

# *The Importance and Realization Path of Cultivating Cross-Cultural Communication Ability in College English Teaching*

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**Abstract:** In the context of economic globalization, how to establish an English teaching system aligned with modern global trends through educational reform, and cultivate high-quality talents with cross-cultural communication skills and core English competencies has become a critical challenge for university English teachers. This paper explores the significance and implementation pathways of cultivating cross-cultural communication competence in college English education. By analyzing perspectives from schools, students, and educators, it aims to optimize traditional teaching models and nurture professionals with strong cross-cultural communication abilities.

## 1. Introduction

Amid the globalization wave, English education has fundamentally shifted from imparting basic linguistic knowledge to cultivating students' core competencies and cross-cultural communication skills. This transformation represents not only an inevitable trend in higher education but also a key pathway for universities to nurture globally competent talents. Therefore, educators should adopt student-centered approaches in teaching practices, building culturally sensitive cognitive frameworks through emotional engagement. By helping learners transcend conventional English learning limitations, they can enhance their cross-cultural communication abilities while achieving deep comprehension of language knowledge.

## 2. The significance of intercultural communication ability in the cultivation of college English teaching

### 2.1 Help students adapt to global development

In the context of globalization, continuous exchanges and interactions in political, economic, and cultural spheres among nations have become increasingly frequent across diverse cultural backgrounds [1]. As the predominant international language today, English has transcended its original scope of specialized expression. It now permeates various domains including global business communication, academic discourse, and cultural dissemination, making it an essential second language for contemporary students. Given this reality, universities as primary institutions

for cultivating high-caliber talents in the new era should align their English teaching with global trends. By integrating cross-cultural communication skills into classroom instruction, educators can leverage English classes as a platform to deepen students' understanding of cultural differences. This approach helps learners avoid cultural conflicts during cross-cultural interactions and facilitates fluent communication with foreign counterparts.

## **2.2 Meet the needs of education reform in the new era**

With the continuous advancement of educational reforms, the focus of college English teaching has gradually shifted from language knowledge transmission to the cultivation of students' 'comprehensive English abilities and core competencies' [2]. Cross-cultural communication competence, as an essential skill for students to thrive on the global stage in the new era, constitutes a key component of core English literacy and stands as one of the primary objectives of current college English education reforms. Unlike traditional English teaching philosophies, modern educational approaches prioritize cultivating students' international perspectives, critical thinking, cross-cultural understanding, and core competencies. Integrating cross-cultural communication competence into college English instruction can effectively break through the limitations of monotonous language knowledge dissemination in conventional teaching models, establish a diversified English education system, and drive comprehensive optimization and upgrading of China's English teaching activities. Simultaneously, this initiative facilitates the integration of localized and international cultural knowledge, provides students with broader developmental opportunities, and fundamentally enhances their global competitiveness.

## **2.3 Enhance students' vocational competitiveness**

In today's increasingly competitive job market, students with cross-cultural communication skills often gain a stronger competitive edge. For university English education, strong cross-cultural competence effectively enhances students' career competitiveness, providing them with better development prospects. This enables graduates to secure more employment opportunities in international translation organizations, multinational corporations, diplomatic affairs, business director positions, and foreign trade specialists. For non-English majors, excellent cross-cultural communication skills help students engage in deeper international business exchanges. Additionally, such competence strengthens environmental adaptability, allowing students to quickly adapt to diverse cultural environments including academic settings, family dynamics, and social contexts. This ultimately achieves the integration of personal and social value in a meaningful way [3].

## **3. The realization path of cultivating cross-cultural communication ability in college English teaching**

### **3.1 Build a systematic curriculum system with cross-cultural communication competence as the core**

To effectively cultivate students' intercultural communication competence in college English education, institutions should adopt a macro-level curriculum approach that breaks free from traditional English course structures. This requires establishing an English curriculum system focused on core competencies and intercultural communication skills [4]. Specifically, during the instructional design phase before English teaching activities commence, universities should encourage faculty teams to retain fundamental modules like grammar, vocabulary, and language skills while increasing classroom time dedicated to intercultural communication training. This

approach aims to create a three-dimensional framework integrating "English fundamentals + cultural literacy + professional English features", thereby establishing a new pedagogical ecosystem [5]. Additionally, to enhance the effectiveness of cultivating intercultural communication competence, institutions should implement specialized teaching activities such as intercultural communication theory-practice workshops, case studies of cross-cultural interactions, and international business communication scenarios. These initiatives systematically teach core concepts including intercultural communication theories and linguistic strategies (detailed in Table 1).

Table 1: Curriculum arrangement for cultivating intercultural communication competence

specialized courses	Content added	Specific role	Expected accomplishments
Business English major	Increase the proportion of knowledge related to intercultural communication in international business negotiations as appropriate	Through the construction of cross-cultural communication scenarios such as transnational business conference and international business negotiation for students, teaching activities are carried out to build a digital English classroom	Students can develop their core literacy, knowledge application ability, cross-cultural communication ability, language logical thinking and other abilities in a relatively real context
Major in Translation and English	On the basis of the original knowledge, we add courses on Chinese and foreign history and culture, focusing on the differences between language connotation, expression order and cultural background among Chinese and foreign countries, and customize courses on cultural differences in translation	Help students to perfectly break through the key and difficult points of English teaching which are difficult to solve under the traditional teaching mode, comprehensively reduce the difficulty of students' handling of cultural load words such as idiom translation, and fundamentally improve the learning efficiency of students' English knowledge	Under the guidance of teachers, students can flexibly switch expressions and quickly choose the best solutions according to different cultural backgrounds, which can enhance students' practical application ability, enhance their professional competitiveness and improve their core English literacy

Regarding curriculum integration, schools can collaborate with English teaching teams to implement a step-by-step instructional design that progresses from foundational to advanced levels (see Figure 1). For lower-grade students, teachers should ensure they build a solid foundation in cross-cultural communication through guided instruction, develop a comprehensive framework for understanding cultural differences, and enhance their cultural sensitivity. This approach enables deeper comprehension of subsequent English content while promoting holistic development of core subject competencies. For middle and upper-grade students, teachers should focus on practical application by utilizing modern information technology to simulate authentic cross-cultural communication scenarios. This methodology comprehensively cultivates both knowledge application skills and intercultural communication abilities, helping students better integrate new knowledge into their English learning systems. For final-year students, schools should actively partner with educational institutions to implement industry-education integration. Through real-world case studies, students engage in deep learning of cross-cultural communication knowledge while accessing multicultural educational resources from diverse cultural backgrounds. This dual approach reinforces compulsory course foundations while expanding elective curriculum content, achieving comprehensive cultivation of interdisciplinary cultural communication competencies.

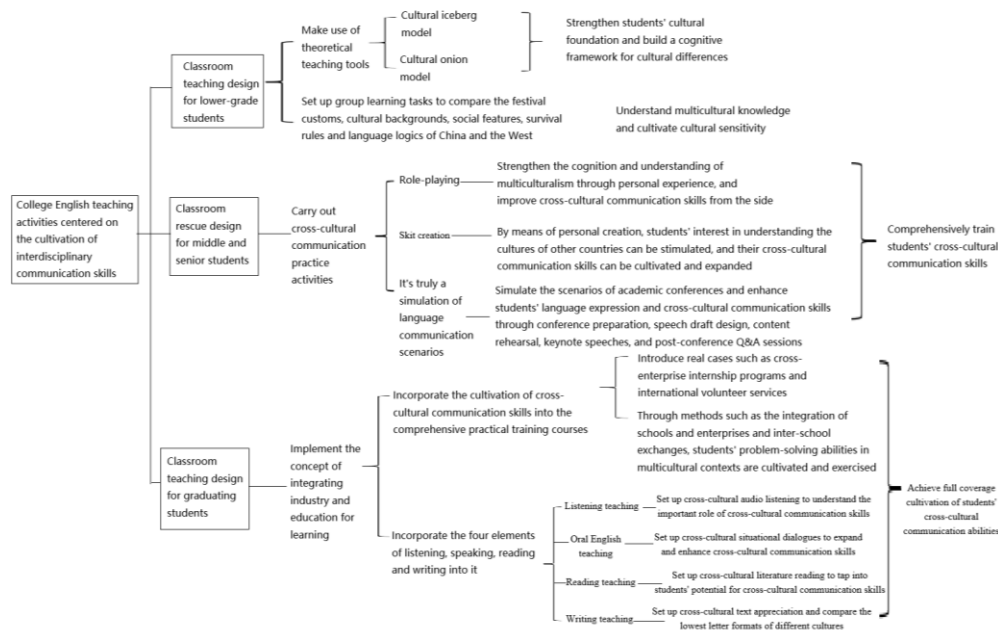


Figure 1: A step-by-step English teaching design focusing on the cultivation of intercultural communication competence

### 3.2 Promote the combination of localization and internationalization, innovate and upgrade the content of teaching materials

Textbooks serve as the primary medium for English teaching in higher education institutions, and their content quality directly impacts students' ultimate development of intercultural communication competence [6]. To effectively enhance the quality of cultivating this skill in university English education, textbook development teams should adopt a student-centered approach. By aligning with current learning needs and intercultural competence standards, they should dynamically and intelligently reconstruct the knowledge framework of textbooks. Specifically, universities can establish a "dual-track" content update mechanism based on existing textbook layouts. This involves periodically gathering global news hotspots and cutting-edge research on intercultural communication through online platforms, while deeply considering China's cultural dissemination strategies. Through these efforts, textbooks can be innovatively upgraded to keep pace with contemporary developments and meet students' diverse English learning demands [7].

For instance, in the design of cultural content sections in textbooks, universities can attempt to organically integrate Eastern and Western cultures. When introducing Western Christmas (Christmas Eve) culture, for example, they could incorporate quotations and interpretations of Chinese traditional festival Spring Festival (New Year's Eve) content within the cultural context of Christmas. Through methods such as cultural custom comparisons, value explanations, and introductions to dietary cultural differences, students can deepen their understanding of multicultural knowledge through cultural collisions. Regarding traditional culture aspects, institutions may appropriately include professional English literature on excellent Chinese traditional culture in textbooks, such as Traditional Chinese Medicine, local operas, currency, the 24 solar terms, festival customs, and ethnic cultures, for students to read and reference during their studies, thereby broadening their cross-cultural communication perspectives. For modern cultural aspects, textbooks could introduce thematic educational units aligned with current national

conditions, transforming contemporary hot topics into ready-made cross-cultural communication materials. Regarding future development areas, schools may consider emerging technologies like AI and artificial intelligence, space exploration techniques, and recent events such as the September 3rd military parade. By supplementing textbooks with bilingual Chinese-English pronunciation examples, students' interest in knowledge acquisition can be further stimulated, transforming originally monotonous cross-cultural communication skill-building activities into a multidimensional new ecosystem for English learning (for Figure 2).

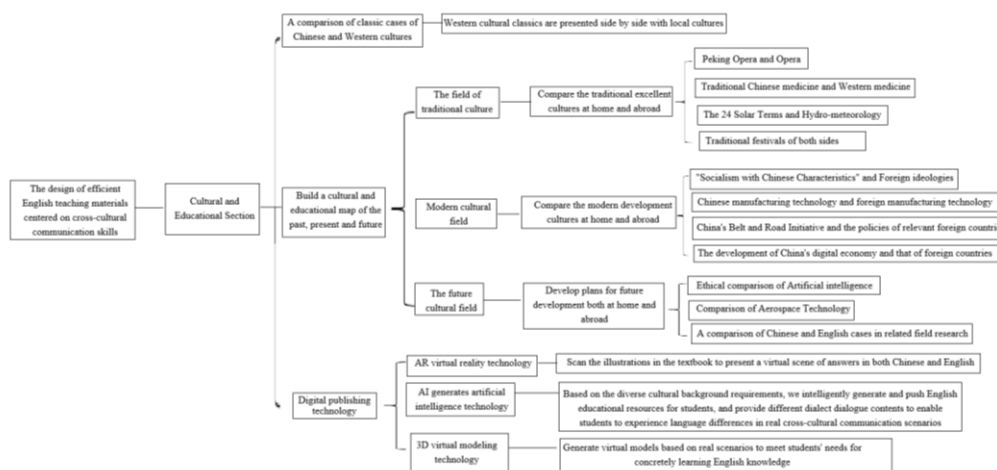


Figure 2: Innovative design of teaching material content combining localization and internationalization

### 3.3 Strengthen the assessment of intercultural communication competence and design a scientific evaluation system

A scientific and comprehensive classroom evaluation system can effectively enhance the quality of English teaching in higher education institutions. It also strengthens the cultivation of intercultural communication skills to some extent, laying a solid foundation for students' development of cross-cultural thinking and practical application abilities [8]. Influenced by traditional educational concepts, university teachers often rely solely on exam scores as the sole evaluation criterion. They tend to assess students' basic English knowledge such as vocabulary, grammar, and sentence construction based on personal experience, making it difficult to conduct comprehensive and in-depth evaluations. Consequently, this approach fails to reflect students' actual proficiency in intercultural communication. To address this, leadership should take action by strengthening collaboration between academic affairs offices and professional English teaching teams. A holistic classroom evaluation system should be established, focusing on cultivating students' intercultural communication skills through multiple dimensions including knowledge acquisition, practical abilities, core competencies, and real-world application. This approach ensures the quality of intercultural communication skill development.

For instance, during the content design phase of teaching evaluation, educators should break free from traditional frameworks that confine language knowledge to exam scores. They should create open-ended exercises with strong subjective elements, such as cross-cultural case analyses, comparative discussions on traditional cultures, and exploring similarities/similarity in linguistic logic across nations. These activities serve as vehicles to clarify students' perspectives on diverse cultural backgrounds and their understanding of social norms. Teachers can employ methods like scenario simulations, role-playing, and modern information technology to visually present cross-cultural communication contexts. By guiding students through simulated international

business negotiations, academic seminars, and cross-cultural exchange activities, educators can observe their dialogue processes during actual participation. Evaluations should focus on whether they can resolve cultural conflicts through language communication and achieve smooth cross-cultural interactions. Additionally, teachers may encourage students to conduct cultural research on topics they enjoy, utilizing field investigations, literature reviews, documentary analysis, and expert lectures to explore the core meanings of different cultural phenomena. Students should then propose corresponding cross-cultural communication strategies based on their own insights. Guided by the diversified evaluation system of the new curriculum standards, educators can establish a "three-dimensional evaluation network" (see Figure 3 for details) to provide precise references for optimizing teaching strategies and fostering students' personalized development [9].

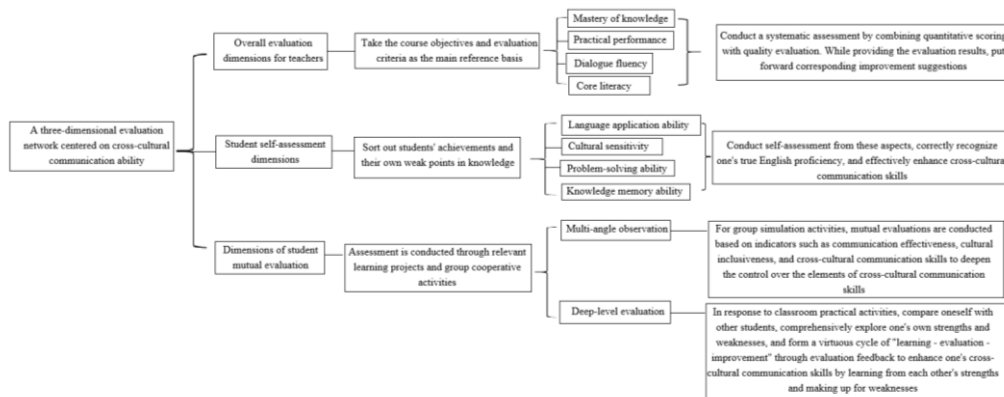


Figure 3: Three-dimensional evaluation network design for cultivating high efficiency cross-cultural communication competence

### 3.4 Clarify the leading role of teachers in class and improve the teacher training system

As key facilitators of educational initiatives, teachers' cross-cultural communication competence directly and profoundly impacts students' ability to engage in intercultural interactions [10]. To address this, university administrators should develop a systematic and multi-dimensional training framework that aligns with contemporary trends and students' practical learning needs. Specifically, through collaboration with the University's After-School Teacher Development Center, institutions should comprehensively explore three dimensions: training content design, delivery formats, and incentive mechanisms to establish an effective teacher development system. In curriculum design, schools should integrate teaching practices by adopting a "theory-practice" approach. This involves incorporating cross-cultural communication theories, cultural anthropology, and multicultural knowledge into classroom instruction, helping educators build a comprehensive framework for intercultural competence. Furthermore, practical training modules should be developed using real-world teaching scenarios and cultivation strategies, thereby fundamentally enhancing the relevance and effectiveness of the entire training program.

Regarding training formats, schools should abandon traditional group meetings and conventional educational models. By leveraging modern information technology, they should establish an integrated teacher training system encompassing online, offline, international, and domestic components. Utilizing digital education platforms or AI technologies, institutions should develop cross-cultural communication learning resource repositories while incorporating intelligent teaching resources like micro-lectures, MOOCs, and AR augmented reality. This enables teachers to learn anytime, anywhere without time or location constraints. Concurrently, schools should organize expert lectures and teacher workshops during teachers' free periods to encourage proactive participation in discussions. Through intellectual exchanges, experience analysis, and interactive



dialogues, these initiatives provide multidimensional opportunities for cultivating cross-cultural communication skills, gradually enhancing educators' competence. For incentive mechanisms, schools should implement comprehensive quantitative evaluations of teachers' training progress and teaching performance, linking assessment results to career development. Additionally, bonus points and special awards should be granted based on published papers, research contributions, and distinctive course content. This dual approach of material incentives and spiritual encouragement will effectively boost teachers' cross-cultural communication capabilities (for Figure 4).

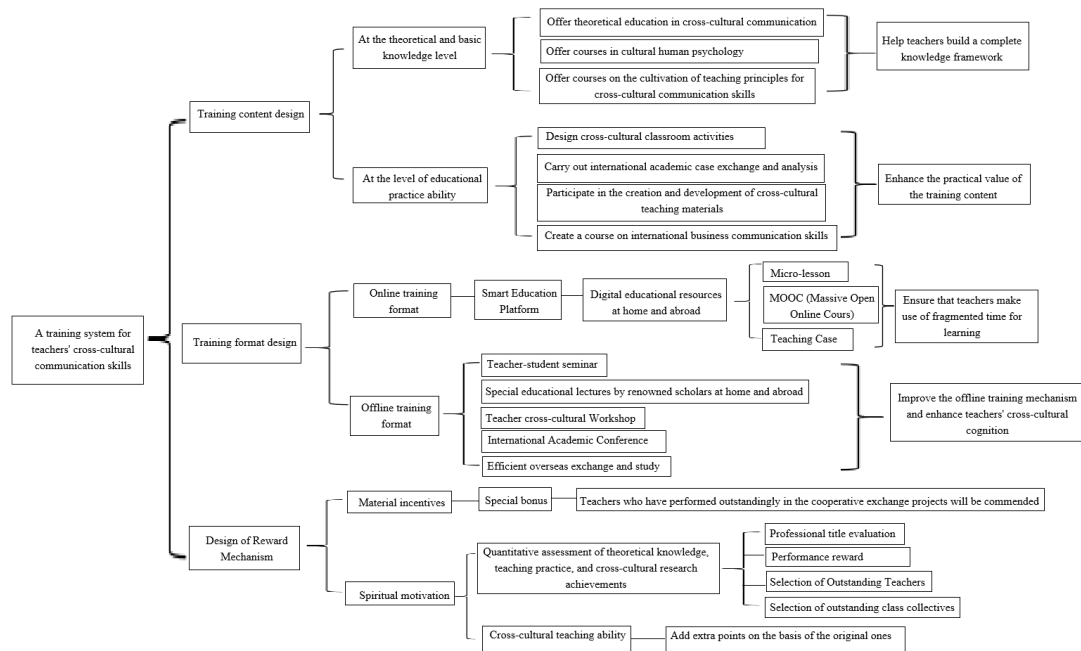


Figure 4: Construction of teacher's intercultural communication competence training system

## 4. Conclusions

In conclusion, cultivating cross-cultural communication competence is a challenging and demanding task that requires collaborative efforts from teachers, schools, and students to achieve desired educational outcomes. To this end, universities should fully leverage their role as primary platforms for English education by actively collecting and organizing teaching resources to promote the global development of English instruction. Teachers must keep pace with the times by continuously optimizing their cross-cultural educational capabilities and enhancing their competence in English cross-cultural communication. Students, on their part, should actively follow teachers' guidance, participate in various cross-cultural teaching activities organized by schools, accumulate substantial cross-cultural communication experience, and improve their cultural awareness and intercultural communication skills. This approach will ultimately cultivate more talents with solid language foundations, cultural literacy, and strong cross-cultural communication abilities.

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