

The New Connotation of Cross - Cultural Communication Competence and Innovation of Teaching Models in the AI Era - A Case Study of College English Listening and Speaking Courses

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Abstract: In recent years, artificial intelligence (AI) technology has made remarkable progress, and the era of AI has arrived. Against this background, the cultivation of English talents has shown new characteristics and development trends, with a new interpretation of cross-cultural communication competence. This paper analyzes this issue and proposes reasonable suggestions for innovating teaching models for cross-cultural communication competence in the AI era, aiming to leverage the characteristics of the times to innovate English teaching and comprehensively improve the quality of English talent cultivation.

Keywords: Artificial Intelligence; Cross-Cultural Communication Competence; Innovation of Teaching Models

1. Introduction

Cross-cultural communication competence is a critical component of English talent cultivation. The AI era has injected new momentum into the cultivation of cross-cultural communication competence for English talents, enabling innovations in teaching models and methods. Taking college English listening and speaking courses as an example, it is essential to fully leverage the advantages of the AI era and use AI technology to innovate the cultivation methods of cross-cultural communication competence for college English talents, enhance their core English literacy, and deliver more high-quality English professionals to society.

2. The New Connotation of Cross-Cultural Communication Competence in the AI Era

Intercultural communicative competence is not only an important part of College English listening and speaking course, but also an essential core quality for English talents. The era

of artificial intelligence has given new connotations to intercultural communicative competence. First of all, the cross-cultural communication ability in the era of AI is no longer limited to crossing the boundaries of language, but to achieve effective communication in human-computer interaction. It requires that human beings can have a dialogue with machines, understand the relevant technical points in the field of AI, and use AI technology to assist cross-cultural communication, so that AI can better serve human beings; Secondly, in the era of artificial intelligence, intercultural communicative competence also focuses on the analysis of data. Through artificial intelligence technology, it can analyze individual language habits and cultural background, carry out intercultural communication in a way that meets individual needs, and better meet people's communication needs in different cultural backgrounds. In addition, in the era of artificial intelligence, intercultural communicative competence requires individuals to have the ability to use artificial intelligence technology to solve problems in a cross-cultural environment. Individuals need to flexibly use artificial intelligence tools to adapt to the changing global communication environment. The era of artificial intelligence has put forward new requirements for intercultural communicative competence. It is necessary to integrate the era background with the traditional cultivation of intercultural communicative competence, and focus on the cultivation of intercultural communicative competence in the era of artificial intelligence.

3. The Innovative Value of Teaching Models for Cross-Cultural Communication Competence in the AI Era

3.1 Facilitating Resource Integration and

Information Sharing

The most direct role of the innovation of intercultural communicative competence teaching mode in the era of artificial intelligence is to promote the integration of resources to achieve information sharing. Through artificial intelligence technology, we can effectively integrate educational resources from different channels to achieve real-time information sharing, improve the breadth and depth of intercultural communicative competence teaching, and meet the diverse learning needs of different students. Artificial intelligence technology can quickly integrate online and offline learning resources, break through the restrictions of traditional classroom and let students enjoy learning resources anytime and anywhere. In addition, it not only provides rich learning resources, but also realizes the sharing of information. Students can share the knowledge they have learned and ask questions online through artificial intelligence technology. This sharing mechanism promotes the rapid dissemination of knowledge and enhances students' teamwork ability and problem-solving ability.

3.2 Enabling Data Analysis and Personalized Teaching

A most remarkable advantage of artificial intelligence technology in the cultivation of cross-cultural communication competence is its ability to realize data analysis and personalized teaching. Artificial intelligence technology can provide students with more reasonable learning suggestions through the analysis of students' historical learning data. Personalized teaching strategies based on data can accurately locate students' weak links and thus provide targeted intensive training to promote students to be more active and positive in the learning of cross-cultural communication. At the same time, with the continuous in-depth development of artificial intelligence technology, it can provide students with personalized learning plans, recommend intelligent learning contents according to students' learning progress and learning weak links, and guide students to realize the cultivation of cross-cultural communication competence in a relaxed and pleasant atmosphere.

4. Innovative Strategies for Teaching Models of Cross-Cultural Communication

Competence in the AI Era-Taking College English Listening and Speaking Courses as an Example

4.1 Cultivating Cross-Cultural Awareness Through AI

The innovation of the teaching model of cross-cultural communication competence in the AI era needs to rely on artificial intelligence technology to cultivate students' cross-cultural awareness. The application of artificial intelligence in the cultivation of cross-cultural communication competence is not only a technological update but also an iteration of educational concepts. It is necessary to make full use of the powerful power of artificial intelligence to cultivate students' cross-cultural communication competence, especially in the face of the new connotation of cross-cultural communication competence under the AI background. It is necessary to actively introduce artificial intelligence systems to carry out English teaching, use artificial intelligence systems for intelligent matching, and stimulate students' internal drive to learn English knowledge, so that students can improve their cross-cultural communication competence naturally. Taking the "Meeting People" section in the College English Listening and Speaking Course as an example, this unit focuses on etiquette and skills for interacting with people across different cultural backgrounds. For the "PART A Micro-listening Greetings" segment, an artificial intelligence system can provide students with virtual cross-cultural communication scenarios. This allows students to engage in simulated interactions with individuals from diverse cultural backgrounds within a virtual environment. Such simulations help students gain deeper insights into intercultural differences while enhancing their practical cross-cultural communication skills through immersive practice. Additionally, teachers can use artificial intelligence technology to conduct intelligent analysis and processing of the content of English listening and speaking courses, extract knowledge points related to cross-cultural communication, and integrate them into daily teaching. Through the intelligent recommendation system, provide students with English listening and speaking materials related to cross-cultural communication, so that students can deepen their understanding and awareness of

different cultures while learning English. In addition, artificial intelligence technology can also build a simulated cross-cultural communication environment to provide students with an immersive cross-cultural communication experience, so that students can truly feel the differences in thinking modes and communication modes of people under different cultural backgrounds, thereby cultivating students' cultural self-confidence and enhancing their tolerance for different cultures and improving students' core English literacy. At the same time, it is necessary to continuously strengthen cooperation with artificial intelligence technology experts to jointly develop a system for cultivating cross-cultural communication competence under the AI background, which not only covers the requirements of the teaching syllabus but also can fully stimulate students' interest in cultivating cross-cultural communication competence. Use artificial intelligence analysis tools to conduct real-time analysis of students' language use in communication, and timely discover and correct students' language errors and cultural misunderstandings. Relying on artificial intelligence can effectively cultivate students' cross-cultural awareness and inject strong power support into the cultivation of college English talents^[1].

4.2 Building Simulation Environments to Enhance Cross-Cultural Communication Competence

In the AI era, a most remarkable advantage of innovating the teaching model of cross-cultural communication competence is to improve students' cross-cultural communication competence by building a simulated environment. The cultivation of cross-cultural communication competence is a learning process based on practical communication, and the environment is very important for the cultivation of students' cross-cultural communication competence. However, domestic English education lacks the corresponding real English environment, which leads to the lack of necessary environmental support in the process of cultivating students' cross-cultural communication competence. Under the background of the AI era, through virtual reality technology, a realistic language environment can be created for students, making them feel as if they are in a real cross-cultural communication

scene. In this simulated environment, students can have dialogues with virtual characters and experience social interactions under different cultural backgrounds, so as to more intuitively understand and learn the skills and key points of cross-cultural communication. This teaching method can effectively make up for the lack of environmental support in traditional English education, greatly stimulate students' learning interest and enthusiasm, and enable students to improve their cross-cultural communication competence in a relaxed and pleasant atmosphere. In addition, teachers can also introduce task-based teaching, set cross-cultural communication tasks, and encourage students to complete the tasks through social practice, so that students can deepen their understanding of cross-cultural communication in actual operations. Taking college English listening and speaking courses as an example, teachers can design project tasks related to foreign cultures, such as simulating United Nations conferences, allowing students to play the role of spokespersons from different countries and speak on current international hot issues. Teachers should guide students to view problems from different angles and speak in a way that conforms to the cultural background of the corresponding country, so that students can exercise their English listening and speaking abilities and deeply understand the cultural backgrounds and communication skills of different countries in the process of completing tasks. Such task-based teaching can enable students to discover and solve problems in practice and improve their cross-cultural communication competence. Through innovating the teaching model and building a simulated environment for the cultivation of students' cross-cultural communication competence, it is possible to effectively promote the improvement of students' cross-cultural communication competence and comprehensively advance the process of college English teaching reform^[2].

4.3 Delivering Personalized Cross-Cultural Communication Teaching via Data Analysis

Under the background of modern education, more attention is paid to personalized teaching. In the process of talent cultivation, it is necessary to carry out targeted teaching activities according to students' characteristics. Artificial intelligence technology provides

strong support for the implementation of personalized teaching. The cultivation of cross-cultural communication competence under the AI era background needs to use data analysis technology to carry out in-depth analysis of students' learning situations, so as to formulate personalized plans that conform to their own learning systems and abilities, so that each student can learn at a pace and in a way suitable for them. At the same time, from the perspective of teachers, through using data analysis tools, they can achieve an accurate grasp of students' learning situations and take corresponding measures according to the specific situations of different students. As far as college English listening and speaking courses are concerned, through data analysis technology, students' weak learning links can be identified. For students who have difficulties in oral expression, teachers can use artificial intelligence technology to provide students with special oral training materials and feedback mechanisms to help students gradually overcome oral obstacles. For students who have difficulties in listening, teachers can use artificial intelligence technology to provide customized listening training materials, using listening exercises and original sound materials of different difficulty levels to help students gradually improve their listening comprehension ability. Moreover, through intelligently analyzing students' listening test results, teachers can accurately locate students' listening obstacles and design targeted improvement plans according to students' problems, so that students can be more effectively improved in personalized teaching. By using data analysis technology, personalized

cross-cultural communication teaching can be carried out, making the teaching of college English listening and speaking courses more effective and targeted^[3].

5. Conclusion

In the AI era, the innovation of the cultivation model of cross-cultural communication competence for college English talents has become an inevitable trend in the development of college English listening and speaking courses. It is necessary to continuously innovate teaching models and methods to improve the core literacy of English talents and meet the high requirements and standards of society for English talents. In future development, it is necessary to continue to explore new cultivation methods for English talents and continuously provide a steady stream of talent support for national economic construction and social development.

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