

# Study on the Cultivation Path of International Communication Capability of Contemporary College Students from the Perspective of Sino-Foreign Cooperative Education

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**Abstract:** In the Report of the 20th National Congress of the Communist Party of China, it is emphasized that to strengthen the construction of international communication capability and comprehensively enhance the effectiveness of international communication. Deepen cultural exchanges and mutual learning, and promote Chinese culture to better reach the world. Under the new historical circumstances, how to make foreign language teaching an important base for cultivating cultural confidence? How to guide students to deeply understand the core essence of excellent traditional Chinese culture and advanced socialist culture, and transform cultural heritage into vivid materials for international communication? How to teach students to better tell Chinese stories and make China's voice heard, so as to make the image of a credible, lovable, and respectable China deeply rooted in people's hearts? These questions not only concern the deepening of foreign language teaching reform, but also the implementation of the national cultural communication strategy. They are major issues that every university's foreign language teachers must deeply discuss and strive to solve. This study is demonstrated from multiple perspectives, including the main content and fundamental concepts, key points and challenges, solutions, as well as innovative aspects to prove the feasibility of this project.

**Keywords:** International communication capability; Cultivation; English; China's stories

**Online publication:** March 13, 2026

## 1. Introduction

Enhance the dissemination power and influence of Chinese civilization. Better tell China's stories and make China's voice heard. This effort aims to present a credible, lovable, and respectable image of China on the world stage. Strengthen the construction of international communication capability, comprehensively enhance the effectiveness of international communication, deepen cultural exchanges and mutual learning, and

promote Chinese culture to better reach the world <sup>[1]</sup>. This pivotal statement has charted the course for cultural communication efforts in the new era and raised more rigorous expectations for talent development in higher education institutions. Against the backdrop of deepening globalization and intensifying international discourse competition, cross-cultural communication has emerged as a critical domain in the contest for national soft power. As the future architects and dynamic vanguard of China's cultural outreach, young students' international communication competence directly determines both the breadth and depth of Chinese civilization's global engagement <sup>[2]</sup>. University foreign language teaching, as the core carrier connecting language tools and cultural communication, shoulders the significant mission of cultivating talents who possess both language skills, cultural confidence, and communication wisdom <sup>[3]</sup>.

Currently, foreign language teaching is not only a teaching activity for imparting language knowledge and cultivating communication skills, but also bears the responsibility of building cultural bridges and cultivating cross-cultural communication abilities in the current era. However, in traditional foreign language teaching, there is a tendency to emphasize language form while neglecting cultural connotation, and emphasizing the input of Western culture while neglecting the output of local culture. How to break through this limitation and make foreign language teaching an important base for cultivating cultural confidence? How to guide students to deeply understand the core essence of excellent traditional Chinese culture and advanced socialist culture, and transform cultural heritage into vivid materials for international communication? How to teach students to articulate Chinese concepts and tell Chinese stories in a way that is both accessible and resonant to global audiences, so as to make the image of a credible, lovable, and respectable China deeply rooted in people's hearts? These questions bear directly not only on the deepening of foreign language pedagogical reform but also on the effective implementation of China's national strategy for cultural communication. They constitute critical issues demanding rigorous scholarly reflection and sustained, collaborative effort from every university-level foreign language educator.

## **2. Background and research significance**

### **2.1. Background**

The integration of the global knowledge economy has ushered in a new era characterized by the comprehensive opening up of China's education system. As an innovative model for the internationalization strategy of higher education, Sino-foreign cooperative education has emerged as a focal point of interest over the past two decades. This sector has experienced rapid expansion in scale, with continuous improvements in its forms and content. Liaoning University Asia-Australia Business College (later short for AABC) stands out as the first Sino-foreign cooperative educational institution established in Liaoning Province, jointly operated by Liaoning University and Victoria University of Melbourne, Australia. Since its inception in 1999, it has successfully nurtured numerous outstanding talents for China and garnered widespread recognition across various sectors of society. As one of the core courses offered at AABC, the General English course plays a crucial role in enhancing students' proficiency in listening, speaking, reading, writing, and translation—essential skills that facilitate their transition into business-related specialized studies. In this transformative era, however, the General English curriculum faces significant challenges: it must not only develop students' comprehensive English language abilities and practical communication skills but also address contemporary issues relevant to the times. Furthermore, it is imperative that this curriculum aligns with national strategic requirements while emphasizing the cultivation of international communication capabilities among students.

## **2.2. Research significance**

Taking AABC of Liaoning University as a case study, this research focuses on the cultivation of compound talents equipped with international communication competence. Based on the development and implementation of the General English course, the feasibility of this research topic is demonstrated from multiple perspectives, including the main content and fundamental concepts, key points and challenges of the project, proposed solutions, as well as innovative aspects. Contemporary college students play a crucial role in promoting China's international image. Having received higher education and possessing foundational international communication literacy, they are expected to actively assume responsibilities in international communication. Enhancing the international communication abilities of these students through English education is a long-term and challenging endeavor<sup>[4]</sup>. In the context of the new era, college English teaching must align with the evolving demands of society. By fostering international communication awareness and building upon students' linguistic proficiency and cultural understanding, it is essential to further develop their cross-cultural communication skills. The ultimate goal is to cultivate a group of well-rounded talents who have a deep understanding of China's national conditions, are familiar with the governance strategies and ideologies of the Party and the state, and possess both a patriotic spirit and a global perspective<sup>[5]</sup>. This will enable the English language, as a medium of international communication, to better serve the strategic development needs of the country.

## **3. Main content and fundamental concepts**

This project is designed to be implemented in practice around two core components, which can be further elaborated into the following two basic ideas.

### **3.1. Gain a deep understanding of the new developments and responsibilities of teaching in the current era**

The contemporary global landscape is undergoing profound changes in international communication patterns and discourse structures. Intense competition among major powers, coupled with the lasting impact of the COVID-19 pandemic, has significantly reshaped the international order and rendered the global public opinion environment increasingly complex. Some Western politicians and media often stigmatize China and exercise public opinion hegemony<sup>[6]</sup>. Therefore, strengthening China's international communication capacity building, enhancing its international discourse power that matches China's comprehensive strength and status as a major country, and promoting dialogue, exchanges, and mutual learning between China and the West are of great and far-reaching significance. Cultivating international communication talents is the key to strengthening international communication capacity building and enhancing the effectiveness of international communication. English, as a bridge for the exchange and mutual learning of world civilizations, plays an important role in international communication. The goal of English teaching should effectively shift towards serving the strategic demands of the country, taking the cultivation of talents who can tell China's stories well and spread China's voice well as an important mission.

### **3.2. Clarify the new requirements and tasks associated with cultivating international communication talents**

As the primary medium for conveying ideas and culture, and as a fundamental tool for facilitating exchanges and mutual understanding among civilizations, English plays a crucial role in enhancing international

communication capabilities. Developing compound talents equipped with such capabilities is not only a response to the demands of the times but also a practical necessity. English teaching should fully leverage the strengths of linguistic disciplines, position itself at the strategic level of building a community with a shared future for humanity, and focus on cultivating students' international communication competencies. These include language proficiency, global awareness, cross-cultural communication skills, and translation and international dissemination abilities.

## **4. Key points and challenges of the project**

### **4.1. Key points of this subject**

Since 2016, AABC has been operating as a first-tier institution, admitting students who meet the English language requirement of a minimum score of 105. Students enrolled through the collaborative program are academically equivalent to those in other departments of regular universities; however, they face significant academic pressure. Prior to the beginning of their second year, students must pass the English proficiency examination set by the Australian partner, which is equivalent to an IELTS score of 6. Additionally, they are required to take business-related courses taught in English from the time of enrollment. Despite having relatively high college entrance examination scores and strong English performance, these students generally lack a solid foundation in language knowledge and demonstrate limited language application abilities.

They often struggle with bilingual instruction and are unable to fully comprehend English-taught courses<sup>[7]</sup>. Moreover, their active learning capabilities are underdeveloped, as they are accustomed to traditional, passive teaching methods such as rote memorization and repetitive drills. If this situation persists, it may lead to a decline in their motivation to learn and reduced participation in class. These students have primarily experienced an exam-oriented education system, where English is perceived merely as a tool for completing test papers. Consequently, they lack a deep sense of cultural identity and confidence in traditional Chinese values. Addressing this issue presents a significant challenge: how to effectively shift students' instrumental perception of learning English and give full play to the guiding role of teachers in moral education and talent cultivation, and enhance students' ability to apply knowledge in practical contexts. The ultimate goal is to ensure that students not only acquire advanced Western perspectives but also develop a strong sense of pride and identification with traditional Chinese culture.

### **4.2. Challenges of this project**

Teachers play a crucial role as both transmitters of knowledge and facilitators of student development. Their values significantly influence the quality and effectiveness of curriculum-based education. Most English teachers in the college possess overseas study backgrounds and hold degrees in English Language and Literature. While they are proficient in English and familiar with Western culture, their understanding of traditional Chinese culture remains limited<sup>[8]</sup>. In the classroom, they are capable of teaching language skills, explaining key vocabulary and grammar, but they rarely delve into the cultural connotations embedded in the language. Even when cultural elements are addressed, most teachers lack sufficient knowledge of traditional Chinese culture and tend to focus primarily on Western cultural content. Furthermore, Victoria University, as the international cooperative partner, prioritizes the integrity and independence of its course materials. As a result, it seldom adjusts the curriculum to align with China's economic and social development, cultural context, or

localized learning needs. This practice has led to a disconnection between the imported foreign curriculum and the domestic educational framework.

One of the key advantages of Sino-foreign cooperative education programs lies in the introduction of authentic foreign textbooks and high-quality courses. Exposure to a large volume of original English materials enables students to quickly grasp advanced foreign cultures and Western values. However, these materials often lack coverage of traditional Chinese cultural elements. Some content and case studies are disconnected from the social and practical realities of China, and the texts are often lengthy and filled with specialized vocabulary, posing significant challenges for teaching and learning. This poses a considerable challenge to teaching. Consequently, students' appreciation, critical thinking, and expressive abilities tend to favor Western perspectives, while their cross-cultural communication and output capabilities remain underdeveloped. Cultural exchange exhibits a clear "unidirectional" tendency, with limited integration of Chinese cultural perspectives. As a result, during international exchanges, students often struggle to articulate traditional Chinese cultural concepts in appropriate English, thereby failing to effectively convey Chinese voices on the global stage.

## **5. Solutions to key points and challenges**

### **5.1. Method one: Transform "Let me learn" into "I want to learn", and cultivate conscious international communication talents**

The educational atmosphere and environment of a school significantly influence the quality of the talents it cultivates, much like how the flavor of kimchi depends on the quality of its brine <sup>[9]</sup>. Following recent renovations, the Asia-Australia Business School now boasts robust infrastructure, including digital language laboratories, multi-functional computer rooms, professional development courses, international business challenge labs, interactive multimedia classrooms, and modern office islands. The college actively encourages students to fully utilize these facilities to create an optimal learning environment. In addition, faculty members actively promote student participation in a wide range of extracurricular activities, such as "Foreign Language Teaching and Research Press · Word Master Cup" National College Students' English Vocabulary Ability Competition, National College Students' English Proficiency Competition, National English Competition for College Students, and "Foreign Language Teaching and Research Press · China Talent Cup" "Understanding Contemporary China" National College Students' English Proficiency Competition, etc.

These activities broaden students' international perspectives, enhance their ability to express Chinese culture in English, and subtly foster a sense of cultural pride and national identity. Furthermore, teachers should consciously integrate the concept of international communication into language instruction, emphasizing the bidirectional and communicative nature of cross-cultural interactions. They should focus on the integration of traditional Chinese culture into the curriculum, strengthen students' patriotic spirit and sense of belonging, and enhance their international communication competence. This approach aims to cultivate students as conscious international communicators who can effectively support the nation's broader strategic objectives.

### **5.2. Method two: Innovate teaching methods, integrate critical education into the curriculum, and cultivate international communication talents with a strong attitude**

Traditional English reading instruction has often prioritized the enhancement of students' practical language skills while overlooking the development of their humanistic qualities and the promotion of outstanding traditional Chinese culture. Educators must recognize that the model for English teaching in this new era should

harmoniously blend improvements in students' language proficiency with the cultivation of their humanistic attributes, enhance international perspectives alongside fostering confidence in Chinese culture, and integrate traditional cultural excellence with modern socialist core values—ensuring that foreign influences serve China and historical legacies inform contemporary practices. Teachers can achieve knowledge renewal by innovating teaching methodologies, engaging in continuous self-learning, frequently exploring traditional Chinese culture, and deeply comprehending its cultural significance.

To effectively implement critical education within courses, it is essential to conduct comparative analyses from a perspective that highlights cultural differences between China and Western nations. This approach fundamentally emphasizes disseminating exemplary aspects of Chinese culture; through comparisons between Chinese and Western cultures, we enable students to adopt a rational view towards Western culture while appreciating the profound essence of traditional Chinese values. This understanding will enhance students' capabilities for international communication, positioning them as ambassadors for cultural exchange between China and the West <sup>[10]</sup>. In an era characterized by global integration, it is imperative to cultivate the ability to narrate China's stories compellingly on international platforms while promoting Chinese culture effectively—thus becoming a vital force in bolstering China's soft power amid global competition.

## **6. Innovative aspects**

Through advanced search and statistical analysis of the China National Knowledge Infrastructure (CNKI) full-text database, a combined search for the terms “Sino-foreign cooperative education” and “international communication” was conducted. The results indicated that research on the cultivation of international communication talents is limited, particularly in the context of Sino-foreign cooperative education. There is a notable lack of studies addressing how to develop international communication competencies within such educational frameworks. This research aims to contribute to the field by exploring these gaps and proposing innovations in the following areas:

### **6.1. Research concept innovation**

Previous studies on talent development in English courses under Sino-foreign cooperative education have primarily focused on macro-level aspects such as management models, policy frameworks, and educational sovereignty. While these are important, even the most sophisticated models and comprehensive policies may fall short in practice, resulting in suboptimal educational outcomes. Moreover, they often fail to address the core purpose of Sino-foreign cooperative education—effective intercultural communication. To address this gap, this study shifts the focus toward the role of cultural translation and dissemination within Sino-foreign cooperative education. Rather than concentrating solely on systemic structures, the research centers on resolving practical teaching challenges. It moves beyond surface-level observations to examine the underlying principles and mechanisms of talent cultivation. Specifically, the study emphasizes the development of distinctive conceptual frameworks that reflect the cooperative and communicative essence of Sino-foreign educational collaboration.

### **6.2. Research content innovation**

Building upon previous studies, this project has undertaken a comprehensive, systematic, and novel investigation into the cultivation pathways for international communication skills among contemporary college

students within the framework of Sino-foreign cooperative education models. In contrast to other research focused on English teaching in such educational partnerships, this achievement—centered around the theme of “Better tell China’s stories and make China’s voice heard”—has thoroughly examined both the challenges and underlying causes related to talent development in Sino-foreign cooperative education. By integrating theoretical insights with practical applications, it systematically designs solutions to these issues. This work not only encapsulates the essence of English instruction—namely, “talent cultivation”—but also enhances its external dimension by promoting “international communication.” This approach subtly instills confidence in students regarding their rich traditional culture while fostering versatile talents capable of effectively conveying China’s voice as part of the great rejuvenation of the Chinese nation.

## **Acknowledgements**

First of all, I would like to extend my sincere gratitude to Professor Yang Junfeng, Professor Zhang Zhiming, and Professor Dong Guangcai of Liaoning Translators Association for giving me this invaluable opportunity and selfless assistance. Next, I am deeply grateful to Manager Qi Fang of Fuzhou YGYM Group Co., Ltd. and other facilitators for their unwavering dedication. Thanks to my dedicated team members and all the participants in this study for sharing insights as an enlightening space for enthusiastic participation and mutual learning. The energy and passion have inspired me to explore new frontiers in my future research and studies.

## **Funding**

This study is sponsored by Liaoning Translators Association Project: Study on the Cultivation Path of International Communication Capability of Contemporary College Students from the Perspective of Sino-Foreign Cooperative Education (No.: 20241014).

## **Disclosure statement**

The author declares no conflict of interest.

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