

An Analysis of Cultural Conflicts between Chinese and Foreign Students from the Perspective of Cross - Cultural Communication

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Abstract: With the gradual deepening of the degree of opening to the outside world, there are more and more cross-cultural communication between Chinese and foreign students. And transnational, cross-ethnic, cross-cultural economic and social exchanges will be increasing. From the problems of the scale of students studying in China and the problems existing in the actual exchange, this paper divides the cultural conflict into four stages. We will study the characteristics which exist in each stage. On this basis, the paper analyzes the causes of the cultural conflict between Chinese and foreign students. The results show that there are differences in the cultural conflict between Chinese and foreign students from the perspective of cross-cultural communication. There are differences in the mode of thinking, different behavioral norms, different values and pragmatic transfer.

1. Introduction

1.1 Status of International Students in China

With the strengthening of China's national strength, China's attractiveness has been improved. Charming Chinese culture, the potential development opportunities attract more and more students to study in China. The identity of foreign students is special and they have the most intuitive understanding of China. They are likely to be engaged in work related to China. In their respective countries, students have become an efficient source of information describing China, whose description has strong authority and influence, and the effect can even exceed the official propaganda. They have a significant impact on their relationship with China, for the establishment of China's international image, to promote the integration of China and the world.

At the same time, foreign students education is an indispensable part of China's higher education, but also reflects the international competitiveness of higher education important symbol. It is an important measure to enhance China 's international influence. At present, the overall scale and level of students studying in China are still different from those of western developed countries. According to statistics, the parameter of various foreign students in 2019 were shown in Charts 1 to 5.

Table 1 According to The Statistics of the Number of Students in China and the Rate of Change

Continent	Total people	Percentage of total	Increase or decrease over the previous year	Year on year increase or decrease
Asia	264,976	59.84%	24.822	10.34%
Africa	61,694	13.91%	11.802	23.70%
America	38,077	8.60%	3,143	9.00%
Europe	71,319	16.11%	4,5873	6.85%
Oceania	6,087	1.54%	798	13.2%

Table 2 Number of Students Studying in China by Country

Country	Korea	The United States	Pakistan	Russia	Japan	Vietnam	France	Germany
Number of people	70,540	23,838	18,626	17,971	13,595	10,639	10,414	8,145

Table 3 According to The Statistics of the Provinces in China

Province	Bei jing	Shang hai	Jiang su	Zhe jiang	Tian jin	Liao ning	Guang dong	Shan dong	Hu bei	Yun nan
Number of people	59,887	32,228	30,108	30,108	26,564	25,273	24,605	19,829	19,263	14,925

Table 4 Number of Students Studying in China by Type of Student

Student category	total people	The proportion	Increase number the of people	Year year on increase	Academic category	total people
Academic education	209,966	47.42%	25,167	13.62%	Doctoral student	45,816
					Master graduate	18,051
					Undergraduate	146,001
Non - diploma education	232,807	52.58%				

Table 5 the Number Of Students Studying in China by Means of Funds

Types	Chinese Government Scholarship	At their own expense
Total number of persons / percentage	49,022/11.07%	393,751/88.93%

1.2 The Reaction of Colleges and Universities in the Cultural Conflict of Chinese Students in China

Colleges and universities should uphold different principles to create a compatible campus atmosphere, for the integration of a variety of cultural conditions. On the one hand, colleges and universities can carry out a variety of cultural propaganda, comparative study, seek dialogue with each other, learn from each other, that promote the concept of harmony into the life of students studying abroad. When encountering cultural conflict, we should treat the problem objectively and tolerate the difference. On the other hand, colleges and universities can increase the exchange and understanding between Chinese and foreign students through various cultural and sports activities, and encourage foreign students to actively participate in various exchange activities. Through these activities can accelerate the integration between multiculturalism, create a compatible and inclusive culture. Cross-cultural cultural conflict adjustment mode, as shown in Figure 1.

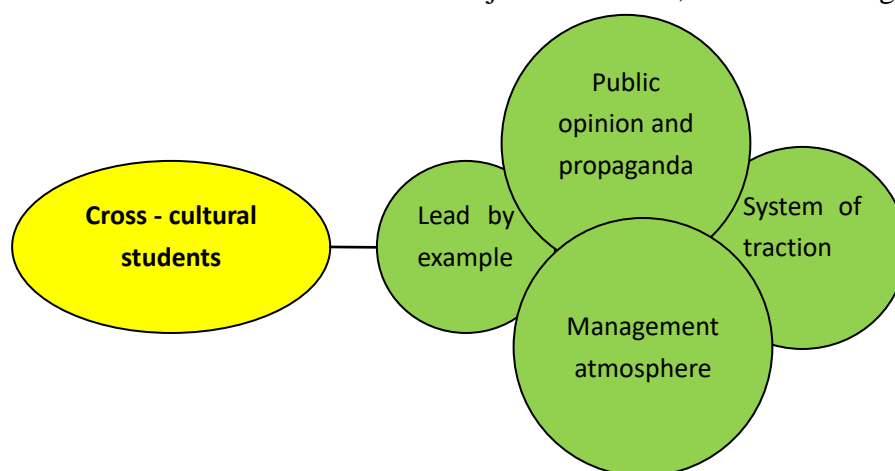


Fig.1 The Mode of Cultural Conflict Adjustment under Cross-Culture

2. Cross-Cultural Perspective

2.1 Definition of Cross-Cultural Communication

The British anthropologist Edward Taylor first proposed the definition of culture and taken the culture as a professional term. He pointed out: “the so-called culture or civilization, for its broad ethnological significance, but includes knowledge, faith, Morality, law, customs, and any other abilities and habits that are acquired by people as members of society.” The German sociologist, Erfred Weber, has made the idea of culture and civilization. The distinction between culture and civilization is that civilization is 'invented' and culture is 'created'. Civilized things can be taught, can be taught from one nation to another, without losing its identity; Culture Can be transferred from generation to another generation, and still save its use. The natural science and material tools, etc., can be regarded as civilized. Firstly it is seen that the culture is of all collective, social, and is not a personal intentionally or unintentionally created; secondly, its appearance is not personality, but of type or pattern; again, it is inherited in time, spatially. So in international exchanges and academic analysis we call it “cross-cultural”, rather than “cross-civilization.” The so-called “cross-cultural exchange” in today refers to the community with different social environment and language practices to maintain the basic form of the existing society, and objectively consciously or unconsciously for the establishment of a new, greater than the existing social basic form the basic form of society, and therefore it will become the new social basic form of the component. In the cultural conflict, the mood changes of students studying in China are shown in Fig. 2.

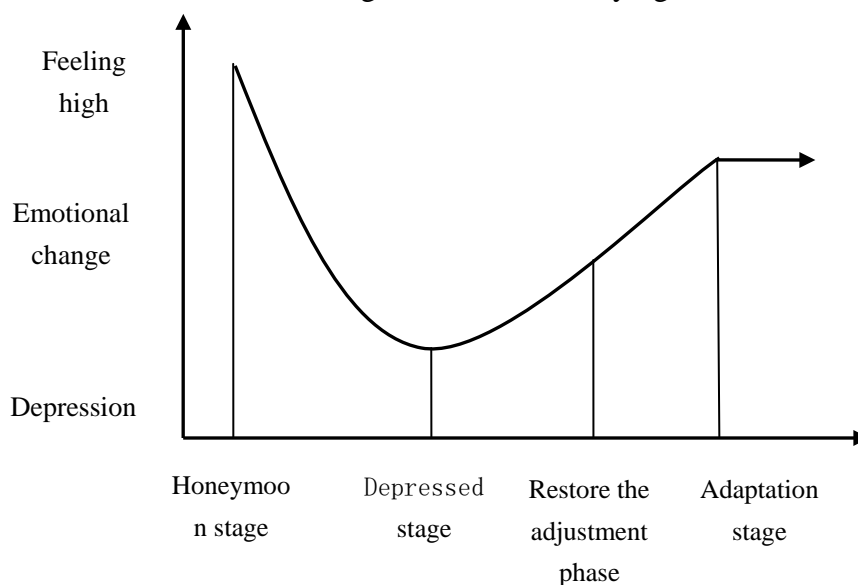


Fig.2 The Change of Emotion in Cultural Conflict

2.2 The Carrier of Cultural Differences

Cultural differences are the main carrier:

(1) Value. Chinese culture know the idea of stress from home to the boat, from the country to the world; the western is the individual.

(2) Way of thinking. The way of thinking (and the expression) is the deep difference between Chinese and Western cultures. This difference is becoming more and more obvious since the formation of the Western Hegelian philosophical system, and different ways of thinking lead to different ways of doing things.

(3) Language and Culture. Language and culture is undoubtedly an important medium for carrying out communication between different countries. It is an important tool to eliminate the barriers to information dissemination among different groups. Although it is understood that the language of different countries can communicate by grasping the language or the help of others, But there is never a perfect interpretation.

(4) Cultural misreading. In today's world, the means of information exchange between different

countries firstly rely on the news media, and the news reports of cultural misreading phenomenon is also one of the main carrier of cultural differences.

2.3 Students in China Cultural Conflict Four Stages

Some related cultural conflicts have shown: When a person enters a new cultural environment, country or region, or starts a new way of working life, the conflict and adaptation process can be divided into four stages. The length of the stage and the strength of the individual experience vary from person to person. The phases include:

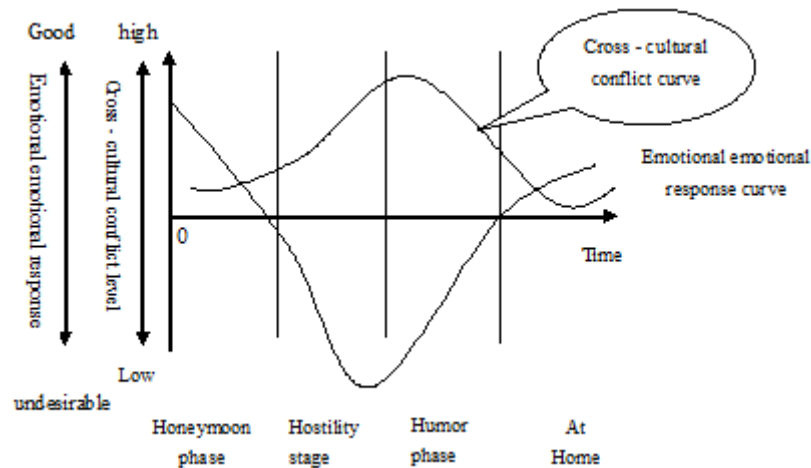


Fig.3 Four Stages of Cultural Conflict

Honeymoon period: at the beginning of the university. Foreign students are very fascinated by the everything, like to explore this new environment. The performance of actively active things, and actively declare students work opportunities, and actively participate in campus activities, and actively understand the different people, enthusiastic and class interaction. This is the beginning of cultural conflict.

Hostile period: this stage is characterized by foreign students who began to take a hostile view of the surrounding environment. Freshmen enter the university, during the honeymoon period, tend to be extremely eager to seek all of the university and his imagination as well as past experience, similarities is in the knowledge, when the difference is growing, the more obvious the hostile mood. This stage is often the new “old eyes” liking the stubborn concept caused.

Harmonious period: At this stage, foreign students begin to accept the difference they encounter. Unlike hostilities, foreign students take the way of dealing with difficulties rather than complaining. **Adaptation period:** When college students begin to embrace new culture, the adaptation period is coming. Before the anxiety began to disappear, they began to accept what happened on campus, full of vigor and vitality and began to build their own ideal of life. They began to nostalgia college campus, and race against time to spend the next time. Foreign students have been completely assimilated by the new environment.

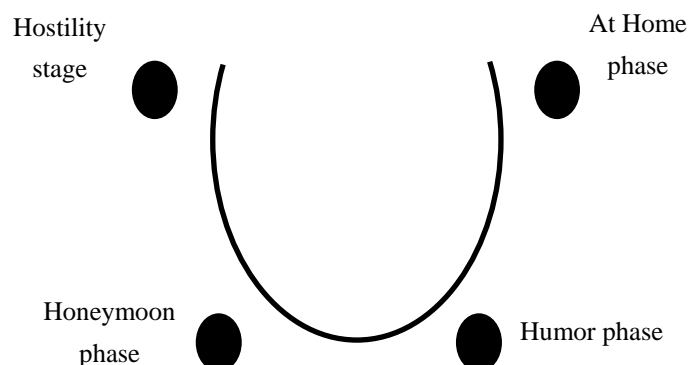


Fig.4 Cultural Conflict “U” Type Map

It is easy for students to come to China to have a cultural conflict. The greater the difference, the “U-shaped line” between the longer. Understanding the development process of college students' cultural conflict can reduce the anxiety when experiencing the “u curve”. When college students know that the stages are what they have to experience and are normal, they will be more confident to adapt to the new cultural environment. To create a faster adapt to the typical college students in the adaptation of the opportunity to exchange, that enable college students to adapt to new life as soon as possible. As shown in Figure 4.

3. Results and Discussion

3.1 Research Objects

The study has two major groups: overseas students studying abroad and foreign students studying in China. A total of 200 people were surveyed, including 100 Chinese students and foreign students, all of whom were between 18 and 30 years of age.

3.2 Questionnaire

In order to quantify the cross-cultural communicative competence, this study developed a questionnaire based on YullKim's definition of cross-cultural communicative competence. The questionnaire consists of two parts: personal information and cross-cultural communication skills test (12 questions), emotional ability (11 questions), the ability to conduct (11 questions). Three aspects of the cross-cultural communication is capacity of the respondents to conduct a comprehensive assessment, each question has 0 to five options, the respondents need to be based on these issues, from 0 to 5 to select a number for their actual situation scoring, 0 represents the lowest degree, followed by increasing, 5 represents the highest degree.

3.3 Data Collection

This study visited the major universities in Nanjing and distributed the questionnaires to foreign students studying in China. For Chinese students studying abroad, using the Internet this study send the questionnaires to their mailboxes. At the same time, through the help of overseas students expanding the collection of questionnaire data, the effective questionnaires were 200 copies, of which, the Chinese students questionnaire and foreign students questionnaire 100.

3.4 Data Analysis

(1) Cognitive ability

The average score ratio of Chinese students and foreign students in the cognitive ability is 58.25% and 57.72% respectively, which shows that the general cognitive ability is generally higher than that of foreign students. However, from the score of each individual point of view, the Chinese students each subject's score is generally concentrated in 3 points and 4 points, while foreign students are generally concentrated in 1 point and 5 points, the article found that foreign students the differentiation of cognitive ability is more serious. In the first question, “master the language of the study abroad and fluent with the local people” and the 11th question “with people from different cultures to be aware of each other's cultural differences”, the Chinese students score generally higher than foreign students However, foreign students in the 8th question “know the religion of the country where the study” on the score is generally higher than the Chinese students, we can see foreign students understand the religious knowledge more than Chinese students. Figure 5 calculates the average score for each subject of Chinese and foreign students and the overall average score in terms of cognitive ability, based on the score for each option.

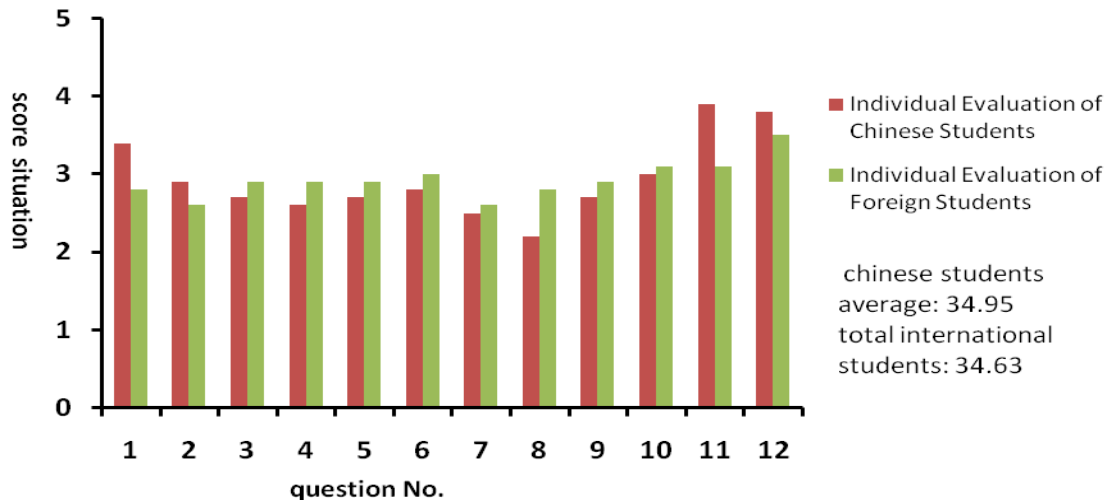


Fig.5 Statistics of Chinese and Foreign Students' Cognitive Ability Score

(2) Emotional ability

The average score ratio of Chinese students and foreign students in the emotional ability is 77.51% and 77.49% respectively. It can be seen that the overall ability of Chinese students and foreign students is better. However, in the first question, “whether they are willing to communicate with people from different cultures”, foreign students generally show a stronger will than Chinese students. For question 5, “whether or not they will encounter a setback with people from different cultures Give up retreat “, foreign students show greater resistance to frustration. Figure 6 calculates the average score for each subject of Chinese and foreign students according to the score corresponding to each option and the overall average score in terms of emotional ability.

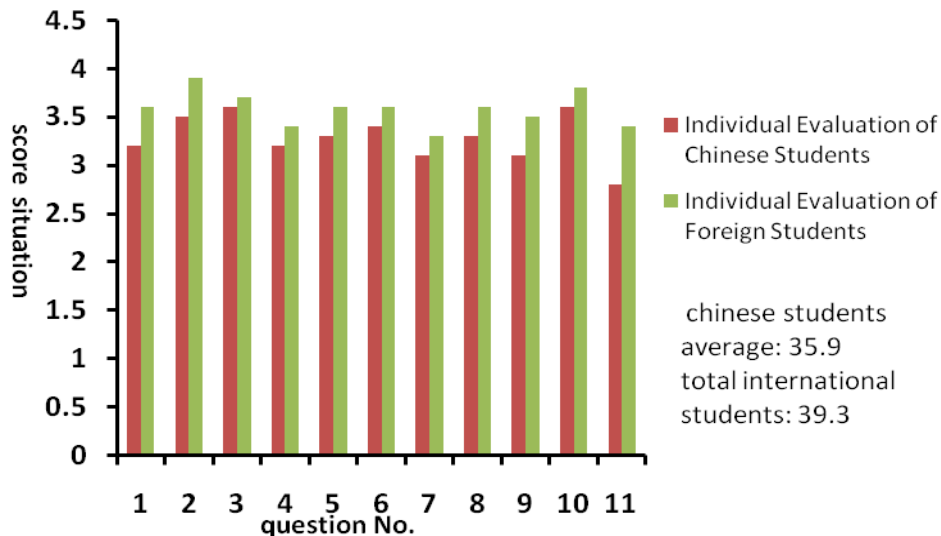


Fig.6 Chinese and Foreign Students' Emotional Ability Score Statistics

(3) Ability to act

The average score ratio of Chinese students and foreign students in the ability ability is 65.27% and 71.45% respectively. It can be seen that the performance ability of Chinese students is generally higher than that of foreign students. However, in the second question “active and understanding of foreigners say hello”, the Chinese students score is higher than foreign students, and the first question “initiative and people from different cultures,” the fourth question “from their own cultural point of view explain or tell other cultural literature or events “, the first 11 questions” can properly regulate the interactive performance of communicative objects “, foreign students score generally is higher than Chinese students. Figure 7 calculates the average score for each subject of Chinese and foreign students and the overall average score in terms of behavior based on the score for each option.

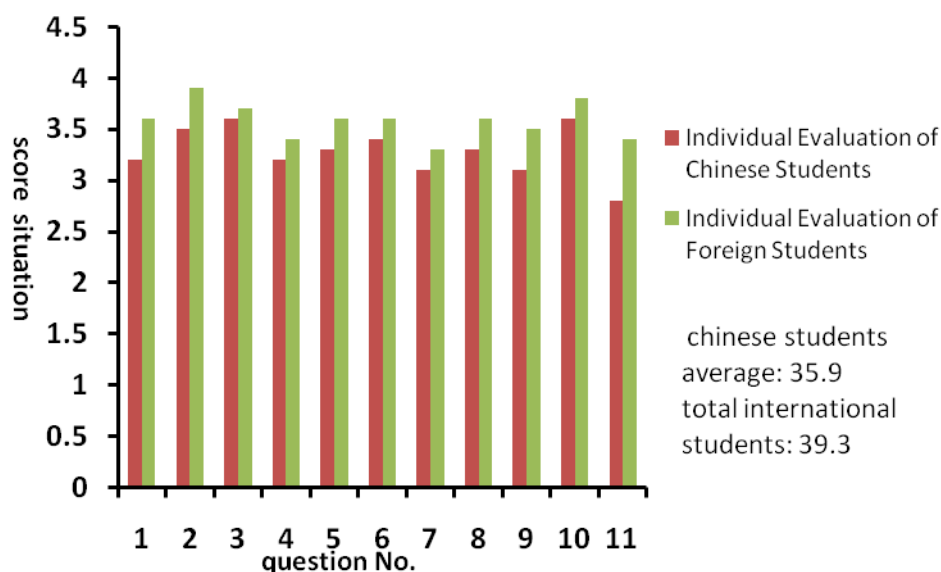


Fig.7 Statistics on the Ability of Chinese and Foreign Students

4. Conclusion

There are many reasons for the phenomenon of cultural conflict between Chinese and foreign students. The fundamental reason is that both Chinese and foreign countries have different cultural and different historical backgrounds, which inevitably bring about the differences and even the causes of people's thinking and behavior.

(1) Differences in thinking mode

Culture will affect people's views and understanding of the outside world, different countries have different cultures, so there must be differences in the thinking mode, which is particularly evident between the East and West culture. Western cultural thinking mode focuses on logic and analysis, while the oriental culture of thinking mode is to show intuitionistic integrity, which is also the characteristics of traditional Chinese culture thinking.

(2)Code of conduct varies

The specific meaning of the code of conduct refers to the social standards and code of conduct accepted by the community, simply to tell people what to do and what should not do. People of different cultural backgrounds in communication, often a phenomenon is to apply their own social behavior norms to determine the behavior of other party's rationality, due to differences in the behavior of the two sides, often misleading, unpleasant or even worse results.

(3) Value orientation is different

People's communication skills are generated in the process of socialization, must be linked with the values. Each culture has its own unique value system, which can help people distinguish between beauty and ugliness, kindness and evil, which is people's philosophy of life, moral standards and behavioral norms.

(4) Impact of pragmatic transfer

The evaluation and interpretation of the phenomena, things and behaviors that are encountered are based on the culture of their own, and the same is true in intercultural communication, which often leads to barriers to communication. The root of the problem lies in the neglect of pragmatics.

5. Acknowledgment

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