



Research on Cross-Cultural Communication Adaptability of International Students in China

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Abstract: China's expanding influence in the world has attracted more and more international students to study in China. Due to the differences in language, culture, values and lifestyle between different countries, international students are bound to face a series of problems when adapting to cross-cultural communication. This research analyzes the cross-cultural communication adaptation of international students in China through a questionnaire survey, including social adaptation, psychological adaptation and academic adaptation, and tries to propose strategies to improve the cross-cultural communication adaptation of international students through the research results.

Keywords: International students; Cross-cultural communication adaptability; Strategy

1. Introduction

Under the trend of globalization, with the advancement of technology and social development, developed transportation and communication technologies have brought people around the world closer together, and the communication between different countries, regions and cultures has become increasingly close. This makes cross-cultural communication a major issue in modern times. Therefore, the trend of cultural globalization has continuously broadened the field of cross-cultural communication research, helping people to examine the exchange of diverse cultures from the perspective of globalization and to explore the construction of a common culture in this way. Globalization has also played an important role in promoting the internationalization of higher education worldwide: The development of modern technology, improved transportation conditions, and the spread of the Internet have made it possible for students from all over the world to study abroad. In recent years, China's rapid increase in comprehensive national power, its growing international status, and its expanding influence in the world have attracted an increasing number of international students to study in China. With different languages, cultures, values and lifestyles between countries, international students are bound to face a series of problems in adapting to cross-cultural communication.

When international students go to live and study in a new country, they face a double problem of adaptation, social and cultural adaptation brought by their foreigner status and academic adaptation brought by their student status. The first adjustment is to get used to the new social form and to deal with the differences and conflicts between different cultures in a completely unfamiliar country, but also to deal with the loneliness caused by being far away from the familiar social support system and to deal with the life and study independently. International students can easily encounter problems in dealing with the local public services and integrating into the cultural life of the locals. This shows that students do not know enough about the public institutions, political system and culture of foreign countries. On the other hand, the change in educational environment inevitably increases students' learning pressure, for example, the way of teaching, assessment and learning abroad is very different from their own country, which involves academic adaptation. International students often encounter problems in communicating with foreign teachers, understanding the content of their studies, and communicating and cooperating with local students. Lack of language proficiency and lack of communication skills and abilities can also cause difficulties in understanding class content and speaking in class.

When international students go from their original cultural environment to a new cultural environment, along with social adaptation and academic adaptation, there are also bound to be psychological effects, and they will more or less have the psychological feelings of anxiety and confusion, frustration and loneliness and helplessness, which is culture shock. This is a common phenomenon that every study abroad student may experience, and when culture shock is felt, it involves the problem of cross-cultural communication adaptation. Powell. LW (2012) of the U.S. Bureau of Ethnic Affairs first used the term cross-cultural adaptation, defined as the psychological changes resulting from the imitation of behavior in a new culture by people from a foreign culture. With the development of time and research, Redfield Linton Herskovits proposed that "the phenomenon of sustained, direct cultural contact between two groups composed of individuals, with different cultures,

resulting in a change in the original cultural patterns of one or both parties." From this definition, acculturation may have an impact on one or both cultures that collide, and the impact is extensive and far-reaching for individuals who enter a foreign culture. cross-cultural communicative adaptation is the psychological and behavioral changes that occur as a result of an individual's actual contact with another cultural group, i.e., the individual's psychological cultural integration.

2. Research design

This paper uses quantitative analysis to collect relevant information of participants by sending questionnaires and analyze their cross-cultural communication adaptation.

2.1 Participants of the research

The participants of this questionnaire survey are 160 internationality students from three universities in Guizhou province, namely Guizhou University for Nationalityities which has 199 international students, Qiannan Normal College for Nationalityities which has 42 international students and Zunyi Normal College which has 81 international students.

2.2 Instrumentation

Survey questionnaire. The questionnaire is divided into two parts:

The first part is the basic information of the survey object. The content includes nationality, gender, age, school, major, duration of learning Chinese, and HSK Chinese Proficiency test grade. HSK Chinese Proficiency Test is the most authoritative tool to reflect Chinese proficiency, and the scores of foreign students in HSK test are used as reference.

The second part is the content of cross-cultural communicative adaptability. Based on Searle, Ward's SCAS and Kelley,C.&J.Meyers' Cross-cultural Adaptation Scale (CCAI), 33 items in line with the actual situation of overseas students were formulated for the investigation, involving three aspects of social and cultural adaptation, academic adaptation and psychological adaptation. Respondents make comments based on their own situation.

2.3 Data analysis

Data obtained through the use of questionnaire will be treated and analyzed using the following tools:

Frequency and Percentage Distribution. This shall be used to describe the profile of the participants.

Mean. This shall be employed to determine the level of cross-cultural communicative adaptability of students.

To interpret the means, the given scales will be used:

Table 1. Scale for interpreting level of cross-cultural communicative adaptability of students

Score Range	Descriptive Interpretation
3.25-4.00	Very High (VH)
2.50-3.24	High (H)
1.75-2.49	moderate (M)
1.00-1.74	Low (L)

Analysis of variance. This shall be used to determine the significant differences on the students' level of cross-cultural communicative adaptability in their CFL classes when grouped according to profile variables .

3. Statistical analysis

This part presents the analysis and interpretation of the study and its corresponding interpretation. Statistical analysis was done on the obtained data to answer the basic problems in this research.

3.1 Profile of the participants

3.1.1 Nationality

Table 2. Frequency and Percentage Distribution of the Participants According to Nationality

Nationality	Frequency	Percentage
Laos	65	40.60
Vietnam	38	23.80
Cambodia	57	35.60
Total	160	100

Table 2 shows that 65 or 40.6% of the participants come from Laos, 38 or 23.8% from Vietnam, and 57 or 35.6% from Cambodia. This finding reveals that majority of the participants come from Laos and least come from Vietnam.

3.1.2 Gender

Table 3. Frequency and Percentage Distribution of the Participants According to Gender

Gender	Frequency	Percentage
Male	96	60.00
Female	64	40.00
Total	160	100

As revealed in Table 3, 96 or 60.0% of the participants are male while 64 or 40.0% are female. This indicates that majority of the participants are male.

3.1.3 School

Table 4. Frequency and Percentage Distribution of the Participants According to School

School	Frequency	Percentage
Qiannan Normal College for Nationalities	25	15.60
Guizhou University for Nationalities	94	58.80
Zunyi Normal College	41	25.60
Total	160	100

Table 4 showed that 25 or 15.60% of the participants come from Qiannan Normal College for Nationalities while 94 or 58.80% come from Guizhou University for Nationalities .41 or 25.60% of the participants come from Zunyi Normal College. This suggests that majority of the participants come from Guizhou University for Nationalities.

3.1.4 Major

Table 5. Frequency and Percentage Distribution of the Participants According to Major

Major	Frequency	Percentage
Business Administration	35	21.90
Tourism Management	39	24.40
Chinese Language and Literature	86	53.80
Total	160	100.00

As revealed in Table 5, 35 or 21.90% are taking Business Administration, 39 or 24.40% of them are taking Tourism Management and 86 or 53.80% are taking Chinese Language and Literature. This signifies that majority of the participants come from Chinese Language and Literature.

3.1.5 Chinese Learning Duration

Table 6. Frequency and Percentage Distribution of the Participants According to Chinese Learning Duration

Chinese learning duration	Frequency	Percentage
Less than one year	28	17.50
1-2 years	75	46.90
3 years and above	57	35.60
Total	160	100

Table 6 unveils that out of 160 participants, there are 28 or 17.50% of them spent their years of learning Chinese for less than a year, followed by 75 or 46.90% for 1-2 years, and 57 or 35.60 % for 3 years and above. This result reveals that majority of the participants have spent 1-2 years of learning Chinese.

3.1.6 HSK grade

Table 7. Frequency and Percentage Distribution of the Participants According to HSK Grade

HSK Grade	Frequency	Percentage
3	36	22.50
4	83	51.90
5	27	16.90
6	14	8.80
Total	160	100.00

As revealed in Table 7, that out of 160 participants, there are 36 or 22.50% passed the HSK Level 3 examination, 83 or 51.90% passed the HSK Level 4 examination, 27 or 16.90% passed the HSK Level 5 examination, and 14 or 8.80% passed the HSK Level 6 examination. This result reveals that majority of the participants have passed the HSK Level 4 examination.

3.2 Assessment of Participants on their Level of Cross-Cultural Communicative Adaptability

Table 8. Assessment of Participants' Level of Cross-cultural Communicative Adaptability of Students Along Socio-cultural Adaptation

Category	Mean	Descriptive Interpretation
Socio-cultural adaptation		
1.I can adapt to the local hot or cold climate.	2.59	High Extent
2.I can adapt to the school accommodation in China, living in a room with several roommates.	2.75	High Extent
3.I am not afraid to walk on the street because I am satisfied with the social order in China.	2.65	High Extent
4.I am used to local food that tastes different from my own country.	2.46	Moderate Extent
5.I can handle daily problems such as accommodation, transportation, and shopping.	2.38	Moderate Extent
6.Through studying and participating in cultural activities, I can understand the cultural differences between China and my own country.	2.74	High Extent
7.I can adapt to Chinese festive customs and Chinese festivals like family and friends reunion and eating food.	2.77	High Extent
8.I understand Chinese daily greetings and other ways of communication.	2.49	Moderate Extent
9.I can understand Chinese people's daily habits such as food, work, and rest.	2.97	High Extent
10.When my Chinese friends care about my life, study and personal problems, I can adapt to the way I interact with Chinese friends and get along with them.	2.29	Moderate Extent
11.I will take the initiative to talk to Chinese people and make friends with them.	2.35	Moderate Extent
12.I often attend Chinese social space events/parties/ceremonies.	2.53	High Extent
Category Mean	2.58	High Extent

The means range from 2.29 to 2.97, seven items signifying "High Extent" and five items signifying "Moderate Extent". The item that is rated highest by the participants is "I can understand Chinese people's daily habits such as food, work, and rest." which has the highest mean score of 2.97 and a descriptive interpretation of "High Extent". In contrast, the item that is rated lowest is "When my Chinese friends care about my life, study and personal problems, I can adapt to the way I interact with Chinese friends and get along with them." getting a mean of 2.29 ("Moderate Extent"). Moreover, the table shows that the category mean is 2.58 described as "High Extent". This suggests that the extent of participants' level of cross-cultural adaptation in cross-cultural communication adaptation is rated to a "High Extent".

According to Kim's theory of cross-cultural adaptation, individuals who are exposed to a new culture undergo a process

of adjustment that involves changes in their attitudes, behaviors, and perceptions (Kim, 2017)[1]. The participants' high extent of cross-cultural adaptation in certain areas of the table may suggest that they have gone through the process of adaptation and have successfully adjusted to some aspects of Chinese culture. On the other hand, the participants' moderate extent of cross-cultural adaptation in other areas may indicate that they are still in the process of adapting to certain aspects of Chinese culture.

Table 9. Assessment of Participants' Degree of Academic Adaptation in Cross-cultural Communicative Adaptation

Category	Mean	Descriptive Interpretation
Academic adaptation		
1.Chinese teachers explain a lot in class, and I adapt to the Chinese teacher's teaching way.	2.85	High Extent
2.When I am in the classroom, I often understand what the teacher is teaching.	2.97	High Extent
3.When the teacher asks questions, I express my ideas in class.	2.38	Moderate Extent
4.Chinese textbooks are arranged differently from my own country's textbook system, but I can adapt to Chinese textbooks.	2.59	High Extent
5.When I take tests, I can adapt to the school's grading system.	2.68	High Extent
6.I can adapt to the Chinese classroom environment when I study in the classroom.	2.58	High Extent
7.I adapt to the school's curriculum and follow it.	2.44	Moderate Extent
I can adapt to the amount of homework when I complete the homework assigned by the teacher for each subject.	2.58	High Extent
8.I am able to find effective ways to learn Chinese through different means.	2.57	High Extent
9.I can adapt to and follow the school rules and regulations.	2.38	Moderate Extent
Category Mean	2.60	High Extent

The means range from 2.38 to 2.97, seven items signifying "High Extent" and three items signifying "Moderate Extent". The item that is rated highest by the participants is "When I am in the classroom, I often understand what the teacher is teaching." which has the highest mean score of 2.97 and a descriptive interpretation of "High Extent". In contrast, the items which rated lowest are "When the teacher asks questions, I express my ideas in class."and"I can adapt to and follow the school rules and regulations." getting a mean of 2.38, descriptive interpretation of "Moderate Extent". Moreover, the table shows that the category mean is 2.60 described as "High Extent". This suggests that the participants' level of academic adaptation in cross-cultural communication adaptation is rated to a "High Extent".

According to Kim (2008)[2], foreign students face challenges in adapting to the academic culture and language of the host country. However, the students in this study reported high levels of adaptation to Chinese teachers' teaching styles, understanding what is taught in class, adapting to Chinese textbooks, and the school's grading system. These findings align with the results of a study by Zhang and Goodson (2011)[3], which found that internationality students in China are generally satisfied with the quality of teaching and learning.

Table 10. Assessment of Participants' Degree of Psychological Adaptation in Cross-cultural Communicative Adaptation

Category	Mean	Descriptive Interpretation
Psychological adaptation		
1. I have often felt down in the dumps since I came to China.	2.31	Moderate Moderate
2. Since I came to China, I miss my family and want to go home.	2.62	High Extent
3. Since I came to China, I cry a lot or feel like crying a lot.	1.43	Low extent

Category	Mean	Descriptive Interpretation
4. Since I came to China, I have become more irritable than before.	2.34	Moderate Extent
5. Since I came to China, I have often felt strangely tired.	2.31	Moderate Extent
6. Since I came to China, I have been prone to anger.	2.32	Moderate Extent
7. Since I came to China, I feel more anxious and nervous.	2.22	Moderate Extent
8. I can sleep well at night since I came to China.	2.48	Moderate Extent
9. When I became aware of the cultural differences, I felt surprise, anxiety, even disgust and anger.	2.28	Moderate Extent
10. Unable to adapt to my new environment, I felt a sense of loneliness, helplessness, and hopelessness.	2.47	Moderate Extent
11. I was able to live and study normally in China, and my life had meaning.	2.19	Moderate Extent
Category Mean	2.02	Moderate Extent

The means range from 1.43 to 2.62, nine items signifying "Moderate Extent", having one item signifying "High Extent" and one item signifying "Low Extent". The item that is rated highest by the participants is "Since I came to China, I miss my family and want to go home." which has the highest mean score of 2.62 and a descriptive interpretation of "High Extent". In contrast, the items which rated lowest are "Since I came to China, I cry a lot or feel like crying a lot." getting a mean of 1.43, descriptive interpretation of "Low Extent". Moreover, the table shows that the category mean is 2.02 described as "Moderate Extent". This suggests that the participants' level of Psychological adaptation in cross-cultural communication adaptation is rated to a "Moderate Extent".

According to Rienties et al. (2012)[4], psychological adaptation is crucial to the academic and social integration of internationality students. They found that internationality students who adapt well psychologically tend to perform better academically and socially. Zhang and Goodson also emphasized the importance of social support, cultural adjustment, and emotional stability in internationality students' psychological adaptation.

3.3 Significant Difference Analysis of Participants' Assessment in the Extent to Cross-cultural Communicative Adaptation in Learning Chinese as a Foreign Languages when Grouped According to Profile Variables

Table 11. Test for significant difference in the Extent to participants' Cross-cultural Communicative Adaptation (Socio-cultural adaptation) When Grouped According to Profile Variables

Socio-cultural adaptation VS. Profile variables	MEAN	SD	P-VALUE	Decision	REMARKS
A.Socio-cultural adaptation	2.58	0.858			
Socio -cultural adaptation and Nationality			0.079	Accept Ho	NOT SIGNIFICANT
Nationality	1.95	0.875			
Socio -cultural adaptation and Gender			0.313	Accept Ho	NOT SIGNIFICANT
Gender	1.40	0.491			
Socio -cultural adaptation and School			0.002	Reject Ho	SIGNIFICANT
School	2.10	0.636			
Socio -cultural adaptation and Major			0.382	Accept Ho	NOT SIGNIFICANT
Major	2.32	0.812			
Socio -cultural adaptation and Chinese learning duration			0.985	Accept Ho	NOT SIGNIFICANT
Chinese learning duration	2.18	0.708			
Socio -cultural adaptation and HSK grade			0.000	Reject Ho	SIGNIFICANT
HSK grade	4.12	0.857			

On Cross-cultural adaptation, the obtained P-values 0.079,0.313,0.382 and 0.985 for nationality, gender, major, and Chinese learning duration respectively are greater than the level of significance,0.05.Hence,there are no significant differences on the extent to Cross-cultural adaptation when grouped according to nationality,gender,major,and Chinese learning duration. This implies that the extent to Cross-cultural adaptation do not vary when grouped according to the above-mentioned profiles. However, the obtained P-value, 0.002 and 0.000 for School and HSK grade are lesser than the level of significance,0.05. Thus, there are significant differences on the extent to Cross-cultural adaptation when grouped according to School and HSK grade. This implies that the extent to Cross-cultural adaptation vary when grouped according to the said profiles.

These findings are consistent with previous research on cross-cultural adaptation, which has found that factors such as language proficiency, education level, and exposure to the host culture can affect an individual's ability to adapt to a new culture (Ward & Kennedy, 1993; Zhang & Goodson, 2011). In particular, language proficiency has been identified as a key predictor of cross-cultural adaptation (Ward & Kennedy, 1993)[5], which is supported by the significant relationship between cross-cultural adaptation and HSK grade in this study.

Table 12. Test for Significant Difference in the Extent to Participants' Cross-cultural Communicative Adaptation (Academic Adaptation) when Grouped According to Profile Variables

Academic adaptation VS. Profile variables	MEAN	SD	P-VALUE	Decision	REMARKS
B.Academic adaptation	2.60	0.858			
Academic adaptation and Nationality			0.457	Accept Ho	NOT SIGNIFICANT
Nationality	1.95	0.875			
Academic adaptation and Gender			0.605	Accept Ho	NOT SIGNIFICANT
Gender	1.40	0.491			
Academic adaptation and School			0.283	Accept Ho	NOT SIGNIFICANT
School	2.10	0.636			
Academic adaptation and Major			0.484	Accept Ho	NOT SIGNIFICANT
Major	2.32	0.812			
Academic adaptation and Chinese learning duration			0.608	Accept Ho	NOT SIGNIFICANT
Chinese learning duration	2.18	0.708			
Academic adaptation and HSK grade			0.000	Reject Ho	SIGNIFICANT
HSK grade	4.12	0.857			

On academic adaptation, the obtained P-values 0.457,0.605,0.283,0.484and0.608 for nationality, gender, school, major, and Chinese learning duration respectively are greater than the level of significance,0.05. Hence, there are no significant differences on the extent to academic adaptation when grouped according to nationality, gender, school, major,and Chinese learning duration. This implies that the extent to academic adaptation do not vary when grouped according to the above-mentioned profiles. However, the obtained P-value, 0.000 for HSK grade are less than the level of significance,0.05. Thus, there are significant differences on the extent to academic adaptation when grouped according to HSK grade. This implies that the extent to academic adaptation vary when grouped according to the HSK grade profiles.

The finding that HSK grade is significantly related to academic adaptation is consistent with previous research that has found a positive correlation between Chinese language proficiency and academic adaptation (Chen, 2013[6]; Huang & Brown, 2019[7]).

Table 13. Test for Significant Difference in the Extent of Participants' Cross-cultural Communicative Adaptation (Psychological Adaptation) When Grouped According to Profile Variables

Psychological adaptation VS. Profile variables	MEAN	SD	P-VALUE	Decision	REMARKS
C.Psychological adaptation	2.02	0.676			
Psychological adaptation and Nationality			0.140	Accept Ho	NOT SIGNIFICANT
Nationality	1.95	0.875			
Psychological adaptation and Gender			0.001	Reject Ho	SIGNIFICANT
Gender	1.40	0.491			

Psychological adaptation VS. Profile variables	MEAN	SD	P-VALUE	Decision	REMARKS
Psychological adaptation and School			0.000	Reject Ho	SIGNIFICANT
School	2.10	0.636			
Psychological adaptation and Major			0.000	Reject Ho	SIGNIFICANT
Major	2.32	0.812			
Psychological adaptation and Chinese learning duration			0.173	Accept Ho	NOT SIGNIFICANT
Chinese learning duration	2.18	0.708			
Psychological adaptation and HSK grade			0.003	Reject Ho	SIGNIFICANT
HSK grade	4.12	0.857			

On Psychological adaptation, the obtained P-values 0.140 and 0.173 for nationality and Chinese learning duration respectively are greater than the level of significance, 0.05. Hence, there are no significant differences on the extent to Psychological adaptation when grouped according to nationality and Chinese learning duration. This implies that the extent to Psychological adaptation do not vary when grouped according to the above-mentioned profiles. However, the obtained P-value, 0.001, 0.000, 0.000 and 0.003 for gender, school, major and HSK grade are less than the level of significance, 0.05. Thus, there are significant differences on the extent to Psychological adaptation when grouped according to gender, school, major and HSK grade. This implies that the extent to Psychological adaptation vary when grouped according to the above-mentioned profiles.

The significant relationship between psychological adaptation and gender suggests that male and female internationality students may have different experiences and challenges in adapting to a new cultural environment. The significant associations between psychological adaptation and school, major, and HSK grade indicate that academic factors may play an important role in internationality students' psychological adaptation.

3.4 Summary of Finds

On the basis of the analysis of the data gathered, the following findings were established:

3.4.1 Profile of the Participants

- (1) Majority of the participants come from Laos and least come from Vietnam.
- (2) In terms of gender, majority of the participants are male.
- (3) Majority of the participants study in Guizhou University for Nationalities.
- (4) As to the major, majority of the participants study Chinese language and literature major.
- (5) Majority of the participants have spent 1-2 years of learning Chinese.
- (6) As to HSK grade test, majority of the participants passed HSK 4 grade.

3.4.2 The extent of Participants of Cross-cultural cCommunication Adaptability

- (1) The extent of Cross-cultural adaptation of cross-cultural communication adaptability is to a "High Extent".
- (2) The extent of academic adaptation of cross-cultural communication adaptability is to a "High Extent".
- (3) The extent of psychological adaptation of cross-cultural communication adaptability is to a "Moderate Extent".

3.4.3 Significant differences in the participants' extent of Cross-cultural Communicative Adaptation when grouped according to profile variables

There are no significant differences on the extent to Cross-cultural adaptation when grouped according to nationality, gender, major, and Chinese learning duration. However, there are significant differences on the extent to Cross-cultural adaptation when grouped according to School and HSK grade.

There are no significant differences on the extent to academic adaptation when grouped according to nationality, gender, school, major, and Chinese learning duration profiles variables. However, there are significant differences on the extent to academic adaptation when grouped according to HSK grade profiles variables.

There are no significant differences on the extent to Psychological adaptation when grouped according to nationality and Chinese learning duration profiles variables. However, there are significant differences on the extent to Psychological adaptation when grouped according to gender, school, major and HSK grade profiles variables.

4. Challenges and Problems Encountered by Participants in Cross-Cultural Communicative Adaptability

From the research can be found internationality students from the familiar environment to the new environment to study and live, different cultural customs, different ways of thinking and living habits, as well as different learning management system, internationality students will inevitably face a series of social adaptation, academic adaptation and psychological adaptation. According to the questionnaire, some internationality students have strong adaptability in cross-cultural communication adaptation , but some of them also pointed out some problems and challenges.It is mainly divided into five aspects: maladaptation in daily life, not understanding Chinese cultural customs, maladaptation in academic aspects, maladaptation in psychological aspects, and Chinese anxiety in social interaction.

5. Strategies to Improve the Adaptability of International Students to Cross-cultural Communication

To introduce Chinese culture to internationality students and strengthen the teaching of Chinese culture is an important step to improve the adaptability of internationality students in cross-cultural communication.

5.1 Strengthen the Teaching and Cultural Exchange Practice of Chinese Culture

Introduce Chinese culture. The first step in helping internationality students adapt to the Chinese classroom environment is to introduce them to Chinese culture. This can include discussing Chinese customs, etiquette, and values. This will help internationality students better understand the Chinese way of life and be better prepared to interact with classmates and teachers. Integrate the explanation of Chinese culture into the teaching.

Provide opportunities for cultural exchange. Teachers can offer different cultural exchange opportunities, such as visiting museums, historical sites, attending traditional festivals, etc., which will give students a deeper understanding of Chinese culture and help them build closer ties with local communities.

Cultivate multicultural awareness. Teachers can raise awareness of multiculturalism in the classroom by introducing students to different cultures and perspectives. Promote understanding and respect for cultural differences and similarities among internationality students. This includes discussing cultural similarities and differences, and how to respect and appreciate cultural diversity.

5.2 Extracurricular Chinese Language Practice

Teachers can encourage internationality students to participate in language exchange programs, Chinese language clubs or volunteer activities so that they can practice Chinese and meet native speakers in real situations. Teachers can organize language exchange programs, and teachers can encourage internationality students to study with Chinese students in pairs or small groups. Allow internationality students to practice their Chinese language skills with native speakers. This will provide students with more opportunities to interact with Chinese speakers and learn about Chinese culture from different perspectives.

5.3 Relieve Anxiety

Many internationality students may experience anxiety related to acculturation and language learning. Teachers can provide support by addressing common anxiety triggers, such as homesickness or speech problems. This can include offering counseling services or organizing activities to help internationality students feel more comfortable and integrated into the classroom.

By implementing these strategies, teachers can create a supportive, inclusive and engaged learning environment for internationality students. The key is to flexibly adapt to students' needs and preferences, while providing them with the necessary support and guidance to adapt to cross-cultural communication, enable them to succeed in their language learning and acculturation journey.

6. Conclusion

The cross-cultural communication adaptability of internationality students have been highly concerned. However, there are still some problems and challenges that affect the adaptability of internationality students to cross-cultural communication. Therefore, teachers should be encouraged to integrate the teaching factors of Chinese culture into their teaching and practical activities, so as to help internationality students understand Chinese culture, cultivate multicultural awareness and improve the adaptability of cross-cultural communication. In the process of intercultural communication

adaptation and the development of Chinese learning, the importance of teachers' functions must be emphasized and their active role should be given full play.

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