

Exploration of Intelligent Teaching Approaches for Ideological and Political Education in College Cross-Cultural Communication Courses^{*}

HAN Yang, ZHONG Jiawen

University of Shanghai for Science and Technology, Shanghai, China

With the acceleration of globalization and the popularization of information technology, cross-cultural communication skills are increasingly important. As an integral of ideological-political education in colleges and universities, cross-cultural communication courses have attracted growing attention. This article focuses on the current state of ideological-political teaching in cross-cultural communication courses in colleges and universities, and introduces intelligent teaching approaches, focusing on the integration of Chinese culture, practical teaching, and innovative teaching methods.

Keywords: cross-cultural communication, ideological and political education, practical teaching, corpus

Ideological and political education is conducted for all the students, in the entire process, and through all courses. It seeks to uncover the ideological-educational elements embedded in courses and achieve the fundamental task of imperceptibly cultivating people through teaching, extracurricular activities, and social practice.

Cross-cultural communication is a specialized course that is carried out in the author's college for senior students majoring in English translation. The course aims to help students understand cultural differences, appreciate the diversity and inclusiveness of cultures, broaden their international perspectives, and enhance cross-cultural communication and adaptability skills. Through the description, explanation, and discussion of typical cultural phenomena, the course cultivates students' interest in and understanding of different cultures, encouraging them to actively observe, analyze, compare, and evaluate cultures and cultural differences. This approach enables students to gain a more objective, systematic, and comprehensive understanding of various cultures, effectively broadening their global perspective, developing cross-cultural communication awareness and skills, and fostering a deeper appreciation of Chinese culture.

^{*} This paper is a phased achievement of the research project "Research on the Application of Xi Jinping: The Governance of China Multilingual Database Comprehensive Platform in Cross-Cultural Communication Courses," funded by the research project plan of the Multilingual Database Comprehensive Platform of Xi Jinping: The Governance of China in Foreign Language Teaching and Research at Shanghai International Studies University. It is also a phased achievement of the "Research on the Teaching Mode of 'AI + English Translation Courses' from the Perspective of New Liberal Arts" under the undergraduate teaching research and reform project of University of Shanghai for Science and Technology.

HAN Yang, Ph.D., Lecturer, College of Foreign Languages, University of Shanghai for Science and Technology, Shanghai, China.

ZHONG Jiawen, postgraduate, College of Foreign Languages, University of Shanghai for Science and Technology, Shanghai, China.

By now, there are still some limitations in the ideological-political education of cross-cultural communication courses. For example, the courses over focus on Western culture, ideologies, or theoretical knowledge while failing to integrate Chinese culture, or teaching approaches are relatively limited. Exploring the teaching approaches for ideological-political education can help students enhance their cultural confidence while acquiring language knowledge and accessing global multiculturalism. Therefore, this article aims to explore the teaching approaches to improve students' cross-cultural communication skills and the effectiveness of ideological-political education.

Current State of Ideological-Political Education in Cross-Cultural Communication Courses and Related Research

Current Status of Ideological-Political Education in Cross-Cultural Communication Courses

The teaching materials utilized in cross-cultural communication courses are largely Western-oriented, offering a predominantly Eurocentric perspective while incorporating Chinese cultural elements in a rather limited and superficial manner. This imbalance, where the emphasis is overwhelmingly placed on the introduction and analysis of Western culture, coupled with an insufficient spotlight on the rich tapestry of Chinese culture and its unique contributions to global dialogue, inadvertently creates a narrow corridor for students' understanding of cultural diversity. Consequently, it hinders the holistic development of their cross-cultural competencies, which encompass not just the ability to comprehend but also to appreciate, compare, and navigate between differing cultural perspectives.

Moreover, the pedagogical approach within these courses often leans heavily towards theoretical explanations and the passive transmission of knowledge, neglecting the vital role of case analysis and practical application. While theoretical frameworks are indeed essential for laying a solid foundation, the absence of ample case studies, role-playing exercises, and simulations that bridge the gap between theory and practice significantly limits students' ability to apply their newfound insights in authentic cross-cultural interactions. This disconnect not only undermines their proficiency in adapting to diverse cultural settings but also fails to foster a deep sense of cultural empathy and adaptability, which are crucial components of effective cross-cultural communication.

Current Status of Related Research

The current state of research underscores a concentrated focus on delving into the necessity and feasibility of integrating ideological-political education within the realm of cross-cultural communication teaching. Furthermore, there is a vigorous exploration underway to develop innovative teaching models that can effectively facilitate this integration, thereby enhancing the overall educational experience and outcomes for students. Zhang Xuan and Peng Bingzhuan (2021) discussed the interconnection between "cross-cultural communication" and the university curriculum reform and explored ways to enhance this connection through teaching objectives, teaching practice, and tests. Shen Lemin (2020) constructed a paradigm for ideological-political education in cross-cultural communication courses based on the "three colors" of red, yellow, and blue. Specifically, the paradigm requires that the teacher should align with the "red flag" (patriotism), connect to the "yellow earth" (national identity), and embrace the "blue ocean" (global perspective) when setting teaching goals, preparing content, and choosing methods. Teachers should cultivate students' cross-cultural awareness through reading classic narratives, understanding others' narratives, creating personal narratives, etc. Wang Lu and Wu Yue (2019) proposed strategies for ideological-political education in cross-cultural communication courses. They centered on the characteristics of language and culture courses in English major, emphasized the importance of cultivating

people in teaching content, and suggested using social hot topics and key event analysis as part of the teaching methods.

Certain research endeavors have undertaken a thoughtful examination of the rich connotation of ideological-political education, emphasizing its core principles and implications. These studies further propose a result-oriented perspective to drive reforms in the teaching contents and methodologies employed in cross-cultural communication courses. Chen Hua (2021) analyzed the connotation of ideological-political education, and discussed the teaching contents and methods reformation for cross-cultural communication courses from the perspective of result-orientation. Chen proposed that teachers can implement ideological-political education across three dimensions: cognition, emotion, and behavior.

A select group of research endeavors have undertaken a nuanced analysis of teaching methods aimed at fostering cultural integration within the Belt and Road Initiative (BRI) countries, adopting a cultural regionalism lens. Lu Meichen (2021) explained the significance of cross-cultural communication courses in the view of the Belt and Road Initiative, summarized the limitations in traditional cross-cultural communication teaching, and offered reform approaches that align with the demands of the times, the development goals of universities, and the actual needs of students.

It's worth noting that research on ideological-political education in cross-cultural communication courses has gained increasing attention from scholars in recent years. However, there are two limitations. First, research on cross-cultural communication courses centers on macro-level overviews or examples of cultural elements, and the analysis of specific integration approaches is insufficient. Second, there is a lack of teaching methods based on corpus analysis.

An Exploration of Teaching Approaches for Ideological-Political Education in Cross-Cultural Communication Courses

Use the Translation of “Chinese Thought and Culture Terms” as a Typical Cross-Cultural Communication Case to Uncover the Ideological-Political Elements

“Chinese Thought and Culture Terms” are discourse symbols created by the Chinese nation. In the form of fixed words or phrases, they convey the wisdom, humanistic spirit, and values of the Chinese people. Integrating these terms into cross-cultural communication courses helps students gain a deeper understanding of their meaning, enhance cultural confidence, and improve their ability to promote Chinese culture, thereby supporting the international promotion of Chinese culture.

This paper suggests building a parallel corpus of “Chinese Thought and Culture Terms” and their English translations. The corpus can be used for cross-cultural communication teaching and self-study. The specific approaches include:

First, create a parallel corpus of “Chinese Thought and Culture Terms” and their English translations. Based on a thorough review of these terms, conduct format conversion, denoising, annotation of cultural keywords and translation strategies, and build the corpus. This will facilitate the exploration of a corpus-based teaching model for ideological-political education, enabling the retrieval and quantitative analysis of terms, translations, cultural theme keywords, and translation strategies.

Second, focus on the Chinese culture to uncover the Chinese cultural-ideological connotations embedded in the courses, and conduct teaching. Specifically, on one side, providing an overall introduction to the thematic

areas and application characteristics of “Chinese Thought and Culture Terms” and their translation strategies can enhance students’ understanding of Chinese cultural terms, the choice of translation strategies, and the cross-cultural factors behind the strategies. On the other side, select representative cases for comparative analyses between the English translation and the Chinese texts, and between the English translation and the innovative expressions in English. This can help reveal the characteristics of the terms and their translation, the cultural connotations, as well as the similarities and differences between Chinese and foreign cultures.

Third, obtain feedback. Conduct surveys or interviews, and gather feedback from students, including process feedback after class and summative feedback at the end of the semester, on teaching content, methods, and learning experience.

Fourth, summarize and refine the teaching plan. Based on the feedback received, summarize the strengths and limitations of each teaching section and plan. Refine the teaching plan for ideological-political education in cross-cultural communication courses based on the translation of “Chinese Thought and Culture Terms”.

“Chinese Thought and Culture Terms” feature distinct Chinese characteristics and values of the times. The translation of these terms can be used as typical cases in cross-cultural communication teaching, therefore serving as an effective channel for deepening students’ understanding of Chinese culture. On this basis, comparing the features of English translation with Chinese terms helps students grasp cultural differences more vividly and profoundly. This approach can increase the input of traditional Chinese culture, enabling students to properly understand the unique characteristics of China in the context of international comparisons, thereby enhancing cultural confidence and fostering patriotism. Additionally, it is helpful for the globalization of Chinese culture when students get close to the values of “Chinese Thought and Culture Terms” and the translation philosophy during cross-cultural exchanges and translation practices.

Utilize the Comprehensive Multilingual Database Platform of *Xi Jinping: The Governance of China* to Promote Intelligent Teaching of Ideological-Political Education in Cross-Cultural Communication Courses

Xi Jinping: The Governance of China contains Xi Jinping’s speeches, talks, instructions, or letters of congratulations, etc., from November 15, 2012 to June 13, 2014, totaling 18 topics covering a wide range of subjects, such as economy, politics, culture, society, or ecological civilization. Readers can understand China’s governing philosophy and strategies, and Chinese history and culture more comprehensively, objectively, and rationally.

The Comprehensive Multilingual Database Platform of *Xi Jinping: The Governance of China* includes a corpus, knowledge base, and literature base, which are data-based, automated, intelligent, and visualized. During teaching, teachers can retrieve and analyze the keywords, terminology allusions, and translation strategies in this platform, so as to promote ideological-political education in cross-cultural communication courses.

To be specific, firstly, utilize the “Translation Strategies and Techniques” in the corpus. Learn from the strategies and techniques, and connect with cross-cultural communication theories, such as the “Iceberg Theory”. Then analyze the multicultural, value-based, and ideological factors behind translation strategies. For example, the term “人民性” (people-centric) is translated using amplification as “the idea of serving the people”.

Then, use the “Word Cloud”. It provides the frequency of key terms and displays keywords that mostly relate to China, such as development, people, or reform. This helps students understand Chinese cultural values and shifts away from using Western cultural theories to interpret Chinese values.

Furthermore, make use of the “Concordances”, “Term Bank”, and “Allusion Bank” in the corpus to retrieve keywords, such as “culture” or “values”, and acquire the explanation, contextual information, and corresponding translations of the terms. This allows a deeper understanding of Chinese culture, values, and translation strategies.

Last but not least, take advantage of the related articles and videos available in the “Literature Base”. By searching keywords like culture, people, ecology, future, and diplomacy, students can access additional reading materials and videos to deepen their understanding of Chinese cultural values and explore the similarities and differences between Chinese and Western cultures.

The ideas and concepts in *Xi Jinping: The Governance of China* manifest the values of the times and embody Chinese characteristics. The study of its translation is a channel to gain a deeper understanding of Chinese ideology, politics, and culture. Meanwhile, comparing the translation of typical terms and allusions in Chinese and foreign contexts helps students better understand cultural differences more vividly and profoundly.

Additionally, English major students can access the values in *Xi Jinping: The Governance of China* and appreciate the translation philosophy during cross-cultural exchanges and translation practice, which is beneficial for the external communication of China’s development philosophy. Overall, the Comprehensive Multilingual Database Platform provides specific cases for teaching, and helps students understand cross-cultural communication theories and methods of cultural promotion, while also increasing the input of Chinese thought and culture.

Conclusion

Based on the analysis of the current status and issues of ideological-political education in cross-cultural communication courses, this article proposes teaching approaches based on the translation of “Chinese Thought and Culture Terms” and the use of the Comprehensive Multilingual Database Platform of *Xi Jinping: The Governance of China*. The approaches aim to offer a reference for building a teaching model that deeply integrates cross-cultural communication skills with ideological-political education. The exploration of teaching approaches for ideological-political education in cross-cultural communication courses contributes to the development of such courses, enhancing students’ cultural confidence, and improving the ability of “Going Global” for Chinese culture. It can also support the promotion of Chinese culture, and approach the goal of cultivating people through ideological-political education. The corpus-based teaching model advances the innovation of teaching models for ideological-political education in cross-cultural communication courses.

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