

A Study of Innovative College English Teaching Model for Global Competence

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Against the backdrop of globalization and deepening international cooperation, countries are putting forward higher demands on the global competence of talents. In this context, college English teaching, as an important part of the higher education system, faces the challenge of cultivating globally competent talents. This study analyzes the core components of global competence through literature review, analyzes the deficiencies in existing college English teaching, and aims to explore and construct a college English teaching model that is compatible with the global competence framework. This study explores how to integrate global competency development into college English teaching from three aspects: curriculum content, teaching methodology, and assessment system. We expect that the proposed teaching model can effectively improve students' English application skills, intercultural communication skills, and critical thinking skills, so as to better meet the demand for global competence in the context of globalization.

Keywords: global competence, college English, teaching model

Introduction

With the promotion of the “Belt and Road” initiative and the strategic concept of building a community of human destiny, university students have been given a new historical mission—to become internationalized talents with a global vision and the ability to communicate and collaborate in a multicultural context. However, there are some urgent problems in college English teaching at the present stage, such as insufficient attention to the cultivation of intercultural communication ability, insufficient integration of English teaching with specialized subject knowledge, and students' lack of actual international communication and practice experience.

Against this background, it is particularly important to explore and build an innovative college English teaching model. Global competence is a comprehensive ability, which not only covers language skills, but also involves cultural understanding, professional competence, and other dimensions. Huang Wenyi (2023a) proposed that global competence is an individual's ability to communicate effectively, understand, and solve problems in multicultural environments, which provides new perspectives and goals for college English teaching. Innovative teaching models should be devoted to make up for the deficiencies of the existing education system, and effectively cultivate the global competence of university students through the in-depth integration of language teaching and professional knowledge, practice-oriented teaching methods, and the internalization and dissemination of cultural literacy. This is not only crucial to the future career development of students, but also

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has a profound impact on the development of the country's international strategy and the enhancement of its international soft power.

Literature Review

With the promotion of the “Belt and Road” initiative and the concept of the community of human destiny, there is an increasingly urgent demand for complex talents with a global outlook and international communication skills. Huang Wenyi's research focuses on the core connotation of global competence, emphasizes the importance of international understanding, cross-cultural communication ability, and professional competitiveness, and suggests deepening the teaching reform by changing the teaching concept, expanding the teaching content, innovating the teaching method, and improving the teachers' quality (Huang, 2023b). Her proposed teaching model based on language, specialization, practice, culture, and teachers provides a comprehensive implementation path for college English teaching. Sun Zhuomin (2023), on the other hand, analyzed how to integrate cultural and professional knowledge into the process of university English teaching from the perspective of the “foreign language + professional” teaching mode, so as to strengthen the compound cultivation of students' knowledge, culture, and ability. This model not only focuses on students' foreign language communication ability, but also emphasizes the accumulation of comprehensive knowledge in related professional fields, so as to cultivate compound talents who can adapt to the needs of economic and social development and international exchange and cooperation. Zhai Shilei and Xu Jian's (2023) research focuses more on the cultivation of foreign language professionals in energy colleges and universities, and they emphasize that interdisciplinary energy knowledge system and intercultural communication ability should be integrated into the talent cultivation process, and they propose to realize the transformation from general foreign language learning to professional foreign language learning from cognitive literacy and non-cognitive literacy. In addition, the studies of Jiang Xia and Wang Xuemei (2023) and Luan Chunyu (2023) all explore from different perspectives how to construct pedagogical models integrated with global competence and how to implement these models at different educational stages in order to cultivate globally competent internationalized talents.

To sum up, college English teaching should keep abreast of the times and constantly innovate the teaching mode and content to meet the requirements of internationalized comprehension and cross-cultural communication ability cultivation. This requires educators not only to impart language knowledge, but also to focus on cultural integration and professional integration, as well as the cultivation of practical skills, so as to provide students with a platform for all-round development.

The Components of Global Competencies

Language skills are the foundation of global competence. In addition, international cultural understanding and intercultural communication skills are key components of global competence (Mansilla & Wilson, 2022). What's more, professional competence is the intellectual backbone of global competence. Language skills are students' actual ability to communicate in authentic settings such as public speaking and cross-cultural dialogue; international understanding requires individuals to have the ability to think globally and understand the interdependence of nations; individuals are required to be multilingual and to communicate effectively in different cultural contexts, which includes the ability to understand and respect diverse cultural practices, belief systems, and norms of behavior; intercultural communication competence requires individuals to recognize the diversity of cultures and to be able to shift their perspectives between different cultures where individuals should

also adjust their non-verbal behaviors, such as body language, facial expressions, and etiquette norms, to adapt to different cultural environments in order to better integrate into different cultural contexts.

The Relationship Between Global Competence and College English Teaching

In the current college English teaching scenario, it is not difficult to find that the teaching content mainly focuses on the cultivation of basic language skills, such as grammar, vocabulary, listening, reading, and writing. The current college English teaching content often lacks deep integration with international context and culture. Speaking and writing training seldom involves simulated international meetings, cross-cultural communication, and other practical scenarios, resulting in a serious lack of students' practical experience in these areas. These problems not only limit the development of students' internationalized comprehension ability, but also affect the improvement of their intercultural communication ability.

Global competence, as a wind vane of educational goals in the new era, not only reflects an individual's ability to understand and communicate in a multicultural context, but also covers professional competitiveness and practical skills in an internationalized scenario. Under this framework, college English teaching is no longer limited to the teaching of language knowledge, but transformed into a broader process of cultivating cross-cultural communication and international vision.

The essence of international understanding lies in the recognition of and adaptation to different cultural values, behaviors, and social norms. This not only requires students to be able to recognize and understand cultural differences, but also to be able to find common ground in these differences and build effective bridges of communication. This is precisely one of the goals of college English teaching: to cultivate students' ability to understand and master the relevant cultural backgrounds while learning the language, so that they can be more comfortable in the international arena.

Intercultural communication competence not only includes basic language communication skills, but also emphasizes the complex processes of information exchange, meaning negotiation and relationship building in an intercultural context. The cultivation of such competence requires college English teaching to go beyond the traditional scope of listening, speaking, reading, and writing, and to incorporate teaching methods, such as simulated international conferences, multilingual project cooperation, and cross-cultural case analysis, in order to realize the leap from theory to practice. Therefore, the reform of college English teaching should not only focus on the enhancement of language skills, but also on the cultivation of students' global competence, which includes designing problem-oriented courses, encouraging students to take the initiative in exploring, and solving real-world internationalization problems, as well as providing abundant overseas exchanges and international volunteer opportunities, so that students can hone their internationalization comprehension and cross-cultural communication skills in practice.

The Innovative College English Teaching Model

Innovations in Teaching Content

In building a new model of college English teaching, the innovative design of teaching content is one of the core elements. This part should be devoted to creating a content-rich and diversified teaching system aimed at enhancing students' international comprehension and cross-cultural communication skills. To achieve this goal, the teaching design should integrate multidimensional learning materials and activities, including but not limited

to international news analysis, multicultural case studies, and interactive sessions, such as simulated international conferences (He & Jiao, 2023).

Innovative instructional content should be designed to focus on topics with a global perspective, such as the impact of globalization, international relations, and multinational business strategies, through which students can deepen their understanding of international affairs and enhance their critical thinking skills. For example, international news reports can be introduced and students can analyze and discuss cultural differences, political positions, and their impact on international relations.

In addition to theoretical learning, the teaching design should also include practical sessions, such as role-playing, debates, and group discussions, which can encourage students to think about issues from different cultural perspectives and thus develop their intercultural communication skills. In addition, modern technological means, for example, online communication platforms, can be utilized to interact with overseas students in real time, providing an authentic cross-cultural communication environment.

Furthermore, the design of the teaching content should also take into account the intersectionality of disciplines, combining English teaching with specialized knowledge and providing students with language application scenarios in the context of the industry. This integrated teaching approach not only helps students master specialized vocabulary and expressions, but also enhances their ability to apply language skills to professional practice.

To sum up, the innovative design of college English teaching mode oriented by global competence should pay attention to the depth, breadth, and relevance of the course content, so as to stimulate students' interest in learning and cultivate them to become global citizens who can adapt to globalization.

Innovations in Teaching Methods

In the field of college English teaching in the new era, the implementation of innovative teaching methods has become particularly crucial (see Table 1). In order to enhance students' international comprehension and cross-cultural communication ability, it is necessary to break through the constraints of the traditional teaching mode and explore more effective teaching strategies.

Drawing on the principles of the case teaching method, simulation activities based on real international scenarios can be carried out, allowing students to make decisions and communicate in a simulated environment. This context-based learning approach not only enhances students' practical language application skills, but also develops their communication skills and adaptability in a multicultural context (Chen & Yang, 2022).

Adopting a project-based learning approach, students are encouraged to participate in cross-border collaborative projects and work together with classmates from different cultural backgrounds to accomplish tasks. In this process, students can not only practice language skills, but also deeply understand and experience cultural differences and enhance their international perspective.

Integration of information technology means the use of network platforms and multimedia tools to create an interactive and open learning environment. Through virtual reality technology, students are led into exotic cultural scenes to provide an immersive learning experience; through online forums and blogs, students are inspired to take the initiative to explore global topics and engage in international dialogues.

Critical thinking training is introduced to challenge students' existing cognition of international events and guide them to analyze problems from multiple angles and levels. Teachers can design controversial topics and

organize debates and seminars to train students to demonstrate their cultural sensitivity and communication skills in rational discussions.

Table 1

Innovations in College English Teaching Methods

Teaching methods	Goals
Case-based approach	Promoting cultural sensitivity
Project-based learning	Enhancement of practical application skills
Flipped classroom	Enhancing self-directed learning and deep understanding
Negotiation/debate simulation	Practicing communication and negotiation skills

These pedagogical approaches are not designed to work in isolation, but rather to be integrated with each other and to work together for the holistic development of students. Through these innovations, we expect our students to acquire not only language skills, but also the ability to communicate, collaborate, and solve problems effectively in the context of globalization.

Innovations in Assessment Systems

Under the global competency framework, the assessment system of college English should be reorganized to measure students' ability development comprehensively (see Table 2). The new assessment system should include diversified indicators, such as language proficiency, intercultural communication skills, and critical thinking skills. Teachers are crucial in this process. They are not only evaluators, but also mentors and facilitators, who need to continuously adjust their teaching strategies to the new assessment standards, to stimulate students' active learning, and to enhance their global competence.

Table 2

Innovations in Assessment Systems

Competency area	Assessment indicators
Language ability	Listening, speaking, reading, and writing tests
Cross-cultural communication	Culture comparison reports
Critical thinking	problem solving tasks

To sum up, constructing a global competency-oriented assessment system, it will promote students to shift from pure language skills learning to comprehensive competency development and better adapt to the challenges of the globalization era.

Conclusions

By analyzing the current situation of college English teaching, it is obvious that single language skills training can no longer meet the increasingly complex demands of international communication. In addition, students are often unable to communicate across cultures, which reflects the disconnection between teaching content and practice opportunities. College English teaching should not be limited to the teaching of language knowledge, but should be committed to building a platform for multicultural and multilingual communication. By simulating real international situations, we can inspire students to respect and understand different cultures, thus enhancing their global competence. Teachers update teaching methods, such as project-based learning and case studies, to develop students' ability to analyze and make decisions on complex global issues. In teaching

practice, blended learning, which combines online resources and offline interactions, can meet the learning needs of different students and help them broaden their learning space and enhance their global competence in a self-driven learning environment.

To summarize, the innovation of college English teaching model for global competence can improve students' comprehensive quality in all aspects and help cultivate talents with international competitiveness. Future researches can further explore the effect evaluation mechanism to ensure the effectiveness of the teaching reform.

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