

Research on the Cultivation Paths of College Students' English Intercultural Communication Competence in the Context of Short Videos: A Case Study of Xi'an Fanyi University

Tong Zhao

Xi'an Fanyi University, Xi'an, Shaanxi, China

Abstract: Against the dual backdrop of globalization and digitalization, short videos have become an important medium through which college students engage in English intercultural communication. However, traditional college English teaching models have failed to adapt to the educational demands of the new era, and empirical studies focusing specifically on language-oriented universities remain insufficient. Taking 205 undergraduate students from Xi'an Fanyi University as research subjects, this study employed a questionnaire survey to assess their English intercultural communication competence across four dimensions. The findings indicate that although students generally demonstrate adequate foundational abilities, they exhibit significant deficiencies in intercultural linguistic adaptation, depth of cultural cognition, communicative initiative, and international communication strategies. Based on these findings, this study proposes a systematic cultivation framework aimed at providing practical references for the transformation of foreign language education in similar institutions.

Keywords: Short Videos; English Intercultural Communication Competence; Cultivation Paths

1. Introduction

Driven by globalization and digitalization, the landscape of international communication has undergone profound transformation. In the report delivered at the 20th National Congress of the Communist Party of China, President Xi Jinping emphasized the need to “tell China’s stories well” and “spread China’s voice effectively”^[1]. Under this context, English has increasingly highlighted its intercultural communication function. As digital natives, contemporary college students frequently engage

with short-video platforms, which, due to their lightweight and highly penetrative characteristics, have become an important vehicle for cultural communication^[2]. These platforms provide college students with new opportunities to present and promote Chinese culture in English.

However, traditional English teaching in higher education has not fully adapted to the rapid development of short-video communication. Conventional teaching models still prioritize language-skill training while neglecting cultural communication competence, leading to problems such as “cultural aphasia” and weak narrative ability in telling Chinese stories in English^[1]. At the same time, the pan-entertainment orientation and algorithmic “information cocoons” of short-video platforms also challenge students’ value formation^[3]. Although the integration of traditional Chinese culture with short videos has gradually developed, issues such as insufficient exploration of cultural essence and weak communication targeting remain evident^[4].

Therefore, cultivating college students with cultural literacy, English proficiency, and digital media competence has become an urgent task in foreign language education. Based on this context, the present study takes Xi’an Fanyi University as a sample to investigate students’ English intercultural communication competence and explore cultivation paths in light of the communicative characteristics of short videos.

2. Overview of the Short-Video Context and College Students’ English Intercultural Communication Competence

2.1 Characteristics of the Short-Video Context

As an emerging communication medium, short videos have become deeply integrated into various aspects of college students’ daily study and life. According to the China Online Audio-Visual Development Research Report

(2026), by December 2025, the number of online audiovisual users in China had reached 1.099 billion, with an average daily usage time of 201 minutes. Among Generation Z users aged 18-25, the penetration rate reached 98.2%. As a distinctive communication environment in the digital era, the short-video context, empowered by technological innovation and social networking attributes, exhibits characteristics fundamentally different from those of traditional media, thereby creating a new communicative space for college students' English intercultural communication.

From both positive and negative perspectives, short videos have profoundly influenced college students' intercultural communication practices. On the one hand, their fragmented, instantaneous, and interactive features align with contemporary audiences' media consumption habits^[2], enabling students to use fragmented time for cultural creation and dissemination while shifting from passive receivers to active communicators through functions such as likes, comments, and sharing^[4]. In addition, the low production threshold and convenient editing tools make low-cost English intercultural communication widely accessible to college students^[5]. On the other hand, algorithm-driven recommendation systems tend to create "information cocoons" by repeatedly pushing homogeneous content, thereby narrowing students' cultural horizons^[6]. Meanwhile, the traffic-oriented and entertainment-focused logic of platforms may weaken value guidance and pose challenges to the authentic international dissemination of Chinese culture.

2.2 College Students' English Intercultural Communication Competence

The multiple characteristics of short videos-fragmented communication, strong social interactivity, low creative thresholds, and algorithmic precision recommendation-have comprehensively transformed contemporary college students' patterns of cultural information reception, English expression, and international communication participation. These characteristics also directly influence the cultivation and development of their English intercultural communication competence. Based on this specific media ecology, the present study, drawing upon literature review and questionnaire design, examines four dimensions of competence: language application ability,

cultural cognition ability, communication awareness, and communication skills.

In terms of language application ability, Li Guihua's^[7] test of 161 non-English-major undergraduates regarding Chinese cultural vocabulary translation and cultural writing revealed that college students' English expression ability related to Chinese culture was seriously inadequate. In practice, students commonly exhibit grammatical errors, inappropriate word choices, and monotonous sentence structures, making it difficult for them to convey cultural connotations fluently. Consequently, the phenomenon of "Chinese cultural aphasia" is almost inevitable^[8], and students particularly lack the ability to produce high-quality English scripts adapted to diverse communicative contexts.

With regard to cultural cognition, through surveys and tests involving non-English-major undergraduates from eight universities, Jiao Ziqi^[9] found that although students generally recognized the significance of disseminating traditional Chinese culture, their cultural knowledge reserves remained inadequate, and their understanding of festivals, history, and philosophical thought lacked depth. Meanwhile, students possess limited knowledge of the customs and value systems of major English-speaking countries, making it difficult for them to accurately identify the implicit cultural values or biases embedded in English short videos^[10]. Consequently, cultural misunderstandings are likely to arise during intercultural communication, reflecting a lack of conscious awareness regarding cultural diversity. Communication awareness constitutes the internal driving force motivating college students to actively produce English short videos and participate in international cultural communication. It encompasses three dimensions: value identification, practical willingness, and sense of historical responsibility. Yang Yuan's results^[11] showed that students demonstrated inadequate knowledge of Chinese culture, insufficient English expression ability, and weak communication awareness, indicating relatively limited "communication power" in spreading Chinese culture. Although most students acknowledge the value of short-video communication, their recognition largely remains at the cognitive level, and their enthusiasm for actively creating English short videos and presenting Chinese culture to foreign

audiences remains low. In addition, some college students have not fully recognized their role as the primary force in grassroots cultural communication and still lack a strong sense of mission and initiative in cultural dissemination^[12].

From the perspective of communication skills, although basic short-video operations are relatively easy to master, students generally lack advanced creative abilities and therefore struggle to enhance cultural expression through audiovisual elements. By integrating narrative competence, technical competence, and intercultural awareness, short-video production provides a new pedagogical paradigm for foreign language education^[13]. However, current college English curricula lack systematic planning regarding advanced communication literacy, including intercultural narrative strategies, media literacy, cultural identity negotiation, and participation in global issues^[14]. As a result, students find it difficult to achieve coordinated expression between audiovisual symbols and English language use, and are unable to effectively transform traditional Chinese culture into short-video content that is understandable and acceptable to overseas audiences.

It should be noted that existing studies have primarily focused on non-English-major students, and their conclusions may not fully apply to language-oriented universities. As a foreign-language-specialized institution, Xi'an Fanyi University possesses unique characteristics in terms of students' English proficiency and media usage habits. Therefore, empirical investigation is necessary to accurately understand the actual status of students' English intercultural communication competence.

3. Research Design

3.1 Research Subjects

To gain a clearer understanding of the current state of college students' English intercultural communication competence, this study selected 205 undergraduate students from Xi'an Fanyi University as research participants. Their demographic information is presented in Table 1. In terms of gender distribution, female participants accounted for 80.98% of the total sample, which reflects the gender imbalance commonly observed in language-oriented universities. Participants represented all four undergraduate grades, with juniors constituting the largest proportion (33.17%), indicating that lower- and middle-grade students formed the primary research population. Regarding majors, foreign language-related disciplines accounted for the overwhelming majority of the sample, with students majoring in Translation, English, and Business English representing 35.12%, 32.20%, and 26.34%, respectively.

Overall, the sample was predominantly composed of female students, foreign language majors, and lower- to middle-grade undergraduates. Participants also demonstrated a high frequency of short-video usage, with 33.66% reporting daily usage of 1-2 hours. Furthermore, students exhibited a strong willingness to create English short-video content. Nearly 70% had prior experience publishing such content (43.90% occasionally and 24.39% frequently), while only 9.27% reported no interest at all. Therefore, the sample effectively reflects the characteristics of students in language-oriented universities and demonstrates a certain degree of representativeness.

Table 1. Basic Information of Undergraduate Students Participating in the Survey

Questions	Options	Number of Respondents	Percentage (%)
1. Your gender:	A. Male	39	19.02
	B. Female	166	80.98
2. Your grade:	A. Freshmen	47	22.93
	B. Sophomore	60	29.27
	C. Junior	68	33.17
	D. Senior	30	14.63
3. Your major:	A. English	66	32.20
	B. Translation	72	35.12
	C. Business English	54	26.34
	D. Others	13	6.34
4. Approximately how long do you use short video apps (such as Douyin,	A. Less than 30 minutes	29	14.15
	B. 30 minutes to 1 hour	65	31.71

Kuaishou, WeChat Channels, TikTok, Xiaohongshu, Bilibili, etc.) per day?	C. 1 to 2 hours	69	33.66
	D. More than 2 hours	42	20.49
5. Have you ever tried to create or publish short video content in English?	A. Yes, I publish frequently	50	24.39
	B. Yes, I publish occasionally	90	43.90
	C. No, but I have thought about trying	46	22.44
	D. No, I have no interest at all	19	9.27

3.2 Research Tools and Methods

The questionnaire used in this study was developed based on theoretical concepts and connotations of Chinese excellent traditional culture communication competence proposed by scholars in the field of foreign language education. It also fully considered the expanded connotation of college students' English intercultural communication competence within the context of short-video media and drew upon the "Chinese Story Scale" developed by Zhao Hong et al.^[15]. The questionnaire consisted of 29 objective questions and 1 subjective question. A five-point Likert scale was employed (5 = strongly agree; 1 = strongly disagree) to evaluate students' English intercultural communication competence from four dimensions: language application competence, cultural cognition competence, communication awareness, and communication skills. The reliability of the questionnaire was tested using the SPSS statistical analysis tool. The Cronbach's α coefficient reached 0.92, indicating high reliability of the instrument, thereby providing effective support for subsequent data analysis and investigation of the current situation^[16].

4. Analysis of the Current State of College Students' English Intercultural Communication Competence

A total of 210 questionnaires were distributed in this survey, among which 205 valid responses were collected, yielding an effective response rate of 97.6%. The findings indicate that students generally use short-video platforms frequently and demonstrate a relatively strong willingness to engage in content creation, thus possessing the basic conditions necessary for participating in English intercultural communication activities.

The following sections systematically analyze the current state and major deficiencies of students' competence from four dimensions: language application, cultural cognition, communication awareness, and communication skills.

4.1 Language Application Competence

Language application competence constitutes the foundation of intercultural communication. As indicated in Table 2, the students' overall English language application competence demonstrates the characteristic of "adequate basic competence but insufficient advanced competence". Specifically, 71.22% of students were able to express opinions and emotions fluently in English, 66.83% could comprehend English short-video content delivered in different accents and speech rates, 68.78% possessed the ability to write English short-video scripts, and 73.66% could clarify misunderstandings during intercultural communication in English.

However, significant deficiencies remain in students' ability to accurately adapt language to intercultural contexts. Only 57.07% of respondents reported being able to communicate with native English speakers using grammatically correct and contextually appropriate language, while 59.03% could adjust their English expressions according to different communicative settings, such as formal and informal contexts. More than one-third of students expressed a neutral attitude toward these abilities. These findings suggest that although students possess basic linguistic knowledge, they still lack the flexible language adaptation skills required for different communicative scenarios and therefore struggle to convey cultural connotations accurately.

Table 2. Language Application Competence

Questions	Options	Number of Respondents	Percentage (%)
I can fluently express my opinions and emotions in English.	Neutral	48	23.41
	Disagree	9	4.39
	Agree	90	43.90
	Strongly Disagree	2	0.98
	Strongly Agree	56	27.32
When communicating with	Neutral	68	33.17

native English speakers, I can use correct grammar and appropriate vocabulary.	Disagree	19	9.27
	Agree	77	37.56
	Strongly Disagree	1	0.49
	Strongly Agree	40	19.51
I can adjust my English expression according to different cultural contexts (e.g., formal or informal situations).	Neutral	67	32.68
	Disagree	15	7.32
	Agree	78	38.05
	Strongly Disagree	2	0.98
I can understand English short video content with different accents and speech rates.	Strongly Agree	43	20.98
	Neutral	49	23.90
	Disagree	15	7.32
	Agree	81	39.51
I can write concise and impactful short video scripts or copywriting in English.	Strongly Disagree	4	1.95
	Strongly Agree	56	27.32
	Neutral	47	22.93
	Disagree	15	7.32
When encountering comprehension barriers in intercultural communication, I can effectively clarify and explain in English.	Agree	78	38.05
	Strongly Disagree	2	0.98
	Strongly Agree	63	30.73
	Neutral	43	20.98
	Disagree	8	3.90
	Agree	78	38.05
	Strongly Disagree	3	1.46
	Strongly Agree	73	35.61

4.2 Cultural Cognition Competence

Cultural cognition competence represents the core of intercultural communication. As presented in Table 3, students generally demonstrated a relatively high degree of identification with Chinese excellent traditional culture. Specifically, 69.76% reported having a relatively in-depth understanding of Chinese excellent traditional culture; 71.71% were able to introduce Chinese cultural characteristics accurately in English; and 79.52% indicated that they could understand and respect cultural differences between China and other countries.

Nevertheless, considerable room for improvement remains in the depth and breadth of students' cultural cognition. Only 63.41% of respondents reported having a good understanding of the cultural customs and values of major English-speaking countries, 61.95% could identify implicit cultural values or biases in English short videos, and 60.98% would actively reduce intercultural misunderstandings through learning and practice. More than 30% of students rated themselves as average in these areas. These findings suggest that students' intercultural cognition largely remains at a superficial level.

Table 3. Cultural Cognition Competence

Questions	Options	Number of Respondents	Percentage (%)
I have a relatively in-depth understanding of excellent traditional Chinese culture (e.g., festivals, history, philosophical thoughts).	Neutral	57	27.80
	Disagree	5	2.44
	Agree	100	48.78
	Strongly Agree	43	20.98
I can accurately introduce China's cultural characteristics or social achievements in English.	Neutral	49	23.90
	Disagree	8	3.90
	Agree	72	35.12
	Strongly Disagree	1	0.49
	Strongly Agree	75	36.59
I have a good understanding of the cultural customs and values of major English-speaking countries.	Neutral	63	30.73
	Disagree	12	5.85
	Agree	91	44.39
	Strongly Agree	39	19.02

I can understand cultural differences between China and foreign countries and respect the uniqueness of different cultures.	Neutral	40	19.51
	Disagree	1	0.49
	Agree	79	38.54
	Strongly Disagree	1	0.49
	Strongly Agree	84	40.98
When watching English short videos, I can identify the implicit cultural values or biases contained therein.	Neutral	63	30.73
	Disagree	14	6.83
	Agree	85	41.46
	Strongly Disagree	1	0.49
	Strongly Agree	42	20.49
I will proactively reduce cultural misunderstandings in intercultural communication through learning or practice.	Neutral	67	32.68
	Disagree	13	6.34
	Agree	87	42.44
	Strongly Agree	38	18.54

4.3 Communication Awareness

Communication awareness serves as the primary driving force motivating college students to participate actively in intercultural communication. As shown in Table 4, students demonstrated a high degree of recognition of the value of intercultural communication through short videos and a strong sense of cultural responsibility. Specifically, 65.85% acknowledged the important value of English intercultural communication through short-video platforms, 80.00% believed that college students should undertake the contemporary responsibility of “telling China’s stories well,” 77.07% expressed willingness to showcase Chinese culture to international audiences

through short videos, 77.07% actively followed English-language short videos related to Chinese cultural communication, and 68.78% expressed a desire to improve their related communication competence. However, a clear discrepancy exists between high cognitive recognition and relatively limited practical engagement. Only 62.92% of students reported communicating with foreign users in English through comment sections or private messages on short-video platforms. Most remained at the stage of “occasional posting” or merely “having the intention to try.” This indicates that students’ communication awareness has not yet been fully transformed into sustained and self-motivated communicative behavior.

Table 4. Communication Awareness

Questions	Options	Number of Respondents	Percentage (%)
I believe that using short videos for English intercultural communication is of great value.	Neutral	58	28.29
	Disagree	10	4.88
	Agree	82	40.00
	Strongly Disagree	2	0.98
	Strongly Agree	53	25.85
I am willing to showcase Chinese culture or my daily life to foreigners through short videos.	Neutral	40	19.51
	Disagree	6	2.93
	Agree	80	39.02
	Strongly Disagree	1	0.49
	Strongly Agree	78	38.05
I will proactively follow and watch short video content that disseminates Chinese culture in English.	Neutral	39	19.02
	Disagree	7	3.41
	Agree	85	41.46
	Strongly Disagree	1	0.49
	Strongly Agree	73	35.61
I believe that college students should shoulder the responsibility of “telling China’s stories well”.	Neutral	38	18.54
	Disagree	2	0.98
	Agree	78	38.05
	Strongly Disagree	1	0.49

	Strongly Agree	86	41.95
I hope to improve my ability to conduct intercultural communication through short videos via learning.	Neutral	51	24.88
	Disagree	13	6.34
	Agree	84	40.98
	Strongly Agree	57	27.80
I will try to communicate in English with foreign users in the comment sections or private messages of short videos.	Neutral	61	29.76
	Disagree	13	6.34
	Agree	85	41.46
	Strongly Disagree	2	0.98
	Strongly Agree	44	21.46

4.4 Communication Skills

Communication skills directly influence the effectiveness of intercultural communication. As presented in Table 5, college students generally possess solid operational competence in short-video production. Specifically, 77.08% could skillfully use platform functions such as filming, editing, and subtitle insertion; 71.71% were able to enhance content presentation through audiovisual elements; 72.68% consciously avoided cultural taboos during content creation; and 69.76% optimized their productions based on audience feedback such as likes and comments. Nevertheless, significant

deficiencies remain in intercultural content production and international communication strategies. Only 60.97% of respondents could adjust short-video content and expression according to the cultural backgrounds of target audiences, while 63.90% reported using English subtitles and hashtags to broaden communication reach. These findings reflect the current deficiencies in college English curricula regarding media literacy, intercultural narrative strategies, and communication rules for international platforms, resulting in students' inability to transform technical competence into effective intercultural communication competence.

Table 5. Communication Skills

Questions	Options	Number of Respondents	Percentage (%)
I can proficiently use functions such as shooting, editing, and adding subtitles in short video apps.	Neutral	44	21.46
	Disagree	3	1.46
	Agree	70	34.15
	Strongly Agree	88	42.93
I know how to select appropriate background music, special effects, and visual elements for English short videos to enhance their expressive effect.	Neutral	51	24.88
	Disagree	5	2.44
	Agree	75	36.59
	Strongly Disagree	2	0.98
	Strongly Agree	72	35.12
I can adjust the content and expression methods of short videos according to the cultural background of the target audience.	Neutral	66	32.20
	Disagree	9	4.39
	Agree	67	32.68
	Strongly Disagree	5	2.44
	Strongly Agree	58	28.29
I use English subtitles, keywords, or hashtags in short videos to expand their dissemination scope.	Neutral	63	30.73
	Disagree	10	4.88
	Agree	76	37.07
	Strongly Disagree	1	0.49
	Strongly Agree	55	26.83
When creating English short videos, I pay attention to avoiding cultural taboos or sensitive topics.	Neutral	49	23.90
	Disagree	7	3.41
	Agree	71	34.63
	Strongly Agree	78	38.05
I can improve subsequent works based on the data feedback of short videos (likes, comments, shares).	Neutral	55	26.83
	Disagree	7	3.41
	Agree	77	37.56
	Strongly Agree	66	32.20

Overall, the English intercultural communication competence of students at Xi'an Fanyi University demonstrates a distinctly uneven pattern of development. While students possess solid foundational English skills, operational competence in short-video production, and a strong sense of cultural communication responsibility, they still exhibit significant deficiencies in intercultural language adaptation, depth of cultural cognition, transformation of communication awareness into actual behavior, and international communication strategies. These findings not only reveal the inherent limitations of traditional foreign language education, which has long emphasized language over culture and input over output, but also indicate the key directions for constructing targeted and practical competence cultivation pathways within the context of short-video media.

5. Cultivation Pathways for College Students' English Intercultural Communication Competence in the Context of Short Videos

Based on the above findings, students at Xi'an Fanyi University exhibit an uneven pattern of development in English intercultural communication competence. Although their foundational competence remains relatively solid, they demonstrate clear deficiencies in advanced contextual adaptation, depth of cultural understanding, communication initiative, and international communication strategies. In response to these practical shortcomings, and by integrating the communicative characteristics of short-video media with the educational strengths of foreign language universities, this study proposes a systematic cultivation framework from four dimensions: curriculum reform, practice platforms, cultural cultivation, and faculty development.

5.1 Reconstructing an Integrated "Language-Culture-Media" Curriculum System

To address students' deficiencies in flexible intercultural language application and relatively superficial cultural cognition, it is necessary to break away from the traditional university English teaching model that overly emphasizes linguistic skill training and instead systematically integrate cultural communication and media literacy into the curriculum system. Specialized modules on "English Expression of

Chinese Culture" and "Intercultural Contextual Adaptation" should be incorporated into core university English courses such as reading-writing and oral communication. Instructional materials such as "English Scriptwriting for Chinese Culture Short Videos" tailored to short-video creation need to be compiled. Simulated training activities involving multiple scenarios-including formal speeches and short-video narration-should also be designed to enhance students' contextual language adaptation competence.

Furthermore, elective courses such as "Introduction to International Communication through Short Videos" should be offered to explain the algorithmic mechanisms of international platforms such as TikTok and YouTube. These courses should also introduce intercultural narrative strategies and guide students in transforming abstract cultural concepts into audiovisual stories that are comprehensible and appealing to overseas audiences. In addition, project-based teaching centered on the theme of "telling China's stories well in English" should be comprehensively implemented. Students may be organized into interdisciplinary groups of three to five members and encouraged to utilize local cultural resources such as the Terracotta Warriors and Qin Opera to complete the entire process of video production.

5.2 Establishing a Progressive Multi-Level Practice Platform

To overcome the difficulties associated with insufficient practical engagement and inadequate professional communication experience, it is essential to establish a progressive practice platform. Such a platform can stimulate students' sustained motivation for intercultural communication. Building upon traditional university activities such as English Cultural Festivals and foreign language speech competitions, permanent sections dedicated to "English Short-Video Creation Competitions" should be introduced. Multiple thematic tracks, including Traditional Culture and Comparisons between Chinese and Foreign Cultures, can be established, while differentiated categories such as beginner tracks and advanced tracks may accommodate students with varying levels of competence. Through monthly theme-based submissions, quarterly evaluations of outstanding works, and annual award

ceremonies, a normalized communication atmosphere can gradually be cultivated. Furthermore, universities should deepen cooperation with museums and self-media platforms to jointly establish Intercultural Communication Practice Bases. Industry experts may be invited regularly to conduct workshops and students may participate in producing English museum-explanation short videos for international publicity purposes. In addition, the School may take the lead in registering and operating official university accounts on platforms such as TikTok and YouTube to establish a branded program entitled “XFU Students Telling China’s Stories.” Under a rotating student-management mechanism, outstanding student productions could be uniformly released and promoted, while feedback from overseas audiences could be regularly shared, thereby providing students with stable channels for international communication practice.

5.3 Constructing a Dual-Integrated Cultural Cultivation System

To address students’ uneven cultural knowledge reserves and lack of independent critical cultural thinking, it is necessary to construct a dual-integrated cultivation system combining “Chinese excellent traditional culture” with “diverse intercultural perspectives.” First, education concerning the core values of Chinese excellent traditional culture should be deepened. A series of lectures on “The Essence of Chinese Excellent Traditional Culture” may be organized. At the same time, immersive activities such as “Calligraphy Experience + English Communication” and “Traditional Festival Celebrations + Short-Video Creation” can enable students to deepen their cultural understanding through direct experience. Second, diversified intercultural perspectives should be expanded by regularly organizing Chinese-foreign cultural salons and inviting foreign teachers and international students to introduce the customs and lifestyles of their respective countries. Finally, critical cultural thinking should be cultivated by selecting representative overseas short-video cases related to China and organizing discussions concerning cultural misunderstandings and biases. Students should be guided to identify cultural prejudice and stereotypes in Western media while simultaneously developing the competence to

negotiate cultural identity and engage in equal dialogue with different cultures without abandoning their own Chinese cultural standpoint.

5.4 Developing an Interdisciplinary Teaching Team

In response to the current problems of outdated classroom content and insufficient teaching resources related to short-video communication, universities should cultivate an interdisciplinary teaching team integrating “language, culture, and media” through internal training, external recruitment, and cross-disciplinary collaboration. Universities should regularly organize specialized training programs on topics such as Short-Video Production and International Communication. Opportunities for overseas academic visits should be provided to help teachers learn advanced educational concepts and comprehensively improve their media literacy and intercultural communication teaching competence.

In addition, universities may recruit short-video platform operators, international communication practitioners, and experienced cultural translators as external industry mentors who can provide students with cutting-edge industry knowledge and practical experience, thereby compensating for the limited practical experience of internal faculty members. Moreover, institutional barriers between departments should be removed to establish an interdisciplinary teaching and research community composed of faculty members from Schools of English, Chinese Literature, and Journalism and Communication. Through collective lesson preparation, joint teaching, and collaborative supervision of student projects, educational resources can be effectively integrated to form a synergistic interdisciplinary teaching force.

6. Conclusion

Short-video media has become the dominant communicative context through which contemporary college students perceive the world and express themselves, while simultaneously providing unprecedented opportunities for reconstructing English intercultural communication competence. Within this context, college students should not merely remain learners of language skills but should also develop into young communicators of

Chinese culture. However, current competence cultivation still faces profound challenges, including inadequate language adaptation, superficial cultural cognition, and insufficient communicative practice. Traditional teaching approaches alone can no longer adequately respond to the demands of the era. Consequently, it is imperative to integrate language education, cultural cultivation, and media literacy organically and construct an integrated cultivation ecosystem that combines “learning, application, and communication.” Only in this way can the main role of college students in grassroots intercultural communication be fully realized. When more young people are able to tell China’s stories confidently, accurately, and vividly in English, short videos will become not merely vehicles for online traffic and entertainment, but genuine bridges for intercivilizational dialogue.

Acknowledgments

This paper was supported by 2026 University-level Scientific Research Project of Xi’an Fanyi University titled “Research on the Cultivation of Undergraduates’ English Intercultural Communication Competence in the Context of Short Videos” (Project No.: 2026B27); and 2024 University-level Education and Teaching Reform Research Project of Xi’an Fanyi University titled “Research on the Role Transformation of Foreign Language Teachers in Universities Under the Background of Artificial Intelligence” (Project No.: J24B23).

References

- [1] Li Wei. Research on AI-Enhanced Cultivation of College Students’ English Digital Narrative Competence in the Context of “Telling China’s Stories Well” [J]. *Journal of Mudanjiang College of Education*, 2025, (07): 74–78.
- [2] Shi Hui, Liu Liyun. Cross-Cultural Communication Paths and Optimization Strategies for Chinese Traditional Stories in the Context of Short Videos [J]. *New Legend*, 2025, (43): 71–73.
- [3] Wang Lining, Peng Hui. Research on the Influence of Short-Video Culture on College Students’ Value Orientation and Countermeasures [J]. *Media Forum*, 2026, (05): 74–76.
- [4] Li Ming. Research on the Integration of Chinese Excellent Traditional Culture Short Videos into the Cultivation of College Students’ Cultural Confidence [J]. *Public Relations Psychology*, 2026, (08): 70–72.
- [5] Zhang Xiaomin. Research on the Innovative Path of Teaching Discourse for Ideological and Political Theory Courses in Colleges in the Context of Short Video [J]. *Industrial Technology and Vocational Education*, 2024, 22(05): 87–90.
- [6] Zhang Huimin, Li Xuefeng. Research on the Influence of Online Short Videos on College Students’ Values and Countermeasures [J]. *Journal of News Research*, 2026, 17(04): 111–114.
- [7] Li Guihua. A Survey on College Students’ English Expression Competence of Chinese Culture in Ethnic Universities [J]. *Journal of Higher Education*, 2020, (17): 9–11+14.
- [8] Yang Sulan. The Exploratory Practice of Improving College Students’ English Ability to Promote Excellent Traditional Chinese Culture: A Case Study of Short Video Contest “Speak Fluent English • Retell Chinese Culture” [J]. *Journal of Suzhou Education Institute*, 2022, 25(05): 26–29.
- [9] Jiao Ziqi, Liu Xiaoxing, Wu Xiaohan. Study on College Students’ English Expressing Ability of Chinese Culture from Perspective of International Communication [J]. *China Educational Technology & Equipment*, 2020, (4): 65–67.
- [10] Lin Ziqi, Li Chengwei. Exploring Approaches to Enhancing College Students’ International Communication Competence from the Perspective of “Promoting Learning through Competition”: Taking the FLTRP Cup “Understanding Contemporary China” English Short-Video Competition as an Example [J]. *Journalism Communication*, 2025, (16): 89–91.
- [11] Yang Yuan. Cultivating the “Communication Power” of Chinese Culture in English Teaching: Taking Tianfu College of Southwestern University of Finance and Economics as an Example [J]. *Journal of Higher Education*, 2020, (22): 106–108.
- [12] Sun Shuguang. Exploring a Path on Cultivating Chinese Culture Introduction Competency among University Students: Taking the Course “Telling China’s Stories in English” as an Example [J]. *Foreign Language Education in China*, 2023, 6(04): 34–40+94.
- [13] Zhang Danyang. Research on the

- Cultivation of International Communication Competence Empowered by English Short-Video Creation Based on the Linkage of Three Classrooms [J]. *Journal of News Research*, 2025, 16(04): 53–57.
- [14] He Lingyang, Liu Shuying, Wang Congcong. A Study on Cultivating International Communication Competence in College English through Three-Classroom Synergy- Focusing on English Short Video Creation [J]. *Modern English*, 2025, (16): 97–99.
- [15] Zhao Hong, Bai Kexin. Measuring the International Communication Capacity with a China Story Short Video Rubric [J]. *Technology Enhanced Foreign Language Education*, 2024, (05): 69–75+114.
- [16] Nunnally J C & Bernstein I H. *Psychometric theory (3rd ed.)* [M]. New York: McGraw-Hill Education, 1994.