

A Study on the Impact of International Study Programs on the Global Competency of English Major Students

LI Ziyu

Guangxi University of Foreign Languages, Nanning, China

LI Zhentan

Nanning University, Nanning, China

This study explores the impact of international study programs on the global competence of English major students, focusing on cognitive, interpersonal, and intrapersonal dimensions as proposed by Tsinghua University. It adopted questionnaires and interviews as the research methods. A total of 216 English major students from four different universities, who had participated in international study programs for varying periods, were randomly selected as the research subject. Stata software was used for quantitative analysis, while qualitative insights were derived from interviews. Findings revealed significant improvements in students' intercultural communication skills, self-awareness, social responsibility, language proficiency, cultural confidence, and global awareness. The study highlights the enhancement of comprehensive language abilities and a better appreciation of traditional Chinese culture under foreign influence. Students also showed a strong willingness to engage with foreigners and adapt to diverse cultural contexts. These findings provide practical experience for cultivating talents with international perspectives and global competitiveness. Furthermore, they offer valuable insights for the development of internationalized education programs.

Keywords: international study programs, English major students, global competency, intercultural communication skills

Introduction

Under the background of globalization, we have gradually entered an era of increasingly frequent international exchanges and cultural cooperation. In the face of common global challenges such as environmental protection, energy management and security, the need for global cooperation is becoming more and more obvious. In response to this trend, students of English major need to be well-prepared in order to be able to seize future opportunities and respond effectively to challenges. The key is to enhance their “global competency”—the ability to learn, work, and interact in a multicultural and international environment. Global competency includes intercultural communication competency, global awareness, and the ability to recognize and respond to social

Acknowledgement: This paper is the interim results of the project “A Study on the Construction of Innovation and Entrepreneurship Curriculum System for English Majors in Guangxi Universities” (Project number: 2022ZJY2779) of Guangxi Education Science “14th Five-Year Plan” Project.

LI Ziyu, Associate Professor, School of European American Languages and Cultures, Guangxi University of Foreign Languages, Nanning, China.

LI Zhentan, Associate Professor, College of ASEAN Studies, Nanning University, Nanning, China.

responsibility. It requires students not only to be able to communicate fluently in a multilingual environment, but also to have the ability to understand and adapt to work and live in different cultures and contexts. Therefore, emphasizing the cultivation of global competency not only helps students enhance their international competitiveness, but also provides them with the necessary soft power support to effectively cope with complex challenges in the era of globalization. The purpose of this study is to explore the current situation of global competency of English majors in a multicultural context, and to explore the impact of these experiences on the development of global competency and its implications for foreign language education.

Research Design

The Model of Global Competency

The proposal and research on global competency originated in 1988 in the United States; the related study on it in our country began in 2014. Foreign scholars in 1970 proposed the term intercultural competency and research on its concept connotation and constituent elements. Domestic research on relevant topics began after 2000 (Zhang & Chang, 2019). The Organization for Economic Co-operation and Development (OECD) defines global competency as the following: first, the ability to critically analyze global and cross-cultural issues from multiple perspectives; second, understanding how differences affect perceptions, judgments, and perceptions of self and others; the third is the ability to interact with others from different backgrounds in an open, appropriate, and effective way based on the search for human dignity (Li, 2018). Hunter, White, and Godbey (2006) defined global competency as: holding an open attitude to foreign culture, actively understanding its norms and expectations, and being able to effectively use the knowledge acquired to live and communicate in an environment outside one's own culture. Deardorff (2006) put forward the pyramid model. In this model, attitude is still at the most basic position, while knowledge and skill both belong to the second level and are in a side-by-side relationship, which not only restricts each other but also is affected by the attitude at the lowest level. Based on the effective combination of these three factors, Olson and Kroeger (2001) roughly divided global competency into three dimensions of knowledge, attitude, and skills, that is, students must have sufficient substantive knowledge of language, culture, and global issues, awareness of the perception and understanding of thinking patterns such as openness, anti-stereotype, complexity, and objective judgment, as well as intercultural communication skills such as adaptation, empathy, cross-cultural understanding, and cultural integration in order to interact effectively in an interdependent world. In 2018, the OECD developed its own "Global competency" measurement tool, which consists of the following two parts: first, a cognitive test, which uses situational questions to test students' background knowledge about global issues and cultural interactions, as well as the cognitive skills required to solve them. The second, self-questionnaire report, examines students' awareness of global issues and cultures and their level of development of cognitive skills, social skills, and attitudes related to them. China put forward the concept of global competency relatively late. Professor Teng Jun of Beijing Normal University led a team to conduct a series of researches on global competency based on a research project, and first brought the concept and theory of global competency into the research field of China's education sector (Teng & Du, 2018). Global competency mainly includes six core competences (world culture and global issues, language, openness and respect, communication and collaboration, self-awareness and confidence, and ethics and responsibility) at three levels: the cognitive, interpersonal, and personal (Liu, 2018). Zhong Zhou and Zhang Chuanjie (2018) introduced the development of global competency from the perspective of American national

education strategy and philosophy.

Tsinghua University has pioneered an innovative global competency conceptual framework in China. Compared with other studies in China, this framework of Tsinghua University is based on in-depth consideration of China's unique situation and localization of the international concept of global competency. In the context of the accelerated development of globalization, an individual's global competency has become a key indicator to measure whether one can effectively act, communicate, and solve cross-cultural problems in the international stage. According to the definition of global competency in *Global Strategy of Tsinghua University* in 2016, it includes three core dimensions and six core competences: global issues and world culture, mother tongue and foreign language, openness and respect, communication and collaboration, self-awareness and confidence, and ethics and responsibility. This theoretical framework covers not only an individual's linguistic competency in multicultural communication, but also the ability to understand and respect different cultures, and to communicate and collaborate effectively on a global scale. At the same time, the *Global Strategy of Tsinghua University* also puts forward the educational goal of "cultivating innovative talents with global competency", and further defines global competency as "the ability to effectively study, work and get along with people in an international and multicultural environment", including the following parts.

Table 1

Six Core Competences of Global Competency (From the Interim Results of the "Global Competency Self-assessment and Research Project" of Tsinghua University)

Cognitive	Interpersonal	Intrapersonal
Global issues & world knowledge	Openness & respect	Self-awareness & self-confidence
Language	Communication & collaboration	Ethics & responsibility

This study adopts three dimensions of global competency defined by Tsinghua University. "Global competency" focuses on the cultivation of comprehensive qualities of foreign language learners in various comprehensive dimensions. How to integrate it closely with English major education to help students learn and master foreign language knowledge and skills while forming emotions, attitudes, and values needed to participate in world cooperation and competition, so as to enhance students' global competency, is an urgent issue for foreign language education.

Research Methods

In this study, questionnaire and interview are used as the main research methods, and Stata software is used to analyze the collected data. The questionnaire method is used to quantitatively assess the various dimensions of students' global competency, including cross-cultural communication competency, self-cognition, social responsibility, etc. The interview method further explores the specific experience and feedback of students in the International Study Programs through in-depth communication.

Data Collection

In order to further study the impact of international study program experience on the global competence of English majors, this study adopted a variety of data collection methods, including questionnaires and interviews. The comprehensive application of these methods aims to explore the specific impact of international experience on the ability improvement of English majors. This study selected 216 English majors from four universities who had participated in some international study programs and volunteered to participate in this survey. These

students had gone to other countries to study for a period. In the questionnaire part, a series of questions are designed to assess the changes in various dimensions of students' global competence, such as cross-cultural communication ability, language skills, global awareness, teamwork ability, etc. The questionnaire was conducted in the form of a combination of closed and open-ended questions to facilitate quantitative analysis and collect students' personal feelings and specific experiences. The questionnaire was scored on Likert scale, with "1" representing "strongly disagree", "2" representing "relatively disagree", "3" representing "general", "4" representing "relatively agree", and "5" representing "strongly agree", in order to quantitatively assess students' performance and changes in various dimensions. The interviews were designed to explore in depth the students' experiences with international programs, the challenges they faced, and how these experiences affected their global competency development. The interviews will focus on how they learn to adapt to the new culture, overcome difficulties, and establish effective communication and cooperation with people from different cultural backgrounds.

Data Analysis

Description of the Background Information of Samples

This research collected 216 valid samples of four grades in four different universities. The background information of the samples is described in the following table:

Table 2

Background Information

Variables	Items	Number	Proportion
Gender	Male	17	7.90%
	Female	199	92.10%
Grade	2017	11	5.10%
	2018	23	10.60%
	2019	35	16.20%
	2020	147	68.10%
Family's location	Cities	124	57.40%
	Rural areas	53	24.50%
	Villages and towns	39	18.10%
Parents' education background	Primary school or below	9	4.20%
	Junior high school	69	32%
	Senior high school or vocational school	65	30.10%
	Bachelor's degree or associate degree	68	31.50%
	Graduate degree or higher	5	23.20%

Among them, in terms of gender distribution, the proportion of male and female students is 7.9% and 92.1% respectively; the number of female students is much more than male students, because the number of male students of English majors is less. From the perspective of grade, the questionnaire was conducted after returning to China after the completion of international programs in different universities, so there was a certain time difference. The samples were concentrated in Grade 2020, and less in Grade 2017, because the students of Grade 2017 have graduated longer. In terms of family location, the majority of students came from cities, accounting for 57.4%, while those from towns and villages accounted for 24.5% and 18.1% respectively. In terms of parents' highest education level, there are fewer graduate degree or higher.

The Impact of International Study Program Experience on the Global Competence of English Majors

First, it enhances the cross-cultural communication ability and the comprehensive language application ability.

Table 3

The Situation of Global Issues and World Knowledge

Global competency	N	Mean	Std. dev.	Min.	Max.
a	216	3.2259259	0.6523	2	5
b	216	3.416667	0.6836972	2	4
c	216	3.300926	0.7263794	2	5
d	216	4.00463	0.8545239	2	5
e	216	4.046296	0.7586162	2	5
f	216	3.75463	0.920049	1	5

Notes. a: Keep abreast of current international affairs and events. b: Understand the habits and characteristics of multinational cultures. c: Understand the purpose and mission of many international organizations. d: Believe that globalization has an impact on national development and individual study, work, and life. e: Believe that global events are complex and interconnected. f: Will evaluate international issues from different perspectives.

According to the data, the average score of keeping abreast of the current international affairs and events is 3.22, which indicates that most students have a certain level of understanding of international current affairs, but there is still room for improvement. In terms of understanding the habits and characteristics of multinational cultures, the average value is slightly higher (3.42), indicating that students have a better understanding of multinational cultures. For understanding the purpose and mission of many international organizations, the average is 3.30, indicating that students have some knowledge of international organizations, but their in-depth understanding of their purpose and mission needs to be strengthened. In terms of the impact of globalization on national development and individual study, work, and life, the average value reached 4.00, which indicates that students generally recognize the important impact of globalization on countries and individuals. The understanding of the complexity and interconnections of global events is better, with an average of 4.04, which reflects student can have better understanding of the complexity and interconnections of global events. By participating in international projects, students are able to have direct contact with multicultural backgrounds, and enhance intercultural communication skills and awareness of global issues. The program significantly promotes students' global competency in the implications of globalization, the complexity and interconnections of global events. However, the data also reveal some deficiencies in the evaluation of international issues from multiple perspectives and in-depth understanding of the purpose and mission of international organizations.

Table 4

The Influence of International Study Experience on Ability Improvement (Multiple Choices)

Ability	Number	Proportion
Language ability	200	92.59%
Interpersonal skill	103	47.69%
Self-care ability of daily living	94	43.52%
Psychological adjustment capacity	78	36.11%
Academic research and learning ability	156	72.22%
Innovative thinking ability	51	23.61%
Team cooperation ability	125	57.87%
Expression and expressiveness	161	74.54%

According to the data, 200 students (92.59%) think that their language ability has improved significantly. This percentage is much higher than others, which highlights the importance of international experience in improving language skills. In addition, the expression and expressiveness and academic research ability have also been greatly improved, which shows that students have not only improved the basic language application ability and academic research ability, but also enhanced the expression and deduction ability. 57.87% of the students believe that the teamwork ability has been significantly improved, which proves that those programs not only enhance the practical use of language, but also improve the communication and collaboration ability in a multicultural environment. The results of the interviews also show that students improve their logical thinking, oral and social skills by participating in course discussions and workshops. They use English more confidently and express themselves more freely in international communication activities. The international study program has greatly enhanced the students' language skills and comprehensive communication skills, especially the overall improvement of English listening, speaking, reading, and writing, so that they can communicate more confidently and fluently in English. These programs provide a platform for students to use foreign languages in practice and play an irreplaceable role in improving their English listening, speaking, reading, and writing skills. Through communication and cooperation with people from different countries, students' language skills improve rapidly, and more importantly, this improvement increases students' confidence in using English, enabling them to express themselves more naturally in international situations. International study programs are an important way for English majors to improve their language skills and global competency.

Second, it enhances self-awareness and cultural confidence and promotes the global responsibility.

Table 5

The Situation of Self-awareness and Self-confidence

Global competency	N	Mean	Std. dev.	Min.	Max.
a	216	3.592593	0.8300971	1	5
b	216	3.740741	0.7996554	2	5
c	216	3.777778	0.7387398	2	5
d	216	4.296296	0.5985915	3	5
e	216	4.222222	0.4980582	3	5
e	216	4.481481	0.5008176	4	5

Notes. a: Be proficient in at least one foreign language. b: Be able to browse foreign language websites smoothly. c: Has a deep understanding of traditional Chinese culture. d: Believe that Chinese culture is important for future economic and social development. e: Can examine and reflect on their own culture under different cultural backgrounds. f: Believe that Chinese culture has strong vitality in the face of foreign cultural impact.

The results show that the international study program has a positive impact on students' self-awareness and self-confidence. Students rate their ability to master at least one foreign language at an average of 3.59, showing good performance but room for improvement. The average score of students' understanding of Chinese traditional culture is 3.78, which shows a certain depth of cultural cognition. In terms of understanding the importance of Chinese culture to future economic and social development, the average score is 4.3, which indicates that students attach importance to and have firm faith in it. The average score for the ability to examine and reflect on their own culture in different cultural contexts is 4.22, which indicates that students can critically

understand their own culture in a global perspective. In the face of foreign cultural shock, the score of believing that Chinese culture has strong vitality is the highest, with an average of 4.48, and almost all students highly agree with the resilience and vitality of Chinese culture. The interview results show that the main driving forces for students to participate in international programs are to experience foreign lives, learn about different cultures, and improve their personal abilities. They are full of expectations for it, hope to broaden their horizons, improve their language skills, and gain more opportunities for self-growth and challenge through this experience. Those programs have significantly enhanced the self-awareness and self-confidence of English majors, especially their cultural self-confidence. They learn to solve problems independently and discover their potential and value in constant challenges. This increase in self-awareness lays a solid foundation for their future development, which enables them to better represent themselves on the global stage.

Table 6

The Situation of Ethics and Responsibility

Global competency	N	Mean	Std. dev.	Min.	Max.
a	216	4.407407	0.6256091	3	5
b	216	4.333333	0.6099943	3	5
c	216	4.296296	0.712144	3	5
d	216	4.074074	0.717926	3	5
e	216	4.296296	0.712144	2	5

Notes. a: Will try to spread excellent Chinese culture in different cultural activities. b: Are responsible for the development of their country and society. c: Affirm the meaning of being a global citizen. d: Is my duty to offer criticism and advice on the ills of society. e: The future of the nation and the world depends on the current individual action.

Students' self-assessment score of spreading excellent Chinese culture in different cultural activities is high, with an average of 4.41, which indicates that the vast majority of students actively participate in cross-cultural exchanges and are willing to promote Chinese culture. They have a high degree of cultural confidence and responsibility. In terms of responsibility for national and social development, students scored an average of 4.33, reflecting their recognition of their role and responsibility and demonstrating a sense of social responsibility and national identity. For global citizen identification, the average is 4.3, indicating that students gain a global perspective and recognize the value and responsibility of being a global citizen. It promotes the growth of students in the ethical and responsible dimensions of global competence. This growth is not only reflected in the confidence and dissemination of their own culture, but also extends to the deep understanding and recognition of national, social, and even global social responsibility. Students demonstrate a greater global awareness, a better understanding of global issues and trends, and the ability to think and analyze from a multicultural perspective. In addition, such experience also promotes students' awareness of global responsibility. In the process of working and interacting with people from different cultural backgrounds, students gain a deeper understanding of their need as global citizens to promote world peace and development. This awareness is not only reflected in the concern for global issues, but also in the ethical practices of daily life, such as respecting others and protecting the environment.

Third, it enhances the ability to communicate and collaborate with foreigners and develop a global perspective and adaptability.

Table 7

The Situation of Openness and Respect

Global competency	N	Mean	Std. dev.	Min.	Max.
a	216	4.481481	0.5008176	4	5
b	216	4.444444	0.6299994	3	5
c	216	3.888889	0.8334108	2	5
d	216	4.037037	0.694509	2	5

Notes. a: Respect and appreciate their culture when communicating with foreigners. b: Can notice cultural differences when interacting with foreigners. c: Can quickly discover other people's interests when communicating with foreigners. d: Can flexibly adjust my communication style and attitude in non-local cultural situations.

The results show that the scores of respects and appreciation for other's culture when communicating with foreigners are very high, with an average value of 4.48, which indicates that the vast majority of students show high respect and appreciation in communicating with foreigners, which is the key basis for successful cross-cultural communication. Students perform well in paying attention to cultural differences, with an average value of 4.44, which indicates that they are able to find a bridge of communication in differences. It reflects a high degree of cultural sensitivity and adaptability. The ability to flexibly adjust communication styles in non-native cultural situations scored 4.04, which reflects that most students can flexibly adjust communication strategies according to different cultural backgrounds, which is the key to effective communication in a multicultural environment. Through international experiences, students not only learn to respect and appreciate different cultures, but also develop key competencies to survive and succeed in a globalized world. Giving students the opportunity to interact and collaborate with peers from all over the world, this multicultural interactive experience teaches them openness and respect. They not only accept and appreciate different cultural concepts and lifestyles, but also learn to find commonalities among differences and achieve integration, which is crucial for cultivating talents with a global vision.

Table 8

The Situation of Communication and Collaboration

Global competency	N	Mean	Std. dev.	Min.	Max.
a	216	4.481481	0.5702954	3	5
b	216	4.444444	0.5678738	3	5
c	216	4.296296	0.5985915	3	5
d	216	3.703704	0.8546372	2	5

Notes. a: Be willing to communicate, learn, and build relationship with foreigners. b: Be willing to out of their own culture, and experience the culture and life of other countries. c: Be willing to take some risks to pursue cross-cultural learning and development. d: Can easily discuss with foreign students about the problems in the course study.

The students are willing to communicate and build relationship with foreigners, with an average of 4.48, which shows a high degree of openness and enthusiasm. It also indicates that it effectively promotes their social skills and global perspective. Students are willing to step out of their own culture and experience the culture and life of another country, with an average of 4.44, which emphasizes the role of the study program in fostering cultural adaptability and a spirit of exploration. However, ease of discussing course learning issues with foreign students scores little low, with an average of 3.70, which reflects challenges in academic communication that require further practice. The results of the interview also show that most students are able to quickly adapt to the new cultural environment, although they sometimes encounter challenges from dietary and cultural differences.

They understand and respect the cultural differences of different countries and believe that these differences add to their international perspective and cultural understanding. The international study program significantly enhances the willingness to communicate and connect with people from different cultural backgrounds, and the ability to experience and adapt to other cultures. Students learn to work as a team in a multicultural context and improve their skills in international cooperation and conflict resolution. Through international teamwork in a cross-cultural environment, they develop communication and collaboration skills, learn to communicate ideas effectively, and understand the perspectives of others.

Analysis of the Impact of Students' Background Information Differences on Global Competence

Table 9

Global Competency and Gender Differences

	Male	Female	<i>t</i>	<i>p</i>
Global issues & world knowledge	3.598 ±0.5	3.633 ±0.469	-0.295	0.768
Self-awareness & self-confidence	3.951 ±0.459	4.024 ±0.417	-0.69	0.491
Ethics & responsibility	4.069 ±0.507	4.06 ±0.524	0.063	0.95
Openness & respect	4.191 ±0.59	4.215 ±0.56	-0.166	0.868
Communication & collaboration	4.265 ±0.534	4.229 ±0.504	0.282	0.778

With gender as the variable, a *T*-test was conducted on the overall level and dimensions of global competency of the samples, and the results are shown in Table 9. It can be seen that female students score slightly higher than male students in the dimensions of global issues and world culture, self-awareness and self-confidence, openness and respect, and male students score slightly higher than female students in the dimensions of communication and collaboration. However, the results show that these gender differences do not reach the significant level ($p > 0.05$).

Table 10

Global Competency and Grade Differences

	2017	2018	2019	2020	<i>F</i>	<i>p</i>
Global issues & world knowledge	3.782 ±0.478	3.643 ±0.484	3.595 ±0.475	3.624 ±0.469	0.528	0.664
Self-awareness & self-confidence	4.128 ±0.536	4 ±0.477	3.981 ±0.41	4.02 ±0.405	0.4	0.753
Ethics & responsibility	4.256 ±0.534	4 ±0.53	4.076 ±0.44	4.049 ±0.539	0.737	0.531
Openness & respect	4.289 ±0.652	4.143 ±0.589	4.236 ±0.578	4.211 ±0.55	0.205	0.893
Communication & collaboration	4.212 ±0.548	4.25 ±0.474	4.221 ±0.552	4.233 ±0.5	0.021	0.996

With the grade as the variable, variance analysis was conducted on the overall level and dimensions of global competency in different grades, and the results are shown in Table 10. It can be seen that grades score differently on various dimensions, with the grade of 2017 scoring slightly higher than other grades on most dimensions. However, the results show that these differences also do not reach significant level ($p > 0.05$).

Table 11

Global Competency and the Family's Location Differences

	Cities	Villages and towns	Rural areas	<i>F</i>	<i>p</i>
Global issues & world knowledge	3.664 ±0.484	3.519 ±0.468	3.675 ±0.412	2.003	0.137
Self-awareness & self-confidence	4.078 ±0.383	3.887 ±0.557	4.009 ±0.248	3.966	0.02
Ethics & responsibility	4.101 ±0.549	4.003 ±0.479	4.013 ±0.49	0.851	0.428
Openness & respect	4.292 ±0.468	4.076 ±0.809	4.147 ±0.352	3.159	0.044
Communication & collaboration	4.333 ±0.503	4.071 ±0.531	4.128 ±0.401	6.271	0.002

With family location as the variable, variance analysis was conducted on the overall level of global competency, and the results are shown in Table 11. Among them, the scores of urban students are higher in most dimensions, while the scores of township students are lowest in the dimensions of self-awareness and self-confidence. The results of ANOVA show that the differences in the dimensions of self-awareness and confidence, openness and respect, communication and collaboration reach a significant level, while the differences in the dimensions of global issues and world culture and ethics and responsibility do not reach a significant level.

Table 12

Global Competency and the Parents' Education Background Differences

	Primary school or below	Junior high school	Senior high school or vocational school	Bachelor's degree or associate degree	Graduate degree or higher	<i>F</i>	<i>p</i>
Global issues & world knowledge	3.407 ±0.313	3.669 ±0.403	3.646 ±0.413	3.586 ±0.575	3.9 ±0.63	1.21	0.308
Self-awareness & self-confidence	3.926 ±0.465	3.913 ±0.42	4.11 ±0.345	4.049 ±0.459	4.033 ±0.506	2.106	0.081
Ethics & responsibility	3.741 ±0.409	3.727 ±0.488	4.128 ±0.438	4.343 ±0.435	4.533 ±0.398	18.889	0
Openness & respect	4.111 ±0.132	3.975 ±0.543	4.315 ±0.475	4.357 ±0.623	4.4 ±0.454	5.386	0
Communication & collaboration	3.889 ±0.132	4.036 ±0.541	4.315 ±0.479	4.401 ±0.451	4.15 ±0.335	6.621	0

With the parents' education background as the variable, the variance analysis was conducted on the overall level of global competency, and the results are shown in the table. The results of ANOVA show that the differences in the dimensions of ethics and responsibility, openness and respect, and communication and cooperation reach a significant level. Students whose parents have graduate degree have higher scores in most dimensions, and the scores of the ethics and responsibility, openness and respect are the highest, and the lowest is the group of junior high school. Communication and collaboration scores are highest at the group of bachelor's degree or associate degree and lowest at the group of primary schools or below.

Conclusion

Research Findings

This study aims to explore the impact of international study programs on the global competency of English majors. Through questionnaires and interviews, it explores the impact of international experience on students' cognitive, interpersonal, and intrapersonal dimensions. The results show that, first, the international program significantly improves students' language ability, especially in English listening, speaking, reading, and writing, which enables students to communicate more confidently and fluently in English, while they also show a high degree of cultural sensitivity and adaptability. Second, it also enhances students' self-cognition and cultural confidence, especially in terms of understanding of traditional Chinese culture and the firm belief in Chinese culture in the face of foreign cultural impact. Third, students have a high willingness to communicate and build relationship with foreigners, which shows a high degree of openness and enthusiasm, and they are also able to adapt communication strategies to different cultural backgrounds. Background characteristics such as gender and grade do not have a significant impact on the dimensions of global competency, but parental education has a significant impact on students' global competency, especially in the dimensions of ethics and responsibility,

openness and respect, communication and collaboration. Therefore, the international study program has a positive and far-reaching impact on the global competency improvement of English majors, and provides an important way and practical experience for cultivating talents with international vision and global competitiveness.

Suggestions

First, strengthen language ability training: Universities should provide more opportunities for language practice, such as international exchange activities and English corners at campus. It can help students improve their language skills in an authentic language environment. Teachers can design diversified language courses, and pay attention to the improvement of comprehensive language application ability. Second, emphasize cultural education: Universities should increase curriculum content on multinational cultures and international organizations to help students gain a deeper understanding of global issues and cross-cultural knowledge. Teachers can organize cultural exchange activities, invite experts and scholars from different countries to give lectures and seminars, and enrich students' cultural cognition and sensitivity through various media. Third, enhance cross-cultural communication and collaboration capabilities: Universities can carry out cross-cultural teamwork projects to develop students' communication and collaboration skills in a multicultural context. In class, teachers can organize practical activities such as simulated international conferences and debate competitions to improve students' expression ability and team spirit. Fourth, focus on fostering a sense of global responsibility: Universities should integrate global citizenship education into their curricula to foster students' sense of social responsibility and global vision. Teachers can help students understand and focus on global issues through case studies, discussions, and project research. Universities can also organize participation in some international public charitable activities, encourage students to pay attention to global issues, and develop their critical thinking and problem-solving skills. Finally, optimize the design of international study programs: Schools should optimize the content and format of the international program based on the needs and feedback of students to ensure that the program effectively promotes students' global competencies. Universities can enhance the diversity and flexibility of their programs to provide different types and levels of international experiences to meet the needs of different students.

References

- Deardorff, D. K. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education*, 10(3), 241-266.
- Dinniman, A., & Holzner, B. (1988). *Education for international competence in Pennsylvania*. Pennsylvania: Pennsylvania Department of Education and University Centre for International Students, University of Pittsburgh.
- Hunter, B., White, G. P., & Godbey, G. (2006). What does it mean to be globally competent? *Journal of Studies in International Education*, 10(3), 267-285.
- Li, J. X., & Chen, S. N. (2020). A study on the cultivation mode of "Global Competency"—A case study of "College English Speech" course. *Modern Communication*, 34(12), 26-27.
- Liu, Y. (2018). On the training programs of college students' global competence—Under the background of a community of shared future for mankind. *Journal of Wuxi Institute of Technology*, 17(3), 19-22. doi:10.13750/j.cnki.issn.1671-7880.2018.03.006
- Olson, C. L., & Kroeger, K. R. (2001). Global competency and intercultural sensitivity. *Journal of Studies in International Education*, 5(2), 116-137.
- Teng, J., & Du, X. Y. (2018). Review on OECD's PISA global competence framework. *Studies in Foreign Education*, 45(12), 100-111.
- Tsinghua University. (2016). *Global strategy of Tsinghua University*.
- Tsinghua University. (2017). Global competency: Preparing for the world. Retrieved Dec. 25, 2023 from

<http://goglobal.tsinghua.edu.cn/cn/competence>.

Zhang, R., & Chang, L. D. (2019). Literature review about research of the global competence in China. *Education and Teaching Research*, 33(3), 1-10. doi:10.13627/j.cnki.cdjy.2019.03.002

Zhong, Z., & Zhang, C. J. (2018). Locally embedded and globally engaged: An analysis of USA education strategy for global competence. *Tsinghua Journal of Education*, 39(2), 60-68. doi:10.14138/j.1001-4519.2018.02.006009