Constructed in the Reform of College Foreign Languages in China——Disciplinary Construction of Legal English as an Example.** International Journal of Language, Culture & Law, 1(1), 86.