

Research on Innovation in Cross-Cultural Communication Teaching of Vocational Undergraduate English from the Perspective of Cultural Confidence

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Abstract: The cultural confidence strategy has put forward dual requirements for cross-cultural communication teaching in vocational undergraduate English, namely language ability cultivation and cultural stance shaping. Currently, there are structural problems such as imbalance in cultural emphasis, disconnection between content and vocational needs, absence of evaluation standards, and weak cross-cultural awareness among teachers, which restrict the implementation of the cultural confidence education goal. This study establishes a theoretical framework based on the principles of professional integration, cognitive internalization, value explicitness, quantifiable evaluation, and two-way balance, with the goal of integrating language ability, cross-cultural literacy, and cultural confidence. It proposes a four-in-one innovative design scheme for the curriculum content, which integrates cultural confidence elements into vocational scenarios as units, promotes the seamless infiltration of values through diversified immersive practices in teaching activities, quantifies cultural confidence performance through cognitive and behavioral dual dimensions in the evaluation mechanism, and forms a systematic support through teacher training and interdisciplinary cooperation networks as the guarantee path. This provides theoretical references and practical paths for the systematic reform of cross-cultural communication teaching in vocational undergraduate English from the perspective of cultural confidence.

1. Introduction

The 20th National Congress clearly stated that "We should promote cultural confidence and strength, and create a new brilliance of socialist culture." This elevates cultural confidence to the national strategic level. Vocational undergraduate education, as an important platform for cultivating high-quality technical and skilled talents, has its English cross-cultural communication teaching endowed with the dual missions of fostering students' international perspectives and cultural confidence in their own nation[1]. Cross-cultural communication teaching, as a key carrier for enhancing students' international communication abilities, needs to balance language skills

training with cultural stance shaping, enabling students to master cross-cultural communication skills while forming a profound identification with and a conscious dissemination awareness of their native culture. However, current vocational undergraduate English cross-cultural communication teaching exhibits significant structural imbalance. The teaching process shows a tendency to emphasize language skills over cultural education, and to emphasize Western culture over local culture[2]. The proportion of English expressions of excellent traditional Chinese culture and local characteristic culture is extremely low. Although students are familiar with Western cultural expressions, they have difficulty effectively narrating local culture in English, resulting in the phenomenon of "Chinese culture aphasia". The selection of teaching content mostly follows ordinary undergraduate textbooks, being theoretical and general, without considering the foreign-related scenarios and job requirements of vocational undergraduate majors. The knowledge of cross-cultural communication and professional application are seriously disconnected. The evaluation system has not established a scientific detection standard for cross-cultural ability and cultural confidence. The traditional teaching focuses on CET-4 and CET-6, and students lack initiative in cross-cultural learning. This forms the core contradiction: the value leadership requirements of the cultural confidence strategy for cross-cultural communication teaching and the structural mismatch of the existing teaching in terms of cultural proportion, content relevance, evaluation standards, and teacher quality[3]. How to promote the innovative design and implementation of vocational undergraduate English cross-cultural communication teaching within the context of cultural confidence is a theoretical and practical issue that urgently needs to be addressed.

This research aims to analyze the educational value of vocational undergraduate English cross-cultural communication teaching from the perspective of cultural confidence, identify the existing teaching shortcomings, clarify the innovative design ideas, and explore feasible implementation paths. Theoretically, the research enriches the theoretical connotation of vocational undergraduate English cross-cultural communication teaching under the perspective of cultural confidence, expands the analytical framework for the collaborative development of cross-cultural ability cultivation and local cultural dissemination, and provides theoretical support for constructing a teaching goal system integrating language ability, cross-cultural literacy, and cultural confidence. Practically, the research provides operational paths for optimizing the model of vocational undergraduate English cross-cultural communication teaching, promoting the shift from focusing on Western cultural input to a balanced input of both Western and local cultures, cultivating high-quality technical and skilled talents with cross-cultural ability and cultural confidence, and enabling students to maintain a cultural stance in international communication and achieve the coordinated improvement of language ability and cultural literacy.

2. Realistic Challenges and Theoretical Framework

2.1 Current Problems

The cross-cultural communication teaching of vocational undergraduate English encounters multiple structural obstacles during the process of integrating cultural confidence. The imbalance in the proportion of cultural teaching constitutes the core bottleneck restricting teaching quality. Western festivals, customs, and values dominate the teaching process, while the English expression and dissemination of excellent traditional Chinese culture and local cultural characteristics account for an extremely low proportion, or even completely lack. Most teachers focus their attention on the teaching of language knowledge points and neglect the two-way cultural teaching. As a result, students find it difficult to express local culture in English, leading to the phenomenon of "loss of Chinese culture". The teaching content is seriously out of sync with the school's positioning of

vocational undergraduate education and the professional needs of students. The existing content mostly follows the textbooks of ordinary undergraduate education, being theoretical and general[4]. It does not design the content based on the foreign-related scenarios and job requirements of each vocational undergraduate major. There is a significant gap between cross-cultural communication knowledge and professional application, and the content is outdated. There are no elements of local culture of the new era or industry-related cross-cultural cases to meet the dual requirements of cross-cultural communication ability and cultural literacy for the positions. The teaching evaluation system has not yet formed a scientific assessment standard for cross-cultural ability and cultural confidence. Traditional teaching is centered around the CET-4 and CET-6, with the teaching goals still focusing on the cultivation of the five major skills of listening, speaking, reading, writing, and translation. Even when cultural teaching is occasionally included, it is mostly mentioned only when explaining words and the background of the text. There is a lack of specific assessment standards for students' performance in cross-cultural ability, and students lack initiative in cross-cultural learning. The weak cross-cultural awareness of teachers is another key constraint. Most teachers' foreign language education is centered around language skills, lacking theoretical and practical operational experience in the field of cross-cultural teaching with a multi-disciplinary background[5]. The cross-cultural concept is not in place, the understanding of cultural diversity is insufficient, and they have not yet abandoned the original traditional teaching methods. They are unable to effectively respond to the challenges imposed by the teaching context under the perspective of cultural confidence.

2.2 Theoretical Framework of Teaching Innovation

Teaching innovation requires support from five principles to construct a theoretical framework that is both systematic and appropriate. The principle of professional integration requires integrating cross-cultural communication teaching with the foreign scenarios and job requirements of each professional major in the vocational undergraduate program, so as to align cultural content with real-world professional application scenarios and avoid the disconnection between knowledge and application. The principle of cognitive internalization focuses on guiding students to deeply understand and recognize the value of local culture, achieving the cognitive internalization process from knowledge acquisition to emotional identification and behavioral practice, avoiding the superficial cultivation of cultural confidence. The principle of value explicitness integrates the goal of cultivating cultural confidence explicitly into the teaching objectives, content, and evaluation, overcoming the fragmentation and disconnection of ideological and political elements, and making value guidance run through the entire teaching process. The principle of quantifiable evaluation requires establishing an operational cross-cultural ability and cultural confidence evaluation index system, making teaching effectiveness observable, measurable, and feedbackable, providing data support for teaching improvement[6]. The principle of two-way balance responds to the essential nature of cross-cultural communication, emphasizing that cross-cultural communication is not a one-way acceptance of Western culture, but a two-way cultural exchange and dialogue. It is necessary to maintain the balance of teaching proportions between local culture and the target language culture, enabling students to respect the diversity of world cultures while maintaining their national cultural stance.

At the target positioning level, a three-dimensional integrated teaching target system consisting of language ability cultivation, cross-cultural literacy improvement, and cultural confidence establishment needs to be constructed. The language ability target consolidates the necessary language foundation for cross-cultural communication, enhancing students' English language skills and workplace foreign language communication abilities; the cross-cultural literacy target cultivates

students' acute cultural discrimination and practical operational abilities in communication and collaboration, improving cross-cultural sensitivity and communication strategy application abilities; the cultural confidence target guides students to recognize local culture, master effective methods and paths for the external dissemination of local culture, establish a correct and scientific cultural perspective, and be able to tell Chinese stories in English. All target settings must closely align with the precise positioning of vocational undergraduate application-oriented talent cultivation, taking into account the coordinated improvement of language ability and cultural literacy, so that students can not only express their local cultural viewpoints calmly in international exchanges, but also rationally analyze foreign cultures, achieving equal cultural communication and two-way dissemination.

3. Design and Implementation Path

3.1 Design of the Curriculum Content System

The reconfiguration of the curriculum content system needs to break the traditional imbalance in content, adjust the proportion of Chinese and Western cultural content reasonably, systematically increase the English expression content of excellent traditional Chinese culture, industry culture, and local characteristic culture, and supplement foreign-related cross-cultural communication materials related to various majors. The exploration of ideological and political elements in the curriculum should organize teaching content based on professional scenarios, integrate cultural confidence elements organically into English teaching in professional scenarios such as tour guide services, hotel reception, business negotiations, and cross-border e-commerce, and achieve a deep combination of language practice and value guidance. The construction of a global case reference library can introduce international cultural heritage protection norms and international tourism ethics conventions, analyze cases through comparisons of Chinese and Western cultures to cultivate students' ability to dialectically analyze Chinese and Western cultures, and deepen their recognition and pride of local culture while understanding and respecting different cultural values[7]. The development of modular teaching resources should break down cultural knowledge and language skills into modular micro-lessons and embed interactive exercises, create a scenario case library closely related to local industries, so that the curriculum content can meet the language service needs of real positions. Taking the tourism English course as an example, a teaching framework covering seven professional scenarios such as tour guide services, hotel reservations, catering services, scenic spot explanations, shopping guidance, complaint handling, and airport pick-up services can be constructed. Each unit should incorporate ideological and political teaching tasks, present the national image in the airport pick-up section, emphasize integrity and information security in the hotel reservation section, introduce Chinese culinary culture and advocate frugality in the catering service section, cultivate cultural confidence and convey ecological protection concepts in the scenic spot explanation section, promote Chinese brands and advocate honest business practices in the shopping guidance section, train the ability to resolve conflicts and maintain service image in the complaint handling section, and present the national image and convey sustainable development concepts in the airport pick-up section.

3.2 Design of Teaching Activity Forms

The innovation of teaching activity forms requires breaking away from the traditional imparting-style teaching model and stimulating students' learning initiative through diversified and immersive activity designs. The design of activities such as cultural comparison discussions, bilingual cultural speeches, simulated foreign workplace communication, local culture English

presentations, and cross-cultural drama performances enables students to enhance their communication skills through practical operations. The application of online digital platforms can create virtual cross-cultural communication scenarios, expand extracurricular learning space, promote group cooperative inquiry-based learning, encourage students to independently collect cultural materials and showcase their learning outcomes, transforming the classroom from passive listening to active practice, and strengthening cultural experience and practical communication skills. The construction of the vocational scenario integration paradigm can refer to the tripartite model of "terminology standardization + technological ethics + cultural sovereignty", achieving the seamless infiltration of values through debates, social media tasks, and vocational scenario training. Taking the Dunhuang Mogao Caves teaching unit as an example, before class, tasks such as online platform video documentary viewing and terminology table learning are pushed through the platform to guide students to initially understand the historical status of Dunhuang as a hub of Silk Road civilization; during class, through competitions of matching Chinese and English terms in the Dunhuang culture terminology and analysis of case studies of standardized translation of place names, students can deeply recognize the core value of cultural sovereignty in translation practice; in the ability construction phase, the narrative logic of the Dunhuang English narration script is deconstructed to train students to convey Chinese values through international languages; in the ideological and political deepening phase, a debate is conducted between the pros and cons of overseas exhibitions of cultural relics, dialectically thinking about the risks of cultural sovereignty in cultural relic exhibitions; in the consolidation phase, a creative solution for a Mogao Caves guidebook for Z-generation tourists is designed, requiring the integration of cultural elements, narrative logic, and ethical initiatives learned in the course. After class, the expansion requires students to simulate the release of English short videos on international social platforms to share cultural connections and advocate for cultural protection, conduct a comparative study of the protection mechanisms of Dunhuang Mogao Caves and Cambodia's Angkor Wat, and analyze how the Digital Dunhuang project promotes cultural mutual learning. The second classroom and competition platform should organize English subject competitions, foreign language culture festivals, English corners, etc., to build a new teaching system with the first classroom as the main platform, online autonomous learning and the second classroom as auxiliary[8].

3.3 Design of Teaching Evaluation Mechanism

The innovation of the teaching evaluation mechanism should abandon the single final written test evaluation model and establish a diversified and process-oriented evaluation mechanism that is suitable for the requirements of teaching innovation. The evaluation content should take into account language knowledge, cross-cultural communication skills, cultural literacy and cultural confidence expression, and comprehensively measure the learning effectiveness of students. The evaluation methods should combine classroom performance, practical activity results, group assignments, bilingual cultural displays, and regular tests, etc., and focus on process performance and practical ability while reducing the weight of test scores. The evaluation subjects adopt a combination of teacher evaluation, student mutual evaluation and self-summary, and introduce enterprise mentors to evaluate the project practical operation stage, directly introducing industry standards into the classroom, so that the evaluation feedback is more instructive. The construction of cognitive and behavioral dual-dimensional scales can combine artificial intelligence technology to quantify students' implementation of values, covering the quality of completing professional tasks and social media behavior performance, replacing traditional subjective evaluation, and objectively reflecting students' actual performance. After including cross-cultural ability performance in the course evaluation system, teachers can observe students' cross-cultural

sensitivity and other emotional characteristics, and accurately grasp students' logical thinking ability level in cross-cultural contexts, and teach according to individual characteristics to achieve the goal of improving students' cross-cultural ability level. Process evaluation runs through the entire teaching process. Teachers use observation scales to record students' performance in the participatory learning step in class, score from aspects such as the logic of language expression, the enthusiasm of interaction, and the innovation of viewpoints, and for group activities, in addition to evaluating the quality of the results, also analyze the member's division of labor and collaboration situation through video review, and combine the results of self-evaluation, mutual evaluation, and teacher evaluation to calculate the comprehensive score.

3.4 Implementation Guarantee Paths for Teaching Innovation

The implementation of teaching innovation requires the establishment of a guarantee system from four dimensions: teacher cultural literacy, interdisciplinary collaboration network, diverse teaching resources, and teaching management mechanism. The deepening of teacher cultural literacy demands that schools conduct specialized training to enhance teachers' understanding of Chinese excellent traditional culture and cross-cultural communication theories, strengthen teachers' ability to express in local culture in English, transform the teaching philosophy that emphasizes language over culture, encourage teachers to participate in cross-cultural teaching research exchanges and industry practice investigations to understand the cross-cultural needs of professional positions, promote the natural integration of cultural confidence concepts into teaching design, and create a collective team to polish course content and teaching methods to enhance the overall teaching level of teachers. The construction of a cross-cultural communication teaching virtual research group can be established to gather experts in foreign language teaching, the tourism and culture industry, and international communication fields, jointly create a teaching resource library, focus on developing foreign-related service dispute cases related to the "Belt and Road Initiative", such as religious dietary conflicts and cultural taboo responses, to enhance the integration of ideological and political education and professional courses. The integration of diverse teaching resources requires the selection of high-quality bilingual cultural videos, English local culture reading materials, industry cross-cultural communication materials, and digital learning platforms as online resources, supplementing offline cultural books and bilingual teaching aids as physical resources, and collaborating with internal professional departments, external enterprises, and foreign-related institutions to expand practical teaching platforms. The integration of various resources should form an online and offline linked, complementary within and outside the class resource system. The improvement of the teaching management mechanism should establish a diagnosis and improvement mechanism for the level of course construction, use evaluation feedback to guide the dynamic adjustment of the course system, incorporate cross-cultural communication teaching effectiveness into the quality assessment system, use the evaluation feedback mechanism to guide the dynamic adjustment of courses, and effectively enhance the teaching effectiveness of the courses.

4. Conclusion

This study is based on the value guidance requirements of the cultural confidence strategy for the cross-cultural communication teaching of vocational undergraduate English. It systematically examines the structural imbalances existing in current teaching in terms of cultural weight, content relevance, evaluation standards, and teacher quality, and reveals deep-seated problems such as the dominance of Western culture and the absence of local culture, the disconnection between knowledge imparting and vocational application, and the separation of language skills assessment

and cultural literacy evaluation. The study establishes a theoretical framework for teaching innovation based on the principles of professional integration, cognitive internalization, value explicitness, quantifiable evaluation, and two-way balance, and with the goal of integrating language ability, cross-cultural literacy, and cultural confidence into a tripartite teaching innovation model. It proposes a four-in-one innovative design scheme for the curriculum content, which integrates cultural confidence elements into vocational scenarios as units, promotes the seamless infiltration of values through diversified immersive practices in teaching activities, quantifies cultural confidence performance in the evaluation mechanism from the dual dimensions of cognition and behavior, and forms a systematic support through teacher training and interdisciplinary cooperation networks to ensure the implementation. The innovation of cross-cultural communication teaching in the cultural confidence perspective is not a simple deletion of Western cultural content, but a systematic reconstruction based on the Chinese context, balancing the proportion of Chinese and foreign cultures, and serving the training of vocational undergraduate applied talents. In the future, it can expand the empirical samples and introduce quantitative research methods to promote the continuous optimization of the teaching model.

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