

# Theoretical research on the cultivation of intercultural communication ability of international Chinese teachers

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## Abstract

As an essential branch of cross-cultural education, international Chinese education is rapidly growing with China's rise on the global stage and the increasing demand for learning Chinese. This field provides opportunities for students worldwide to learn and master Chinese language and culture. International Chinese teachers play a crucial role in this process, needing excellent language education skills and cross-cultural communication abilities to meet the diverse needs of students. These teachers bridge students and Chinese language, culture, and society. Their task extends beyond teaching grammar and vocabulary to include helping students effectively communicate and understand different cultural backgrounds and values. In the context of international Chinese education, intercultural communication skills are vital. Learning Chinese involves not only language proficiency but also cultural understanding and adaptation. International Chinese teachers must teach students how to understand Chinese culture and promote cross-cultural adaptation. This requires a range of skills, including cultural sensitivity, multicultural awareness, and effective intercultural communication. This paper explores the cultivation theory of intercultural communication skills among international Chinese teachers, highlighting their critical contribution to the field. Despite the increasing importance of Chinese education globally, research on the intercultural communication abilities

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of international Chinese teachers remains insufficient. This study seeks to fill this gap, providing a theoretical basis for developing better international Chinese teachers and enhancing their ability to navigate the complexities of a globalized educational environment.

**Keywords:** Intercultural Communication, Chinese Language Education, Teacher Development

### 1. Background and Challenges of International Chinese Teachers

International Chinese education has become a vital field due to China's rise and globalization. The demand for Chinese language and cultural education has surged worldwide, necessitating skilled international Chinese teachers who can teach language and foster cross-cultural communication.

The history of international Chinese education began in the early 20th century, but its significant growth has occurred recently due to China's trade, technology, and cultural expansion. This field aims to teach Chinese language and cultural knowledge while developing students' intercultural communication skills. It serves students of all ages, from young children to adults, preparing them to engage in international affairs related to China. International Chinese teachers play a crucial role in this process. International Chinese teachers do more than teach grammar and vocabulary; they are cultural mentors who help students understand China's history, culture, values, and social context. Their tasks include teaching Chinese language skills (listening, speaking, reading, writing, translation), educating about Chinese culture, history, literature, and art, helping students adapt to China's social and cultural environment, and promoting students' cross-cultural communication skills for effective interaction in different cultural contexts. These teachers must possess cultural sensitivity, multicultural awareness, and cross-cultural communication skills to cater to diverse student needs and learning styles.

International Chinese teachers face several challenges in performing their duties. They must adapt to and manage students' diverse cultural backgrounds to ensure adequate education for all. Addressing

varying language levels and native language backgrounds requires differentiated teaching strategies. Effective communication with students involves understanding their cultural values and helping them adapt to Chinese culture, which requires strong intercultural communication skills. Finding suitable teaching materials, especially in overseas institutions, can be challenging. To overcome these challenges, international Chinese teachers must continuously improve their teaching methods and cross-cultural communication skills to meet their students' needs effectively.

## **2. Theoretical Framework of Intercultural Communication Ability**

### **2.1 Definition of Intercultural Communication**

Intercultural communication is a multifaceted concept involving effective communication and interaction across cultural contexts. It encompasses linguistic communication, understanding and respecting cultural differences, and the ability to adapt, mediate, and solve problems within these contexts. This concept includes various levels, such as linguistic, cultural, social, psychological, and emotional aspects.

Firstly, intercultural communication involves using and understanding language, a crucial medium for transmitting information. Different cultures often have distinct languages, dialects, and accents, leading to language barriers and communication difficulties. Thus, effective cross-cultural communication requires individuals to possess cross-cultural language skills, enabling them to use multiple languages and understand different linguistic habits. Secondly, intercultural communication includes recognizing, understanding, and respecting cultural differences. These differences often manifest in values, beliefs, etiquette, social norms, and behavior patterns. Individuals must acknowledge and understand these cultural differences to avoid misunderstandings and conflicts and respect other cultures to build mutual trust and effective communication. Thirdly, intercultural communication involves adapting, mediating, and solving problems in

diverse cultural contexts. Individuals may face cultural conflicts, value differences, and communication difficulties in cross-cultural environments. Effective intercultural communication requires problem-solving skills, such as finding common ground, negotiation, compromise, and adaptation to resolve conflicts and misunderstandings. Lastly, intercultural communication encompasses cultural emotions and emotional intelligence. Individuals must understand emotional expressions in different cultures and manage emotional problems effectively. Emotional intelligence, which includes recognizing, managing, and expressing emotions, is crucial for successful intercultural communication.

Intercultural communication is a complex ability that requires individuals to communicate and interact effectively across different cultural contexts while respecting and adapting to other cultures' values and habits. This skill is increasingly important in today's globalized world, as people frequently interact with individuals from diverse cultural backgrounds. Therefore, intercultural communication skills are essential in international Chinese language education and across various fields and industries.

## 2.2 Key Concepts of Intercultural Communication

Intercultural communication covers several key concepts that help interpret and understand the elements of effective cross-cultural interaction. These concepts are crucial for addressing the challenges and opportunities in intercultural communication. Cultural sensitivity refers to the awareness and understanding of other cultures and the ability to communicate effectively across cultures. Individuals with cultural sensitivity recognize and understand cultural differences, including values, beliefs, etiquette, social norms, and behavior patterns. They view these differences as necessary rather than obstacles. Cultural sensitivity also involves reflecting on one's culture to understand its influence on intercultural communication. Multicultural awareness consists of respecting and appreciating cultural diversity. This includes recognizing

each culture's unique features and knowledge that cultural diversity enriches the human experience. Individuals with multicultural awareness are curious and willing to learn about other cultures, fostering cross-cultural relationships and promoting mutual understanding and cooperation. Cross-cultural communication is the core of intercultural communication. It involves linguistic and non-verbal communication and expressing and handling cultural emotions. Effective cross-cultural communication requires individuals to use multiple languages and understand different linguistic habits. It also includes understanding non-verbal cues, such as gestures, facial expressions, and tone, which may have different meanings in other cultures. Additionally, individuals must understand and manage cultural emotions to avoid conflicts and misunderstandings. Cross-cultural adaptation refers to adjusting to new cultural environments and respecting other cultures' values and habits. It requires flexibility and adaptability to different cultural situations. Managing and resolving cultural conflicts is also part of cross-cultural adaptation, ensuring mutual trust and cooperative relationships.

### **2.3 Relevant Theories of Intercultural Communication Ability**

Relevant intercultural communication theories provide frameworks and concepts for understanding and interpreting intercultural interactions. These theories help individuals better comprehend cultural differences, conflicts, and effective communication strategies. Cultural dimension theory, notably proposed by Geert Hofstede, offers a framework for comparing and describing cultural differences. Key dimensions include individualism vs. collectivism, power distance, and uncertainty avoidance. This theory helps individuals understand cultural differences and provides a reference for effective cross-cultural communication. Cultural conflict theory explores the potential conflicts and misunderstandings arising from different cultural backgrounds. It emphasizes the importance of cultural sensitivity and understanding to avoid disputes and misunderstandings. This theory provides insights into managing and resolving cultural conflicts.

The cross-cultural training model offers a structured approach to developing intercultural communication skills. It includes cultural awareness, cultural knowledge, intercultural communication skills, and cross-cultural adaptation and problem-solving. This model helps individuals enhance their intercultural communication abilities to meet diverse communication needs. Cultural intelligence (CQ) theory emphasizes the importance of cultural intelligence for effective intercultural communication. CQ includes cultural sensitivity, knowledge, cross-cultural communication skills, and adaptability. Individuals with high CQ can better understand and navigate cultural differences, fostering mutual trust and effective relationships. These theories provide a theoretical basis for understanding and improving intercultural communication skills, which are essential for successful interactions in diverse cultural settings. Developing and enhancing these skills builds trust and promotes cooperation and understanding across different cultures.

### **3. Intercultural Communication Ability Needs of International Chinese Teachers**

#### **3.1 Teachers' Intercultural Communication Needs**

In the globalized era, international Chinese language education is crucial as the demand for learning Chinese and understanding its culture grows. International Chinese teachers play a vital role in diverse cultural settings, teaching students from various backgrounds. These teachers require intercultural solid communication skills to meet students' needs, build trust, and effectively impart knowledge. Teachers must understand their students' cultural backgrounds, recognizing differences in languages, values, and habits to avoid conflicts and misunderstandings. Mastery of multilingual and cross-cultural communication skills is essential, including non-verbal cues and cultural emotional expression. Respecting and appreciating cultural diversity helps build trust and encourages student participation. Adapting to different cultural situations requires flexibility to meet local educational norms. Teachers must also resolve cultural

conflicts through negotiation and compromise. Additionally, they must provide knowledge about Chinese culture, including its history, traditions, and social norms.

### **3.2 Students' Cross-Cultural Communication Needs**

Students in international Chinese education seek to learn Chinese and understand its culture, enabling better integration and appreciation of cultural nuances. Adapting to Chinese social norms and values is crucial for fitting into Chinese society. Developing cross-cultural communication skills, including language proficiency and non-verbal cues, is essential to avoid misunderstandings and build trust. Students need cultural intelligence to respect differences and build positive relationships. Experiential learning through exchange programs and cultural activities deepens their cultural understanding and appreciation.

### **3.3 Education Policy and International Chinese Language Education**

Education policy plays a significant role in promoting international Chinese language education. Countries develop language policies to support Chinese learning, including resources, standards, and certification. Cultural exchange policies, such as exchange programs and scholarships, foster understanding and facilitate Chinese language education. Educational cooperation policies involve partnerships with Chinese institutions, enhancing resources and support.

In summary, international Chinese teachers need solid intercultural communication skills to effectively meet students' needs and impart knowledge. Students require cross-cultural abilities to learn Chinese and understand its culture. Education policies support the growth of international Chinese education through language promotion, cultural exchange, and educational cooperation, fostering cross-cultural understanding and collaboration.

#### **4. Strategies for Cultivating Intercultural Communication Skills**

Cultivating intercultural communication skills is essential in international Chinese education for students and teachers. Effective strategies enhance cultural integration, meet student needs, and build mutual trust.

##### **4.1 Training Strategies for Intercultural Communication Ability**

Multicultural education provides knowledge about various cultures, helping students adapt to different cultural contexts. Teachers can promote cross-cultural understanding through discussions, cultural experiences, and field trips. Cross-cultural communication skills training is crucial. This includes language skills, understanding non-verbal cues like facial expressions and posture, and improving self-expression and comprehension. Cultivating cultural and emotional intelligence involves managing emotions and understanding cultural differences in emotional expression. Developing self-awareness helps students and teachers adapt to various cultural contexts. Cross-cultural learning and experiences, such as exchange programs and cultural activities, provide insights into different cultures, enhancing cultural understanding and appreciation.

##### **4.2 Strategies for Cultivating Teachers' Cross-Cultural Communication Skills**

Educational training and professional development are vital. Teachers can enhance their skills through intercultural training courses, best practices, and participation in international conferences. Intercultural communication practice helps teachers understand cultural characteristics and challenges. Engaging in projects with international students and colleagues builds trust and improves cultural intelligence. Researching and understanding cultural backgrounds enable teachers to provide richer cultural education and meet students' diverse needs.

##### **4.3 Education Policy and the Cultivation of Intercultural Communication Ability**

Education policies play a significant role. Governments and institutions can promote cultural exchange programs and teacher training



and provide resources to support intercultural communication. These policies enhance international Chinese education and develop intercultural communication skills.

Cultivating intercultural communication skills involves multicultural education, cross-cultural training, cultural and emotional intelligence development, and practical experiences. Teacher development and supportive policies are essential for fostering these skills, promoting cross-cultural understanding, and enhancing international Chinese education.

## **5. Case Studies and Best Practices**

Intercultural communication skills training is crucial in international Chinese education. Case studies and sharing best practices provide valuable insights for educators on effectively fostering cross-cultural communication among students and teachers.

### **5.1 Case Studies**

#### **1. International Chinese Education Program in American Middle Schools**

An international Chinese education program in a U.S. middle school attracts students from diverse backgrounds. The program successfully develops intercultural communication skills through the following:

**Multicultural Education:** Offering a curriculum including Chinese and other cultures to enhance students' understanding of cultural backgrounds.

**Intercultural Communication Opportunities:** Encouraging participation in international exchange programs and cultural activities, allowing students to experience various cultures firsthand.

**Intercultural Education and Training:** Providing teachers with intercultural communication training to better meet student needs and build mutual trust.

#### **2. International Chinese Education Program at Chinese Universities**

At a university in China, an international Chinese education program attracts students globally. The program effectively develops intercultural communication skills through:

**Chinese Learning:** Students learn Chinese, mastering an important international language and facilitating better communication with Chinese people.

**Cultural Courses:** Offering courses on Chinese culture, history, and traditions to deepen students' understanding of China and promote cross-cultural understanding.

**Intercultural Communication Practices:** Encouraging active participation in cross-cultural interactions with Chinese students and cultural exchange programs.

## **5.2 Best Practices**

### **1. Professional Development of Teachers**

Professional development is critical to cultivating students' intercultural communication abilities. Teachers can improve their skills by participating in intercultural educational training and seminars. Additionally, engaging in cultural exchange projects helps teachers experience different cultures firsthand, enhancing their artistic and emotional intelligence.

### **2. Students' Intercultural Learning and Experience**

Students benefit from intercultural learning and experiences through participation in cultural exchange projects, activities, and field trips. These experiences provide deeper insights into various cultures, promoting cultural understanding and appreciation.

### **3. Multicultural Education**

Multicultural education promotes the cultivation of intercultural communication skills. Schools can offer courses that teach Chinese culture alongside other national cultures, helping students understand different cultural backgrounds. Incorporating cultural experiences and field trips allows students to experience various cultures' unique characteristics and charm firsthand.

In summary, practical intercultural communication skills training in international Chinese education involves professional development for teachers, providing students with intercultural learning experiences, and implementing multicultural education. These strategies help foster cross-cultural understanding and appreciation, enhancing students' and teachers' overall educational experience.

## **6. Conclusion and Future Prospects**

Intercultural communication ability is essential in international Chinese language education. This study examined the definition, related theories, needs, and development strategies for intercultural communication competence among international Chinese teachers and students, providing case studies and best practices. Here, we summarize the main findings and look forward to future directions.

### **6.1 Conclusion**

Intercultural communication involves understanding, responding, and interacting effectively in different cultural contexts, including language skills, cultural understanding, emotional intelligence, and adaptability. Key concepts include cultural differences, conflicts, intelligence, emotional intelligence, and adaptability. Theories such as cultural conflict theory, cultural IQ theory, social cognition theory, and interpersonal relationship theory guide the development of these skills. International Chinese teachers need cultural sensitivity, multilingual, cross-cultural communication, cultural IQ, emotional intelligence, and adaptability to meet student needs and build trust. Students must learn Chinese, understand Chinese culture, adapt to Chinese society, develop cross-cultural communication skills, cultivate cultural IQ, and gain cross-cultural understanding and respect. Effective training strategies include multicultural education, cross-cultural communication skills training, cultural and emotional intelligence training, and cross-cultural learning experiences. Best practices involve professional development for educators, cross-cultural learning for students, and multicultural education.

## 6.2 Future Outlook

- Emphasis on Multicultural Education: Schools should offer more cultural courses and experiences to enhance students' understanding of different cultures.
- Strengthening Teacher Professional Development: More training and resources will help teachers improve their skills and effectiveness.
- Promoting International Academic Exchanges: Encouraging these programs will give students and teachers firsthand cultural experiences.
- Strengthening International Education Policies: Governments and institutions should create policies that promote international Chinese language education and provide resources for developing intercultural communication skills.
- Interdisciplinary Collaboration: Encouraging collaboration across disciplines will improve intercultural communication skills and provide comprehensive cultural knowledge.

International Chinese language education promotes cultural exchanges and cooperation. Cultivating cross-cultural communication skills helps students integrate into Chinese culture and helps teachers effectively meet student needs. Students and teachers can enhance their intercultural communication abilities through multicultural education, cross-cultural communication skills training, cultural and emotional intelligence development, and cross-cultural experiences. Future developments will advance international Chinese language education, train individuals with an international perspective, and promote global cultural exchanges and cooperation.

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