Fostering Talents for Intercultural Communication: An Exploratory Study from an Interdisciplinary Perspective

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Abstract: The global wave of cross-cultural communication has sparked a significant demand for international communication professionals. Compound foreign language communication talents, who possess dual advantages in both language proficiency and intercultural competence, play a crucial role in clearly expressing national stances and shaping positive national images. However, the current training models for foreign language talents still face three major challenges: firstly, the rigid knowledge structure leads to students having single-dimensional abilities; secondly, strict disciplinary barriers hinder the fusion of Subjects and practice; thirdly, the digital intelligence era presents new requirements and challenges for technological and information literacy. In response to these issues, this paper proposes a cultivation strategy centered on "integrated capabilities": constructing modularized knowledge graphs to break down knowledge barriers, deepening interdisciplinary integration within the curriculum system, and promoting bidirectional integration between faculty teams and cutting-edge technologies. This research aims to provide strategic references for the cultivation of national foreign language communication talents in the new era, thereby enhancing the effectiveness of international discourse dissemination and system construction.

1.Introduction

Globalization intensifies international exchanges, yet these interactions coexist with ideological clashes and cultural frictions. The communication revolution driven by digital technology is reshaping the form and rhythm of international interactions at a rapidly changing pace. In the current international public opinion arena, the spread of nation's voice and the acceptance of its narrative still face challenges. The phenomenon of "discourse deficit"—where "reasonable arguments fail to be articulated" and "articulated views fail to spread"—persists. The era has posed a brand-new proposition for talent: versatile professionals equipped with profound cultural understanding, effective communication skills, and high digital adaptability have become the key engine for bridging cultural gaps and promoting mutual learning among civilizations.

The field of foreign language studies is undergoing profound transformation. The traditional "instrumental" approach to language training can no longer meet diverse academic demands. The deep integration of foreign languages with disciplines like journalism, international relations, regional studies, and digital media technology has become an inevitable trend. This convergence aims to break down knowledge barriers, strengthen language foundations, and develop interdisciplinary knowledge structures combining "foreign languages plus specialized fields" (e.g., international communication, global politics, digital content production). It cultivates core competencies in understanding complex international issues, crafting narratives across multiple media platforms, and accurately interpreting cross-cultural audiences. This transformation shifts professionals from mere language specialists to strategic cultural communicators and value transmitters.

In this era of deep disciplinary integration, breaking through traditional training models to systematically develop cross-cultural communication competencies has become a critical challenge for foreign language education innovation. Addressing the complex demands of globalization and national strategic priorities presents both a historic opportunity and a challenge for students pursuing foreign language studies to achieve career advancement. To foster more inclusive global communication, there is urgent need to foster professionals equipped with systemic understanding of international media ecosystems and deep cultural-linguistic competence in target regions. Such "communication architects" can facilitate the diversification of narrative sources currently dominated by

Western-centric paradigms, enabling non-Western epistemologies to engage more equitably in global discourse through context-sensitive translation and adaptation.

Against this practical backdrop, this paper conducts in-depth reflection and raises the following three questions:

(1)What new and higher competency requirements does the context of disciplinary integration impose on foreign language professionals specializing in cross-cultural communication?

(2)What are the primary challenges in cultivating international communication talents through foreign language programs at Chinese universities?

(3)How can we effectively develop foreign language professionals equipped for cross-cultural communication?

Structured around the framework of "Background-Theory-Current Status-Problems-Solutions-Conclusion," this study will systematically address these issues.

2.The Connotation of Fusion of Subjects and the Ability of Cross-cultural International Communication

2.1 Definition of Fusion of Subjects

Fusion of Subjects (FOS) refers to the mutual intersection and integration among disciplines, aiming to break down disciplinary barriers and promote the establishment of organic connections between disciplines[7]. According to the Ministry of Education's published' Results of Undergraduate Program Filing and Approval for Regular Higher Education Institutions', at least 101 Chinese universities discontinued foreign language majors between 2018 and 2022. As the humanities sector faces a downturn, the key challenge lies in how foreign language programs can turn crisis into opportunity. Currently, domestic universities have initiated meaningful explorations on the "integrative" nature of New Liberal Arts, focusing on multidimensional approaches including interdisciplinary integration, professional-technology convergence, and industry-academia-research collaboration in talent development. Notably, even before the conceptualization of New Liberal Arts, scholars had proposed the idea of interdisciplinary development in foreign language studies. For instance, from the perspective of cultivating top innovative international talents, they advocated for "three deep integrations" in foreign language education: "the deep integration of specialized instruction with foreign language pedagogy," "the deep integration of theoretical instruction with practical application," and "the deep integration of local education with overseas education." （Zhong weihe,2013）Xuan Jing and Wu Qiong(2023) proposed a new framework for technology-integrated foreign language teaching, exploring how ChatGPT can be incorporated into classrooms through AI-assisted learning, online courses, data mining and analysis, as well as social media and mobile learning. In addition, several prestigious Chinese universities have launched interdisciplinary talent development programs under the "Foreign Language+" initiative. Notable examples include Beijing Foreign Studies University's double degree programs in "German Plus Big Data Management and Application" and "Russian Plus Big Data Management and Application," as well as Fudan University's "English-Computer Science and Technology" program and other interdisciplinary initiatives combining other minor languages with computer science. These programs are designed to cultivate top-tier interdisciplinary talents with global perspectives, cross-disciplinary expertise in foreign languages and computer science, and innovative capabilities.

2.2 Cross-cultural international communication capabilities

International communication competence refers to "the ability of governments or state-representative mass media and self-media to disseminate a nation's culture, history, governance theories and practices, and innovative scientific knowledge to the world through discourse as the primary means" (Wen Qiufang 2022). In today's era of booming digital technology, audiovisual media such as short videos, games, and films play an essential role in international communication. These formats effectively overcome language barriers and cultural divides, enabling better interaction among people from diverse countries and cultural backgrounds. The integration of foreign language proficiency, cross-cultural perspectives, and media literacy collectively forms comprehensive capabilities

in cross-cultural international communication.

Meng Lanjuan and Tang Huirun (2020) initially constructed a cross-cultural competence scale for China foreign (international) journalism and communication talents based on the theoretical framework of cross-cultural competence in foreign language education. The scale consists of six dimensions: language proficiency, sociolinguistic competence, cross-cultural knowledge, cross-cultural awareness, cross-cultural attitude, and cross-cultural skills[5]. Yang Lianrui, Zhang Hui, and Liu Xiaolan (2025) proposed five core competencies for international communication talents: international communication influence, appeal of Chinese culture, China image affinity, China discourse persuasiveness, and international public opinion guidance[13]. It is evident that for international communication professionals who can "tell China's stories well," foreign language proficiency serves as the foundation. Beyond this, the ability to comprehend, interpret, discern, and innovate is also indispensable for cross-cultural communication talents. Since the ultimate goal of international communication is "good governance" —that is, viewing it as a means of governance to achieve global governance through language governance, public opinion governance, and platform governance—such professionals must possess sufficient cross-cultural knowledge and awareness, a sense of mission to serve national strategies, a firm national stance and political consciousness as ideological guidance, and a strong sense of patriotism and cultural confidence as the foundation of discourse. They should become experts who can research, communicate effectively, express themselves well, understand theories, master techniques, emphasize practice, integrate Eastern and Western knowledge, have a global vision, and courageously shoulder responsibilities, striving to be masters of telling the stories of the new era to the world.

3.The practical dilemma and challenges of the times in the Cultivation of foreign language interdisciplinary communication talents

3.1 The unbalanced ability structure of traditional foreign language talents

Most foreign language programs in China follow a single-language and literature training model, which is dominated by language skills, resulting in weak cross-cultural communication abilities and media literacy among students[7]. This homogeneous training approach not only leads to monotony and repetition in talent cultivation but also fails to effectively meet the needs of China's economic and social development for new "foreign language+" interdisciplinary talents. In the survey of cross-cultural competence scale for foreign language (international) journalism and communication talents in China, the lowest score (64.34) was cross-cultural knowledge[5]. It is not difficult to analyze that these representative foreign language talents have a limited understanding of the basic knowledge and customs of other countries or regions, such as politics, economy, history, and culture, let alone their mastery, comprehension, correlation, and analysis. It reflects the current education's neglect of international knowledge beyond the language and culture of Anglo-American countries.

Secondly, the cross-cultural understanding is superficial and the practice transformation is insufficient. The current foreign language curriculum system still overemphasizes language knowledge (listening, speaking, reading, writing, and translation) itself, with insufficient cultivation of core communication skills required for international communication, such as discourse construction, media literacy, content planning and production, audience analysis, and effectiveness evaluation. At present, the cross-cultural courses in domestic universities mostly stay at the level of cultural knowledge introduction or communication skills, lacking the deep discussion of deep values, ideological conflicts, global public issues, reciprocal understanding, and the ability training to effectively transform the cross-cultural understanding into the communication strategies and behaviors in accordance with the international context.

Finally, there is a lack of national discourse competence and narrative strength. College students generally lack systematic knowledge of national conditions, development path, and core value system, making it difficult for them to tell nation's stories, explain nation's position, and respond to international concerns in ways that are easily understood and accepted by international audiences. Therefore, the key to improving international communication

capabilities is to cultivate students' discourse competence across various disciplines, that is, to train college students to tell their professional stories in their disciplinary discourse styles[1].

3.2 Disciplinary barriers hinder the practice of the Fusion of Subjects

With the rapid advancement of technology and social progress, interdisciplinary integration has become an inevitable trend and a shared aspiration. However, the current foreign language education system remains fragmented, with language skills training often separated from courses in journalism and communication, international politics and relations, regional and national studies, and in-depth cultural knowledge of target countries. This lack of organic integration results in students' narrow knowledge base and limited perspectives, hindering the development of systematic cross-cultural communication capabilities. To break down disciplinary barriers and deepen interdisciplinary integration—promoting collaboration between humanities disciplines and science, technology, agriculture, and medicine fields, actively developing emerging humanities majors, and upgrading existing humanities programs—this is emphasized in the State Council's 2023 guidelines. The New Liberal Arts Construction Declaration issued by the Ministry of Education emphasizes "To address new changes and complex challenges, there is an urgent need for interdisciplinary knowledge integration, and promoting integrated development is an inevitable choice for new liberal arts construction" (Ministry of Education, 2020).

Secondly, foreign language instructors predominantly emphasize linguistic knowledge and skills in their teaching, while lacking systematic theoretical grounding in communication studies and competencies in innovative narrative techniques using new media technologies. Moreover, many communication discipline teachers possess limited foreign language proficiency. There is a critical shortage of interdisciplinary faculty members who combine strong language skills, expertise in cross-cultural communication theories, and extensive international practical experience. This faculty structure, characterized by homogeneity and a scarcity of multidisciplinary mentors, significantly hinders effective interdisciplinary talent cultivation and guidance.

3.3 New requirements and challenges in the era of digital intelligence

In the intelligent media era driven by emerging technologies like large data, blockchain, metaverse, and AIGC, traditional and new media have transcended conventional boundaries, enabling cross-platform information exchange and integration with enhanced sharing, real-time responsiveness, and interactivity. This context demands full utilization of new media's strengths to innovate Omnimedia news products, which in turn raises the bar for international communication professionals[9]. International communication of intelligent era has evolved from "official overseas expansion" to "massive public engagement." The recent viral sensation "Hyperthyroid Bro" in China serves as a quintessential case of grassroots international communication. Through his livestreamed journey and unfiltered expressions, he de facto curated a raw, multidimensional portrayal of contemporary Chinese society for global audiences. This validates Foucault's concepts of "discourse as power" and "intersubjectivity," where contemporary individuals, as mutual media platforms, collectively shape the discourse of events. In recent years, the global rise of films like "Black Myth: Wukong", "Ne Zha", and TikTok, along with the influx of "media refugees" on Xiaohongshu, has revealed China's vast untapped potential in international communication. While the field holds immense promise, most professionals still lack technical proficiency. Current foreign language education programs underemphasize emerging communication technologies such as artificial intelligence (AI), big data, social media algorithms, and virtual/augmented reality (VR/AR). Students consequently struggle to leverage these tools for precision communication, content innovation, and performance tracking. From a pedagogical perspective, traditional lecture-based teaching models prove inadequate for technology-driven learning demands and cultivating complex communication competencies. This necessitates the integration of innovative approaches such as simulation exercises, project-based learning, and human-machine collaboration. Furthermore, in an era of information explosion, algorithmic dominance, and deepfake technologies, ethical and value-related challenges have intensified. It is imperative to emphasize developing students' critical information discernment skills, technological ethics awareness,

and adherence to proper value orientations

4. The cultivation pathways of foreign language cross-cultural international communication talents

4.1 Reconstruct the cultivation concept and take integration ability as the core goal

First of all, it is necessary to clarify the compound positioning of "foreign language+", and establish the training of foreign language professionals to "proficiency in foreign languages + proficiency in communication + deep knowledge of target countries + understanding of China + mastering technology" (Wen Qiufang, 2022; Yang Lianrui et al., 2025). In the era of artificial intelligence, the instrumental significance of foreign language talents' existing knowledge is constantly weakening, but its value significance is constantly improving for that machine language cannot replace the humanistic value and thinking ability value of natural language. Therefore, the goal of foreign language teaching should be to expand "the unified subject value of its humanistic and scientific, instrumental and value" as soon as possible, and cultivate "excellent political literacy, broad interdisciplinary literacy, integrated media literacy and excellent information literacy on the basis of strong foreign language use ability" (Peng Qinglong 2023:16), who can transcend country restrictions and have a new type of talent with a regional and even global vision.

Secondly, in the context of fusion of subjects, it is necessary to fundamentally strengthen the "two-wheel drive" core strategy to cultivate high-level foreign language cross-cultural international communication talents. The essence of this strategy is to completely abandon the imbalance of the past that either emphasizes language skills or ignores communication effectiveness, and instead insists on equal emphasis on language proficiency (including superb use of foreign languages and deep mother tongue skills) and communication ability (covering core dimensions such as discourse construction, media application, and strategy formulation) (Wen Qiufang, 2022; Cai Jigang, 2023). This means that the design of talent training programs needs to achieve "double wheels". On the one hand, guided by specific international communication goals (such as effectively explaining Chinese policies, responding to international concerns, and promoting Chinese culture), the direction and depth of language teaching are reversed, so that language learning is no longer an isolated skill training, but serves the cornerstone of accurate and effective communication. For example, advanced translation courses focus on the accurate communication and contextualization of political and economic texts, while writing training focuses on influential styles such as international reviews and in-depth reporting. On the other hand, give full play to the language advantages of foreign language talents (especially their proficiency in the target Chinese language and their in-depth understanding of the target country's culture), and transform them into the core driving force for building effective communication content, accurately reaching the target audience, and optimizing communication strategies, so that their language ability can become the key fulcrum to leverage the communication effect and enhance the influence of discourse.

At the same time, the cultivation of cross-cultural international communication talents urgently needs to establish and practice an advanced cross-cultural concept of "reciprocal understanding". This requires us to fundamentally change the traditional "propaganda" mindset with one-way output. The core goal of international communication should not be limited to the simple transmission of information or the forced indoctrination of opinions, but should strive to deeply understand the cognitive framework, value concerns and information needs of audiences from different cultural backgrounds on the basis of equal dialogue. Find the intersection and common value of each other's values and interests (Chen Xianhong, Qin Dongxue, 2022), promote mutual recognition and respect between different civilizations, and finally achieve a mutually empowering state that can enhance the well-being of both sides and promote common development (Xiao Jun, Zhang Yuqiang, 2021). In teaching practice, this is reflected in guiding students not only to learn how to "tell", but also to learn how to "listen" and "dialogue". Dialoguing, and Co-creating, cultivate their deep ability to seek consensus, resolve differences, and build trust in complex cultural contexts. This kind of communication based on reciprocal understanding is a more penetrating and

sustainable way of international communication.

4.2 Deepen the integration of curriculum systems and build a modular knowledge graph

In order to effectively break down disciplinary barriers and realize the deep integration of foreign language ability and international communication literacy, curriculum system reform is the core starting point. The key is to build an integrated knowledge graph based on a "modular knowledge system" and driven by a "project-based practice platform". To create an interdisciplinary core curriculum group, it abandons the traditional single-discipline curriculum stacking and replaces it with four integrated modules:

The first is the language deepening module, the cultivation of foreign language communication talents should go beyond basic language training, focusing on advanced translation (accurately processing professional texts such as politics, economics, and culture), advanced writing (mastering practical styles such as international commentary and in-depth reporting), and in-depth research on target Chinese language and social culture, so as to lay a solid foundation for language and cultural cognition for accurate communication. The second is the core module of communication, which systematically implants the essence of communication, and offers courses such as international communication theory, global media research, cross-cultural communication strategy, international public relations (Chen Xianhong, Qin Dongxue, 2022), content production and digital narrative, audience analysis and effect evaluation, etc., to systematically build students' communication theory framework and core business capabilities.

The Chinese discourse module is also an indispensable part, and efforts should be made to crack the "weak Chinese narrative" on contemporary Chinese studies, Chinese political economy and society, expression of excellent traditional Chinese culture, and construction of discourse system with Chinese characteristics (Hu Pengzhi and Qian Heng, 2024) are set up to cultivate students' ability to understand national conditions and make good use of international vocabulary to explain China's position and values. Finally, the technology empowerment module, in order to meet the challenges of the intelligent media era, integrates digital media technology application, data analysis and international communication, AI-assisted content generation and translation (Xiao Chuanguo, 2024; Xuan Jing, Wu Qiong, 2023), and international communication ethics and regulations to ensure that students master cutting-edge technical tools and have corresponding scientific and technological ethics literacy.

In addition, strengthen the project system or case teaching so that the above-mentioned modular knowledge can be organically integrated and internalized in practice. Vigorously promote comprehensive projects based on real international communication scenarios, such as writing a clear and powerful response report for sudden international public opinion events. Based on the current situation of international communication, produce a short film to promote Chinese culture that fits the aesthetics and habits of the audience in the target country. These programs require students to integrate and use cross-module knowledge such as language, communication, country region, and technology, simulate or participate in real-world workflows, and transform theoretical knowledge into practical problem-solving skills. At the same time, attention should also be paid to bridging the gap between academia and industry, introducing cutting-edge industry trends and skills workshops, and regularly inviting front-line experts from international media, overseas institutions, and public relations departments of multinational enterprises to share the latest industry trends, practical cases and challenges.

4.3 Promote the integration of teachers and technology to empower teaching practice

The effectiveness of cross-cultural international communication talent training depends highly on the cross-border collaboration of faculty and the in-depth application of cutting-edge technologies. Through the optimization of teacher structure, the improvement of technical capabilities, and the construction of smart platforms, three-dimensional linkage can fully empower teaching and practice. The first is to set up an interdisciplinary teaching team to break down professional barriers and deepen intra-school collaboration. Through the establishment of an institutionalized mechanism, foreign language teachers are encouraged to form joint teaching teams with

teachers of communication studies, international relations, regional and country studies, etc., to jointly design courses, co-teach, and collaborate to guide students' projects and research, so as to achieve knowledge complementarity and method integration. In addition, integrate industry expertise into teaching, the appointment of mainstream international media overseas reporters, international organization communication officers, multinational corporate public relations leaders and other industry mentors with rich practical experience, deeply involved in guiding graduation projects, leading practical projects, and co-building practical training courses, bringing the most cutting-edge industry trends, operational specifications and real challenges into the classroom, can also break down information silos, so that students can easily learn about and apply for practical opportunities highly related to the major.

Secondly, systematic training and empowerment of teacher teams are carried out to improve teachers' technical literacy. Focus on the application of new AI-driven teaching methods and research tools, and regularly organize special teacher workshops and seminars. The key training not only focuses on improving the teaching ability of foreign language majors, such as using large models such as ChatGPT to efficiently generate multilingual teaching materials, simulate cross-cultural dialogue scenarios, assist in homework correction and content polishing, etc., but also focus on training data thinking using social media analysis tools and data visualization software to track international public opinion and evaluate communication effects. Schools can also set up special education reform projects to encourage technological integration and innovation, support teachers to develop hybrid courses that integrate AI technology, design communication analysis experiments based on real data, and transform technical capabilities into the core driving force of teaching innovation.

Finally, built a smart teaching and practice platform and create scene simulation system for integrated ecological simulation immersive training. Support students to repeatedly practice difficult and low-fault tolerance scenarios such as international press conference response, cross-cultural business negotiation, and crisis public relations response. Secondly, build a shared intelligent resource library in stages. In the early stage, it can systematically collect, sort out and classify high-quality multilingual international communication cases published by universities, research institutions, and mainstream media (such as CGTN, Reuters, BBC), as well as high-frequency terms and expression corpora commonly used in the political, economic, and cultural fields. Then, mature cloud storage and retrieval tools are used to achieve initial centralized management and sharing. In the medium term, teachers and students are encouraged to contribute new cases and corpus to projects and research, and gradually add keyword tags to resources, and explore the use of open source or existing text analysis tools in the school for basic data mining (such as hot word analysis and emotional tendencies) to serve teaching analysis and student projects. Finally, continuously updated a practical case and corpus resource center, which will become a corpus for teachers and students to carry out research, design projects, and prepare simulation exercises.

5.Conclusions and prospects

Based on the fact that strict disciplinary barriers lead to curriculum fragmentation and lack of compound teachers. The development of digital intelligence technology poses new challenges to the technical literacy and ethical awareness of talents. This paper proposes a systematic cultivation path: reconstructing the training concept with "two-wheel drive" (paying equal attention to language ability and communication ability) and establishing the goal of compound talents. Build a modular integrated curriculum system to strengthen project-based practice. Promote cross-border collaboration of teachers and intelligent technology to deeply empower teaching, and create a smart training platform. Cultivating international communication talents with superb foreign language skills, deep feelings for family and country, excellent cross-cultural communication and cutting-edge technology control is of great significance for building a Chinese narrative system that integrates China and foreign countries and promoting cross-cultural communication.

There are still certain limitations in this study: first, although the proposed path is systematic, it needs to be

further detailed in terms of specific implementation strategies and resource adaptability of different levels and types of universities; Second, empirical research data (such as the effectiveness of specific curriculum reform and graduate follow-up feedback) need to be enriched. Future research can focus on the following directions: explore more flexible cross-departmental collaboration mechanisms and credit mutual recognition systems to break down administrative barriers to discipline integration, systematically evaluate the long-term effectiveness and ethical boundaries of generative AI and other tools in international communication teaching and practice. Then, carry out research on the refined training mode of vertical talents in different fields, such as business, science and technology, and diplomacy. Only by continuously promoting theoretical innovation and practical exploration can we forge a new force for international communication that can better communicate China's role as a constructive force for global peace and shared prosperity.

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