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Reshaping College English Teaching Models in Non-English-Speaking Asian Countries under the Context of Intercultural Communication

Wen-Rui Yin *

University of Wales Trinity Saint David, Swansea Campus, SA1 8PH, UK

*Correspondence to: Wen-Rui Yin, University of Wales Trinity Saint David, Swansea Campus, SA1 8PH, UK, Email: wenrui006@126.com

Abstract: In the context of increasingly frequent intercultural communication in Asian non-native English-speaking countries, there is an urgent need to reform university English education. This paper analyzes practical problems in current teaching, including misaligned goals and imbalanced content. Based on the theories of cultural identity, communicative competence, and language socialization, it proposes reshaping the teaching framework across four dimensions: goals, content, methods, and assessment. Implementation strategies such as teacher development and policy support are also provided. These measures aim to promote two-way cultural exchange in college English instruction and enhance students' intercultural communicative competence.

Keywords: Non-native English-speaking Asian countries; intercultural communication; university English instruction; model reshaping; two-way cultural exchange

Introduction

As Asian regional cooperation deepens, intercultural communication is placing higher demands on college English teaching. Current instruction faces problems such as a disconnection between theory and practice and one-way cultural dissemination, making it difficult to meet the demands of multicultural dialogue. Based on this situation, and considering the realities of non-native English-speaking countries in Asia, this paper explores pathways for reshaping the teaching model in depth, providing theoretical references and practical guidance for cultivating language professionals with intercultural competence.

1. Theoretical Foundations: The Threefold Dimensions of Cross-Cultural Teaching

1.1 Cultural Identity Theory

In the context of intercultural communication in Asian non-native English-speaking countries, reshaping college English teaching models requires a solid theoretical foundation. Cultural identity theory focuses on individuals' cognition and acceptance of their own culture and of other cultures; its core is to reveal the dynamic construction and development of cultural identity during the language learning process. For Asian students, learning English as a foreign language is not only a process of improving language skills but also a process of reshaping and confirming their cultural



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identity. This theory provides important guidance for English teaching by helping instructors guide students to view cultural differences objectively and rationally, thereby establishing firm cultural confidence amid the collision of multiple cultures.

In cross-cultural communication practice, guided by cultural identity theory, students can maintain a clear awareness and pride in their own culture, while understanding and respecting other cultures with an open and inclusive attitude. This balanced cultural mindset allows students, when communicating in English, neither to lose their voice due to cultural inferiority nor to blindly cling to Western culture. Instead, they can present the characteristics of Asian culture in a posture of equal dialogue, fostering deep exchanges and integration among different cultures and infusing college English teaching with rich cultural connotations and contemporary relevance.

1.2 Communicative Competence Theory

Today, as cross-cultural interactions in Asian non-native English-speaking countries deepen, college English instruction carries the responsibility of cultivating practical talents. Communicative competence theory transcends the limitations of traditional language teaching by no longer focusing solely on grammar and vocabulary instruction. This theory emphasizes that language use must correspond to the social norms of different cultural contexts, requiring students to gain a deep understanding of the cultural implications and communicative conventions underpinning English. Only in this way can students, in actual intercultural exchanges, express their own viewpoints accurately, correctly interpret the intentions of others, and avoid misunderstandings arising from cultural differences. Through the practice of communicative competence theory, English can truly become a bridge for cooperation and cultural transmission among Asian countries, aiding students in communicating confidently in multicultural environments and achieving effective communication.

1.3 Language Socialization Theory

In the context of frequent cross-cultural interactions in Asian non-native English-speaking countries, college English teaching needs to grasp the deep-seated principles of language acquisition. Language socialization theory reveals that language learning is a

dynamic process of individuals integrating into social and cultural environments. This theory emphasizes that English instruction should guide students, through continuous language practice and social interaction in authentic cross-cultural scenarios, to understand how cultural norms and values influence language use. Through this process, students can master the appropriate ways to express themselves in English across different social contexts and truly achieve the coordinated development of linguistic ability and cultural adaptability.

2. Current Dilemmas: The Four Contradictions of Cross-Cultural Teaching

2.1 Goal Misalignment: The Conflict between Instrumental and Value Rationality

In the practice of college English cross-cultural teaching in Asian non-native English-speaking countries, teaching objectives often face a significant contradiction. In some cases, instrumental rationality is placed at the forefront: instruction focuses excessively on practical skills like passing English proficiency exams and workplace language applications, while neglecting the cultural values embodied by language. This tendency leads students to master language form without grasping cultural connotation, preventing the achievement of the cultural dialogue and ideological exchange pursued by value rationality. As a result, cross-cultural teaching suffers from an imbalance between skill development and cultural immersion.

2.2 Content Imbalance: One-Dimensional Cultural Input

In the current English teaching in non-native English-speaking Asian countries, there exists a serious imbalance in cultural input. From textbook development to classroom instruction, the English curriculum is largely dominated by Western culture: classic British and American literature, Western films and TV shows, and Western holiday customs occupy core positions in teaching content. By contrast, Asian indigenous cultures — whether the essence of Confucian or Buddhist thought or the unique traditional arts and customs of various Asian countries — are rarely presented systematically or deeply using English as the medium.

Students who have long been immersed in this one-sided cultural input environment, even with

rich English language knowledge, find it difficult to articulate the profound connotations of Asian culture in English. In actual intercultural communication scenarios, they often end up passively listening to Western narratives while being unable to actively express their own local culture. This leads to cultural exchange devolving into a one-way output of Western culture, severely impeding equal dialogue and effective dissemination among diverse cultures, and making genuine cultural exchange and mutual learning impossible.

2.3 Method Rigidity: The Lack of Authentic Communication Scenarios

In college English classrooms of Asian non-native English-speaking countries, a solidification of teaching methods is common, with traditional lecture-based instruction dominating. In class, teachers mainly focus on explaining vocabulary and grammar and analyzing text structures, while students passively receive knowledge and lack active participation and practice opportunities. Simulated authentic cross-cultural communication scenarios are severely lacking, and interactive teaching methods such as role-plays, case discussions, and group debates are insufficiently applied, making it difficult to reproduce communication contexts and conflicts arising from different cultural backgrounds.

As a result, students confined to textbook material and grammar exercises for a long time lack opportunities to practice negotiating communication and resolving cultural misunderstandings in conflict situations. When faced with real cross-cultural communication barriers caused by differences in values and customs, they struggle to flexibly apply what they have learned to solve practical problems. This teaching model causes students' English proficiency to remain at the level of written exam performance; although they may achieve good scores on tests, they perform poorly in authentic communication scenarios, exhibiting difficulties in expression and misunderstandings in comprehension, and failing to effectively transform knowledge into real communicative ability.

2.4 Assessment Gap: The Ambiguity of Intercultural Competence

The existing college English teaching evaluation system fails to precisely correspond to the needs of

cultivating intercultural competence, showing clear omissions. Current assessment criteria still focus on basic language knowledge — such as vocabulary breadth, grammar mastery, and exam-oriented reading and writing proficiency — treating language ability as simply equivalent to exam scores. This approach lacks scientific metrics for core qualities like students' intercultural sensitivity, ability to resolve cultural conflicts, and awareness of non-verbal communication. For instance, evaluation processes rarely include practical tasks like simulated cross-cultural business negotiations or scenarios for resolving cultural misunderstandings, making it difficult to test students' ability to apply their combined language and cultural knowledge in real contexts.

Additionally, the evaluation process heavily emphasizes outcomes over process, relying solely on final and mid-term exams (summative evaluation) to determine learning outcomes, while neglecting students' demonstrated cognitive development and skill improvement during classroom discussions, group collaborations, and cultural practice activities. This single evaluation method cannot comprehensively capture students' dynamic integration of language and cultural knowledge in actual cross-cultural communication. Consequently, the effectiveness of intercultural competence development cannot be accurately measured, and directions for teaching improvement become unclear, lacking a solid basis for optimizing the teaching model.

3. Path Reshaping: A Four-Dimensional Innovation Framework for Cross-Cultural Teaching

3.1 Goal Reconstruction: Establishing the “Two-Way Cultural Exchange” Orientation

To address the current issue of imbalanced teaching objectives, reforming college English instruction requires establishing a “two-way cultural exchange” orientation. The previous one-way transmission teaching model led students to overemphasize understanding and absorbing Western culture, making it difficult for them to convey the essence of Asian culture in English.

This “two-way cultural exchange” orientation breaks that limitation. It emphasizes that teaching should guide students to both deeply understand Western cultural

thinking and value systems and focus on developing their ability to articulate Asian cultural elements in English. In actual instruction, this orientation requires integrating Asian cultural elements with Western content in an organic manner — through case analyses, comparative discussions, and other methods — to help students master expressive skills for both cultures. In cross-cultural communication contexts, students will be able to both accept diverse cultures with an open and inclusive attitude and actively use English to disseminate the values of their indigenous culture, such as Asian history, philosophy, and art. This enables equal, two-way dialogue and exchange among different cultures. This goal reconstruction fundamentally reverses the imbalance of cultural output and input, advancing college English instruction toward deeper cultural interaction and integration, and truly achieving the educational objective of coordinated development of language proficiency and cultural dissemination.

3.2 Content Innovation: Constructing an Asia-Centric Curriculum

In order to address the unidimensional cultural input issue, college English curricula should be constructed around Asia-centric topics. This involves integrating subjects such as Asian history, social development, and arts and culture into the teaching content, using English as the medium to showcase Asia's diverse cultural landscape. By selecting representative Asian cases and materials and guiding students to analyze Asian phenomena and articulate Asian perspectives in English, the traditional Western-dominated curriculum pattern is altered. This not only strengthens students' ability to express their indigenous culture in English but also facilitates the dissemination and exchange of Asian culture in international contexts.

3.3 Method Innovation: Creating “Conflict–Negotiation” Dynamic Teaching Scenarios

To change the rigidity of traditional teaching methods, college English instruction should create dynamic “conflict–negotiation” teaching scenarios. By simulating realistic conflicts arising from differences in values and customs in cross-cultural exchanges, students are placed in those scenarios to communicate and negotiate in English. In the ongoing process of collision and adjustment, students not only practice language skills but also deepen their understanding of

cultural differences and enhance their ability to solve cross-cultural problems. This shift transforms the classroom from static knowledge delivery to dynamic practical training, truly cultivating communicators who are capable of adapting to multicultural environments.

3.4 Assessment Transformation: Establishing a “Process–Competency” Dual-Track Evaluation System

To address the deficiency in assessing cross-cultural abilities, it is necessary to establish a “process–competency” dual-track assessment system. The process evaluation focuses on students' in-class interaction, group collaboration, and participation in cultural practice activities, documenting the development trajectory of their language use and cultural understanding abilities. The competency evaluation, on the other hand, examines students' level of applying language to solve real cultural problems through simulated cross-cultural scenario tasks and case analyses. Combining these two aspects allows one to capture the learning process and accurately measure core intercultural communication competencies, providing scientific evidence for instructional optimization.

4. Implementation Strategies: Contextual Adaptation and Institutional Innovation

4.1 Teacher Development: Building a Cross-Cultural Competence Cultivation System

Instructors, as key agents of teaching practice, must construct a system for cultivating cross-cultural competence. Through systematic training courses, teachers can deepen their understanding of Asian cultural connotations and their differences with Western culture, thereby enhancing their ability to interpret indigenous culture in English. At the same time, teachers should be encouraged to participate in international exchange programs and cross-cultural teaching seminars, accumulating practical experience and mastering cutting-edge pedagogical ideas and methods. In this way, teachers will be able to accurately grasp the essentials of intercultural teaching in the classroom and guide students toward simultaneous improvement of language ability and cultural literacy.

4.2 Policy Support: Institutional Guarantees for Teaching Reform

Institutional backing is essential for driving educational

reform, and constructing a comprehensive support system is key to transforming college English teaching models. Education authorities should issue specific policies that emphasize the importance of cross-cultural English teaching within talent development frameworks, providing formal guidelines for curriculum design, staffing, and resource allocation. An incentive mechanism for educational reform should be established: institutions and teachers that actively explore innovative cross-cultural teaching models and achieve notable results should receive policy preferences and resource support. This will foster an environment of top-down reform and provide a solid institutional foundation for reshaping college English teaching models.

4.3 Cognitive Reconstruction: Breaking the “Native Speaker Superiority” Inertia

For a long time, the mindset of “native speaker superiority” has constrained English teaching in Asian non-native English-speaking countries. This view unilaterally idolizes the language expression of native speakers and neglects the value of indigenous language and cultural features and diverse forms of expression. Reshaping college English teaching requires breaking this cognitive inertia and guiding teachers and students to recognize the diversity of language use and the equality of cultures. Students should be encouraged to use English confidently in communication, rather than blindly imitating native speakers’ styles. With an open and inclusive attitude, they should instead showcase their own cultural characteristics and linguistic creativity in cross-cultural exchanges.

Conclusion

Reshaping college English teaching models in Asian

non-native English-speaking countries requires a multi-dimensional, coordinated effort. By establishing two-way cultural exchange goals, innovating curriculum content, introducing new teaching methods, and perfecting assessment systems — while also enhancing teacher competence, ensuring supportive policies, and reconstructing cultural cognition — we can break through the constraints of traditional teaching. This approach enables the coordinated development of language proficiency and cultural communication ability, and will help Asian cultures thrive with renewed vitality in international exchanges.

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