



A Study on the Cultivation of Intercultural Communication Competence Based on U-campus Platform

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Abstract: The globalization of world economy has made intercultural communication an indispensable and increasingly important component of contemporary society. Consequently, the demand for intercultural communication talents across various industries has grown significantly. Meanwhile, the rapid development of modern information technology has provided unprecedented opportunities for foreign language education. College English teaching plays a crucial role in cultivating students' intercultural communication competence. Therefore, it is imperative to investigate and analyze the current status of intercultural communication competence cultivation among non-English major college students, and to explore effective approaches utilizing the U-campus platform for intercultural competence development.

Keywords: intercultural communication; online learning; college English

1. Introduction

In the era of economic globalization, English has become the primary international language for cross-cultural communication. However, we must recognize that English teaching should not be limited to the transmission of linguistic knowledge and the training of language skills alone. It must also encompass the cultivation of students' intercultural communication competence, helping language learners overcome cultural barriers in intercultural interactions and reduce the occurrence of misunderstandings. The integration of information technology into language education has opened new avenues for achieving these educational objectives, making it possible to create more immersive and authentic learning environments that bridge cultural gaps.

2. Research Background

The College English Teaching Guide (2020 Edition) explicitly states that English teaching models should leverage modern information technology, particularly network technology, to enable English teaching and learning to transcend the limitations of time and space to a certain extent, and to move toward personalized and autonomous learning. This policy direction reflects the Chinese government's recognition of the transformative potential of digital technologies in higher education and their capacity to enhance language learning outcomes through flexible, student-centered approaches.

As an application-oriented undergraduate institution specializing in international trade and economics, our university aims to cultivate outward-looking, application-oriented senior foreign trade talents with international perspectives and intercultural communication capabilities to serve China's opening-up policy, economic construction, and social development. To achieve this mission, our university has adopted the New Horizon College English (Ideological and Political Intelligence Edition) textbook and utilizes the supporting U-campus online learning platform resources. Under the strong leadership of university administrators, College English teachers have begun to explore a blended teaching model that combines smart classrooms with artificial intelligence-assisted classroom instruction. Preliminary teaching practices have shown that students' English listening and speaking abilities, as well as their intercultural communication competence, have improved significantly, achieving promising results. However, the comprehensive utilization and in-depth development of online learning resources still require further exploration. This study will investigate and explore teaching practices for cultivating intercultural communication competence among non-English major students based on U-campus online learning resources.

3. Theoretical Foundations

3.1 Constructivism Theory

Constructivism, as a significant learning theory in contemporary educational psychology, posits that knowledge is constructed by learners through self-exploration or with the assistance of others in specific contexts. Regarding the learning environment, constructivism emphasizes that an ideal learning environment should contain four elements: situation,

collaboration, conversation, and meaning construction. Based on this concept, the resulting teaching model places students at the center, while teachers assume the roles of organizers, guides, assistants, and facilitators. This theoretical framework is particularly relevant to online learning environments, where students must take greater responsibility for their own learning while benefiting from carefully designed scaffolding and collaborative opportunities.

3.2 Definition of Basic Concepts

3.2.1 E-learning

In the context of this study, E-learning refers to various forms of learning activities conducted by learners through information and communication technologies, as well as other related work and activities undertaken to facilitate these learning activities. E-learning encompasses not only the delivery of content through digital platforms but also the interactive, collaborative, and reflective processes that occur when learners engage with multimedia materials, virtual environments, and online communities. The U-campus platform exemplifies this comprehensive approach to digital education by integrating multiple modes of learning support.

3.2.2 Intercultural Communication Competence

Intercultural communication competence refers to the ability to communicate effectively and appropriately with people from different cultural backgrounds. In the context of foreign language teaching discussed in this study, the cultivation of intercultural communication competence involves enabling students to learn linguistic knowledge, related cultural content, and communication strategies, while providing appropriate opportunities for them to practice using this knowledge in communicative situations. Through this process, students gradually adapt to intercultural communication processes cognitively, affectively, and behaviorally, ultimately achieving the ability to communicate effectively across cultural boundaries.

4. Current Status of Intercultural Communication Competence Cultivation in College English Teaching

4.1 Students' Current Intercultural Communication Competence

Research indicates that non-English major college students generally demonstrate insufficient intercultural communication competence. Specifically, students often unconsciously apply Chinese cultural habits and patterns to communicative situations, resulting in negative transfer of native culture. Survey data shows that negative native language transfer has a relatively serious impact on students and constitutes one of the main reasons why students fail to communicate effectively across cultures. This phenomenon reflects the deep-seated influence of first language cultural frameworks on second language use and highlights the need for explicit instruction in cultural differences.

Furthermore, students exhibit limited knowledge of target culture countries and insufficient understanding of cultural differences, which directly affects their intercultural communication effectiveness. In summary, college English teaching urgently requires further reform to meet the needs of non-English major students for intercultural communication competence cultivation and to adapt to the requirements of the times.

4.2 English Teachers' Current Intercultural Communication Competence Cultivation

College English teachers cannot focus solely on language knowledge and skills in their teaching; they must also attend to the bidirectional intercultural communication involving both cultural input and output. This requires English teachers to enhance their sensitivity to and awareness of cultural differences between China and Western countries, thereby improving their intercultural communication education and teaching levels. By doing so, they can provide students with richer and more multidimensional teaching content, helping students truly achieve linguistic communication.

However, current research reveals that many college English teachers lack intercultural communication competence themselves and merely teach English knowledge or train students in language skills rather than cultivating genuine intercultural abilities. This gap between intended curriculum and implemented curriculum represents a significant challenge that must be addressed through systematic professional development and institutional support.

5. Research on Intercultural Communication Competence Cultivation Based on U-campus

In current College English teaching practice at our university, particularly in the U-campus environment, the cultivation of students' intercultural communication competence remains insufficient, lacking comprehensive and systematic effective measures. In exploring and practicing the cultivation of intercultural communication competence, the author focuses

primarily on three aspects: cultivation principles, faculty development, and cultivation approaches, aiming to stimulate widespread attention among the university's English teaching community and promote deeper discussion.

5.1 Building a Teaching Faculty Competent in Intercultural Communication Talent Cultivation

5.1.1 Enhancing English Teachers' Awareness of Intercultural Communication Competence Cultivation

Cultivating teachers with intercultural education awareness must be established as one of the goals for college English teacher development, encouraging them to abandon outdated notions that view English teaching merely as language transmission. Through this approach, English teachers will more deeply understand the cultural and social significance embedded in English education, enhance their awareness of sensitivity to intercultural education, and develop their ability to design intercultural instruction. This will help them effectively guide students in the classroom, consolidating language knowledge while placing greater emphasis on cultivating intercultural communication competence, deeply understanding the customs and practices of different countries, truly integrating into foreign cultures, and achieving practical application of learning.

5.1.2 Emphasizing Scientific Research Training in Intercultural Communication Competence for English Teachers

Teachers must combine their own intercultural communication practice with teaching practice and research analysis. Only when teachers first construct their own framework of intercultural communication competence can they handle intercultural teaching with ease, achieve practical application of learning, and ultimately guide and help students cultivate intercultural communication competence. Professional development programs should therefore include immersive cultural experiences, collaborative research projects, and reflective practice components.

5.1.3 Helping English Teachers Understand, Experience, and Absorb Foreign Culture Through Multiple Channels

Teachers should utilize various channels such as media, literature, and the internet to enhance their understanding of foreign cultures, thereby enriching their classroom language teaching and making it more accessible to students. These experiences should be both intellectual and affective, enabling teachers to develop genuine empathy for diverse perspectives while maintaining critical analytical skills.

5.2 Approaches to Intercultural Communication Competence Cultivation Based on U-campus

5.2.1 Applying the Communicative Approach to Cultivate Students' Intercultural Communication Competence

Communicative language teaching refers to teachers deliberately creating near-authentic communicative environments in teaching activities based on psycholinguistic principles, using diverse teaching methods to conduct interactive classroom activities, thereby stimulating students' interest in English learning. College English teaching practice has shown that traditional grammar-translation teaching methods can no longer meet current needs for cultivating students' intercultural communication competence. However, the communicative teaching model based on U-campus online resources can effectively supplement the deficiencies of traditional teaching methods. This model, extending from effective intercultural communication guidance and task assignment provided by teachers in face-to-face courses to students' autonomous language learning and practice using U-campus online learning resources outside class, can basically satisfy students' actual intercultural communication language needs and help enhance their intercultural communication competence.

5.2.2 Emphasizing Cultural Contrast Teaching to Cultivate Students' Intercultural Communication Competence

Cultural contrast teaching helps students understand that different cultures have different ways of thinking and behavioral norms, thereby enhancing their sensitivity to cultural differences and their ability to communicate across cultures. In the college English teaching process, teachers should guide students to appropriately understand the cultural diversity of different English-speaking countries, making students aware of cultural pluralism and truly improving their intercultural communication awareness and sensitivity. This approach moves beyond superficial cultural knowledge to develop deep structural understanding of how cultural frameworks shape communication patterns.

5.2.3 Relying on Autonomous Learning to Cultivate Students' Intercultural Communication Competence

The practical nature of intercultural communication demands are extremely high, and relying solely on English classroom teaching obviously cannot fully satisfy the needs for cultivating intercultural communication competence. With the U-campus online learning platform, students can achieve autonomous English learning anytime and anywhere. This learning method effectively compensates for the shortcomings of large class sizes and limited class hours in traditional offline college English teaching, becoming a powerful supplement and effective extension to offline face-to-face English classrooms, and playing a crucial role in cultivating intercultural communication competence. Undoubtedly, valuing and fully utilizing online resource-based English teaching activities and constructing a teaching system where online and offline classrooms develop synergistically is an effective strategy for enhancing college students' intercultural communication competence.

6. Conclusion

Utilizing the U-campus platform for cultivating intercultural communication competence helps students overcome barriers in intercultural communication, reduce friction in exchanges, and expand their life and career horizons. However, the complexity and arduousness of this cultivation process should not be overlooked. The cultivation of intercultural communication competence is a complex systematic project. In actual implementation, teachers and students may encounter some practical difficulties. Currently, this work remains in the exploratory stage.

To implement this cultivation widely and effectively in college English teaching, relevant English teachers still need to conduct more specific and in-depth exploration and research on the corpus of U-campus online learning resources. Furthermore, to enhance the effectiveness of intercultural communication competence cultivation, efforts must be made from multiple dimensions. On one hand, teachers' intercultural communication competence training should be strengthened to improve their understanding and respect for different cultural backgrounds, enabling them to better guide students. On the other hand, the learning resources on the U-campus platform should be continuously enriched and improved to ensure students can access diverse, authentic, and rich intercultural communication materials.

In conclusion, the cultivation of intercultural communication competence is a long-term and complex process requiring joint efforts from teachers and students through continuous exploration and practice. Only through such sustained commitment can we truly cultivate high-quality talents with international perspectives and intercultural communication competence who can contribute effectively to an increasingly interconnected world.

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