STUDY ON THE INFLUENCE FACTORS OF INTERNATIONAL EDUCATION OF CHINESE LANGUAGE TO CULTURAL COMMUNICATION ABILITY AT NANJING

NI YANYAN
6417195837

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE MASTER'S DEGREE OF BUSINESS ADMINISTRATION GRADUATE SCHOOL OF BUSINESS SIAM UNIVERSITY 2023
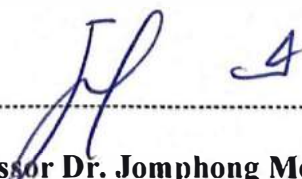
STUDY ON THE INFLUENCE FACTORS OF INTERNATIONAL EDUCATION OF CHINESE LANGUAGE TO CULTURAL COMMUNICATION ABILITY AT NANJING

To
NI YANYAN

This Independent Study has been Approved as a Partial Fulfillment of the Requirement of International Master of Business Administration in International Business Management

Advisor: ....

(Dr. Jidapa Chollathanrattanapong)

Date: ...10.../ ...Jan........ / ..2024...

....

(Associate Professor Dr. Jomphong Mongkhonvanit)
Dean, Graduate School of Business Administration

Date.......2../...2..../...2024....
Siam University, Bangkok, Thailand

Title:	Study on the Influence Factors of International Education of Chinese Language to Cultural Communication Ability at Nanjing
By:	Ni Yanyan
Degree:	Master of Business Administration
Major:	Education Management

Advisor： ....

(Dr. Jidapa Chollathanrattanapong)

.... 10 / .... Jan .... / .... 2024 ......

Abstract

Language is not only a symbol of a nation and a country but also an extension of national interests. International Chinese language education has been beneficial in facilitating cultural exchanges, promoting cooperation, and enhancing the quality of Chinese language education in neighboring countries. However, the effective dissemination of Chinese culture has emerged as an urgent issue that needs to be addressed. The objectives of this study were: 1) To explore the influence factors of International education of Chinese language on Chinese cultural communication ability at Nanjing and 2) To enhance the influence factors of International education of Chinese language, and enhance the ability of Chinese culture communication at Nanjing.

This paper used quantitative research methodology. The population in this study consisted International oversea students in universities in Nanjing have been learning Chinese for 3-5 years, and their Chinese proficiency is HSK level 5. Three hundred and twenty sets of questionnaires were sent to universities in Nanjing for questionnaire responses.

The study results showed that: 1) The impact of cultural curriculum design, cultural connotation exploration, and teacher level on the dissemination of Chinese culture have a positive confluence on Chinese cultural communication ability at Nanjing and 2) International Education of Chinese Language should focused on three aspects, which are improve the teaching system and renew teaching methods; enrich teaching content and cultivate high-quality teachers.
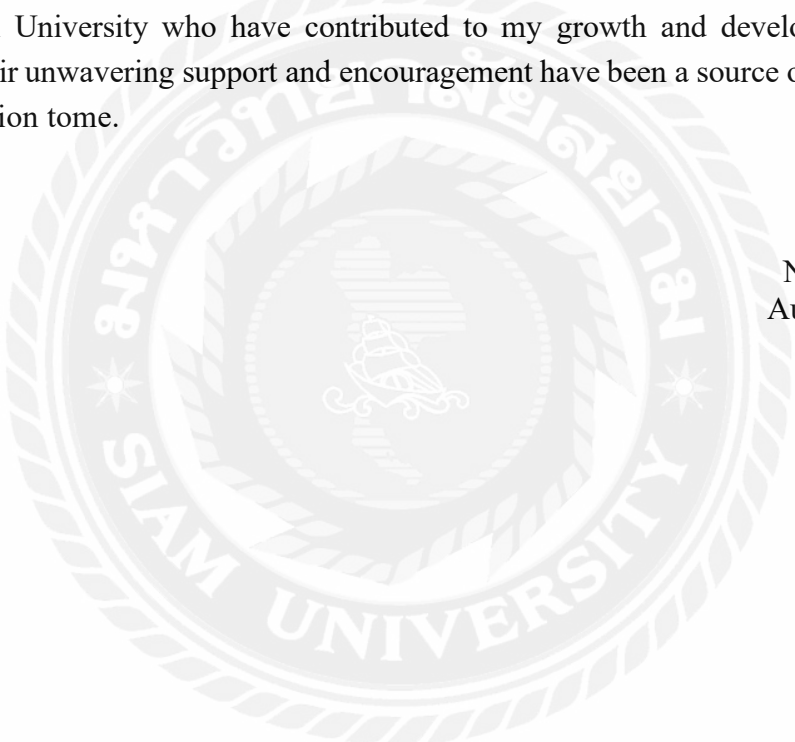
Keywords: Chinese International Education, Chinese Language, International Communication, Suggestions

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Ni Yanyan
Aug 18, 2023

Declaration
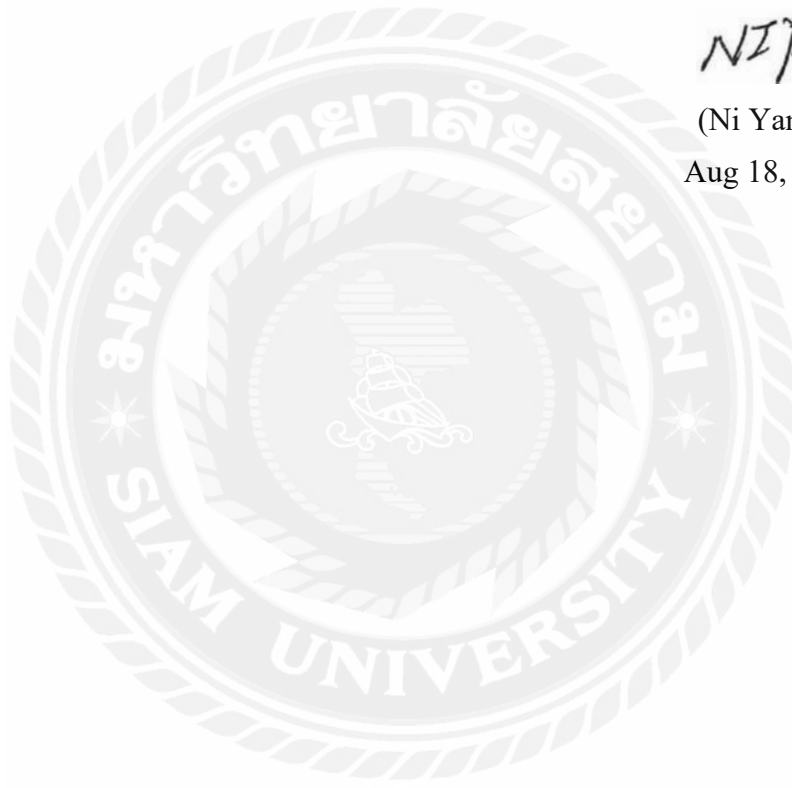
I Ni Yanyan, hereby certify that the work embodied in this independent study entitled *"Study on the Influence Factors of International of Chinese Language to Cultural Communication Ability at Nanjing"* is result of original research and has not been submitted for a higher degree to any other university or institution.

(Ni Yanyan)

Aug 18, 2023

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Chapter 1 Introduction

1.1 Research Background

Against the background of China's growing comprehensive national strength, an upsurge in international Chinese language education has been set off. Culture is not only a symbol but also a window for a country to open to the outside world. Propagating culture can not only gain a sense of accomplishment but also embody a kind of cultural responsibility. Cultural communication can not only reflect the vigorous development of cultural undertakings but also reflect the strength and prosperity of the country.

The influence of globalization continues to expand, and the interaction between countries has never stopped. Against this background, China has continued to deepen cultural exchanges with other countries in the world in terms of scope and level, and the number of people learning Chinese is also increasing. Careers also put forward higher requirements (He, 2016). The Chinese Dream and the "One Belt, One Road" initiative have attracted many learners to learn Chinese. China spreads the core values of Chinese culture to those who come to China to learn Chinese (Huang, 2018). This will not only enhance China's international status, but also promote China's harvest of inclusiveness and mutual learning. Humanistic benefits. The development of international Chinese education is inseparable from the research on the cultural dissemination of Chinese international education in colleges and universities (Hu, 2018). Exploring and researching cultural dissemination activities in colleges and universities, optimizing cultural dissemination activities, and giving full play to the responsibilities and obligations of colleges and universities are what colleges and universities have made for the dissemination of Chinese international education culture. Due contribution (Bai, 2016).

The international influence of a language is the embodiment of national strength (Wang, 2022). Language is not only a symbol of a nation and a country, but also an extension of national interests. International Chinese education has positively affected cultural exchanges and cooperation, improved the service level of international Chinese education in neighboring countries (Smith, 2019), and demonstrated the responsibility and responsibility of promoting Chinese international education, spreading Chinese culture, and enhancing the influence of Chinese culture (Caldarelli, 2019). Through investigation, this paper analyzes the status quo of the influence of Chinese international education on cultural communication, clarifies the connotation of Chinese international education cultural communication, explores the existing problems, and puts forward countermeasures and suggestions (Cheong, P. H., & Yang, A., 2017), in order to optimize the curriculum, tap cultural connotations, and strengthen cultural communication capabilities. On the one hand, strengthen the influence of Chinese

international education on cultural communication, give full play to its advantages, and serve the national "Belt and Road" strategy (Qi, 2018).

Nanjing offers high-quality international Chinese education with renowned universities and language institutes that have experienced faculty members and well-established programs. Their comprehensive curriculum covers various language skills and aims to develop students' proficiency in Chinese while providing a deep understanding of Chinese culture. Students benefit from cultural immersion opportunities, modern teaching methods, individualized instruction, and language proficiency testing. Nanjing also offers a supportive learning environment with dedicated resources and study/exchange programs to further enhance language skills and cultural immersion.

Nanjing's international Chinese education programs prioritize excellence in language education and cultural understanding. They provide a comprehensive curriculum, modern teaching methods, and individualized support to ensure students' language learning goals are met. With ample opportunities for cultural immersion and a supportive learning environment, Nanjing creates a dynamic and enriching experience for international students studying Chinese.

1.2 Research Problems

At present, the international dissemination of Chinese language has great value in politics, economy and culture, and the dissemination of culture can not only improve the country's cultural soft power, enhance the image of a big country and a strong country, but also promote mutual understanding between nations (Robinson, 2014). A symbol of soft power, it plays an indispensable role. At present, many countries have incorporated Chinese language teaching into the national education system, and the pace of building local Chinese language talents is also in progress (Wang, 2018). At present, there are problems of single form and unbalanced content; students have a good overall cognition of Chinese culture, but their cognition of spiritual culture is obviously not as good as their cognition of material culture and behavioral culture (Ke, 2021). In this regard, Universities in Nanjing need to strengthen the intensity of cultural communication (Lin, 2016). Therefore, the main research question of this paper is the relationship between the influences of Chinese international education on the spread of Chinese culture in three aspects: cultural curriculum, cultural connotation, and teaching staff level (Crowther, 2019).

1.3 Objective of the study

The research of this paper mainly focuses on Chinese international education and cultural communication, and its main purposes are as follows.

1. To explore the influence factors of International education of Chinese language on Chinese cultural communication ability at Nanjing.

2. To enhance the influence factors of Chinese language of International education, and enhance the ability of Chinese culture communication.

1.4 Scope of the Study

The research object of this paper is the Chinese cultural communication activities of the International Cultural Exchange College (referred to as "cultural communication activities"), and the international students and teachers of the International Cultural Exchange College (Chinese language teachers, teachers who have organized or participated in cultural activities) in 40 Nanjing universities Conduct research. Through the school's official website, teachers and students are asked to use questionnaires, interviews, etc. to obtain information about the activities of disseminating Chinese culture to international students, and conduct analysis and research. The research on the information of international students includes understanding their gains and feelings in Chinese language classes, cultural teaching, and cultural practice activities. The survey respondents have been learning Chinese for 3-5 years, and their Chinese proficiency is HSK level 5. The survey respondents have participated in many activities, have a vertical understanding of the activities, and can express their feelings about the activities more completely.

1.5 Research Significance

In China, a relatively systematic and complete system has been established regarding the language and cultural communication mechanism. Different colleges and universities also show great differences in school-running philosophy and school-running models. Many schools have their own characteristics in these aspects, but lack their own models and communication systems, and cannot teach students according to their aptitude in international Chinese education.

First of all, this article sorts out the current status of Chinese international education and cultural communication activities in colleges and universities in New China, which can provide reference value for the subsequent optimization of culture, cultural course teaching and cultural practice activities in Chinese language teaching.

Secondly, this article analyzes the cultural communication activities of Chinese international education, covering teachers, textbooks, classroom content, students, test papers, etc., hoping to provide a direction for thinking about optimizing cultural communication. Finally, through practice, this study gives feedback on how to effectively carry out cultural communication in the teaching of Chinese to Speakers of Other Languages and cultural activities, and provides reference for Chinese language teachers and local teacher volunteers to carry out cultural communication, and contributes to the spread of Chinese culture in International Chinese Language Education.

1.6 Theoretical framework
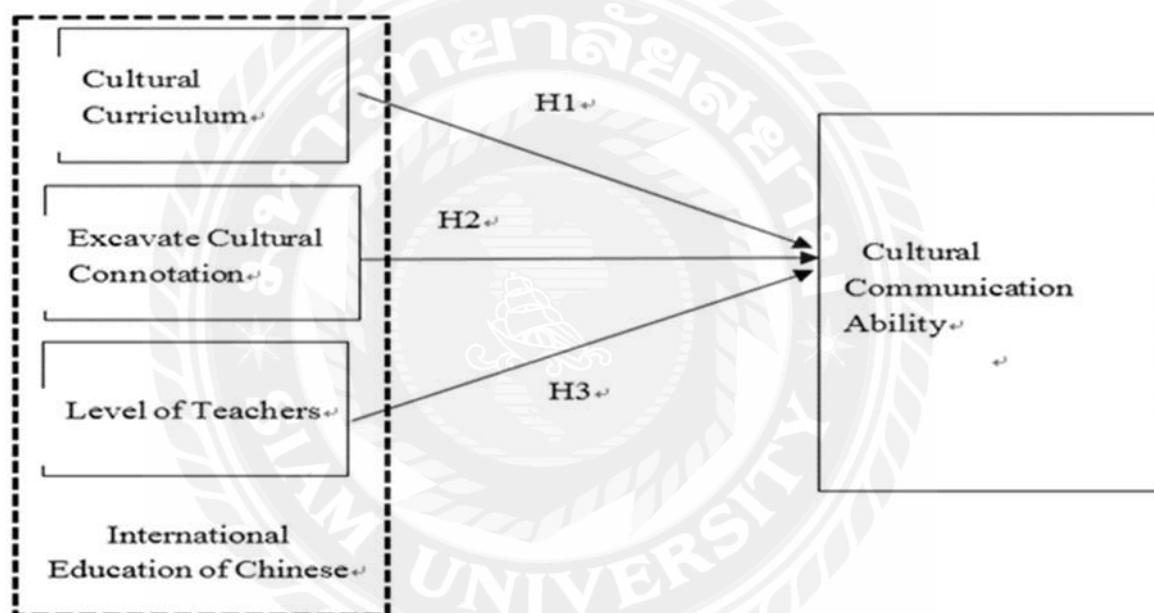
Figure 1 Model assumptions

1.7 Hypotheses

China has made certain achievements in the dissemination of Chinese international education and culture, but there are also shortcomings. International Chinese education is closely related to cultural activities, and thinks from the three aspects of cultural curriculum, mining cultural connotation, and the level of teaching staff. Through the dissemination of cultural teaching and cultural activities, it promotes the gradual integration of Chinese teaching and cultural activities, and is committed to promoting Cultural dissemination is maturing. Based on the research and review of relevant literature, the following three hypotheses are proposed:

H1: The setting of cultural curriculum in international Chinese education has a positive effect on cultural communication ability.

H2: Excavating cultural connotation in Chinese international education has a positive effect on cultural communication ability.

H3: The level of teachers in international Chinese education has a positive effect on cultural communication ability.

Chapter 2 Literature Review

2.1 Introduction

In this chapter, the purpose of this study, interpretation of concepts, theoretical basis, and literature review are stated. The conceptual framework and the composition of the model excavate the core factors of foreign students studying Chinese culture in colleges and universities, and the ultimate goal is to spread Chinese culture more effectively. This framework shows the relationship between dependent variables, mediator variables, and independent variables. Finally, this chapter conducts a literature review, finds the theoretical gap through the results of previous studies, and discovers the theoretical contribution and research purpose of this paper.

2.2 Cultural Curriculum

The Cultural Curriculum refers to an educational program or framework that incorporates the study and exploration of various cultural perspectives, traditions, values, beliefs, languages, arts, and histories into the core curriculum (Kramsch, C. 1995) .It is a deliberate and systematic effort to introduce students to the richness of human diversity and to promote cultural awareness, appreciation, and understanding.

The main goal of the Cultural Curriculum is to foster an inclusive and respectful learning environment where students can develop a broader worldview and embrace different cultural backgrounds (Miedema, S. 2014). By learning about diverse cultures, students are encouraged to challenge stereotypes, develop empathy, and cultivate cross-cultural communication skills (Zúñiga, X., Naagda, B. R. A., & Sevig, T. D. 2002).

The Cultural Curriculum typically includes elements such as:

Cultural Diversity: Introducing students to a wide range of cultures, ethnicities, and social backgrounds to celebrate the uniqueness and interconnectedness of human societies.

Cultural History and Heritage: Exploring the historical development of cultures, their traditions, customs, and contributions to humanity.

Language and Communication: Learning about different languages, dialects, and communication styles, emphasizing the importance of language as a means of cultural expression and identity.

Arts and Literature: Studying traditional and contemporary forms of art, literature, music, dance, theater, and other cultural expressions to appreciate cultural creativity and aesthetics.

Religion and Belief Systems: Gaining knowledge about various religious beliefs

and practices, promoting religious tolerance and understanding.

Cultural Values and Ethics: Reflecting on cultural values, ethical principles, and societal norms, fostering critical thinking and cultural sensitivity (Zeidler, D. L., Sadler, T. D., Simmons, M. L., & Howes, E. V. 2005)

Cultural Celebrations and Festivals: Learning about cultural celebrations and festivals as important aspects of cultural identity and social cohesion.

Global Perspective: Encouraging students to adopt a global perspective and recognize the interconnectedness of cultures in an increasingly interconnected world.

Educators play a crucial role in implementing the Cultural Curriculum, creating inclusive learning environments, and facilitating meaningful discussions about cultural differences and similarities (Artiles, A. J., & Dyson, A. 2005). The Cultural Curriculum promotes cultural competence, which involves the ability to interact respectfully and effectively with people from diverse backgrounds, thereby preparing students to be active participants in a multicultural society (Henderson, S., Horne, M., Hills, R., & Kendall, E. 2018).

2.3 Excavate Cultural Connotation

When referring to "excavating cultural connotation," it typically means exploring or uncovering the underlying meanings, symbols, and significance associated with a particular culture or cultural artifact. Here are explanations of some terms commonly used in relation to excavating cultural connotation:

Cultural connotation refers to the symbolic or implied meaning embedded within a cultural practice, symbol, language, or behavior (Burke, K. 1989). It goes beyond the literal interpretation and involves understanding the deeper layers of meaning that are culturally specific.

Symbolism is the use of symbols to represent ideas, concepts, or qualities. Symbols carry cultural meanings and often have deeper connotations that reflect cultural values, beliefs, or traditions. Excavating cultural connotation involves interpreting the symbolic meanings attached to various cultural symbols (Boyce, M. E. 2017).

Semiotics is the study of signs and symbols and their interpretation (Siregar, I. 2022). It examines how cultural symbols, signs, and gestures communicate meaning within a specific cultural context. Excavating cultural connotation often involves applying semiotic analysis to uncover the cultural messages conveyed through various signs and symbols.

Cultural significance refers to the importance, value, or relevance of a cultural practice, artifact, or event within a specific cultural context. Excavating cultural connotation involves identifying and understanding the significance of cultural

elements and their implications within a cultural framework.

Cultural context refers to the social, historical, and environmental factors that influence the meaning and interpretation of cultural practices, symbols, and behaviors (Johnson, K. A., Hill, E. D., & Cohen, A. B. 2011). Excavating cultural connotation involves considering the broader cultural context to better understand the intended meanings and implications associated with cultural elements.

Intersexuality refers to the inter connectedness and interdependence of texts or cultural artifacts within a cultural system. It recognizes that cultural elements are often influenced by and reference other cultural texts, traditions, or practices (Riany, Y. E., Meredith, P., & Cuskelly, M. 2017). Excavating cultural connotation involves exploring the inter textual references and connections that contribute to the broader cultural meanings and interpretations.

By excavating cultural connotation, researchers or individuals aim to gain a deeper understanding of the cultural nuances, values, and meanings embedded within a particular culture or cultural artifact. It involves delving beyond surface-level observations and exploring the layers of symbolism and significance that contribute to a richer understanding of cultural practices and expressions.

2.4 Level of Teachers

The "level of teachers" refers to the proficiency, knowledge, skills, and overall competence of teachers in a specific field or subject. In the context of cultural communication or cultural curriculum, the level of teachers pertains to their understanding and expertise in teaching and facilitating cultural education or communication (Byram, M., & Wagner, M. 2018). Here are some key aspects that contribute to the level of teachers:

Subject Knowledge refers to the level of teachers includes their depth of understanding and expertise in the subject matter, including cultural theories, concepts, and practices relevant to the curriculum (Magnusson, S., Krajcik, J., & Borko, H. 1999).Teachers with strong subject knowledge are able to effectively convey and explain cultural concepts to students.

Pedagogical Skills are the level of teachers encompasses their instructional and pedagogical skills, such as their ability to plan and deliver engaging lessons, facilitate discussions, use teaching strategies that promote cultural understanding, and assess student learning effectively.

Intercultural Competence which refers to teachers with a high level of intercultural competence possesses the skills and attitudes necessary for navigating cultural differences and fostering cross-cultural understanding in the classroom. They demonstrate openness, respect, and sensitivity towards diverse cultural perspectives

and can effectively facilitate intercultural communication and dialogue.

Professional Development is the level of teachers also includes their commitment to ongoing professional development (Guskey, T. R. 2002). Teachers who continuously seek opportunities to enhance their knowledge, skills, and understanding of cultural communication contribute to a higher level of competence in effectively teaching cultural curriculum and engaging students in cultural activities.

Communication Skills which are the effective communication skills that crucial for teachers to convey cultural information clearly and engage students in meaningful discussions (Kayi, H. 2006). The level of teachers encompasses their ability to communicate ideas, concepts, and cultural nuances effectively to students from different cultural backgrounds.

Cultural sensitivity refers to teachers who possess a high level of awareness and respect for diverse cultural perspectives, traditions, and values (Ahmad, Y., Hamzah, M. R., Hussin, H., & Ismail, A. 2023, April). They demonstrate this sensitivity by creating inclusive and culturally responsive learning environments that validate students' identities and foster a positive cultural learning experience.

The level of teachers plays a significant role in shaping the quality of cultural education and communication within a curriculum. Teachers with a high level of expertise and competence contribute to students' cultural understanding, appreciation, and ability to navigate cultural differences effectively (Bartell, C. A. 2004).

2.5 Cultural Communication Ability

Cultural communication ability refers to the aptitude and competence of individuals to effectively and appropriately engage in communication within a cultural context (Akyıldız, S. T., Çelik, V., & Ahmed, K. H. 2021). It involves the skills, knowledge, and attitudes necessary to understand, interpret, and convey messages across different cultures while respecting and adapting to cultural norms, values, and practices.

Here are key elements that contribute to cultural communication ability:

Intercultural Awareness which is cultural communication ability begins with a strong awareness and understanding of one's own cultural background, as well as an appreciation for the diversity of other cultures. This awareness includes recognizing and respecting cultural differences, being open to learning about other cultures, and challenging cultural biases and stereotypes (Chen, G. M., & Starosta, W. J. 2012).

Cross-Cultural Knowledge refer to the cultural communication ability requires knowledge of different cultural norms, customs, traditions, values, and communication styles. This knowledge helps individuals interpret and navigate cultural differences, avoid misunderstandings, and adapt their communication

accordingly (Han, Y. 2013).

Verbal and Nonverbal Communication Skills include the effective verbal and nonverbal communication skills which are crucial for cultural communication. This includes the ability to use appropriate language, tone, gestures, and body language in a culturally sensitive manner. It also involves being attentive to and interpreting nonverbal cues and adapting communication styles to suit different cultural contexts (Wahyuni, A. 2018, January).

Empathy and Respect which are the cultural communication ability involves demonstrating empathy and respect for individuals from diverse cultural backgrounds. It includes the ability to listen actively, show genuine interest, and validate different perspectives. Cultivating a respectful attitude fosters trust and mutual understanding in intercultural communication (Leaven, K. L. 2020).

Adaptability and Flexibility refer to the cultural communication ability requires adaptability and flexibility to navigate cultural differences and adjust communication strategies accordingly. This involves being open to new ideas, willing to modify communication approaches, and being sensitive to cultural nuances and context-specific norms.

Conflict Resolution and Mediation refer to the cultural communication ability that includes the skills to manage and resolve conflicts that may arise due to cultural differences. This involves being able to navigate cultural misunderstandings, mediate disagreements, and find common ground while respecting diverse perspectives.

Continuous Learning and Development refer to the cultural communication ability is a lifelong learning process. Individuals with strong cultural communication ability recognize the need for ongoing learning, self-reflection, and improvement. They actively seek opportunities to enhance their cultural knowledge, communication skills, and intercultural competence (Ratana-Ubol, A., & Henschke, J. A. 2015).

Cultural communication ability is essential in today's globalized and multicultural world. Individuals who possess this ability can effectively engage with people from diverse cultures, build connections, and promote mutual understanding and cooperation.

2.6 Cultural dissemination theory

Communication studies emerged as a formal discipline in the 1930s, with Wilbur Schramm being recognized as a leading figure in Cultural dissemination theory. Schramm played a pivotal role in collecting and organizing previous studies, establishing a systematic framework for the field. His contributions helped establish communication studies as an independent discipline within the academic realm (Goldblatt, 2005).

Wilbur Schramm's research delved into various aspects of communication, including its history, function, process, symbols, codes, and approaches. He also examined the media, channels, and effects of communication, as well as the structure, function, operation, and knowledge industry of communication media (Han, N., & Choi, S., 2021).

Cultural communication can be understood as the transmission, diffusion, migration, and succession of diverse cultural elements unique to human beings. It involves the change, sharing, interaction, and reorganization of cultural resources and information across time and space, constituting a creative spiritual activity in cultural communication between individuals (McDougall, 2014).

The Confucius Institute, as a platform for preserving and disseminating Chinese culture and promoting the internationalization of Chinese higher education, has played a significant role in fostering the revival of traditional culture internally and enhancing global understanding of Chinese culture (Moeller, 2015).

Evaluating cultural communication requires consideration of factors such as teacher proficiency, cultural connotation, and cultural carriers. From the perspective of Hofstede's cultural dimension theory, the application of the five dimensions in intercultural communication theory and practice is analyzed, providing a theoretical foundation for understanding cultural communication (Pamintuan, 2021).

It is suggested that cultural communication can take place in the classroom setting, with education playing a crucial role. Future research in broadcast studies should focus on the reconstruction of all aspects of social life through medicalization, as this is expected to become a significant aspect of communication discipline reconstruction (Qi, 2018).

Culture, as a complex concept, encompasses all aspects of human life, ranging from social ideology to group customs, and falls under the broad category of culture. The essential characteristics of culture shape the cultural essence of communication (Wen, 2010).

2.7 Chinese International Education

The sun is the medium and carrier of cultural transmission and inheritance. The festival has the characteristics of the compound type, which integrates material culture and spiritual culture, and can reflect the characteristics of cultural horizontal synchronic transmission and vertical diachronic inheritance (Workneh, 2016). The main tasks of the international promotion of Chinese language include the construction of Confucius Institutes, teacher training, teaching material compilation, Chinese network platform construction, and the reform of the Chinese language test. Chinese language goes to the world, driving culture to the world, and culture can

reflect Chinese values (Xiang, 2018). To introduce Chinese culture to the world when promoting Chinese to the world, we must first clarify the relationship between the seven aspects of essence and dross, rationality and sensibility, tradition and modernity, common personality, subjectivity and objectivity, and content and means (Xu, 2017). The main cultural content of cultural dissemination is life culture, custom culture, essence culture, system culture, and concept culture (Xu, 2022). To enhance the influence of Chinese culture and increase the strength and breadth of cultural communication, it is necessary to build an evaluation system for cross-cultural layered communication (Yu, 2018). The international promotion of Chinese language uses teaching as the medium, combining Chinese language and Chinese culture to promote, so that foreign Chinese learners can understand China's politics, economy, culture, history, reality, society, art, and life (Zhang, 2017). The purpose of international Chinese language education and cultural dissemination is to promote and disseminate Chinese culture. In the teaching process, interesting teaching methods must be used, the essence of Chinese culture must be integrated into the curriculum, and an attitude of communication must be maintained when promoting culture (Robinson, 2014).

Based on the above analysis, important factors affecting cultural communication ability include cultural connotation mining, teacher level and cultural carrier. In international education, these factors can be more clearly defined in three aspects: cultural curriculum, exploring cultural connotation and teachers' level.

Chapter 3 Research Methodology

3.1 Introduction

This chapter is devoted to describe the research plan which guides the investigation. It consists of the following three aspects: population and sample, data collection, research tool development.

Quantitative methods are adopted, in which questionnaires are used as an important tool for basic data collection in survey research. The questionnaire used a five-level Liker scale. Among them, the first part of the questionnaire is the basic characteristics of the population sample, and the second part mainly involves three aspects of cultural curriculum setting, cultural connotation mining, and teaching staff level, with 25 questions. The objects involved in the questionnaire survey are students who have participated in university cultural activities. Due to the epidemic, most of the international students are not in China but distributed in different countries. In order to facilitate the investigation, this survey distributed 320 online questionnaires to international students with the help of the questionnaire star platform and recovered 320 questionnaires. Among the returned questionnaires, the valid questionnaires there were 320 questionnaires, and the effective rate of questionnaire recovery was 100%.

The statistic program as SPSS has applied on the dissertation. The qualify relations by using the theories discussed in the literature review but the testing in conceptual framework can calculate to explain Correlation Coefficients and Multiple Regression in each linkage.

3.2 Population and sample size

The population of this study comprises international students who have actively participated in university cultural activities in Nanjing, China, focused on international students who have studied Chinese at a local university for duration of 3-5 years and passed a Chinese proficiency level of HSK 5. The research includes a sample of 320 online questionnaires distributed among 40 universities situated in different urban areas of Nanjing, resulting in the collection of 320 completed responses.

However, due to the prevailing epidemic conditions, conducting a traditional in-person survey was not feasible. Therefore, an online approach was adopted using the Questionnaire Star platform. Through this platform, a total of 320 online questionnaires were distributed to the targeted population.

By leveraging the convenience and accessibility of online surveys, the researchers were able to reach out to international students regardless of their physical

location, allowing for a broader representation of perspectives. The use of the Questionnaire Star platform facilitated the efficient distribution and collection of responses, ensuring a smooth and streamlined data collection process.

This approach not only adhered to the necessary safety measures in light of the epidemic but also demonstrated adaptability in utilizing modern technological tools for research purposes. The online questionnaire method enabled the researchers to gather valuable insights from a diverse group of international students engaged in university cultural activities in Nanjing.

3.3 Data collection

To ensure accurate data collection and accommodate respondents, this study employed a questionnaire as the primary data collection method. The questionnaire was thoughtfully designed in both English and Chinese versions, aiming to cater to the diverse linguistic backgrounds of the international student population. A total of 320 questionnaires were distributed to international students who actively participated in cultural activities at universities in Nanjing.

By adopting this online survey method, the study not only adhered to the necessary health and safety protocols during the pandemic but also demonstrated adaptability in leveraging digital tools for efficient data collection. The online questionnaire approach ensured the participation of a diverse range of international students, contributing to a comprehensive understanding of their perspectives on cultural activities.

Overall, the combination of a bilingual questionnaire and an online data collection platform helped optimize the data collection process, ensuring the accuracy and convenience of gathering responses from international students in Nanjing.

This study utilized the Liker five-point scale as a data collection tool to measure respondents' perceptions and opinions on various variables related to the research objectives. The study utilized SPSS software for reliability and validity analysis. Researchers can further optimize the analysis by employing advanced statistical techniques based on the research objectives.

3.4 Reliability Analysis

The overall standardized reliability coefficient has four latent variables to analyze with Cranach Alpha coefficient, and the value range of the reliability coefficient is between 0.7-1. The closer to 1, the higher the reliability. The result of this analysis shown that constructs were qualifying the criteria value, which is relatively high in reliability.

Table 1 :Cronbach Alpha Coefficient for Cultural Communication Ability and influencing factors.

Items	Cronbach Alpha Coefficient
Cultural curriculum	0.922
Excavate Cultural Connotation	0.929
Level of Teachers	0.934
Cultural Communication Ability	0.929
α (0.7-1.0)	

According to the results of the exploratory factor analysis above, it can be seen that the coefficient result of the KMO test (Kaiser-Mayer-Olkin test) is pass the qualification value, and the value range of the KMO test is between 0.5 and 1. The closer to 1, the better the validity of the questionnaire. According to the significance of the spherical test, it can also be seen that the significance of this test is infinitely close to 0. The null hypothesis was rejected, so the questionnaire has good validity.

Table 2: KMO and Bartlett's test

Items	Kaiser-Mayer-Olkin Test
Cultural curriculum	0.907
Excavate Cultural Connotation	0.902
Level of Teachers	0.913
Cultural Communication Ability	0.903
KMO 0.5-1.0)	

3.5 Questionnaire pretest

Table3: Refined data collection by addressing questions outlined in the table below.

variables	Cronbach Alpha Value
Cultural curriculum	0.922
-Building good relationships follow culture value	
-Motivate to working in groups	
- Showing respect for a person's position or status	
- Presenting respect for elders -Avoiding conflicts among members in the class	
Excavate Cultural Connotation	0.929
-Understand to present national culture style of teaching -Creat curriculum to teach the way to take care of family - Respect for traditional Chinese values	
- Equal treatment for everyone regardless of position or rank -Being able to ask and answer questions in class -Critical thinking on cultuaral rational	
Level of Teachers	0.934
- Higher education in Cultural field	
- Higher education in Chinese language field	
- Higher education in Cultural and Chinese languge field - Other field but joining in cultural activity	
Cultural Communication Ability	0.929
- Increased interaction with students	
- Clarity in communication	
- Equality/Fair treatment of students	
- Respect students -Listen to students' ideas -Kindness towards students -Clear communication -Use a formal and authoritative teaching style -An organized, structured teaching plan -Wear formal clothing	

Chapter 4 Finding

This chapter introduces the research results - collected data related to the research purpose. The aim of this study is to determine the impact of Chinese language international education in the School of International Cultural Exchange at a university in Nanjing on the dissemination of Chinese culture in three aspects: cultural curriculum design, exploring cultural connotations, and teaching staff level. Through the review of four independent variables in Chapter 2, 25 questions were obtained, 320 questionnaires were distributed, and SPSS was used for survey analysis.

4.1 Difference test

Out of 320 survey questionnaires, 45% are female international students and 55% are male international students. Among them, 30% have studied Chinese for 3 years, 30% have studied Chinese for 4 years, and 40% have studied Chinese for 5 years. Their Chinese language proficiency has reached HSK5 level.

The difference test is to study the differences in different dimensions of variables through independent sample t-test, chi-square test and one-way analysis of variance. In this analysis, independent sample t-test and one-way analysis of variance are mainly used according to the characteristics of the data. Through SPSS analysis, it can be concluded that the results of the independent sample t-test can show the gender differences in cultural transmission, and the significance of cultural transmission in gender differences is 0.042, which is significantly less than 0.05, indicating that different genders have differences in cultural transmission, according to the mean, it can be seen that the mean evaluation of women is slightly higher than that of men. The Chinese proficiency test level (HSK) was selected for the single-factor analysis. The results of the single-factor analysis of variance can be seen. From the analysis results of cultural communication, there is no difference in HSK. The significant result is 0.122, which is significantly greater than 0.05. The HSK level has no significant difference in cultural transmission.

4.2 Correlation analysis

The correlation coefficient values wit Pearson Correlation analysis of cultural dissemination ability and cultural curriculum setting, cultural connotation mining, and teaching staff have significant relationship at 0.01. The relationship between cultural curriculum to cultural communication ability at .830 in positively and come along together. The relationship between excavate cultural connotation to cultural communication ability at .862 in positively and come along together. The relationship

between excavate level of teachers to cultural communication ability at .882 in positively and come along in similar direction. Otherwise, the variables in this model have linkage among them. Thus, it can explain the influence of cultural dissemination ability and Chinese language and international education. There is a significant positive correlation between the factors.

Table4: Correlation coefficient between Cultural Communication Ability and influencing factors.

		Cultural curriculum	Excavate Cultural Connotation	Level of Teachers	Cultural Communication Ability
Cultural curriculum	Pearson Correlation	1	.875**	.858**	.830**
	Sig. (2-tailed)		.000	.000	.000
Excavate Cultural Connotation	Pearson Correlation		1	.879**	.862**
	Sig. (2-tailed)			.000	.000
Level of Teachers	Pearson Correlation			1	.882**
	Sig. (2-tailed)				.000
Cultural Communication Ability	Pearson Correlation				1
	Sig. (2-tailed)				

** significant level at the 0.01 (2-tailed).

4.3 Multiple Regression analysis

The multiple regression analysis on cultural dissemination ability and cultural curriculum setting, cultural connotation mining, and teaching staff have significant relationship at 0.05, 0.01, and 0.001. The statistical analysis can evaluate the hypothesizes and explore the relation between variable in models. The relationship between cultural curriculum to cultural communication ability is 13.7 percentage which accepted hypothesis 1. The relationship between excavate cultural connotation to cultural communication ability is 30.7 which accepted hypothesis 2. The relationship between excavate level of teachers to cultural communication ability is 49.5 which accepted hypothesis 3. Therefore, the result can forecast the output in each variable. If the independent factors increase per unit, it will influence to cultural communication ability value.

Table5: Multiple regression between Cultural Communication Ability and influencing factors.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.432	.106		4.087	.000
Cultural curriculum	.131	.052	.137	2.528	.012*
Excavate Cultural Connotation	.295	.056	.307	5.257	.000***
Level of Teachers	.468	.052	.495	8.992	.000***

*

From table 4, the statistic result from multiple regression analysis shown that cultural curriculum, excavate cultural connotation, and level of teacher's effect to cultural communication ability with significant level at 0.05, 0.01, and 0.001. The result presented International Chinese education factor influence to capability for cultural communication. The data present R=.903, R square = .815, Adjusted R Square = .813 Std. Error of the Estimate =.269. These mean factors could affect too dependent variable approximately 81.5 percentages which accept all hypotheses. The formula can provide as follows:

$Y4 = a + \beta1X1 + \beta2X2 + \beta3X3$

By Y   =   cultural communication Ability

Β   =   Regression Coefficient Value

X1   =   cultural curriculum

X2 =   excavate cultural connotation

X3 =   level of teacher

Outcome: $Y = .432 + .131X1 + .295X2 + .468X3$

The research results showed that: 1) the impact of cultural curriculum design, cultural connotation exploration, and teacher level on the dissemination of Chinese culture in Nanjing has a positive impact on the dissemination of Chinese culture in Nanjing; Enrich teaching content and cultivate high-quality teachers. 2) International Chinese language education should focus on three aspects: improving the teaching system and updating teaching methods; Enrich teaching content and cultivate high-quality teachers.

Chapter 5 Conclusion and Recommendation

5.1 Conclusion

The study aims to achieve two primary objectives. Firstly, it seeks to examine the factors that influence the dissemination of Chinese culture through international Chinese language education. Secondly, it aims to enhance the factors that contribute to Chinese language education and international education, ultimately improving the ability to promote and spread Chinese culture.

To accomplish these objectives, a survey was conducted among 320 foreign students from eight universities located in different urban areas of Nanjing. The questionnaire employed in the study demonstrated good effectiveness, as determined through exploratory factor analysis. The data collected was analyzed using SPSS, revealing notable gender differences in cultural communication. Specifically, it was observed that women tended to provide slightly higher average evaluations compared to men.

By analyzing the results of cultural exchange and communication, this study endeavors to shed light on the dynamics and mechanisms involved in promoting Chinese culture through international Chinese language education.

5.1.1 The influence factors of international education of Chinese language on Chinese cultural communication ability in Nanjing.

From the statistical analysis and multiple regression analysis, the result shown that there were three key factors that impact cultural communication ability in international Chinese language education at Nanjing, which are cultural curriculum design, exploration of cultural connotations, and teacher expertise. These factors contribute positively to China's cultural dissemination ability.

Firstly, the design of a cultural curriculum is crucial for developing cultural communication skills. A comprehensive curriculum that integrates cultural elements and emphasizes cultural understanding allows students to cultivate a deeper appreciation and knowledge of Chinese culture. Through cultural activities, field trips, and interactive learning experiences, students have ample opportunities to immerse themselves in Chinese culture and enhance their effectiveness in communicating cultural concepts.

Secondly, exploring cultural connotations is vital in international Chinese language education. By delving into the cultural meanings embedded within the language, students gain a more nuanced understanding of the language and its cultural

context. Exploring idioms, proverbs, and cultural allusions enriches their communication skills, enabling them to convey meaning more accurately, effectively, and in alignment with cultural norms.

Lastly, the expertise and proficiency of teachers in language and culture significantly influence China's cultural dissemination ability. Experienced and knowledgeable teachers facilitate the exploration of cultural nuances, guide students in understanding cultural norms, and provide insights into effective cross-cultural communication. Their professional knowledge and skills contribute to creating a supportive learning environment that encourages students to actively engage in cultural exchange.

By focusing on these three factors, cultural curriculum design, exploration of cultural connotations, and teacher expertise in international Chinese language education, Nanjing can enhance its cultural dissemination ability and promote a deeper understanding and appreciation of Chinese culture among students.

The data analysis reveals that a well-designed cultural curriculum positively contributes to students' cultural communication ability. By incorporating cultural elements and activities, the curriculum provides students with opportunities to deepen their understanding and appreciation of Chinese culture, thereby improving their ability to effectively communicate in a cultural context. Furthermore, the exploration of cultural connotations shows a positive relationship with cultural communication ability. By delving into the cultural meanings embedded in the language, students develop a more nuanced understanding of the language and can communicate more accurately and appropriately within a cultural context. Moreover, the expertise and proficiency of the teaching staff in language and culture play a significant role in enhancing cultural communication ability. Knowledgeable and experienced teachers guide students in exploring cultural nuances, understanding cultural norms, and developing effective cross-cultural communication skills.

Based on these findings, it is clear that by strengthening the influencing factors of cultural curriculum design, cultural connotation exploration, and teaching staff in international Chinese language education, Nanjing can enhance its cultural exchange ability. This will contribute to promoting a deeper understanding and appreciation of Chinese culture among students and facilitating effective communication in a cultural context.

5.1.2 Enhance the influence factors of international education of Chinese language and enhance the ability of Chinese culture communication at Nanjing.
5.1.2.1 Improve the teaching system and renew teaching methods

On the one hand, colleges and universities should provide foreign students with elective courses in Chinese cultures, such as the elective courses on Chinese culture,

and systematically carry out the elective courses to ensure the integrity of the curriculum system, such as tea ceremony, martial arts, tai chi, traditional Chinese medicine, calligraphy and traditional Chinese painting. It is necessary to ensure the professionalism of the curriculum, and ensure the comprehensiveness of the content that the core of the teaching content is to explain from simple to difficult, and expand from inside to outside. Competition should be included in the teaching system and become a part of teaching, so as to promote the development of teaching activities and test the teaching effect. Foreign students in China are encouraged to actively participate in various cultural competitions and activities. Special competitions will be held on specific festivals to deepen students' understanding of Chinese culture and form a more intuitive understanding of Chinese excellent culture. For example, the Dragon Boat Festival can hold a "Dragon Boat Competition" to let foreign students learn about China's Dragon Boat Festival and get to know "Qu Yuan". Another example is holding a poetry contest to read Chinese classical poems, such as The Mulan Ballad and Man Jiang Hong. Foreign students can wear Chinese traditional costumes while reading Chinese ancient poems, performing Chinese traditional etiquette, and fully perceive Chinese culture and the charm of Chinese.

The Chinese culture is broad and profound, and it is characterized by diversity and richness. Therefore, when teaching culture, we need to adopt a variety of teaching forms to highlight the interest and practicality of culture, enhance students' participation, and enable students to truly experience and understand Chinese culture. In the teaching process, teachers can use a variety of teaching methods, such as situational substitution, demonstration teaching, and inquiry discussion, to improve the teaching effect and promote cross-cultural communication. The situational substitution method integrates cultural knowledge learned into actual communication situations, such as learning about the family-related culture. In the class, teachers timely guide and summarize, enrich students' knowledge, expand students' cultural horizons, and let students understand Chinese culture from perceptual to rational. In addition, in the limited class, teachers can enrich cultural teaching by holding cultural lectures, cultural knowledge quizzes, traditional cultural experiences and other forms, so as to achieve the goal of Chinese internationalization education.

5.1.2.2 Enrich teaching content

The cultural teaching of international Chinese language education must be constantly broadened in terms of content, showing the breadth and depth of Chinese culture with rich and colorful content so that foreign students can fully understand Chinese traditional customs, lifestyles and ways of thinking, and better understand Chinese culture. On the one hand, teachers should comprehensively consider various factors such as region, history, politics, economy, nationality and customs, reasonably

select the content of cultural teaching, try to integrate the culture with regional and national characteristics, highlight the broad and profound Chinese culture, so that foreign students can more deeply understand and experience the unique connotation of Chinese culture. In cultural teaching, teachers can take Han culture as a topic, and divide it into language, Han clothing, Han traditional festivals, catering culture, history and art and other topics. In addition, teachers can also creatively develop the theme of Chinese minority culture, so that students can jump out of the shackles of traditional culture and understand the diversity and nationality of Chinese culture. Finally, in educational activities related to language, vocabulary, grammar and pragmatics, the relevant cultural connotation can be appropriately infiltrated, to deepen the understanding and grasp of cultural connotation.

5.1.2.3 Cultivate high-quality teachers

In teaching Chinese as a foreign language, teachers' knowledge reserves and teaching abilities are crucial. Therefore, we must attach importance to the cultivation of teachers' professional quality. Only with certain professional ethics can teachers improve their teaching quality. To establish an education system for teachers of Chinese as a foreign language, we should start with professional skills training and professional quality training, improve teachers' teaching ability, ensure that teachers have a wide understanding of China's excellent traditional culture, and have noble character and professional ethics. So as to influence students with excellent personality and cultivation, and let them feel the unique charm of Chinese culture from the character of teachers.

5.2 Recommendation
5.2.1 Cultural Immersion Programs

Offer cultural immersion programs that allow international students to experience daily life in Nanjing. This could include homestays with local families, cultural outings to traditional markets, tea houses, and local festivals. Immersion in the local culture will help students better understand and appreciate the nuances of Chinese communication.

5.2.2 Language Exchange Partners

Pair international students with native Chinese speakers for language exchange programs. This will provide opportunities for students to practice their language skills in authentic, real-life situations, and also foster friendships that can lead to deeper cultural exchanges.

5.2.3 Cultural Workshops and Events

Organize regular workshops and events that focus on various aspects of Chinese culture, such as calligraphy, traditional arts, martial arts, and Chinese cuisine. These hands-on experiences will not only deepen students' cultural understanding but also encourage cross-cultural interactions.

5.2.4 Local Dialect Exposure

Introduce international students to the local Nanjing dialect and its cultural significance. This exposure can help them appreciate the linguistic diversity within China and understand how language is deeply connected to culture.

5.2.5 Collaborations with Local Communities

Establish partnerships with local communities and organizations to create joint projects that involve international students in community-based activities. This will encourage students to engage with the local population and gain a deeper understanding of the cultural norms and values in Nanjing.

5.2.6 Field Trips to Historical Sites

Organize field trips to historical and cultural sites in Nanjing, such as the Nanjing City Wall, Confucius Temple, and the Presidential Palace. These visits will provide a first-hand experience of China's rich history and heritage, contributing to a more comprehensive cultural understanding.

5.2.7 Cross-Cultural Discussion Groups

Host cross-cultural discussion groups where students from different backgrounds can share their cultural experiences and perspectives. Encouraging open dialogues can foster mutual respect and a deeper appreciation of each other's cultures.

5.2.8 Support Services

Offer support services for international students to address cultural adjustment challenges and provide resources for intercultural communication development.

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Appendix

Part 1 Demographic information

Remark:Please choose by using √ in ☐ or fill information in the blank.

    1.Gender

    ☐Male

    ☐Female

    2.Research object

    ☐International oversea students

Part 2 Relational factors

The questionnaire used Liker scale, ranging from 1 to 5 in which 1=strongly disagree/3=neutral/ 5=strongly agree

no.	Items	Level				
		1	2	3	4	5
	Cultural curriculum					
1	Building good relationships follow culture value					
2	Motivate to working in groups					
3	Showing respect for a person's position or status					
4	Presenting respect for elders					
5	Avoiding conflicts among members in the class					
	Excavate Cultural Connotation					
6	Understand to present national culture style of teaching					
7	Creat curriculum to teach the way to take care of family					
8	Respect for traditional Chinese values					
9	Equal treatment for everyone regardless of position or rank					
10	Being able to ask and answer questions in class					
11	Critical thinking on cultuaral rational					
	Level of Teachers					
12	Higher education in Cultural field					
13	Higher education in Chinese language field					
14	Higher education in Cultural and Chinese languge field					
15	Other field but joining in cultural activity					
	Cultural Communication Ability					
16	Increased interaction with students					
17	Clarity in communication					
18	Equality/Fair treatment of students					
19	Respect students					
20	Listen to students' ideas					
21	Kindness towards students					
22	Clear communication					
23	Use a formal and authoritative teaching style					
24	An organized, structured teaching plan					
25	Wear formal clothing					