

Original Paper

Global Competence–Oriented Model for Cultivating English Literacy of International Talents

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Received: January 22, 2026

Accepted: March 25, 2026

Online Published: April 9, 2026

doi:10.22158/eltls.v8n2p150

URL: <http://dx.doi.org/10.22158/eltls.v8n2p150>

Abstract

In the context of globalization and increasing international mobility, the cultivation of international talents has become a strategic priority for higher education systems worldwide. English literacy plays a fundamental role in enabling individuals to participate effectively in global communication, academic collaboration, and cross-cultural interaction. However, traditional language education often focuses primarily on linguistic knowledge and examination performance, which may not adequately support the development of competencies required for global engagement. Consequently, scholars and educators have increasingly emphasized the importance of integrating global competence development into language education. This study explores the cultivation of English literacy among international talents from the perspective of global competence. Drawing upon global competence theory, intercultural communication theory, and language literacy studies, the paper proposes a multidimensional framework that conceptualizes English literacy as a combination of linguistic competence, intercultural communication competence, global awareness, and digital communication skills. The study argues that language education should move beyond traditional knowledge-based approaches and incorporate experiential learning, intercultural interaction, and global knowledge exploration. Based on the proposed framework, the paper further develops a global competence–oriented talent cultivation model that integrates curriculum innovation, intercultural learning environments, digital communication platforms, and experiential learning opportunities. The model highlights the importance of aligning language education with global competence development in order to prepare learners for participation in global knowledge economies. The findings contribute to theoretical discussions on international talent cultivation and provide practical implications for designing language education programs that support global competence development.

Keywords

English literacy, global competence, international talent cultivation

1. Introduction

Globalization has significantly transformed the ways in which individuals communicate, collaborate, and participate in economic and cultural activities. Advances in information technology and international mobility have accelerated the integration of global markets, scientific communities, and cultural exchanges. As a result, individuals are increasingly required to interact with people from diverse linguistic and cultural backgrounds. In this context, the cultivation of international talents has become an important objective for higher education systems across the world.

One of the key competencies required for international engagement is the ability to communicate effectively in English. English has become the dominant language in many global domains, including international business, scientific research, higher education, and diplomacy (Crystal, 2003). Consequently, developing strong English literacy is essential for enabling individuals to access global knowledge resources and participate in international communication networks.

However, scholars have increasingly argued that language competence alone is not sufficient for effective global communication. Individuals also need to develop intercultural communication abilities, global awareness, and the capacity to interpret diverse cultural perspectives (Kramsch, 1998). Language learning is therefore closely linked to broader educational objectives related to global competence.

The concept of global competence has gained increasing prominence in international education research. According to the OECD Global Competence Framework, global competence refers to the ability to examine local and global issues, appreciate cultural diversity, communicate effectively across cultures, and act responsibly in global contexts (OECD, 2018). This perspective highlights the importance of integrating global perspectives into educational curricula.

In many educational systems, however, language education continues to emphasize examination-oriented learning approaches that prioritize grammatical knowledge and reading comprehension over communicative competence and intercultural understanding. Such approaches may limit learners' opportunities to develop the competencies required for participation in global communication contexts.

Therefore, there is a growing need to develop innovative language education models that align English literacy development with global competence cultivation. This study aims to address this issue by proposing a conceptual framework and talent cultivation model for developing English literacy among international talents from the perspective of global competence.

2. Literature Review

The concept of global competence has become a central theme in international education discourse. Global competence is generally defined as the ability to understand global issues, appreciate cultural diversity, and communicate effectively across cultural boundaries. The OECD Global Competence Framework identifies four core dimensions of global competence: investigating the world, recognizing

perspectives, communicating ideas, and taking action (OECD, 2018). These dimensions highlight the importance of developing both cognitive and socio-emotional capacities necessary for global engagement. Researchers have argued that cultivating global competence is essential for preparing students to participate in global knowledge economies. Universities therefore increasingly incorporate international perspectives into curricula through international exchange programs, multicultural learning environments, and multilingual education initiatives.

Intercultural communication competence has been widely studied in language education research. Byram proposed a comprehensive model of intercultural communicative competence that includes attitudes, knowledge, skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness (Byram, 1997). Language learning provides important opportunities for developing intercultural competence because it exposes learners to diverse cultural perspectives and communication practices. Effective language education programs therefore integrate cultural knowledge with linguistic instruction in order to prepare learners for cross-cultural communication. Research has shown that learners who develop intercultural competence are better able to navigate cultural differences and engage in meaningful communication with individuals from diverse backgrounds.

English literacy has become a critical component of global communication in the contemporary world. As English continues to function as a global lingua franca, proficiency in English enables individuals to access international information networks, academic resources, and professional opportunities ^[1]. However, scholars have emphasized that English literacy should not be limited to linguistic competence. Instead, it should include the ability to interpret cultural meanings, engage in intercultural dialogue, and adapt communication strategies to different social contexts. Consequently, integrating global competence into language education represents an important strategy for enhancing international talent development.

3. Theoretical Framework

The theoretical framework of this study integrates three major theoretical perspectives:

- a. Global competence theory
- b. Intercultural communication theory
- c. Language literacy theory

Global competence theory emphasizes the importance of preparing learners for participation in global communities. This perspective highlights the role of education in developing learners' ability to understand global issues and communicate across cultural boundaries (Deardorff, 2006). Intercultural communication theory focuses on the processes through which individuals interact with people from different cultural backgrounds. Effective intercultural communication requires both linguistic competence and cultural understanding. Language literacy theory conceptualizes language competence as a multidimensional construct involving linguistic knowledge, communicative abilities, and

sociocultural awareness.

By integrating these perspectives, this study conceptualizes English literacy as a multidimensional competence that supports global engagement and intercultural communication.

4. Global Competence–Oriented English Literacy Framework

From the perspective of global competence, English literacy should be understood as a multidimensional construct that goes beyond traditional linguistic proficiency. In contemporary globalized societies, effective communication requires not only the ability to use language accurately but also the capacity to interpret cultural meanings, engage with diverse perspectives, and participate in international knowledge exchanges (Jackson, 2015). Therefore, English literacy for international talents should be conceptualized as a comprehensive competence that integrates linguistic knowledge, intercultural communication abilities, global awareness, and digital communication literacy. This multidimensional framework reflects the complex demands of global communication environments and highlights the need to align language education with broader educational goals related to global competence development.

At the foundational level, linguistic competence remains an essential component of English literacy. Linguistic competence refers to the knowledge of vocabulary, grammar, and discourse structures that enable individuals to produce and comprehend meaningful messages in English. Mastery of linguistic forms provides the structural basis for effective communication and allows learners to express ideas clearly and accurately. However, in global communication contexts, linguistic competence alone is insufficient. Learners must also be able to adapt language use to different social contexts, interpret implicit meanings, and negotiate meaning in interactions with speakers from diverse cultural backgrounds. Consequently, linguistic competence should be viewed not as an isolated skill but as part of a broader communicative competence that supports participation in intercultural dialogue (Guilherme, 2002).

Closely connected to linguistic competence is intercultural communication competence, which plays a central role in the global competence–oriented framework. Intercultural communication competence involves the ability to understand cultural differences, interpret cultural symbols, and interact effectively with individuals from diverse cultural backgrounds. Language learning inherently involves exposure to cultural values, social norms, and communication styles that shape the meaning of language use. When learners develop intercultural communication competence, they become capable of recognizing cultural perspectives and adjusting their communication strategies accordingly. This competence allows individuals to engage in respectful and meaningful communication across cultural boundaries and reduces the risk of misunderstandings in intercultural interactions. In global communication contexts, the ability to navigate cultural diversity is often as important as linguistic accuracy.

Another important dimension of the global competence–oriented framework is global awareness.

Global awareness refers to learners' understanding of global issues, international perspectives, and the interconnected nature of contemporary societies. In a world characterized by complex global challenges such as climate change, economic inequality, and cultural integration, individuals need to develop the ability to analyze global issues from multiple perspectives. Language education can play an important role in fostering global awareness by integrating international topics into language learning materials and classroom discussions. Through exposure to global news, international case studies, and cross-cultural narratives, learners can develop a deeper understanding of global developments and the diverse viewpoints that shape international discourse. Such knowledge not only enhances language learning but also prepares learners to participate in global conversations about shared challenges and opportunities.

In addition to linguistic competence, intercultural communication competence, and global awareness, digital communication literacy has emerged as an increasingly important component of English literacy in the digital age. The rapid expansion of digital technologies has transformed the ways in which people communicate and collaborate across borders. International communication increasingly occurs through digital platforms such as video conferencing systems, online collaboration tools, and social media networks (Fantini, 2009). Consequently, individuals must develop the ability to use digital technologies effectively for communication and information exchange. Digital communication literacy involves the capacity to locate, evaluate, and produce information in digital environments while maintaining effective communication practices in virtual settings. For international talents, the ability to communicate in English through digital platforms is essential for participating in global academic, professional, and social networks.

These four dimensions—linguistic competence, intercultural communication competence, global awareness, and digital communication literacy—should not be viewed as independent elements but rather as interconnected components of a comprehensive English literacy framework. Linguistic competence provides the structural foundation for communication, while intercultural communication competence ensures that language use is culturally appropriate and contextually meaningful. Global awareness expands learners' understanding of international issues and perspectives, thereby enriching the content and purpose of communication. Digital communication literacy, in turn, provides the technological means for participating in global communication networks. Together, these dimensions form a holistic competence system that enables individuals to engage effectively in global interactions. The integration of these dimensions also reflects the evolving nature of language education in the twenty-first century. Traditional approaches to language education often emphasized grammatical accuracy and reading comprehension as primary learning objectives. However, the increasing complexity of global communication requires language education to adopt more comprehensive approaches that incorporate communication skills, cultural understanding, and digital literacy. Global competence-oriented language education therefore encourages learners to use language as a tool for exploring global issues, engaging in intercultural dialogue, and participating in collaborative

problem-solving.

Moreover, this framework highlights the importance of aligning language education with broader educational goals related to global citizenship and international engagement. Educational institutions should design learning environments that encourage learners to interact with diverse perspectives, reflect on global issues, and develop communication strategies suitable for multicultural contexts. By integrating global competence into language education, universities can help learners develop the competencies required for effective participation in international communities.

Ultimately, the global competence-oriented English literacy framework provides a theoretical foundation for designing language education programs that support international talent development. By conceptualizing English literacy as a multidimensional competence system, the framework emphasizes the importance of integrating linguistic, cultural, cognitive, and technological dimensions of learning. Such an approach reflects the realities of contemporary global communication and provides a pathway for preparing learners to navigate complex international environments.

5. Global Competence-Oriented Talent Cultivation Model

Based on the global competence-oriented English literacy framework discussed in the previous section, the cultivation of international talents requires the establishment of an integrated educational model that aligns language education with the development of global competence. In contemporary globalized societies, international talents must possess not only linguistic proficiency but also the ability to understand global issues, communicate effectively across cultures, and participate in international collaboration. Consequently, language education should move beyond traditional knowledge-oriented approaches and adopt comprehensive educational models that integrate linguistic development, intercultural learning, global awareness, and digital communication skills. A global competence-oriented talent cultivation model therefore emphasizes the integration of curriculum innovation, intercultural learning environments, digital communication platforms, and experiential learning opportunities (Leask, 2015).

Within this model, curriculum design plays a foundational role in shaping learners' understanding of global issues and intercultural communication practices. Language curricula should incorporate global topics such as international cooperation, cultural diversity, environmental sustainability, and technological innovation. Integrating such topics into language learning materials allows learners to explore real-world issues while developing communication skills. Through discussions, presentations, and collaborative projects centered on global themes, learners can engage with diverse perspectives and develop the ability to articulate their views in English. This approach not only strengthens linguistic competence but also enhances learners' capacity to analyze global challenges and participate in international dialogue.

In addition to curriculum innovation, creating intercultural learning environments is essential for cultivating global competence among learners. Intercultural learning environments provide

opportunities for students to interact with individuals from different cultural backgrounds and to experience diverse communication styles. Such environments can be created through international exchange programs, multicultural classroom settings, and collaborative projects involving students from different countries (Deardorff, 2006). When learners engage in intercultural interactions, they are exposed to different cultural perspectives and communication norms, which encourages them to reflect on their own cultural assumptions and develop more flexible communication strategies. These experiences contribute to the development of intercultural communication competence and help learners become more effective participants in global communication contexts.

Another important element of the talent cultivation model involves the use of digital technologies to facilitate global communication and collaboration. In the digital era, international communication increasingly occurs through online platforms such as video conferencing systems, collaborative workspaces, and virtual learning environments. These digital platforms enable learners to communicate with peers and experts from different parts of the world, thereby creating opportunities for authentic intercultural interaction. Through participation in virtual exchange programs and online collaborative projects, learners can practice English communication skills while engaging in meaningful discussions about global issues. Such technology-mediated interactions allow learners to develop both digital communication literacy and intercultural competence, which are essential skills for participation in global knowledge networks.

Experiential learning opportunities also play a critical role in the cultivation of global competence and English literacy. Experiential learning emphasizes learning through direct experience and reflection, allowing learners to apply their knowledge and skills in real-world contexts. Activities such as internships, international research collaborations, and community engagement projects provide valuable opportunities for learners to use English in professional and intercultural settings. When learners participate in international projects or internships in multinational organizations, they gain firsthand experience in navigating cultural differences and communicating with colleagues from diverse backgrounds. These experiences not only strengthen language competence but also foster professional communication skills and global perspectives.

The integration of these educational elements highlights the importance of creating a holistic learning environment that supports the development of international talents. Language education should not be confined to classroom instruction but should extend into diverse learning environments that encourage interaction, collaboration, and reflection (Jackson, 2015). By combining formal instruction with intercultural experiences and digital communication opportunities, educational institutions can create dynamic learning ecosystems that promote global competence development.

Furthermore, implementing a global competence-oriented talent cultivation model requires institutional support and strategic planning. Universities and educational institutions need to adopt policies that encourage curriculum internationalization, support intercultural exchange initiatives, and promote the integration of digital technologies into teaching practices. Faculty development programs are also

essential for preparing educators to design and implement learning activities that integrate global perspectives into language education. Teachers play a crucial role in facilitating intercultural dialogue, guiding learners in the exploration of global issues, and helping students develop communication strategies suitable for multicultural contexts.

Another important aspect of the talent cultivation model is the establishment of partnerships between educational institutions and international organizations. Collaboration with multinational companies, research institutions, and international educational networks can provide learners with valuable opportunities to engage in global communication and professional practice. Such partnerships allow universities to create learning pathways that connect academic education with real-world international experiences. Through joint research projects, international internships, and collaborative innovation initiatives, learners can develop the competencies required for global professional environments.

Ultimately, the global competence-oriented talent cultivation model emphasizes the integration of linguistic development with intercultural learning and global engagement. By aligning language education with the broader goals of international talent development, educational institutions can better prepare learners to navigate complex global environments and contribute to international cooperation. This approach reflects the evolving nature of language education in the twenty-first century, where communication skills are closely linked to cultural understanding and global awareness.

Through the coordinated development of curriculum innovation, intercultural learning environments, digital communication platforms, and experiential learning opportunities, educational institutions can establish comprehensive systems for cultivating internationally competitive talents. Such systems not only enhance learners' English literacy but also equip them with the competencies necessary for effective participation in global knowledge economies. In this way, global competence-oriented language education can play a transformative role in preparing learners to engage with the challenges and opportunities of an increasingly interconnected world.

6. Conclusion

The integration of global competence into language education represents an important shift in how English literacy is conceptualized in the context of globalization. Traditional language education has often emphasized grammatical knowledge and examination performance, while the demands of contemporary global communication require broader competencies, including intercultural understanding, global awareness, and the ability to communicate effectively across diverse cultural contexts. From this perspective, English literacy should be viewed not only as linguistic proficiency but also as a multidimensional competence that enables individuals to participate in global communication and collaboration.

The global competence-oriented framework proposed in this study conceptualizes English literacy as an integrated system consisting of linguistic competence, intercultural communication competence, global awareness, and digital communication literacy. These interconnected dimensions reflect the

realities of modern communication environments in which language use is closely associated with cultural interpretation and digital interaction. By adopting this multidimensional perspective, language education can better support the development of international talents capable of engaging in global dialogue and cooperation.

Building upon this framework, the talent cultivation model presented in this study highlights several key strategies for integrating global competence into language education. Curriculum innovation allows learners to explore global issues while developing communication skills, thereby linking language learning with broader intellectual contexts. Intercultural learning environments provide opportunities for meaningful interaction with diverse cultural perspectives, which strengthens intercultural communication abilities. Digital communication platforms extend language learning beyond classroom boundaries by connecting learners with international communities, while experiential learning opportunities enable students to apply their language skills in authentic professional and intercultural settings.

These strategies collectively contribute to the development of internationally competitive talents who possess both language proficiency and the ability to navigate complex global environments. For educational institutions, the findings of this study suggest that language education programs should integrate global perspectives, intercultural learning experiences, and digital communication tools in order to align language learning with the evolving demands of globalization.

Although this study focuses primarily on theoretical model construction, it provides a conceptual foundation for future research on global competence-oriented language education. Future studies may examine how such educational models can be implemented in different institutional contexts and how digital technologies can further support the development of global competence in language learning.

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