

Importance and Methods of Cultivating Cross-cultural Communication Skills in Korean Language Teaching

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Abstract: With the continuous deepening of globalization and the strengthening of communication and cooperation among countries, the cultivation of cross-cultural communication (CCC) skills has become increasingly crucial in vocational Korean language teaching. As an important component of cultivating future vocational talents, Korean language teaching in vocational colleges places higher demands on students' CCC abilities. Korean communication is no longer limited to language skills, but requires students to have the ability to understand, respect, and effectively communicate in a cross-cultural environment. Therefore, vocational Korean language teaching should be committed to providing students with more comprehensive and profound cultural literacy, so that they can be competent for work and cooperation in different cultural backgrounds on the international stage. This article explores the connotation of CCC ability and its application in Korean language teaching in vocational colleges through literature review, questionnaire survey, and data analysis. The accuracy rates of nonverbal communication behaviors and conversation principles are relatively low, at 24.15% and 10.13%, respectively. The accuracy rate of English culture-laden words in English is the lowest, only 5.20%. Under the traditional teaching model, students lack CCC skills, and there is an urgent need to improve teaching concepts and models, increase the coverage of cross-cultural content, and enhance teachers' cross-cultural educational abilities. This article proposes specific strategies for cultivating students' CCC skills in vocational Korean language teaching, in order to provide reference and inspiration for relevant teaching practices.

1. Introduction

With the deepening of cultural globalization, the integration and conflict of diverse cultures in the world has become one of the major challenges facing humanity in the 21st century. In order to adapt to and lead this trend of globalization, China urgently needs a large number of foreign language professionals with solid foreign language skills, rich knowledge of Chinese and foreign cultures, and outstanding CCC skills, so that they can tell the story of China well to the world, spread excellent Chinese culture, and create a favorable environment for the peaceful rise of the country. Therefore, the cultivation of foreign language talents should not only focus on language

proficiency, but also on the formation of cross-cultural awareness, emphasizing both language skill training and cultural knowledge acquisition, and focusing on cultivating talents' CCC abilities.

This article first emphasizes the importance of CCC skills in Korean language teaching in vocational colleges under the background of globalization, and points out the key role of this ability in future vocational talent cultivation. Next, the article reviews relevant research and introduces the insights and methods of different scholars on the cultivation of CCC skills. Then, the article elaborates on the connotation of CCC ability, compares the differences between traditional teaching models and cross-cultural teaching models, and proposes specific strategies for cultivating CCC ability in Korean language teaching in universities. Through questionnaire surveys and data analysis, the article evaluates the current status of students' CCC abilities and their practical application issues. Finally, the article summarizes the importance of improving CCC skills and proposes corresponding teaching improvement suggestions.

2. Related Works

Experts have long conducted specialized research on the cultivation of CCC skills in teaching. Makhmudov K proposed a teaching model aimed at helping 9th to 11th grade students in Uzbekistan learn English and develop CCC skills. Research has shown that English teachers in Uzbekistan face challenges in terms of cultural exposure, resource scarcity, and language proficiency [1]. Gong Y F conducted in-depth interviews and observations with 16 Chinese language teachers in Hong Kong International Schools to explore the relationship between their identity and CCC skills teaching. Research has found that these teachers possess multiple professional and socio-cultural identities, such as Chinese language teachers, cultural inheritors, and cultural learners [2]. Ibragimjanovna A M discussed the practical challenges and methods of cultivating CCC skills in higher education. He emphasized the key role of English courses in this process, especially in shaping future professional talents [3]. Iswandari Y A reviewed research on CCC skills of EFL (English as a Foreign Language) teachers and pre-service teachers from 2011 to 2021. He revealed the cognition and challenges of teachers in five major themes: CCC ability cognition, assessment, development, training, and related factors [4]. Dvorianchykova S used diagnostic techniques to document the development of students' CCC abilities. The research aims to cultivate interpreters in the future business field, enabling them to successfully organize and implement complex cross linguistic and cross-cultural translation projects, and become key intermediaries for efficient communication among business partners [5].

Garcia J V investigated and analyzed how teachers integrate intercultural communicative competence (ICC) in purposeful communication courses at all national universities and colleges in three provinces. The results showed that teachers highly integrated ICC in the classroom, cultivating students' CCC skills by combining culture and communication, using authentic materials, role-playing, and exploratory activities [6]. Solnyshkina M I has explored an effective educational approach to improve the CCC skills of Uzbek students. He conducted a comprehensive analysis of Uzbek international students from three aspects: theory, practice, and innovation [7]. Safa M A evaluated the ICC beliefs and practices of Iranian EFL teachers. The results showed that there was no significant difference in ICC beliefs between pre-service and in-service teachers, but the influence of teaching experience on practice was limited [8]. Chen R T H aimed to enhance learners' cross-cultural and ELF awareness by engaging in activities involving ELF users from different countries, such as video watching, online forums, and face-to-face interactions [9]. Adili B found significant differences in the ICC level of teachers in terms of cultural school structure and educational level. Teachers working in multicultural schools exhibit higher ICC levels than those working in single cultural schools [10].

Tagliatalata A combined the teaching method of English as a universal language with traditional English language teaching (ELT), aiming to cultivate learners' comprehensive cross-cultural awareness and ICC. Research has shown that the dual teaching model can effectively switch between language teaching and CCC, enhancing learners' preparation abilities in both native and non-native English environments [11]. Liao H compared and analyzed the cross-cultural teaching methods used by teachers in English courses at non English major universities in China, as well as the teaching feedback from students [12]. Ahmed I N E D explored the impact of introducing ICC modules into undergraduate English courses in Kuwait on students' future learning and career preparation. The research results show that after cross-cultural education intervention, students' cultural acceptance and CCC abilities are significantly improved, manifested by improvements in perspectives and attitudes [13]. Chen Y investigated how in-service teachers who have completed master's degrees in the UK understand the impact of their CCC experiences on English language and teaching perspectives. Research has found that participants are aware of the complexity and variability of CCC through practical experience, and no longer consider English language use as a strictly regulated concept [14].

Xin Y delved into the influence of traditional educational concepts, the emphasis on traditional teaching methods, and the unreasonable arrangement of CCC activities in Japanese language teaching in universities [15]. Rokhayati T explored the effectiveness of using mobile phones for oral teaching in cross-cultural education. Research has found that mobile phones, as the main learning tool, have helped students improve their oral skills by 18.3% [16]. The above research reveals multiple bottlenecks in the process of cultivating CCC skills. These include challenges for teachers in terms of cultural exposure and resource scarcity, as well as differences in teaching strategies and evaluation methods. The relationship between teacher identity and teaching CCC skills has also been deeply explored, indicating that multiple identities may affect teaching practice and student learning outcomes. In addition, the challenges faced by teachers in practical operations, such as how to effectively integrate cultural learning and language teaching, and how to evaluate students' CCC abilities, are also key focuses and bottlenecks of current research.

3. Methods

3.1 Connotation of CCC Ability

CCC ability refers to the ability to have cross-cultural awareness and discover cultural differences when communicating with people from different cultural backgrounds and countries, eliminate barriers between different cultures, and promote effective communication with other cultures. Western countries have expanded their communication scope to the world, and due to national interests and colonial needs, they have long been aware of cultural differences.

3.2 Differences between Traditional Teaching Models and Cross-cultural Teaching Models

The reason why traditional education is called "cramming" teaching is because it uses systematic and detailed teaching methods to enable students to acquire a large amount of knowledge. In the traditional teaching mode, the teaching methods adopted by teachers are relatively simple, mainly to impart knowledge to students, and students passively accept it. Currently, most Korean language teachers in universities place more emphasis on pure language teaching and less emphasis on cultural teaching of language. In this teaching mode, students focus on learning Korean grammar, vocabulary, and reading, and have little knowledge about the language, literature, religious customs, customs, and traditions of Korean speaking countries. Cross cultural teaching mode is a teaching method that focuses on and respects different cultural backgrounds in education, aiming to cultivate

students' cross-cultural awareness and abilities. In this teaching mode, teachers can enhance students' awareness and sensitivity to cultural differences by introducing cross-cultural content, in order to help them achieve the goal of accurately and appropriately using Korean for communication [17-18].

A university Korean language teaching model based on multicultural communication has been constructed, and the cultivation path of CCC skills in university Korean language teaching has been considered, as follows: One approach is to organize classroom teaching for cultivating CCC skills in a planned and targeted manner, with language skills, language use, and other aspects as the starting point. The cultivation of CCC skills can be integrated into the entire process of Korean listening, speaking, reading, writing, and translation teaching, guiding students to master CCC skills through learning accumulation. Secondly, by utilizing various forms of second classrooms, such as conducting CCC salons, foreign students or teachers are invited to participate, allowing students to more truly feel the differences between Chinese and foreign cultures, express their opinions more freely in Korean, and draw on excellent foreign cultures [19-20]. The third is to make rational use of information technology such as the Internet and new media. Students can be guided to compare and analyze the similarities and differences between Chinese and foreign cultures through films, documentaries, videos, and other means, leading them to acquire cross-cultural knowledge through communication and discussion. On this basis, the editor explores the relationship between multicultural development and the professional development of Korean language teachers in universities. It is believed that teachers' understanding of multiculturalism and recognition of CCC ability cultivation largely determine the quality of Korean language teaching in universities and affect the effectiveness of CCC ability cultivation among college students. Therefore, the professional development of Korean language teachers in universities should be taken as a guarantee for cultivating CCC skills.

3.3 Strategies for Cultivating CCC Skills

In the current Korean language teaching in universities, there are several key issues that affect the effective cultivation of CCC skills. Firstly, the backwardness of teaching concepts and models seriously restricts the development of students. The traditional teaching philosophy places too much emphasis on imparting knowledge of Korean grammar, while neglecting the practical application ability of students in CCC. The teaching mode is teacher centered, biased towards knowledge transfer, lacking interaction and cooperation with students, and unable to effectively cultivate students' confidence and ability in a real communication environment. Secondly, some teachers lack awareness of CCC and focus more on the structure and usage of language, while ignoring the cultural connotations and communication skills behind language. This leads to relatively limited teaching content, which cannot provide students with rich cultural information and practical communication strategies. Finally, the unreasonable arrangement of teaching activities is also one of the problems. There is limited time and content for CCC in the classroom, and textbooks lack authentic cross-cultural situations and sufficient CCC practice activities, making it difficult for students to effectively communicate and understand in different cultural backgrounds. In summary, the current Korean language teaching in universities urgently needs to improve teaching concepts and models in cultivating CCC abilities, increase the coverage of cross-cultural content, and enhance teachers' cross-cultural education abilities to better cultivate students' CCC abilities and global perspectives.

4. Results and Discussion

4.1 Questionnaire Survey Process and Data Collection

In the formal survey, the author used random sampling method for sample selection, and distributed 210 copies to students from different levels of classes in Grade 1, Grade 2, and Grade 3 (70 copies for each level of class in each grade), a total of 630 copies. Among them, 20 questionnaires were invalidated due to not answering or not being fully answered, and 610 valid questionnaires were ultimately collected. Excel and SPSSAU web pages can be used for data analysis to understand the current status of high school students' mastery of CCC skills, whether there is cultural aphasia in their own country, whether there is negative transfer in their mother tongue culture, which aspects are well mastered, and which aspects are poor. At the same time, this article randomly selects 10 students to conduct further interviews on their answers to certain questions. Through the analysis of the students themselves, it provides a data foundation for problem discovery and measure analysis. The officially issued survey questionnaire, after being revised and the sample was expanded, underwent reliability and validity tests again, and both passed the reliability and validity tests, which can be further analyzed.

4.2 Survey Results

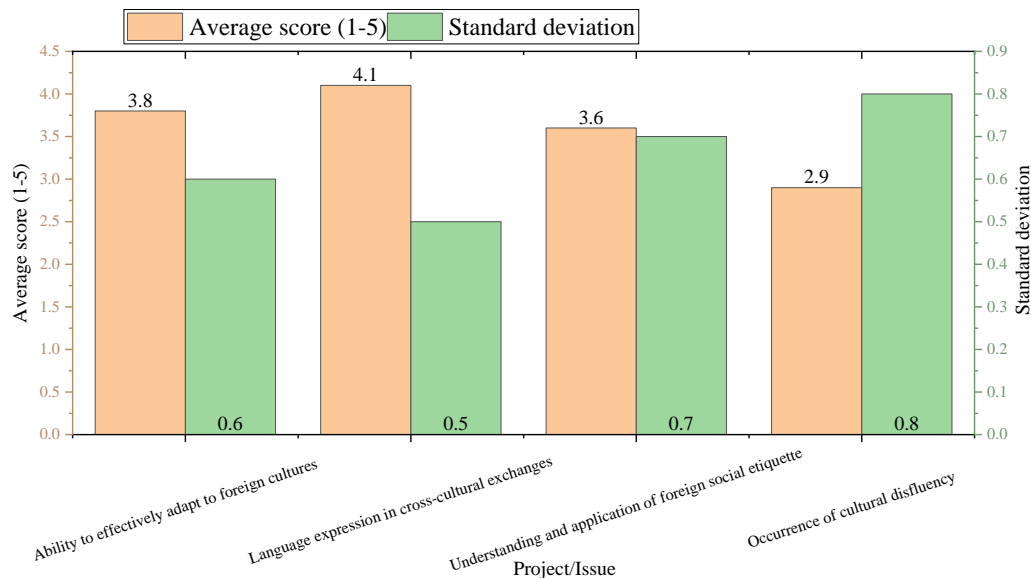


Figure 1: Assessment of the Current Status of Mastery of CCC Competence

According to the survey results in Figure 1, the majority of high school students perform well in language expression and foreign cultural adaptation, with an average score of over 3.8 points. However, their understanding and application ability in social etiquette is relatively average, with an average score of 3.6 and a standard deviation of 0.7, indicating significant score variability. In addition, some students (with a score of approximately 2.9 and a standard deviation of 0.8) indicate the presence of cultural aphasia in their own country, indicating that in CCC, students may encounter communication barriers due to the influence of their mother tongue culture. Therefore, educators can focus on etiquette education and addressing cultural aphasia issues to improve students' CCC skills.

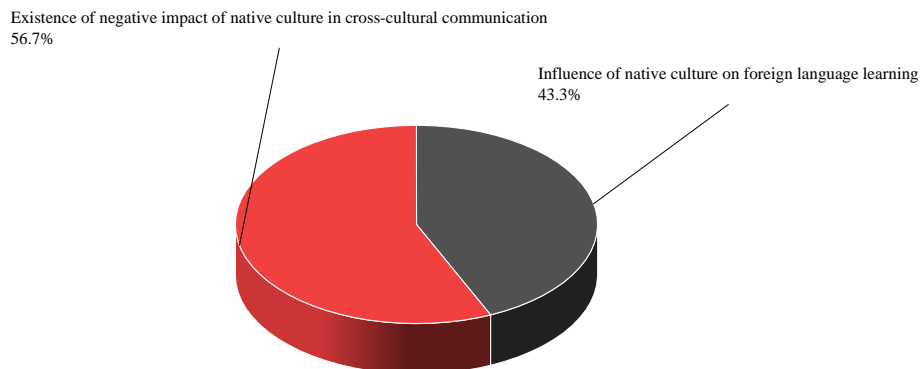


Figure 2: Evaluation of negative transfer of mother tongue culture

The survey in Figure 2 shows that about 56.7% of students believe that their mother tongue culture has a certain degree of influence on their foreign language learning and CCC abilities. This indicates that mother tongue culture may have a certain negative impact on students' expression and understanding abilities in foreign language communication. In addition, 43.3% of students reported experiencing the negative impact of their mother tongue culture in CCC, which may lead to difficulties in understanding and adapting to foreign cultures. Therefore, it is necessary to pay attention to balancing the education of mother tongue culture and target language culture in teaching, in order to reduce the adverse effects of negative transfer on students' CCC abilities.

Table 1: Analysis of Mastery of Each Link

Segment/Issue	Average score (1-5)	Sample size
Ability to understand and apply cultural background	3.9	610
CCC skills and strategy usage	3.7	610
Cultural sensitivity and adaptability in social contexts	3.5	610

Students perform relatively well in understanding and applying cultural backgrounds, with an average score of 3.9, indicating a deep understanding of foreign cultural backgrounds. However, in terms of CCC skills and cultural sensitivity and adaptability in social situations, students performed relatively evenly, with scores of 3.7 and 3.5, respectively. This indicates that students need more training and practice to improve their practical abilities in CCC, especially in social situations where they are more sensitive and adaptable. Therefore, curriculum design and teaching methods should focus on enhancing students' practical application abilities and cultural sensitivity in social contexts, as shown in Table 1.

Table 2: Problem Discovery and Action Analysis Data

Issue/Discovery	Frequency/percentage (%)	Sample size
Common CCC barriers among students	67%	610
Common occurrence of cultural disfluency	31%	610
Effective means and methods to enhance cross-cultural education	82%	610

According to the data in Table 2, 67% of students believe that they have encountered certain obstacles in CCC, especially in understanding and applying foreign cultures. Among them, 31% of

students admit that they often encounter difficulties in communication due to cultural aphasia in their own country. To address these issues, educators can take measures such as increasing the depth and breadth of cultural background education, providing more field visits and role-playing activities, and offering specialized cultural communication courses to help students overcome these challenges and enhance their CCC abilities.

Table 3: Accuracy of Students' CCC Ability Test Questions

Test Content	Number of Correct Answers (Average)	Average Correct Rate
Knowledge of Korean-speaking countries	56	24.93%
Social Values	58	30.46%
Time Concept	93	50.21%
Social Norms	68	36.36%
Conversation Principles	27	10.13%
Speech Acts	61	29.10%
Non-verbal Communication	49	24.15%
English culture-laden words	8	5.20%
Textbook Knowledge	100	52.66%

According to the results of the CCC ability test questions in Table 3, there are significant differences in the accuracy of students on different test contents. The accuracy rate of textbook knowledge is the highest, reaching 52.66%, followed by time concepts, with an accuracy rate of 50.21%. The accuracy rates of social norms and social values are 36.36% and 30.46%, respectively. The accuracy rates of speech acts and knowledge of Korean speaking countries are slightly lower, at 29.10% and 24.93%, respectively. The accuracy rates of nonverbal communication behaviors and conversation principles are relatively low, at 24.15% and 10.13%, respectively. The accuracy rate of English culture-laden words in English is the lowest, only 5.20%. These data indicate that students are more proficient in textbook knowledge and time concepts, but there are significant challenges in understanding conversational principles and English cultural connotations.

5. Conclusions

With the acceleration of the "the Belt and Road Initiative" construction process, China's influence on the world is growing, and many Korean talents are active in various fields of the international community. In such an environment, Korean language teachers in universities should enhance their teaching awareness, cultivate students' CCC skills through flexible and efficient teaching methods, help students establish correct values, objectively examine cultural differences, and engage in CCC with an equal attitude, showcasing the charm of Korean language talents in the new era of China and allowing the world to listen to the voice of China. This article explores the connotation of CCC ability and its application in vocational Korean language teaching, and proposes improvement strategies. Research has found that students lack CCC skills under traditional teaching methods, especially in nonverbal communication behaviors and vocabulary understanding with strong English cultural connotations. The accuracy of conversation principles is the lowest, indicating that students need to improve their ability to communicate effectively in cross-cultural environments. To enhance students' CCC skills, vocational Korean language teaching should be improved in the following aspects:

Firstly, it is necessary to update teaching concepts and models, increase the coverage of cross-cultural content, balance language skills with cultural knowledge, and cultivate students' perception and tolerance towards cultural differences between China and foreign countries.

Secondly, it is to enhance teachers' cross-cultural educational abilities, and through training and further education, enable them to better understand and teach CCC skills. Another approach is to utilize various forms of second classroom activities, such as CCC salons, to enable students to exercise and improve their CCC skills in real-life situations. In addition, the Internet and new media can be reasonably used to guide students to compare and analyze the similarities and differences between Chinese and foreign cultures through film and television dramas, documentaries and videos, so as to gain cross-cultural knowledge in communication and discussion.

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