

Construction and Cultivation of Cross-Cultural Narrative Competence for College English Teachers in the New Era

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Abstract: *In the era of globalization, the cross-cultural narrative competence of college English teachers has emerged as a composite skill that integrates value guidance with cultural communication. This competence centers on the precise extraction of narrative values, the innovative construction of narrative texts, the adept application of narrative techniques, and the three core dimensions of "narrative motivation (why to tell)," "narrative content (what to tell)," and "narrative strategy (how to tell)." The key components of cross-cultural narrative competence include teachers' political literacy, professional expertise, and media literacy. To enhance this competence, it is essential to establish a collaborative educational framework, form interdisciplinary teaching teams, and encourage teachers to transform cultural cognition into effective narrative expression through creative practices such as the production of short video series titled "Telling Chinese Stories Well." Furthermore, by leveraging a three-dimensional training model that integrates theoretical instruction, practical training, and social service, the systematic enhancement and sustainable development of teachers' cross-cultural narrative competence can be achieved.*

Keywords: *New Era, College English, Cross-Cultural Communication, Narrative Competence*

1. Introduction

In the contemporary society where globalization, internationalization, diversification and informatization are deeply integrated, international communication has become the core bond of interaction and cooperation between countries, and cross-cultural communication literacy has become an essential ability for international communication. It is the mission of foreign language colleges to cultivate foreign language talents with global vision. To tell Chinese stories in English, it is necessary to take China's position as the foundation, uphold the concept of mutual learning among civilizations, and realize the communication innovation of "Chinese stories, global expression" by accurately refining the world value of contemporary Chinese culture. This not only requires foreign language talents to have a solid language foundation, but also to master cross-cultural narrative strategies and transform Chinese wisdom into a discourse system that can be understood and resonated by the international community. At present, the bottleneck in the construction of China's discourse and narrative system lies not in the lack of story materials, but in the innovation and breakthrough of narrative paradigm, which requires foreign language education to shift from language tool training to cultural communication ability training, and foreign language education in colleges and universities should cultivate compound talents with the ability to integrate Chinese and foreign countries, develop diversified, coordinated international communication ability and cross-cultural communication ability [1].

At present, college English intercultural narrative teaching is facing multi-dimensional challenges. For example, the teaching paradigm is lagging behind, and the existing teaching materials fail to fully connect with the international context in terms of the breadth and depth of cultural content, which restricts the expansion of students' global vision. The unbalanced teaching structure and the shortage of teachers with cross-cultural background and practical experience directly affect the teaching quality and education effectiveness. In this context, how to construct a scientific theoretical framework for cultivating cross-cultural narrative ability and transform it into an operable teaching practice path has become a key proposition for the construction of an educational power in the new era. The breakthrough of this proposition not only conforms to the urgent demand for complex foreign language talents in the upgrading of the country's opening up strategy, but also echoes the inevitable trend of

college English education's transformation from "language tool theory" to "cultural communicator" in the tide of globalization, and also faces the core appeal of the "Belt and Road" Initiative for new talents who "understand language, communicate culture and communicate well" [2]. Systematically improving the cross-cultural narrative ability of college English teachers to achieve accurate expression and effective communication of Chinese stories is not only a basic project for the construction of China's narrative system and discourse system, but also a vivid practice of foreign language education serving the national strategy.

2. The Connotation of Cross-Cultural Narrative Ability

Cross-cultural narrative ability integrates teachers' intercultural communication ability and narrative expression skills, specifically referring to the comprehensive ability of college teachers to analyze and refine the inherent narrative value of Chinese stories, construct narrative text framework, and skillfully use narrative strategies to tell stories in international educational exchange activities and daily teaching scenes [3]. As an important achievement in the evolution of multicultural education, cross-cultural education has become a core issue and a new research category in the field of international education. Cross-cultural competence is essentially the dynamic ability of an individual to achieve efficient and appropriate communication in cross-cultural situations, and its development process has significant stage characteristics.

Since the 1980s, research on foreign language teaching based on the concept of cross-cultural education has focused on the dimension of cultural penetration in foreign language teaching, exploring its educational value, goal setting and implementation path. After entering the 21st century, the research in this field has further expanded to the cultivation of cross-cultural citizenship and the construction of multilingual education system from a global perspective, and the status of foreign language teaching as a platform for cross-cultural education practice has become increasingly prominent. The academic community has built a variety of theoretical models of cross-cultural competence, including constitutive element model, two-way interaction model, developmental stage model, cultural adaptation model and causal mechanism model [4]. The research on narrative ability is rooted in the theory system of narratology and influenced by the trend of "narrative turn" in the field of humanities and social sciences, researchers combine interdisciplinary research methods and apply narratology theory to many fields such as psychology, anthropology, linguistics, sociology and education, paying particular attention to the development of narrative ability of children and other groups [5]. Narratology, as a special discipline to study narrative phenomena, its core concept "narrative" refers to the meaning reconstruction of events with time series and causality through a symbolic system. At present, the research on narrative ability based on foreign language education and international communication context has become a domestic academic hotspot, but the existing research is still mainly based on western theories, and has not fully reflected the characteristics of Chinese localized narrative.

Cross-cultural narration presents multi-dimensional connotation characteristics: First, the narrative subject presents a diversified pattern. As the core narrative group, the differences in professional background, ability level and category of foreign language talents directly lead to the main body composition of the international communication of Chinese stories showing the characteristics of professional subdivision, diverse levels and rich categories, and each subject has unique personalized narrative characteristics. Secondly, the narrative audience presents a diversified distribution. When foreign language talents with different professional fields, ability levels and category characteristics narrate in a specific context, their target audience groups have significant heterogeneity, which directly affects the acceptance preference and communication effect of Chinese stories. Third, narrative content is rich. The diversity of narrative subjects and audiences determines that Chinese stories need to be adapted according to specific contexts in cross-cultural communication. Such content adaptation is closely related to the professional attributes, ability levels and category characteristics of foreign language talents [6].

The core of cross-cultural narrative lies in telling Chinese stories by relying on the unique value of Chinese narrative, text framework and expression skills, which involves three core propositions of "why to tell", "what to tell" and "how to tell". First of all, at the level of narrative value, the logical starting point of "why tell" needs to be broken, which requires the narrator to deeply refine the contemporary value and global significance of the cultural essence carried by Chinese stories, and establish the value echo point with the target context. Secondly, the narrative text level needs to respond to the content selection of "what to say", which requires the construction of a common core of

content according to the audience's preferences, which not only shows the major breakthroughs in China's theory and practice, but also objectively presents the deficiencies in development, and creates an objective, rational and responsible national image through rational response to questions. Finally, at the level of narrative skills, it is necessary to solve the expression strategy of "how to tell", requiring the narrator to master the discourse system and narrative structure with Chinese characteristics, be familiar with the reception mode of the specific audience in the target context, make good use of media integration technology to carry out cross-media narration, follow the rules of media communication, and enhance the positive publicity effect [7].

3. The Current Situation of College English Teachers' Cross-Cultural Narrative Ability

Cross-cultural narrative ability of college English teachers is a value-oriented composite competence system, whose core focuses on teachers' comprehensive literacy (including values, attitude tendencies, practical skills and other dimensions), and is finally embodied through the explicit behavior of story telling. The core of this ability lies in the fact that the narrative subject can follow the specific theme, flexibly use narrative strategies, creatively construct the text framework of Chinese stories, and deeply extract the cultural value of Chinese stories.

College English teachers are faced with multiple challenges in the cultivation of cross-cultural narrative ability, mainly manifested as: insufficient cultural knowledge reserve leads to difficulty in supporting narrative expression in multicultural context; The narrative mode tends to be rigid, lacking innovation and adaptability; The lack of cross-cultural sensitivity makes it difficult to accurately identify cultural differences, which further affects the teaching effect and the quality of cross-cultural communication. The root causes can be analyzed from the three dimensions of educational background, teaching experience and training mechanism: some teachers are not English majors or have not received systematic cross-cultural training, leading to weak cultural deposits and narrative skills; Long-term immersion in a single teaching mode leads to the formation of path dependence, lack of cross-cultural narrative teaching practice exploration and innovation power; The lack of training resources and the tendency of formalization further restrict the development of teachers' ability. The existing training content is out of line with the actual teaching needs, and fails to provide operable intercultural narrative teaching methods, which ultimately affects the teaching quality and education effectiveness.

4. The Construction and Cultivation of College English Teachers' Cross-Cultural Narrative Ability

Cross-cultural narrative, as a relational practice, refers to the dynamic process of foreign language talents telling Chinese stories in a specific context, relying on a deep understanding and accurate grasp of the core of Chinese narrative, and facing specific audiences with different cultural backgrounds and thinking modes. Its core goal is to promote the international community's cognition and understanding of China through narrative practice, so as to enhance the international communication efficiency of Chinese stories.

4.1 The Construction of College English Teachers' Cross-Cultural Narrative Competence

College English teachers, as storytellers in "Telling Chinese Stories Well", should have the comprehensive ability to extract narrative values, construct narrative texts and use narrative strategies in cross-cultural contexts and daily teaching scenes. These three abilities not only deeply reflect the Chinese characteristics and core meaning of cross-cultural narrative, but also the key components of college English teachers' cross-cultural narrative competence, namely, "the correct value orientation, essential character traits and core competence elements that meet the needs of individual lifelong development and social progress". In the practice of cross-cultural narrative, the core literacy of college teachers includes three dimensions: political literacy, professional literacy and media literacy, which jointly contribute to the in-depth interpretation and effective dissemination of Chinese stories through synergistic integration.

First, political literacy as a basic premise. It directly shapes the narrative value orientation of college English teachers in telling Chinese stories. Whether in the communication scenes with foreign educational counterparts or in the process of imparting knowledge to their own students, teachers can clearly tell the original intention of the story and the values expected to be conveyed through the story. College English teachers undertake the important mission of cultivating morality and educating people,

the core goal of which is to promote the foreign counterparts to form value recognition of China's educational concept. At the same time, teachers must always keep in mind the fundamental proposition of "for whom to train people, what to train people and how to train people". Therefore, teachers' cross-cultural narrative ability should be improved by strengthening theoretical learning, conducting practical research, and strengthening international communication and reflection. Such as rural revitalization, scientific and technological innovation project inspection. Educators should experience the country's development achievements and collect fresh materials, so that teachers can show the superiority of the Chinese road with real cases in cross-cultural narration, and enhance the persuasiveness and appeal of narration. Educators should analyze the unique value of the Chinese model, improve teachers' cross-cultural narrative ability, strengthen their cultural self-confidence, and tell Chinese stories with an objective, rational and confident attitude.

Secondly, professional literacy is the core element. To build cross-cultural narrative ability, first, strengthen cultural cognition, understand different thinking modes, cultural values and narrative logic, and lay a solid knowledge foundation for cross-cultural narrative; The second is to innovate narrative techniques, learn multi-modal narrative methods, combine text, images, audio and other elements, so that Chinese stories can be presented in a more vivid and diversified form, and enhance the appeal of cross-cultural communication; Third, practice reflection, actively participate in international academic exchange and cultural communication projects, accumulate experience in practice, reflect on deficiencies, and constantly optimize narrative strategies. The cultivation of teachers' professional quality needs multi-dimensional promotion: continuous learning of cutting-edge educational concepts, updating teaching concepts, and improving teaching design ability; Strengthen language skills training, maintain the accuracy and fluency of English listening, speaking, reading, writing and translation, and provide a solid language guarantee for cross-cultural communication; Participate in professional training and workshops to exchange experience with peers and broaden the teaching horizon; At the same time, we should pay attention to the cultivation of scientific research ability, promote teaching by scientific research, deepen the understanding of the law of language teaching and cultural communication, and realize the positive interaction between teaching and scientific research. Through these paths, college English teachers can effectively improve their cross-cultural narrative ability and professional quality, and better serve the cause of foreign language talent training and cultural communication.

Thirdly, media literacy is an important guarantee. Media literacy encompasses the ability to produce, publish, and promote Chinese stories using multiple modalities. In the context of the development of educational digital intelligence, targeted media literacy training courses are organized to cover the application of new media technology and multi-modal narrative skills. Industry experts will be invited to give lectures and practical demonstrations to help teachers master skills such as short video production and live interaction, so that they can skillfully use various media tools to tell Chinese stories. With the help of financial media, Chinese stories will be more easily received by the target language audience, and Chinese stories will be told in a personalized and diversified way, emphasizing the audience's affinity and authenticity, so as to achieve emotional resonance and value recognition. The short video creation contest of "Telling Chinese Stories in English" was held to enable teachers to accumulate experience in narrative strategies and media application techniques in practice, familiarize themselves with the communication laws of different media platforms and the characteristics of audiences, and improve their ability of content planning and communication.

4.2 The Cultivation of the College English Teachers' Cross-Cultural Narrative Competence

4.2.1 Establish a Collaborative Education Mechanism and Set Up a Team of Interdisciplinary Teachers

In personnel training, the construction of teacher team is the core link. The intercultural narrative ability of college English teachers refers to the ability to use foreign languages and other media to tell Chinese stories. In the classroom practice of ability development, students learn and understand Chinese stories by using foreign languages. In the process of communication, discussion and cooperative learning, they learn to use the narrative value, narrative text and narrative skills of Chinese stories to effectively tell and disseminate Chinese stories, thus achieving cognitive synchronization, emotional resonance and spiritual connection. Therefore, the cultivation of cross-cultural narrative ability needs to integrate multi-disciplinary knowledge such as political science, linguistics, narrates, pedagogy and communication, and the teaching practice of talent cultivation needs to realize integrated teaching of language and content. By means of the combination of online and offline, the linkage between domestic and foreign countries, and the integration of multiple disciplines, a multinational and

interdisciplinary teacher team of "foreign language + ideology and politics + narrative + communication" should be built for future English major teachers. Therefore, it is necessary to design a special training course for cross-cultural narrative ability, covering theoretical learning, practical exercise and other links. Centering on Chinese stories, it helps college English teachers to fully communicate from understanding to telling, reach a consensus, and then carries out the joint training practice of college English teachers' cross-cultural narrative ability. Based on China's position and from the perspective of comparison between China and foreign countries, this collaborative education model, which jointly cultivates the intercultural narrative ability of college English teachers, can ultimately promote the cooperation and exchange among teachers and promote the sharing of intercultural narrative experience and teaching resources.

4.2.2 Take the Creation Practice of Short Video Series on "Telling Chinese Stories Well"

The core point of training foreign language talents to tell Chinese stories well is to deeply analyze the narrative value, narrative text and narrative skills of Chinese stories, and transform the grand "national narrative" into the flexible "individual narrative" that foreign language talents can easily express, so as to realize personalized multi-modal story telling. Through the short video creation practice of "Telling Chinese Stories Well" series, with the help of vivid camera language and rich audio-visual expression, the national image is constructed in the era of social media, and the coverage of national image communication is effectively expanded. The content of its communication is rich and diverse, including showing the harmonious national image from the perspective of ordinary people's life, creating a full national image with Chinese characteristics, and breaking the communication barrier through foreigners telling Chinese stories. Teachers participating in the planning and production of such activities can dig deep into the cultural deposits of Chinese stories and enrich their own cultural knowledge reserves. In the process of creation, teachers try to use a variety of narrative methods to enhance the attractiveness of the story. At the same time, looking at stories from different cultural perspectives helps to develop cross-cultural sensitivity. The communication and reflection sessions after the activity enable teachers to sum up experience and continuously optimize narrative skills, thus effectively improving their cross-cultural narrative ability and laying a solid foundation for better dissemination of Chinese culture in teaching.

4.2.3 The Training Mode on The Three-Dimensional Linkage of "Theoretical Teaching - Practical Training - Social Service"

The core position of talent training lies in the classroom. Based on advanced concepts such as flipped classroom and cooperative inquiry learning, the in-depth understanding of Chinese stories in the first class, extracurricular reading preparation in the second class and in-school simulation practice are closely linked with the off-campus practice in the third class, and a three-dimensional practice mechanism of "theoretical teaching, practice and training - social service" is built. Through educational practice opportunities such as educational practice and study, students are guided to integrate the "individual narrative" ability internalized in the classroom into educational teaching practice, so as to cultivate students' ability to tell Chinese stories. At the same time, based on the output oriented method (POA), project-based learning and interactive communication theory of communication, it focuses on multimodal storytelling and publishing. In the future, college English teachers can explore authentic and vivid narrative texts from their own unique perspectives based on Chinese narrative values, and use diversified narrative skills to tell and publish Chinese stories from their own perspectives through online platforms such as Douyin, Xiaohongshu and B-station, so as to effectively realize internationalization, regionalization and diversification of story telling. We should help foreign language talents to cultivate a solid foundation of language skills and a strong sense of cross-cultural communication.

5. Conclusion

It is the mission of college English teachers to tell Chinese stories well in foreign languages and make the world better understand China under the background of building an educational power in the new era. To this end, the differentiated training goals should be accurately positioned, and the potential value of multi-modal teaching resources and cross-cultural narrative technology should be deeply explored in college English teaching practice, so as to reconstruct classroom teaching paradigm with innovative thinking. Teachers in colleges and universities should pay attention to the construction and cultivation of teachers' cross-cultural narrative ability, and set up interdisciplinary teacher teams through the construction of collaborative education mechanism. Take the practice of "Telling Chinese

Stories" series short video creation as the starting point; Based on the three-dimensional training mode of "theoretical teaching, practical training and social service", this paper aims to cultivate the intercultural narrative ability of college English teachers. Finally, the goal of cultivating interdisciplinary talents with "international vision" and "cross-cultural communication ability" for college English is realized. This is not only the responsibility of the era of foreign language education, but also the common challenge of foreign language education. In the future, it is still necessary to strengthen the in-depth exploration of its theory and practice.

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