

Discussion on Cultural Integration and Educational Services for International Students from the Perspective of Situational Communication

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Abstract: From the perspective of situational communication, this paper aims to explore how to promote cultural integration and provide better educational services for international students in China. This paper first analyzes the basic assumptions and key factors of situational communication based on international students in China. Secondly, the relationship between situational communication and cultural integration and educational services for international students in China is discussed in depth. Additionally, the role of situational communication in educational services for international students in China, such as promoting cross-cultural communication, solving language barriers, and enhancing mutual understanding, is proposed. Lastly, from the perspective of situational communication, an optimization path of educational services and cultural integration for international students in China is proposed, including the provision of diversified educational resources, the enhancement of cross-cultural communication, and the establishment of an effective communication mechanism. This study expands the perspective of educational services for international students in China, provides a new theoretical framework and practical path, and offers a reference for promoting cultural integration and improving educational services for international students in China.

Keywords: International students in China; Situational communication; Educational services; Cultural integration

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1. Situational communication theory based on cross-cultural communication in the international student population: Basic assumptions and key factors

Cross-cultural communication refers to the interaction and communication between people of different cultural backgrounds. Due to the differences in cultural backgrounds, the communicative behaviors of the communicating parties require much attention. The cross-cultural communication of international students in China is typical, but it is more complicated and sensitive due to various factors such as their age, country, and purpose of study. Situational communication theory is a theoretical framework that can help explain the cross-

cultural communication of international students, which believes that contexts and situations have an important influence on communicative behaviors, and these contexts and situations constitute the basic assumptions and key factors of situational communication ^[1,2].

The basic assumptions of situational communication include the context-dependence of linguistic behavior and the symbolic nature of linguistic behavior. The former refers to the influence of context on linguistic behavior, while the latter refers to the meaning of linguistic symbols themselves ^[3]. In cross-cultural communication of international students from China, the context-dependence of linguistic behavior is manifested in the different backgrounds and experiences of international students from China in terms of language and culture, which influence their language use and communicative behaviors. The symbolic nature of linguistic behavior, on the other hand, is manifested in the differences of linguistic symbols in various cultural contexts, which may lead to problems such as discomfort and misunderstanding among international students in communication ^[4].

The key factors of situational communication include linguistic principles, linguistic strategies, situational information, and common knowledge. Linguistic principles refer to the communicative norms followed by language users, such as the principles of politeness and cooperation; linguistic strategies refer to the linguistic behavioral strategies, such as indirect language and rhetorical devices that are adopted to achieve communicative purposes; situational information refers to the information that the language users understand and the language use according to the context; and common knowledge refers to the common knowledge that has already been established between the communicating parties, which has an important impact on the effect and quality of communication ^[5-7].

It can be seen that in the educational service for international students in China, it is significant to take the basic assumptions and key factors of situational communication theory as the basis, consider the cross-cultural communication characteristics of international students in China, and design targeted educational service strategies. These contribute to the improvement of international students' cross-cultural communication competence and the deepened cultural integration of international students in China ^[8].

2. Analysis of the relationship between situational communication and educational services and cultural integration of international students in China

2.1. Impact of situational communication on cultural integration and educational services for international students in China

The basic assumptions of situational communication have an impact on the cultural integration of international students in China. The basic assumptions of situational communication include the influence of context on communication, the polysemy and ambiguity of symbols, and the cooperative and co-constructive nature of communication. The context in which international students come to China in the process of cultural integration is a foreign cultural environment, and international students need to face the polysemy and ambiguity of the Chinese language, which may lead to misunderstandings of Chinese, and they must learn to use Chinese symbols in specific contexts to share meaning. Therefore, the basic assumptions of situational communication are instructive for the cultural integration of international students in China, and they require international students to explore and construct their own suitable contexts in practice ^[9,10].

The key factors of situational communication also have an influence on the cultural integration of international students in China. The key factors of situational communication include situation, identity, language style, and non-verbal symbols. International students in China need to understand and adapt to the scenarios of Chinese culture, such as communication styles and etiquette in social, academic, and business

settings. They also need to gradually build up their identity in cross-cultural communication and develop appropriate linguistic styles that reflect their cultural background and characteristics in their study and life ^[11].

Situational communication plays an important role in the quality and effectiveness of educational services, cultural integration, cross-cultural communication, and internationalized education of international students in China. Firstly, situational communication can help educators better understand the cultural background and values of international students in China. In cross-cultural communication, different cultural backgrounds may lead to communication barriers and misunderstandings, so it is very important to understand the cultural similarities and differences of international students in China ^[12]. Through the analysis of situational communication, educators can better grasp the needs and expectations of international students in China, provide more personalized educational services, and help them better adapt to the learning and living environment in China. Secondly, situational communication can facilitate international students to complete cultural integration. In the process of communication, international students can better understand China's cultural background and values through scenarios, so as to better integrate into Chinese society and culture. At the same time, situational communication can also promote Chinese people's understanding and awareness of international students, and reduce misunderstandings and conflicts caused by cultural differences. Lastly, situational communication can promote the learning and growth of international students. Through the learning of situational communication, international students can better understand the Chinese education system and learning methods, adapt to the Chinese learning environment, and improve their academic performance and skills. At the same time, situational communication can also help international students to expand their interpersonal network, enhance their social interaction and cross-cultural communication skills, and lay a good foundation for their future development ^[13].

2.2. Influence of cultural integration and educational services on the situational communication of international students in China

In the process of cultural integration and educational services for international students, cultural differences will have an impact on their situational communication, and the degree of understanding and acceptance of Chinese culture by international students will affect their performance and communication styles in the scenarios. Meanwhile, educational service, as the most important service for international students during their school years, is also closely related to situational communication ^[14].

Cultural differences exert an impact on situational communication. International students from different countries and regions have varying cultural backgrounds and language habits, and may have cross-cultural communication barriers when communicating with Chinese natives. The success of situational communication depends largely on the cultural backgrounds and language abilities of the communicating parties. It is necessary for international students in China to understand Chinese culture and language habits, which can also promote their performance and understanding in situational communication, and thus better integrate into Chinese society ^[15].

The degree of understanding and acceptance of Chinese culture by international students also affects their behavior and communication style in the scenarios. If international students do not understand or accept Chinese culture, the behaviors and language displayed by them in the scenarios may not be in line with Chinese habits and expectations, which may lead to communication failures or misunderstandings. Therefore, in order to improve the performance and comprehension of international students in China in situational communication, educational service providers need to help them understand and accept Chinese culture in various ways, such as providing language courses and organizing cultural exchange activities.

As one of the most important services for international students during their school years, educational service is also one of the important scenarios of situational communication. Through communication with education service staff, international students can better understand school policies and regulations, as well as various issues of campus life and study. The success of situational communication is not only related to the satisfaction of international students with school services, but also directly affects the quality of their study and life during their stay in school ^[16].

Therefore, educational service organizations need to meet the needs and expectations of international students by establishing good situational communication mechanisms. This includes providing multilingual services, establishing situational communication training mechanisms, and organizing cultural exchange activities. Through these measures, the quality of education services and cultural integration of international students in China can be improved.

3. Optimization path of situational communication theory in cultural integration and educational services for international students in China

Contextual awareness in situational communication can optimize cultural integration by improving the cultural awareness of international students in China. In situational communication, international students need to know the language and cultural background and understand the other party's intention and behavior in order to communicate effectively. Therefore, cross-cultural communication training is provided for international students in China, and situational communication is the core content of cross-cultural communication. In addition, educational institutions and educational service organizations need to provide corresponding training and learning resources for international students in China. Enhancing their understanding of Chinese language and culture can improve their cultural awareness, thus better adapting to the Chinese cultural environment and promoting cultural integration ^[17].

Non-verbal communication in situational communication can optimize educational services by improving the service experience of international students in China. Non-verbal communication can influence students' feelings and acceptance of services. For example, service personnel's smile, posture, and body language can convey positive messages, while indifference and impatience can negatively affect the service experience. Therefore, improving service personnel's situational awareness and non-verbal communication skills has become essential to optimize the educational services for international students in China. In addition, non-verbal communication in cross-cultural communication also includes the transmission of cultural symbols and intentions. Service personnel need to know and recognize the cultural background of international students, respect and understand the cultural differences of international students, and adopt appropriate cultural symbols and language in their services in order to better communicate and exchange with international students. Therefore, providing high-quality and comprehensive educational services for international students in China, such as establishing a comprehensive teaching support and living service system, providing them with all-round help, as well as creating a favorable learning and living environment, can improve the service experience of international students in China and promote their educational success ^[18,19].

Effective feedback in situational communication can optimize educational services by improving communication between teachers and students. Effective feedback refers to the expression of understanding and empathy through giving back, thus building an effective and trusting relationship. Teachers can provide feedback in a variety of ways, such as verbal feedback, behavioral feedback, and non-verbal feedback. International students in China need to have frequent situational communication with Chinese teachers and classmates to establish a positive teacher-student relationship. Teachers should pay more attention to the cultural

background and learning needs of international students in China and adopt more flexible and diversified teaching methods in order to better meet their learning needs. At the same time, teachers also need to better understand the thoughts and feelings of international students through situational communication in order to better guide their learning and life. Through timely and effective feedback, teachers can better understand the needs and difficulties of international students in China, improve the quality of education services, and promote the effectiveness of education and teaching ^[20].

4. Conclusion

Therefore, optimizing situational communication by increasing the cultural awareness of international students in China, improving their service experience, and establishing an effective feedback mechanism can effectively promote cultural integration and educational services for international students in China, thus contributing to improving the quality of education and promoting educational development.

Disclosure statement

The authors declare no conflict of interest.

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