Original Paper

Research on the Problems and Solutions of Cross-Cultural Communication Teaching in College English under the Industry-Education Integration Model

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Abstract

The rapid development of the economy and society has accelerated the process of world economic integration. With the increasingly frequent international exchanges, society has higher and higher requirements for the cross-cultural communication ability of talents. The cross-cultural communication teaching of college English under the industry-education integration model is a new English teaching mode that closely combines industrial demands with education and teaching. This model emphasizes taking industrial demands as the orientation and cultivating students' practical cross-cultural communication skills as the goal. The organic connection between the education chain, talent chain, and industrial chain is realized through methods such as school-enterprise cooperation and work-study integration. Under globalization, this teaching mode is significant for cultivating high-quality applied talents with an international perspective and cross-cultural communication ability.

1. Introduction

Against China's current high-quality economic development and the optimization and upgrading of its industrial structure, integrating industry and education has become an important pillar of the national education policy. Higher education institutions urgently need to adapt to this era of change and re-examine the positioning of talent cultivation, especially shouldering an important mission of cultivating compound talents with excellent cross-cultural communication skills in English. Integrating industry and education is an innovative model that organically connects the education, talent, and

industrial chains through a collaborative education mechanism between schools and enterprises. However, several deep-seated problems still need to be urgently solved in the current talent cultivation system for cross-cultural communication in English in colleges and universities. To break through this predicament, colleges and universities must establish a dynamic adjustment mechanism and integrate the cutting-edge demands of industries into the entire process of cultivating talents in English cross-cultural communication through in-depth school-enterprise cooperation. This is not only an inevitable choice to enhance the ability of higher education to serve economic and social development but also an important way to achieve educational modernization.

There have been relatively rich achievements in the special research on the industry-education integration model of higher education and the cultivation of cross-cultural communication ability in academic circles at home and abroad. However, the academic exploration of systematically integrating these two important fields is still insufficient. This study innovatively constructs a dual-dimensional interactive framework of industry-education integration and the cultivation of cross-cultural communication ability, aiming to provide theoretical support and practical paths for reforming college English teaching in the new era. This cross-disciplinary research can not only expand the research dimensions of vocational education theory but also contribute to promoting the transformation and upgrading of the application-oriented foreign language talent cultivation model, injecting new vitality into the connotative development of higher education.

2. Theory

2.1 The Theory of Industry-academia Cooperation

In the mid-1960s, British educational research experts systematically expounded the concept of "collaborative education between industry and academia" for the first time. The core viewpoint of this theory lies in the fact that the modern vocational education system must closely align with industrial demands and establish a dynamically adjusted talent cultivation mechanism. This theory breaks through the limitation of the closed operation of traditional vocational education. It advocates the establishment of a new type of education model featuring in-depth collaboration between schools and enterprises. As direct perceives of market demands, enterprises can provide precise reference standards for talent cultivation for educational institutions, jointly participate in the optimization design of the curriculum system, and ensure the organic unity of theoretical teaching and practical training. This mode emphasizes the key role of the practical teaching link. Through the real working scenarios and job training enterprises provide, students can adapt to the professional environment in advance, shortening the adaptation period from campus to the workplace. This cooperation mechanism has solved the long-standing problem of "disconnection between learning and application" in vocational education. Enterprise technical experts directly participate in teaching guidance, integrating the latest industry standards and technical norms into the training program, which has substantially improved the quality

of talent cultivation. Especially in applied foreign language majors, this model has achieved remarkable results in promoting the deep integration of professional construction and industrial demands.

2.2 Teaching of Cross-cultural Communication in College English

As an important component of higher education, college English cross-cultural education has a connotation that goes far beyond merely imparting language skills. In the context of contemporary globalization, this teaching model requires teachers to shoulder a dual mission: not only to ensure that students master solid language application skills but also to undertake the important responsibility of cultural envoys. Through systematic instructional design, teachers need to organically integrate language knowledge with cultural cognition, helping learners master English communication skills while deeply understanding English-speaking countries' cultural traditions, values and social customs. This teaching concept emphasizes that language learning is cultivating cross-cultural communication skills. Teachers should guide students to establish cultural sensitivity through diversified teaching methods and cultivate their comprehensive quality of appropriate communication in different cultural contexts. In contemporary educational practice, teachers should systematically integrate the cultivation of cross-cultural communication skills. Through carefully designed teaching activities, students are guided to deeply understand the profound influence of cultural factors on human communication behavior and enable them to fully recognize that cross-cultural communication ability has become an indispensable core quality in the context of globalization. In the teaching process, students should recognize the multi-dimensional influence of cultural differences on interpersonal communication. Help students construct a cognitive framework for the complexity of cross-cultural communication.

Furthermore, it cultivates students' acute perception and inclusive attitude towards cultural differences and enhances students' adaptability and problem-solving skills in multicultural situations. This teaching orientation not only helps broaden students' international horizons but also cultivates their core competitiveness in globalization. Through teaching methods such as case analysis and scenario simulation, teachers should enable students to truly master the basic principles and practical skills of cross-cultural communication, laying a solid foundation for their future participation in international exchanges and cooperation. Cultivating cross-cultural communication ability is an important goal of modern foreign language education. Systematic cultural teaching and comparative studies help students deeply understand the commonalities and characteristics of multiculturalism, thereby establishing a scientific, cultural cognitive system. This educational approach can enhance students' English application ability and cultivate their cultural sensitivity and inclusiveness, laying a solid foundation for effective communication with people from different cultural backgrounds in the future. In teaching practice, emphasis should be placed on guiding students to go beyond the surface cultural phenomena, deeply grasp the cultural core, and ultimately improve from language to cross-cultural communication.

3. Research Methods and Research Findings

3.1 Research Methods

Based on the academic research achievements and the theoretical framework of cross-cultural communication, this study has established the core target system of cross-cultural teaching in college English through a systematic literature review. The research team adopted quantitative research methods and designed and developed a questionnaire with high reliability and validity for English teachers and students of M University. The number of questionnaires distributed was 283, and 270 valid questionnaires were retrieved, with an effective rate of 95.18%. Through a multi-dimensional analysis of the data collected from the questionnaire survey, the aim is to reveal the key issues and directions for improvement in the current cross-cultural English teaching practice. The research process strictly adheres to the norms of social science research to ensure the objectivity and scientific nature of data collection and analysis.

The purpose of the investigation and research is mainly to solve the following problems:

(1) Under the background of industry-education integration, what is the degree and expectation of students for cross-cultural communication teaching in college English?

(2) Under the background of industry-education integration, what qualities should students of the College English cross-cultural Communication course possess?

(3) What problems exist in integrating industry and education for the college English cross-cultural communication course?

3.2 Research Finding

3.2.1 The Degree of Integration of Industry and Education in the Cross-cultural Communication Course of College English

The analysis of the research data based on Table 3.1 shows that among the surveyed student group, 63 respondents gave an "excellent" evaluation of the implementation effect of the industry-education integration of the English cross-cultural communication course, and 85 respondents thought it was "relatively good". The two items total 148 people, accounting for 55.61% of the total sample size. This data indicates that more than half of the college English major students hold a positive attitude towards the practical effectiveness of integrating education and teaching in the current curriculum system. However, 44.39% of the surveyed students still indicated a vague understanding of the degree of integration between industry and education in the courses or gave negative evaluations. Students' feedback has significant reference value as direct participants and beneficiaries of teaching activities. The research results reflect that there are obvious deficiencies in the connection of the current school-enterprise cooperation in the practical teaching link, which is manifested explicitly in the following aspects: insufficient supply of internship and training resources, low matching degree between industrial demands and teaching content, and the need for optimization of the design of practical teaching links. This situation suggests that educational institutions need to deepen the

mechanism of industry-education collaboration in talent cultivation further and effectively enhance the quality of applied talent cultivation.

Table 3.1 The Degree of Integration of Industry and Education in the Cross-cultural Communication Course of College English

Survey content	Option	Percentage
The degree of integration of industry and education in the cross-cultural communication course of college English	Very Good	24.93%
	Relatively Good	30.68%
	Unconversant	41%
	Poor	3.39%

3.2.2 The Degree of Expectation for the Integration of Industry and Education in the Cross-cultural Communication Course of College English

Based on the result analysis of the research data in Table 3.2, the student's expectations for the industry-education integration project of cross-cultural communication teaching in college English are mainly reflected in three key dimensions. Research data shows that as high as 60.25% of the respondents listed "improving cross-cultural communication skills" as their top priority, highlighting students' emphasis on practical application abilities. Secondly, 56.79% of the students expect to "gain an in-depth understanding of the operation of foreign-funded enterprises" through this project, reflecting the students' strong demand for industrial practice. Notably, 49.23% of the respondents particularly emphasized the importance of "obtaining guidance from industry experts". This research result reveals the realistic challenges currently faced by English teaching: The traditional single-classroom teaching model has been complex to meet the development needs of students. Students look forward to applying their English skills in a real workplace environment through the practical path of integrating industry and education while obtaining practical experience guidance from enterprise experts. This demand shift indicates that modern English education needs to break through the simple imparting of language knowledge and shift to a teaching model that pays more attention to cultivating practical abilities.

Table 3.2 The Degree of Expectation for the Integration of Industry-education in the Cross-cultural Communication Course of College English

Survey content	Option	Percentage
The degree of expectation for the integration of industry-education in the cross-cultural communication	Improvement of cross-cultural communication skills	60.25%
	Gain an in-depth understanding of the operation of foreign-funded enterprises	56.79%

course of college English	Show one's own talent	44.13%
	Get guidance from industry experts	49.23%
	Other	17.83%

3.2.3 The Qualities that Students of the College English Cross-cultural Communication Course Should Possess in the Integration of Industry and Education

The analysis of the research data based on Table 3.3 shows that more than half (51.29%) of the surveyed students regard a solid foundation in the English language as the core quality of cross-cultural communication talents. It is worth noting that nearly half (45.66%) of the students simultaneously emphasized the importance of excellent interpersonal communication and teamwork skills. The research data also shows that 42.47% of the students attach importance to the ability of autonomous learning, while 38.64% pay attention to the ability of knowledge transformation. This distribution trend confirms that the quality requirements for compound cross-cultural talents in the current job market are continuously deepening. As an important base for cultivating applied talents, the English curriculum setting in higher vocational colleges should focus on strengthening students' practical application abilities. Specifically, students must master the thinking method of "drawing inferences by analogy and applying what they have learned". They should not only systematically absorb classroom knowledge but also be good at creatively transforming the practical experience in school-enterprise cooperation. This teaching orientation that emphasizes the connection between theory and practice highlights the distinctive features of vocational education and provides professional talents with an international perspective for the high-quality development of the regional economy.

Table 3.3 The Qualities that Students of the College English cross-cultural Communication Course Should Possess in the Integration of Industry and Education

Survey Content	Option	Percentage
The qualities that students of the college English cross-cultural communication course should possess in the integration of industry and education	Innovation ability	26.49%
	Solid foundation in the English language	51.29%
	Adaptive capacity	26.74%
	Excellent interpersonal communication and teamwork skills	45.66%
	Autonomous learning ability	42.47%
	Knowledge transformation ability	38.64%

3.2.4 Problems Existing in the Integration of Industry and Education of the Cross-cultural Communication Course in College English

The cross-cultural communication course of college English is facing multiple predicaments in the practice of industry-education integration. The research data shows (see Table 3.4) that more than 30% of the students reported a significant disconnection between the course content and the actual needs of enterprises. At the level of teaching management, colleges and universities generally lack an effective teacher incentive mechanism, resulting in insufficient teaching enthusiasm among teachers. Meanwhile, the construction of internship and training facilities lags, and the frequency of school-enterprise interaction activities is relatively low, making it challenging to meet the demands of practical teaching. From the stakeholder theory perspective, integrating industry and education involves multiple subjects, such as students, teachers, institutions, enterprises and the government. If an effective collaborative mechanism is not established among these subjects, it will inevitably lead to difficulties breaking through in both horizontal coverage and vertical depth in curriculum construction. Graduates' feedback further reveals deep-seated issues: there is a time lag effect in implementing national policies, the matching degree of talent supply and demand is insufficient, and there are differences in the goals of school-enterprise cooperation. The specific manifestations are as follows: The talent cultivation plan is not fully aligned with industry standards, the construction of the "dual-qualified" teaching staff lags, students have shortcomings such as weak English application ability and lack of professional skills, and there is a lack of practical teaching channels and other problems. These structural contradictions seriously restrict the reform and development of cross-cultural communication courses.

Table 3.4 Problems Existing in the Integration of Industry and Education of the Cross-cultural Communication Course in College English

Survey Content	Option	Percentage
Problems existing in the integration of industry and education of the cross-cultural Communication course in College English	The communication and information between the school and the enterprise are not smooth	26.53%
	The teaching content is disconnected from the demands of enterprises	39.42%
	A lack of incentive measures for teachers to participate in school-enterprise cooperation	36.52%
	The hardware facilities for practical training in the school are not complete	30.85%
	The school seldom organizes students to visit and intern at enterprises	29%

Other	21%

4. Problems Existing in the Teaching of Cross-cultural Communication in College English under the Background of Industry-Education Integration

4.1 The Curriculum Setting of Cross-cultural Communication in College English Lacks Rationality

College English teaching is facing multiple challenges, and there is an urgent need for systematic reform. The traditional one-way indoctrination teaching still dominates in the classroom teaching mode. The role positioning of teachers as knowledge transmitters has not been broken through, resulting in insufficient classroom interactivity and low student participation. Especially in cross-cultural communication courses, the drawbacks of this teaching mode are more prominent. There is a significant lag in the course content. Many colleges and universities still use the general textbooks compiled many years ago, and the case analyses and cultural interpretations involved have not kept pace with The Times. Against the backdrop of the rapid development of globalization and digitalization, the existing teaching content is challenging to meet the new requirements of foreign-funded enterprises for cross-cultural communication skills. There are structural flaws in the curriculum system setting: On the one hand, there is a lack of logical connection among various courses, and the knowledge system shows fragmented characteristics. On the other hand, there is a profound disconnection between theoretical teaching and practical application, making it difficult for students to transform the knowledge they have learned into practical working abilities. This disconnection between the curriculum design and the demands of enterprises has directly affected students' learning experience and career development.

Under the current global economic pattern, the operational rules of foreign-funded enterprises and the volatility of the job market have put forward new requirements for English cross-cultural communication education in colleges and universities. When conducting relevant teaching, higher education institutions must take into account the dual orientation of the employment demands of enterprises and the development trends of the market. While ensuring that students master a solid theoretical foundation of the English language, it is even more necessary to focus on cultivating their professional skills that match their future career positions and maintain a keen insight into the cutting-edge trends of the industry. The current curriculum system of cross-cultural communication in college English still has an apparent discipline-based tendency. Although imparting language theoretical knowledge is relatively systematic and comprehensive, it appears weak in cultivating practical ability. The standard teaching arrangements are often limited to introductory courses such as English audio-visual, oral communication and translation. This training mode has a significant gap between the actual demand of enterprises and the market for applied English talents. This leads to the difficulty for graduates in forming competitive advantages in terms of professional practical ability and comprehensive quality. It neither meets the demands of foreign-funded enterprises and regional

economic development for compound English talents nor realizes the due market value of vocational education.

4.2 The Teaching Staff for Cross-cultural Communication in College English Is Relatively Weak

A survey of current students found that students strongly expect to introduce enterprise professionals to participate in teaching. Regarding hardware resource allocation, students expect enterprises to bring physical resources such as industry-standard training venues and advanced technical equipment to the school. These resources often represent the latest hardware level in the current field of English cross-cultural communication, which is beyond the reach of the campus teaching environment. At the level of obtaining industry information, students generally believe that enterprise personnel are in charge of the most cutting-edge development trends in English cross-cultural communication. This industry information from the front lines of the market, including the latest application scenarios of business English and the evolution trends of professional terms, are all important contents that traditional classroom teaching is difficult to cover. Most importantly, in terms of cultivating practical abilities, the survey shows that the practical experience of enterprise personnel in specific fields is significantly better than that of full-time school teachers. This gap is particularly prominent in practical teaching links such as business English negotiation and professional document writing.

The construction of the "dual-qualified" teacher team for cross-cultural communication teaching in college English is facing severe challenges. The proportion of teachers with genuine "dual-qualified" qualifications in this field is insufficient, and there are widespread cognitive misunderstandings. Some educators equate "dual-qualified" teachers with the dual identities of "teacher + translator", and this one-sided understanding seriously deviates from the essential requirements of "dual-qualified" teachers in vocational education. Most teachers only obtain skill certificates through examinations, and there is a significant gap between their professional abilities and industry standards. This theoretical certification model on paper makes it difficult for the teaching staff to meet the cutting-edge demands of the industry, showing obvious shortcomings in the practical teaching link. This situation not only restricts the career development of individual teachers but also becomes a key bottleneck hindering the deepening of industry-education integration in cross-cultural communication of applied English.

4.3 The Internship and Practice Paths for Students in the Teaching Process of Cross-cultural Communication in College English Are Relatively Narrow

The practice of industry-education integration in cross-cultural communication teaching of college English is still in the initial exploration stage, and there is still a significant gap between its current development status and the ideal model. Overall, most institutions remain at the level of organizing scattered English cultural exchange activities while making slow progress in building a deep-level school-enterprise collaborative education mechanism. Especially in key areas such as the construction of enterprise-led talent cultivation bases, the establishment of industrial colleges, and the development of enterprise classrooms, substantive breakthroughs still need to be achieved.

Take M University as an example; this university's practical teaching conditions for English cross-cultural communication face severe challenges. Research data shows that the current hardware facilities for practical training make it difficult to meet the teaching requirements, limiting the quality of practical links. It is worth noting that students have reflected that the frequency of joint practical activities between schools and enterprises is insufficient, and they strongly urge the schools and enterprises to jointly increase the financial investment in the construction of practical training conditions.

5. Countermeasures for the Teaching Problems of Cross-cultural Communication in College English under the Background of Industry-Education Integration

5.1 Reasonably Build a Curriculum and Teaching System for Integrating Industry and Education

Innovative paths should be actively explored in the teaching reform of cross-cultural communication in college English. The traditional teaching mode of "theory first and practice later" has made it challenging to meet the current demand for cultivating applied talents. Adopting a new teaching paradigm of "practice-oriented and theoretical infiltration" is suggested. Specifically, the application of English in real enterprise scenarios can be introduced at the beginning of the course. Through project-driven teaching, students can naturally master the key points of the language in solving practical problems. The teaching team needs to establish a dynamic assessment mechanism to track students' English language application ability shortcomings in real time and implement precise theoretical supplementary teaching. This "learning by doing and doing while learning" circular model can effectively enhance students' professional Korean application skills and strengthen their professional identity and intrinsic motivation for learning through immersive experiences in real working situations. This reform of the teaching mode will significantly enhance the pertinence and effectiveness of talent cultivation and better achieve the precise connection between applied English talents and the demands of enterprises. In teaching English cross-cultural communication, applying the situational teaching method can significantly improve the teaching effect. Teachers can create real language application scenarios for students by carefully designing teaching situations. Specifically, specific dialogue scenarios can be constructed based on the content of the teaching materials, and students can be organized to carry out role-playing activities. This method can effectively stimulate students' interest in learning and cultivate their practical application ability of English cross-cultural communication. Through situational simulation, students can think actively in interaction, thereby deepening their understanding and mastery of language knowledge and improving their cross-cultural communication skills in English. This teaching method is suitable for cultivating students' language thinking ability and immediate adaptability.

5.2 Optimize the Construction of the Teaching Staff for the Applied English Cross-cultural Communication Curriculum

In the field of vocational education, building a teaching staff that combines a profound academic background with rich industry practical experience is a key guarantee for cultivating high-quality applied talents. Especially in cultivating talents for English cross-cultural communication, efforts must be made to solve the problem of the disconnection between theory and practice and ensure that the teaching content remains highly consistent with the industry demands. To this end, the following strategies should be adopted in the construction of the teaching staff: Firstly, strict control should be exercised in the talent selection process, and professional talents who not only master systematic knowledge of English cross-cultural communication but also have practical working experience in enterprises should be given priority for employment. Secondly, by establishing a "combination of full-time and part-time" faculty recruitment mechanism, we actively attract outstanding practitioners from the front lines of corresponding industries to join the teaching team, thereby effectively making up for the shortcomings of universities in integrating industry and education. Finally, a sound two-way talent flow mechanism between schools and enterprises should be established. On the one hand, they actively introduce English backbones from enterprises to serve as part-time teachers. On the other hand, teachers from the school are regularly selected to go to cooperative enterprises for practical training. This targeted communication model can promote the sharing of talent resources between schools and enterprises and continuously inject new vitality into the dual-qualified teacher team, ultimately achieving a virtuous interaction between teaching and industrial development.

5.3 Strengthen the Joint Construction and Sharing of Productive Training Bases by Schools and Enterprises

Higher education institutions should not only grasp the central theme of education and teaching but also serve the social economy. Industry and enterprise representatives should engage in in-depth higher vocational education. As an important base for cultivating technical and skilled talents in our country, its development must adhere to the basic path of integrating industry and education and school-enterprise cooperation. In building cross-cultural communication in English, colleges and universities should construct a practical teaching system of "dual-track advancement" to achieve complementary advantages and coordinated development inside and outside the school.

In terms of constructing on-campus training bases, colleges and universities need to break through the limitations of the traditional teaching mode and focus on promoting reforms and innovations in three aspects: First, establish a "factory within the school" practice platform. By introducing real enterprise production projects, English cross-cultural communication application scenarios are organically integrated with business processes. Second, a modular training system is constructed. Practical teaching links are systematically designed based on the demands of different job groups, such as foreign-related business, cross-border e-commerce, and translation services. Third, expand social service functions, actively carry out English cross-cultural communication training for enterprise employees, host

regional English skills competitions and other activities, and enhance professional service capabilities for industries. Through this series of measures, the in-depth connection between the teaching and production processes can be effectively achieved, and students' professional qualities in line with industry standards can be cultivated.

In terms of the construction of off-campus training bases, colleges and universities should establish strategic cooperative relations with high-quality enterprises and focus on improving three mechanisms: Firstly, establish a "dual-mentor" guidance system, where technical backbones from enterprises and school teachers jointly guide students' internships; Secondly, the "project-based" internship model is implemented to transform the real business of enterprises into teaching cases, ensuring that the internship content precisely matches the job requirements. Finally, it is necessary to improve the quality assurance system by formulating scientific assessment standards to prevent internships from becoming mere formalities. It is particularly necessary to emphasize that school-enterprise cooperation must adhere to the educational orientation, eliminate the phenomenon of regarding students as cheap labour, and effectively guarantee the quality of practical teaching. Only by establishing a collaborative and interactive practical teaching system both within and outside the school can we truly cultivate compound talents who are proficient in the application ability of English cross-cultural communication and possess professional qualities. This requires both educational institutions and enterprises to jointly uphold the concept of integrating industry and education, carry out in-depth cooperation throughout the entire process of talent cultivation, and ultimately achieve the organic connection of the education chain, talent chain and industrial chain.

6. Conclusion

For a long time, English education in colleges and universities in our country has adhered to the traditional teaching mode centred on imparting language knowledge. This single teaching orientation overly emphasizes the cultivation of language skills but seriously neglects the importance of cultural teaching. This deviation in teaching concepts directly leads to the lack of students' cross-cultural communication ability, resulting in a thought-provoking phenomenon: Many students who have studied English for many years have difficulty communicating effectively in English in actual communication scenarios, fully exposing the profound disconnection between teaching and practice.

This research is based on the era background of the integration of industry and education. Systematic questionnaire surveys and in-depth data analysis reveal many problems in teaching cross-cultural communication in college English. The research not only analyzed the root cause of the problem but also proposed targeted improvement plans. The research results have significant theoretical and practical value for promoting the reform of college English teaching and enhancing students' practical language application ability.

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