

Innovative Exploration of English Teaching Models Based on Cross-Cultural Communication and International Talent Cultivation

Mingxin Wang*

Nueva Ecija University of Science and Technology, Cabanatuan 3100, Philippines

**Author to whom correspondence should be addressed.*

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Abstract: Currently, academic discussions at home and abroad on the innovation of English teaching models under the integration of cross-cultural communication and international talent cultivation have presented diverse perspectives. Extensive debates have been conducted around the construction logic of teaching models, the cultivation pathways of cross-cultural competence, and the adaptive cultivation of international talent literacy, and numerous important theoretical achievements have been made. At present, the innovation and practice of English teaching models from the perspective of cross-cultural communication have become the focus of research at home and abroad. Regarding overseas research on this issue, the mainstream view usually focuses on the in-depth integration of linguistic competence and cultural literacy, and the international adaptive transformation of teaching models. In China, however, research methods such as model reconstruction combined with local educational conditions, exploration of interdisciplinary integration cultivation pathways, and digital technology-empowered teaching reforms are more widely adopted. As Nueva Ecija University of Science and Technology, relying on the international background of English teaching in the Philippines and the cooperation foundation of mutual recognition of higher education qualifications between China and the Philippines, exploring an English teaching model suitable for China-Philippines educational exchanges and international talent cultivation not only conforms to the global trend of educational internationalization but also can provide practical reference for cross-cultural talent cultivation between China and the Philippines. As a member of the International Association of Universities (IAU), Nueva Ecija University of Science and Technology uses English as the main teaching language for its courses, and both dissertations and teaching materials are presented in English. This teaching foundation provides a natural linguistic environment and a practical carrier for the innovation of English teaching models oriented toward cross-cultural communication and international talent cultivation.

Keywords: Cross-cultural communication; Innovation of English teaching models; International talent cultivation

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1. Research on teaching philosophies of cross-cultural communication and international talent cultivation

Based on language acquisition theory, construct an English teaching orientation oriented toward international talents, break the limitation of traditional English teaching that “emphasizes language but neglects literacy”, clarify that college English teaching should not only cultivate students’ basic language skills but also focus on the coordinated cultivation of international vision, cross-cultural communication competence and humanistic spirit, promote the transformation of college English teaching from “language tool” to “literacy cultivation”, and lay a theoretical foundation for the in-depth integration of international talent cultivation and English teaching ^[1].

Construct an innovative foreign language talent cultivation system for higher education internationalization, take internationalization cultivation as the main line, take the cultivation of innovative ability and critical thinking ability as the core, clarify that cross-cultural communication competence is one of the core literacies of international talents, explore the cultivation pathways of cross-cultural communication competence, construct an adaptive curriculum system and practical teaching system, enrich the connotation of international foreign language talent cultivation, and provide theoretical support for the subsequent research on integrating cross-cultural communication into English teaching ^[2].

Comparatively analyze English teaching models from the perspective of cross-cultural communication, focus on the cultural integration in English grammar teaching, and point out the long-standing drawback of “emphasizing language but neglecting culture” in college English teaching in China, which leads to students’ lack of Western cultural knowledge and is not conducive to the development of an international cultural vision. The Ministry of Education’s initiative to include cross-cultural communication competence cultivation into the teaching objectives of core courses further confirms the applicability and rationality of the “language + culture” integrated teaching philosophy in the background of higher education internationalization in China ^[3].

Taking the professional practice of colleges and universities as the carrier, explore the “knowledge-action-research + internationalization” talent cultivation model, coordinate the cultivation of cross-cultural communication competence with disciplinary basic knowledge, foreign language ability, innovation and entrepreneurship ability, teaching practice ability and research ability, break professional limitations, extend the cultivation of cross-cultural communication competence from English majors to international education-related majors, and provide a new practical idea for the cultivation of international talents through interdisciplinary integration ^[4]. The results of practical research in many domestic colleges and universities show that cross-cultural communication competence has become one of the core literacies of international talents, and integrating it into the whole process of English teaching is the key to improving the international competitiveness of talents. The current domestic research status on this issue is evolving from single language teaching to a composite cultivation of “language + culture + major”, which is also one of the current research hotspots.

2. Research on the construction and practice of English teaching models integrating cross-cultural communication

Based on national strategic needs, deconstruct the core competencies of international engineering talents, clarify that engineering and technical ability, cross-cultural communication ability and innovation and entrepreneurship ability are the three core literacies, focus on exploring the cultivation pathways of cross-

cultural communication ability, promote the in-depth integration of cross-cultural communication cultivation and engineering professional disciplines, and open up the research direction of industry-oriented international talent English teaching models ^[5].

Explain the integration logic of cross-cultural communication and English teaching, propose that English teaching should break away from pure language structure teaching, integrate cultural background knowledge of different countries, let students master the core skills of cross-cultural communication in language learning, verify the scientificity of the “culture-embedded language teaching” philosophy, and provide theoretical reference for the subsequent English teaching reform in colleges and universities ^[6].

Relying on the practice of college and university teaching reform, introduce the concept of formative assessment, construct a new comprehensive improvement college English teaching system, create “course coins” and “electronic learning portfolios” with the help of network information technology, practice flipped classroom and blended teaching models, and focus on the construction of English for Specific Purposes (ESP) to solve the language barriers in students’ professional learning and cultivate students’ ability to conduct professional and academic communication in English. Practice has proved that this model can effectively improve students’ cross-cultural communication ability and professional English application ability, and provide replicable practical experience for college English teaching reform ^[7]. The experimental results of a domestic research team show that the teaching model combining cross-cultural communication competence cultivation with professional English teaching and formative assessment has significant practical feasibility. The current domestic research status on integrating cross-cultural communication into English teaching is evolving from theoretical exploration to school-based practice and characteristic reform, focusing on constructing adaptive teaching models combined with the professional characteristics and talent cultivation objectives of colleges and universities, which is also one of the current research hotspots.

Based on the characteristics of vocational education, construct a “language competence—cultural confidence—career development” trinity talent cultivation system based on the Production-Oriented Approach (POA). Through three strategies: curriculum reconstruction, teaching model innovation, and practical application expansion, integrate excellent traditional Chinese culture and professional literacy into English teaching, carry out targeted cross-cultural communication training, promote the in-depth integration of cross-cultural communication cultivation and vocational education, and create a new path for the innovation of career-oriented English teaching models ^[8].

Focus on tourism English teaching reform and interdisciplinary talent cultivation, analyze the deficiencies of current tourism English teaching in curriculum setting, teaching methods, faculty and other aspects, combine the needs of international development of the tourism industry, take the improvement of cross-cultural communication ability as the internal driving force of teaching innovation, and propose strategies such as updating teaching content, integrating interdisciplinary knowledge, innovating teaching methods, and constructing interdisciplinary curriculum systems and practice platforms, so as to provide theoretical basis and practical guidance for the cultivation of international talents in the tourism industry ^[9].

Combined with the background of public foreign language teaching reform, focus on the cultivation of international talents of foreign languages for foreign-related rule of law. Through literature analysis, questionnaire survey and on-site interview, analyze the current situation and problems of the cultivation of international talents of foreign languages for foreign-related rule of law in private colleges and universities, propose strategies such as constructing a “foreign language + law” composite knowledge structure,

innovating teaching methods, carrying out simulated training, and strengthening the cultivation of cross-cultural communication ability, integrate the cultivation of cross-cultural communication ability with foreign-related rule of law majors, and provide practical reference for the innovation of English teaching models in industry-characteristic colleges and universities^[10]. The teaching practice results of domestic law, tourism, civil aviation, and other majors show that the integrated cultivation model of “major + English + cross-cultural communication” can effectively improve students’ career competitiveness and international adaptability. The current domestic research status on this issue is transforming from general English teaching to English for Specific Purposes teaching, focusing on constructing characteristic pathways for cross-cultural communication cultivation combined with industry needs, which is also one of the current research hotspots.

3. Research on innovative pathways for cross-cultural competence cultivation in the digital age

Based on the background of the new media era, deconstruct the connotation and composition of cross-cultural communication competence, analyze the coupling mechanism between new media technology and cross-cultural communication competence cultivation, focus on the core pain points of the current new media teaching model, such as lack of practical functions, mismatch of teachers’ technical ability, defects in evaluation mechanism and low student participation in practice, propose innovative strategies such as reconstructing the new media teaching model, improving teachers’ ability to integrate technology and teaching, building a standardized digital resource platform, and constructing a four-dimensional evaluation system of “teacher—student—foreign learner—machine intelligence”, promote the in-depth integration of digital technology and cross-cultural communication cultivation, and open up a new direction for the innovation of new media-empowered English teaching models^[11].

Based on Byram’s multi-dimensional model of cross-cultural communication competence, focus on the national strategic needs of “Vocational Education Going Global”, construct a “major +” cross-cultural competence cultivation model, take the overseas task chain of local enterprises as the driver, realize the observability and measurability of cross-cultural competence with the help of digital means, solve the problem of insufficient precision in cross-cultural communication competence cultivation in vocational education, and verify the applicability and rationality of the “precision cultivation of cross-cultural competence” philosophy in vocational education English teaching^[12].

The experimental results of domestic vocational education research teams show that digital means can effectively solve the problems of “insufficient practice and vague evaluation” in cross-cultural communication competence cultivation, and realize the precise cultivation and efficient improvement of cross-cultural competence. The current domestic research status on cross-cultural communication cultivation in the digital context is evolving from technical application to model reconstruction, focusing on building an “online + offline” cross-cultural practice platform with the help of new media, big data, and other technologies, which is also one of the current research hotspots. Combined with the online teaching model and English teaching foundation of Nueva Ecija University of Science and Technology, integrating digital technology into cross-cultural communication cultivation and constructing an English teaching model of “online cross-cultural practice + offline language teaching” can not only conform to the school’s teaching characteristics but also build a platform for cross-cultural communication between Chinese and Filipino students, helping the cultivation of international talents.

4. Practical reflections on English teaching innovation in the background of China-Philippines educational exchanges

Relying on the international advantages of English teaching in the Philippines and combining with the teaching characteristics of Nueva Ecija University of Science and Technology, clarify the core characteristics of the school's English teaching, which takes English as the main teaching language and adopts an online-offline integrated model. This international teaching environment provides a good practical foundation for cross-cultural communication and international talent cultivation. At present, the cooperation in higher education between China and the Philippines is becoming increasingly close. The mutual recognition agreement on higher education qualifications signed by China and the Philippines provides policy support for talent cultivation and exchange between the two sides. As a study-abroad institution recommended by the Ministry of Education of China, Nueva Ecija University of Science and Technology's exploration of an English teaching model suitable for China-Philippines educational exchanges is not only the need for the school's own development but also an important measure for cross-cultural talent cultivation between China and the Philippines.

Combined with the domestic research results on the innovation of English teaching models integrating cross-cultural communication and the actual situation of the school, three practical pathways are proposed: first, learn from the domestic "language + culture + major" cultivation philosophy, combine the school's professional characteristics such as engineering, education and information technology, construct an integrated teaching system of "professional English + cross-cultural communication", and integrate cross-cultural communication ability into professional English teaching; second, introduce the domestic practical experience of formative assessment and digital teaching, with the help of the school's online campus platform, create "electronic learning portfolios" and online cross-cultural practice platforms, and realize the process evaluation and precise cultivation of cross-cultural communication ability; third, rely on China-Philippines educational exchange and cooperation, build a cross-cultural communication platform for Chinese and Filipino students, carry out activities such as "one-to-one" online pairing practice and cross-cultural thematic practice, let students improve their communication ability in real cross-cultural communication, which is in line with the international characteristics of English teaching in Philippine colleges and universities and the needs of cross-cultural talent cultivation between China and the Philippines.

5. Research summary and prospects

From the perspective of the current research status at home and abroad, the innovation of English teaching models under the integration of cross-cultural communication and international talent cultivation has formed rich theoretical achievements and practical experience. Domestic research has carried out an in-depth exploration of the aspects of teaching philosophy, model construction, and digital pathways, forming a cultivation logic of "language + culture + major", school-based and characteristic practical pathways, and digital and precise cultivation methods, providing multiple references for college English teaching reform. Overseas research focuses on the in-depth integration of language and culture and the international adaptation of teaching models, which is highly consistent with the English teaching background of Nueva Ecija University of Science and Technology.

There are still some areas to be improved in the current research, such as the lack of a unified standard for the evaluation system of cross-cultural communication competence, insufficient research on

the adaptability of teaching models under different national educational backgrounds, and few practical explorations on English teaching for cross-cultural talent cultivation between China and the Philippines. In the future, combined with the teaching characteristics of Nueva Ecija University of Science and Technology, the authors can further carry out practical research on integrating China-Philippines cross-cultural communication into English teaching, and construct an international talent cultivation model suitable for China-Philippines educational exchanges; at the same time, build a China-Philippines cross-cultural communication practice platform with the help of digital technology to realize immersive cultivation of cross-cultural communication competence; in addition, combined with the school's professional advantages, carry out characteristic teaching practice of "major + English + cross-cultural communication", cultivate international talents with linguistic ability, cross-cultural communication ability and professional literacy for China, the Philippines and even Southeast Asia, and promote the in-depth development of China-Philippines higher education exchange and cooperation.

Disclosure statement

The author declares no conflict of interest.

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