

Research on the Cultivation of International Communication Competence of English Majors from the Perspective of Cross-cultural Communication

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Abstract: With the advancement of globalization, international communication skills are becoming increasingly important in the cultivation of English major students. This study explores the connotation, cultivation strategies, and methods of international communication ability among English major students from the perspective of cross-cultural communication. Through literature review and teaching practice research, this paper aims to explore some effective ways to cultivate international communication competence, in order to improve the cross-cultural communication skills and international competitiveness of English major students.

Keywords: Cross-cultural Communication; International Communication Competence; English Major Students.

1. Introduction

In the wave of globalization, the importance of international communication capabilities is increasingly prominent. For students majoring in English, this is not only a professional skill, but also a key ability for them to play a role on the international stage in the future. With the rise of China and the expansion of global influence, our international communication competence must match the comprehensive national strength and international status of the country, forming a strong international discourse power.

English majors not only need to be proficient in the language, but also need to have cross-cultural communication and an international perspective. Language is the bridge of communication, but true communication goes far beyond that. In the context of globalization, the discipline of foreign languages carries an important mission of cultivating cross-cultural communication talents. This requires English majors not only to master language skills, but also to have a deep understanding of cultural, historical, and social backgrounds to ensure accurate information transmission and effective communication. In addition, students majoring in English should also become staunch believers in socialist core values, active disseminators of Chinese culture, and innovative practitioners of a community with a shared future for mankind. They need to use their knowledge and skills to tell the story of China well, spread the voice of China well, and let the world better understand China.

Therefore, English majors must possess four key abilities: understanding Chinese stories, foreign language proficiency, cross-cultural communication skills, and international communication skills. These abilities will help them better play their role on the stage of globalization and contribute to enhancing China's international communication capabilities.

2. Literature Review

Cross cultural communication research originated in the United States in the 1950s, mainly studying how people from different cultural backgrounds communicate. With the

development of globalization, cross-cultural communication research is gradually receiving attention. In the field of international communication, cross-cultural communication theory provides theoretical support for the cultivation of international communication competence among English major students. In addition, domestic and foreign scholars have also achieved certain research results in cross-cultural communication and international communication capacity cultivation, providing useful references for this study.

The term "cross-cultural communication" was first proposed by American scholar Edward Hall, who initiated cross-cultural communication research in his book "Silent Language" published in 1959, laying the foundation for relevant research in the field of communication studies. As a result, cross-cultural communication received attention and rapidly developed in the field of communication studies, becoming an independent discipline in the United States in the 1970s. With the development of cross-cultural communication theory models such as stranger theory, oral code theory, face negotiation theory, encoding and decoding theory, and cross-cultural adaptation theory, cross-cultural communication studies in Europe and America have become a very mature discipline and are constantly advancing. In the 21st century, facing the increasingly globalized context of intensified integration, the increasingly complex international environment, the continuous strengthening of dialogue and exchange, and the collision and integration of human civilization, people are increasingly in need of cross-cultural thinking to guide cognition. Cross cultural communication research has gradually become a prominent discipline. The University of Pittsburgh in the United States offered cross-cultural communication courses in the 1860s, and by the 1970s, specialized cross-cultural communication courses, textbooks, organizations, and journals had also emerged.

In the early 1980s, cross-cultural communication in China was introduced by the foreign language teaching community. Mr. Xu Guozhang's paper "Culturally loaded Words and English Language Teaching" in Modern Chinese marked the emergence of cross-cultural communication studies in China. Afterwards, more cross-cultural communication works were

translated and introduced into China, and most of the exploration and discussion focused on the application and tool levels. Since the beginning of the 21st century, especially since the 18th National Congress of the Communist Party of China, cross-cultural communication has reached a climax, and international communication competence has become an explicit requirement for talent cultivation in universities in the new era.

In the context of the new liberal arts, many scholars in the field of English education in China, such as Wang Shouren, He Ning (2022), Guo Yingjian (2022), and others, agree that cultivating students' international communication abilities is a new direction and goal for cultivating foreign language professionals. Some experts and scholars have focused on the teaching reform of university English courses, English major courses, and general education courses that integrate into the cultivation of international communication capabilities, providing various teaching cases, such as Yang Hua (2021), Cui Linlin (2023), Sun Shuguang (2023), Li Tianxin (2023), and Cai Jigang (2023), who respectively focus on digital narrative, speech courses, and foreign language practice courses for college students. The courses of Introduction to English Lexicology and English Translation have proposed teaching reforms and innovative practices to cultivate students' international communication abilities. At present, there is relatively little research on the cultivation of international communication capabilities that combines the construction and dissemination of local cultural international image. Professor Zeng Yanyu (2022) mentioned the construction of an English practical teaching system based on the international dissemination of Hunan culture. Therefore, this research topic is based on local culture, and from the perspective of cross-cultural communication theory and practice, it aims to cultivate the cross-cultural communication ability of English major students. For serving the local community, it can enhance students' cross-cultural communication and international communication abilities, promote the overseas dissemination of Chinese culture, strengthen cultural confidence and enhance cultural identity. It is of great significance to tell the story of China well and to further promote traditional Chinese culture to the world.

3. The Connotation of International Communication Competence

International communication competence is a complex and comprehensive concept that involves multiple aspects of knowledge and capabilities. International communication competence refers to the ability of a country or organization to effectively disseminate and communicate on the international stage. This ability encompasses a range of knowledge, skills, and resources to facilitate the transmission and exchange of information, values, culture, and interests, in order to enhance the image, influence, and collaborative capabilities of a country or organization. The international communication competence mainly includes the coverage ability of media, the production ability of information, the scale and precision ability of communication, and the ability to influence effects. At the same time, international communication competence also involves multiple aspects such as language proficiency, cross-cultural communication ability, media communication ability, and information technology ability.

For English majors, the cultivation of international

communication skills is crucial. In the context of globalization, improving international communication competence is of great significance for countries and organizations, and is also one of the essential qualities for English majors. They need to have a solid foundation in English language, understand communication rules and language habits in different cultural backgrounds, and have the ability to communicate and spread across cultures. In addition, they also need to learn the theory and practice of international communication, understand the latest trends and technological means of international communication, and improve their comprehensive quality and ability level in the field of international communication. Firstly, it is necessary to have good language skills, including listening comprehension, oral expression, and writing expression (Li Xiaoyu, 2023). Secondly, it is the ability to translate to foreign countries, that is, the ability to "translate China", in order to better promote cultural exchange and dissemination. Moreover, it is cross-cultural communication ability, which involves communication from different cultural backgrounds and international dissemination. It requires the ability to communicate across cultures, including understanding communication rules and language habits in different cultural backgrounds, respecting and understanding each other's cultural differences, and flexibly responding to various challenges and problems in cross-cultural communication; In addition, there is also media communication ability, which can understand the basic principles and techniques of media communication, including news reporting, social media marketing, public relations strategies, etc., in order to effectively convey and communicate information on the international stage. It is also necessary to possess information technology capabilities and master modern information technology tools, such as network communication, big data analysis, social media applications, etc., in order to better adapt to the new trends and requirements of international communication. The cultivation of these abilities requires comprehensive development and enhancement of students in language learning, cultural dissemination, media practice, and technological application.

4. The Current Situation and Countermeasures of International Communication Ability of English Major Students

4.1. Current Situation of International Communication Ability of English Majors

The course content that traditional foreign language teaching relies on is mainly to understand the "one-way reception" of the social and cultural aspects of British and American countries. Foreign language teaching needs to create new foreign language abilities to understand the world and spread China. It should shift from "one-way reception" to "two-way communication" to analyze and compare Chinese and foreign cultures. It should transform the previous criticism and absorption of foreign literature and culture into not only spreading world information but also telling Chinese stories well. Therefore, in the new era and situation, foreign language education should strengthen the cultivation of students' international communication ability on the basis of cultivating their language application ability. Cultivate students to be able to tell Chinese stories well in foreign

languages and become new figures in the dissemination of Chinese culture.

From a positive trend, more and more universities are paying attention to the cultivation of international communication skills among English major students. In terms of curriculum design, in addition to traditional English language knowledge courses, courses such as cross-cultural communication, international understanding education, and understanding contemporary China have also been added to broaden students' knowledge and perspectives. At the same time, some universities are actively cooperating with foreign universities to carry out joint training projects, providing students with more international exchange and practical opportunities. In addition, by encouraging students to participate in national cross-cultural competence competitions such as the "National Talent Cup" English research, writing, reading, debate, etc., more opportunities have been provided for cultivating English debate talents with international perspectives and cross-cultural communication skills.

However, from the perspective of existing problems and challenges, there are still some shortcomings in cultivating the international communication competence of English major students. Firstly, some universities do not attach enough importance to the cultivation of international communication abilities, and their curriculum and teaching resources are insufficient, resulting in ineffective improvement of students' international communication abilities. Secondly, some English majors lack practical experience and operational skills, making it difficult for them to adapt to the needs of international communication. In addition, some universities lack teachers with frontline practical experience and a systematic level of international communication theory, which also limits the cultivation of students' international communication abilities. At present, the international communication competence of English major students is not optimistic, with problems such as one-sided understanding of Chinese stories, insufficient foreign language proficiency, weak cross-cultural communication ability, and international communication ability. Research needs to be conducted from the aspects of teaching content, path, methods, evaluation, etc. (Liu Haoran et al., 2024).

4.2. Strategies to Enhance the International Communication Competence of English Major Students

The cultivation of international communication competence among English major students is a long-term and complex process that requires joint efforts from universities, teachers, and students to constantly explore and practice in order to improve their international communication abilities and competitiveness. Improving the international communication competence of English major students can be comprehensively considered from various aspects such as cross-cultural communication ability, media communication practice, information technology application, and foreign exchange and cooperation, and comprehensively enhance their international communication ability through various means.

Firstly, strengthen the cultivation of cross-cultural communication skills. Cross cultural communication skills are one of the core competencies of international communication. Schools can add cross-cultural communication courses, introduce cases from different

cultural backgrounds, help students understand the differences and similarities between different cultures, and improve their cross-cultural awareness and communication skills. At the same time, schools can also organize international exchange activities, such as international cultural festivals and overseas internships, to provide students with the opportunity to experience different cultures firsthand and improve their cross-cultural adaptability.

Secondly, enhance opportunities for media communication practice. Media communication practice is an important way to improve international communication capabilities. Schools can collaborate with media organizations to provide students with internship opportunities, allowing them to learn the basic principles and skills of media communication through practical experience. At the same time, schools can also establish their own media platforms, such as campus TV stations, radio stations, news websites, etc., to provide students with more practical opportunities and display platforms.

Once again, improve the ability to apply information technology. Information technology is playing an increasingly important role in international communication. Schools can strengthen the teaching of information technology courses, enabling students to master modern information technology methods such as network communication, big data analysis, social media applications, etc. At the same time, schools can also establish information technology laboratories or studios to provide students with more practical opportunities and technical support.

Finally, strengthen external exchanges and cooperation. Foreign exchange and cooperation are important ways to enhance international communication competence. Schools can actively establish cooperative relationships with foreign universities, media institutions, cultural institutions, etc., providing students with more international exchange and practical opportunities. At the same time, schools can also encourage students to participate in international competitions, exchange activities, etc., to enhance their international perspective and competitiveness.

At the same time, universities should actively introduce and cultivate teachers with frontline practical experience and systematic international communication theory level, improve their international perspective and teaching level, and enhance their teaching level and quality.

5. Teaching Practice

In the teaching of English major courses, combining the construction and development of this major's curriculum with a focus on local culture can help cultivate students' international perspectives, patriotism, and cross-cultural communication abilities. For example, in cross-cultural communication courses, students can enhance their international communication skills based on the local characteristics. For example, the place where the author works in the university is famous for Mount Tai, so we can rely on the practical teaching of telling a good story of Mount Tai to carry out the course teaching. Mount Tai is the epitome of Chinese culture, which condenses excellent cultural traditions and contains many mysterious cultural stories. It is an important part of Chinese culture. As Guo Moruo said, Mount Tai is a partial epitome of Chinese cultural history. Tell a good story about Mount Tai, spread Mount Tai culture, and promote Mount Tai in an international perspective. This has important historical significance for telling Chinese stories

well, spreading the voice of China. Taking Mount Tai story telling in English as an example, this paper studies the cultivation of international communication ability of English majors, which not only promotes the overseas spread of Mount Tai culture, improves Mount Tai's international influence, but also forms a practical example of telling Chinese stories and spreading Chinese voice.

In language courses, emphasis is placed on language foundation and cultural understanding. On the one hand, deepening language knowledge and ensuring that students are proficient in the basic grammar, vocabulary, and pragmatic rules of English are the foundation for effective international communication. On the other hand, improving cultural sensitivity and comprehension, through teaching activities, cultivating students' understanding and respect for different cultures, enhancing their cultural sensitivity, is crucial for avoiding cultural conflicts and effective dissemination.

In addition to teaching professional courses, practical teaching in the second classroom is equally important. Students can be encouraged to participate in practical activities, such as organizing international communication competitions, organizing or participating in international communication related competitions, stimulating their enthusiasm and creativity, and improving their international communication abilities. Or encourage students to participate in social practice and volunteer service activities related to international communication, such as international volunteer projects, cultural exchange activities, etc., to exercise their international communication skills through practice.

In addition to the study of professional courses and practical teaching, media and communication technology are equally important for improving international communication capabilities. Therefore, it is necessary to cultivate students' media literacy, so that they can identify, analyze, and evaluate information in different media, and improve their media literacy in international communication. Students can also be guided to use modern communication technologies, such as social media, live streaming, etc., so that they can use these tools for effective information dissemination in international communication.

Through the implementation of the above teaching practices, students can effectively improve their international communication competence and prepare for their development in the context of globalization.

6. Conclusion

This study explores the connotation, current situation, and cultivation strategies and methods of international communication competence among English major students from the perspective of cross-cultural communication. And it is proposed that different practical methods can be adopted in the teaching of similar courses, including focusing on local characteristics, strengthening language foundation and cultural understanding, strengthening practical teaching, and improving media and communication technology. This

provides useful reference for improving the international communication competence of English major students. For future research, it is recommended to further focus on the evaluation system and long-term mechanism construction of international communication competence, in order to promote the sustainable development of international communication competence among the students of English major.

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