

The Impact of Multicultural Educational Environments on Students' Foreign Language Communication Competence in Guangxi Private University

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ABSTRACT

This study focuses on the mechanisms through which multicultural education and the educational environment influence foreign language communication proficiency, with the aim of exploring management strategies to enhance the foreign language communication skills of students majoring in ASEAN languages at private universities in Guangxi. By integrating theories of multicultural education, educational environment, and foreign language communication skills, this study constructs an analytical framework that examines the interactions among these three elements. The study selected third- and fourth-year students majoring in ASEAN languages at four private universities in Guangxi as the research subjects, as this group possesses a certain level of foreign language communication competence and relevant theoretical knowledge. Given the large size of the target population, a multistage sampling method was employed to select the sample, resulting in 266 valid questionnaires. During the data analysis phase, Cronbach's alpha and confirmatory factor analysis were first used to test the reliability and validity of the questionnaire; subsequently, descriptive statistics were used to present the demographic characteristics of the sample, and correlation analysis was employed to preliminarily explore the relationships among the core variables. Finally, a regression model was constructed with the dimensions of "multicultural education" and "educational environment" as independent variables and "foreign language communication ability" as the dependent variable to precisely assess the specific effects of each dimension. The results indicate that environmental factors at the campus culture level and educational content factors at the knowledge structure level have a significant impact on the improvement of foreign language communication skills. This study not only provides a theoretical analytical framework for future discussions on the factors influencing foreign language communication skills but also offers empirical support for optimizing educational management practices in private universities in Guangxi.

Keywords: Multicultural Education, Educational Environment,
Foreign Language Communication Competence, Guangxi Private Universities

Introduction

Guangxi is located in southwestern China and borders Southeast Asia, maintaining close ties with ASEAN countries; as a result, there is a high demand for professionals proficient in ASEAN languages. When recruiting such talent, most companies prioritize candidates with strong communication skills in listening, speaking, reading, and writing (China Daily, 2024). Guangxi is also a multi-ethnic region, home to 12 indigenous ethnic minorities. It has the largest ethnic minority population in the country, accounting for 15.0% of the national total. In this land where diverse ethnic groups coexist harmoniously, not only has a rich tapestry of ethnic cultures converged, but the region has also been deeply influenced by foreign cultures due to its geographical proximity to ASEAN nations, forming a unique pattern of cultural integration (Cai, 2024). Therefore, an in-depth exploration of multicultural education in this region holds significant theoretical value and practical significance.

Multicultural education is the most commonly used concept in the field of educational diversity. Initially applied to ethnic studies, it primarily focused on issues of educational equity among different ethnic groups within a single nation. With the emergence of globalization, it has gradually evolved into an educational philosophy that integrates multiculturalism across nations (Banks, 2004). This is a highly broad and inclusive concept. It is not limited to research within a single nation's ethnic groups but can be extended to cross-cultural studies among different countries worldwide. One of the fundamental goals of multicultural education is to cultivate intercultural communicators capable of communicating seamlessly across different nations and ethnic groups. Therefore, argue that multicultural education should be centered on language, as language plays a pivotal role in cultural transmission and serves as a necessary prerequisite for the existence and development of multicultural education; a monolingual approach cannot achieve true multicultural education.

Currently, while research on integrating multicultural education into foreign language teaching is relatively abundant, discussions focusing on its role in enhancing foreign language communicative competence remain insufficient. To address this gap, this study is grounded in the growing emphasis on foreign language communicative competence in the context of globalization and China's advocacy for competency-based education. Taking students studying ASEAN languages at a private university in Guangxi as the research subjects, and addressing the reality of relatively limited educational resources and the urgent need to improve students' foreign language communicative competence at this institution, the study constructs an integrated analytical framework combining multicultural education and educational environment theory. systematically examines the correlations between various dimensions and foreign language communicative competence, and verifies their impact effects, aiming to provide empirical support and theoretical grounds for the precise optimization of foreign language education management for non-mainstream languages.

Research Objectives

1. To analyze the basic information of researchers participating in this study using descriptive statistics including frequency, mean, and standard deviation.
2. To examine the model's structural validity and reliability through confirmatory factor analysis.
3. To investigate relationships among variables within the model through inferential analysis, including correlation analysis and significance testing.

Literature Review and Conceptual Framework

1. Core Theoretical Basis

The framework of this study primarily involves three core theories, with multicultural education theory and educational environment theory serving as independent variables, and foreign language communicative competence as the dependent variable. The specific dimensions and hypothesized relationships among these three theories will be detailed below.

Multicultural education encompasses five dimensions: content integration, knowledge construction, Prejudice Reduction, Equity Pedagogy, and Empowering School Culture and Social Structure (Banks, 1994). Content integration refers to teachers using multicultural and ethnic examples to explain concepts and theories within relevant subject areas; the knowledge construction involves teachers helping students develop multicultural awareness to consider issues from diverse cultural perspectives; Prejudice Reduction involves using appropriate teaching methods and materials to correct students' prejudiced attitudes toward other ethnicities and cultures; Equity Pedagogy entails teachers employing diverse cultural and ethnic teaching styles to promote shared success among students from varied backgrounds; and Empowering School Culture and Social Structure refer to the integration and interaction of school staff and students with diverse cultural and ethnic groups to create a multiethnic, multicultural school environment (Banks, 2020).

Moos established “educational environment” as an operational, measurable, and researchable scientific concept in 1970s. Moos' conceptual framework outlined three key classifications of educational environment components: interpersonal relationships, personal development, and system management and change (Moos, 1979). The interpersonal relationships dimension relates to relationships between individuals within a specific environment, encompassing mutual support between learners and teachers, open communication, a sense of belonging, and emotional support. The personal development dimension relates to opportunities for individuals to develop themselves within the environment. This is connected to educational goals, relevant learning content, and constructive feedback. The System Maintenance and System Change dimension refers to the extent to which the environment is orderly, organized, and open to change.

Foreign language communicative competence comprises four dimensions: grammatical competence, sociocultural competence, pragmatic competence, and strategic competence (Canale and Swain, 1980). grammatical competence: The ability to master the formal system of a language, including grammatical structures, vocabulary, pronunciation, spelling, and other linguistic rules. sociolinguistic competence: The ability to use language appropriately in accordance with context and social norms. discourse competence: The ability to organize language coherently and logically in texts or conversations.

strategic competence: The ability to overcome obstacles and resolve communication problems during interactions.

2. Theoretical Model and Research Hypotheses

The theoretical model includes 8 independent variables, and 1 dependent variable, with 8 research hypotheses proposed:

- H1: There is a significant positive relationship between Content integration (CI) and Foreign Language Communicative Competence (FLCC).
- H2: There is a significant positive relationship between knowledge construction (KC) and Foreign Language Communicative Competence (FLCC).
- H3: There is a significant positive relationship between Prejudice Reduction (PR) and Foreign Language Communicative Competence (FLCC).
- H4: There is a significant positive relationship between Equity Pedagogy (EP) and Foreign Language Communicative Competence (FLCC).
- H5: There is a significant positive relationship between Empowering School Culture and Social Structure (ESCSS) and Foreign Language Communicative Competence (FLCC).
- H6: There is a significant positive relationship between Interpersonal Relationships (IR) and Foreign Language Communicative Competence (FLCC).
- H7: There is a significant positive relationship between Personal Development (PD) and Foreign Language Communicative Competence (FLCC).
- H8: There is a significant positive relationship between System Maintenance and System Change (SMSC) and Foreign Language Communicative Competence (FLCC).

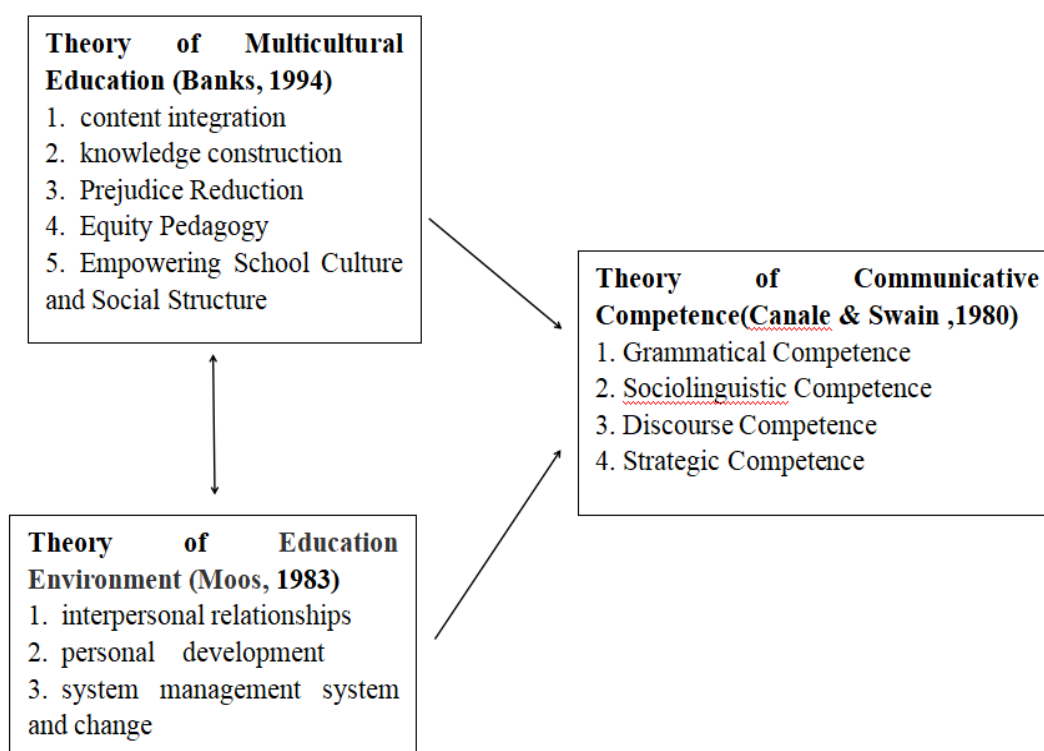


Figure 1 Conceptual Framework of this study

Research Methodology

1. Participants and Sampling

In this study, the target population consists of third- and fourth-year undergraduate students majoring in ASEAN languages at private universities in Guangxi. When selecting the student cohort, the researchers excluded first- and second-year students. First-year students had recently enrolled and possessed limited understanding of foreign language communication skills, while second-year students faced heavy coursework loads that precluded participation in the study's multiple rounds of surveys.

Statistics indicate that the total number of third- and fourth-year undergraduate students majoring in ASEAN languages meeting the research criteria was 852. Using the Krejcie and Morgan formulas (1970), the sample size was calculated to be 266. The researchers distributed 280 questionnaires. After excluding incomplete or erroneous questionnaires, 266 valid data sets were ultimately used for the study.

Given the large size of the target student population, a multistage sampling method will be employed to select the sample. First, using a census sampling approach, the total number of students meeting the research criteria across the four Guangxi private universities offering ASEAN language programs will be determined. The total sample size will then be calculated using the Krejcie and Morgan formulas (1970). Subsequently, the required sample size for each of the four institutions will be computed based on Cochran's (1977) probability calculation formula. After determining the sample size for each institution, the actual sampling will proceed. Using stratified sampling, the number of samples required for each major within the ASEAN language programs will be allocated according to the categories and proportions within each school. Subsequently, purposive sampling will be employed to select students in their junior and senior years, who possess relatively stronger language proficiency, to better analyze the gap between current foreign language communication competence and expected standards. Finally, simple random sampling was employed to select the final research sample. The final student sample comprised 188 female and 78 male students aged 18 to 22. All participants were third- or fourth-year students in ASEAN language programs with over two years of ASEAN language study experience. Consequently, they possessed a foundational understanding of theories related to foreign language communicative competence, and their basic abilities met the research objectives.

2. Research Tools

Given the absence of existing research tools relevant to the study objectives, the questionnaire was developed by the researcher based on existing scales from multicultural education theory and communicative competence theory. It consists of three sections: the first collects participants' demographic information, including gender, age, grade level, major, and foreign language learning experience. The second section aims to assess participants' foreign language communicative competence. Participants self-rated items in this section, covering both their current perceptions and future expectations. The third section analyzes factors influencing foreign language communicative competence development, encompassing five dimensions of multicultural education and three dimensions of the school environment. This 52-item questionnaire employs a five-point Likert scale to evaluate various aspects of communicative competence among ASEAN language majors, with response options ranging from A - Strongly Agree; B - Agree; C - Moderate; D - Disagree; E - Strongly Disagree.

Since the questionnaire was specifically developed by the researchers for this study, reliability and validity analyses were conducted first. To assess the content validity of the data collection instrument, the researchers initially sent the designed questionnaire items to five experts (including three experts in educational administration and two experts in ASEAN languages) for review, using the Item-Object Consistency (IOC) index. The IOC values for most items ranged from 0.80 to 1.00, exceeding the acceptable standard of 0.78 proposed by Lynn (1986), indicating that the items possessed good content validity. Subsequently, a pilot test was conducted on a sample group of 50 participants similar to the target respondents. The results showed that the questionnaire's Cronbach's alpha was 0.965. According to Nunnally (1994)'s evaluation criteria, a value of 0.9 or higher indicates excellent reliability. This indicates that the questionnaire's reliability meets the distribution standards, and formal data collection can proceed.

3. Data Collection

Following the pilot study, the formal questionnaire survey commenced. Data collection employed a hybrid offline-online approach: At the researcher's home institution, participants were assembled in a designated classroom according to the sampling plan. The study objectives were explained verbally and in writing, and questionnaires were completed on-site after obtaining informed consent. For the remaining three private universities in Guangxi, constrained by time and geographical limitations, online questionnaires were distributed via the "Wenshuoxing" platform. Faculty members at each institution were commissioned to assist in gathering sampled participants in classrooms for unified completion. All participants were informed of the voluntary principle and confirmed their willingness to participate via an online informed consent page before beginning the survey. Ultimately, 266 valid questionnaires were collected.

4. Data Analysis

Data were analyzed using SPSS, a widely used software package for social science research data analysis, specifically for inferential statistics. This study first conducted a reliability test on the questionnaire data using Cronbach's alpha to assess the reliability of the measurement tool; subsequently, confirmatory factor analysis was employed to test validity, verifying whether the questionnaire accurately reflected the theoretical dimensions proposed in the study. After completing the reliability and validity assessments, descriptive statistics were used to organize the demographic information of the participating students to understand the basic structure of the sample. Next, correlation analysis was conducted to preliminarily investigate whether there were associations between the various variables and foreign language communication proficiency. Finally, the dimensions of "multicultural education" and "educational environment" were included as independent variables, and "foreign language communication proficiency" as the dependent variable in a regression model, with the aim of specifically identifying the direction and extent of each dimension's influence on foreign language communication proficiency.

Research Results

The research study found that:

1. Analyze the basic information of researchers participating in this study using descriptive statistics including frequency, mean, and standard deviation.

As shown in Table 1, among the 266 respondents, 29.3% were male and 70.7% were female. In terms of age, the majority of students were over 20 years old, accounting for 76.7%. By grade, third-year students constituted the largest proportion at 85%. By major, Thai language students constituted the largest group at 50%, followed by Vietnamese, Indonesian, Khmer, Burmese, and Lao. Most respondents had studied foreign languages for 5-10 years, accounting for 75.2%, indicating that the majority began foreign language education in elementary school and possessed a certain foundation in language learning.

Table 1 Demographic Information of the study

Item	Category	Frequency N(266)	Percentage	Mean	Standard Deviation
Gender	Male	78	29.3%	1.71	.456
	Female	188	70.7%		
Age	18-20	62	23.3%	2.77	.424
	> 20	204	76.7%		
Grade	Grade 3	226	85.0%	3.15	.358
	Grade 4	40	15.0%		
Major	Thai language	133	50.0%	1.73	.940
	Vietnamese	89	33.5%		
	Indonesian	35	13.2%		
	Cambodian	5	1.9%		
	Burmese	2	0.7%		
	Laos language	2	0.7%		
Language Experience	< 5 years	20	7.5%	1.65	.777
	5-10 years	200	75.2%		
	10-20 years	44	16.5%		
	> 20 years	2	0.8%		

2. Examine the model's structural validity and reliability through confirmatory factor analysis.

Prior to confirmatory factor analysis, exploratory factor analysis was first conducted on the survey questionnaire. As shown in Table 2, both the validity analysis and the pretest validity passed Bartlett's test for sphericity, with P-values below 0.001 and KMO values above 0.9. This indicates that the survey questionnaire possesses high validity and is suitable for subsequent factor analysis.

Table 2 Exploratory Factor Analysis (EFA)

KMO and Bartlett's Test of Spiricity		
KMO Sampling Adequacy Measure.		0.921
Bartlett's Test of Spiricity	Approx. Chi-Square	8853.57
	df	1770
	p	0

To examine the structural validity of the questionnaire—that is, to assess the fit between the predefined measurement model and the data—this study employed confirmatory factor analysis (CFA). CFA is a statistical method used to test a priori measurement theories, allowing researchers to directly evaluate the validity of the predefined factor structure (Kline, 2023). CFA can validate discriminant validity and convergent validity (factor loadings, composite reliability, mean square error of the residual). Cronbach's alpha was then applied to analyze the questionnaire's reliability, assessing whether items exhibit high internal consistency. Typically, reliability coefficients should fall between 0 and 1. This study adopts the criteria proposed by Nunnally (1994), requiring Cronbach's alpha to be ≥ 0.70 . Additionally, composite reliability and average variance extracted (AVE) are calculated for each latent variable to assess measurement reliability and convergent validity (Kline, 2023).

Table 3 Confirmatory Factor Analysis (CFA), Composite Reliability (CR), and Average Variance Extracted (AVE) Results

Variables	Source of dimension	No of Items	Cronbach's Alpha	Factor Loading	CR	AVE
Content Integration	Banks (1994)	4	0.881	0.767 - 0.834	0.880	0.648
Knowledge Construction	Banks (1994)	4	0.891	0.739 - 0.853	0.892	0.675
Equity Pedagogy	Banks (1994)	4	0.867	0.761 - 0.823	0.865	0.616
Prejudice Reduction	Banks (1994)	4	0.875	0.779 - 0.848	0.879	0.645
ESCSS	Banks (1994)	4	0.860	0.683 - 0.852	0.865	0.618
Personal Development	Moos (1974)	4	0.895	0.801 - 0.847	0.895	0.680
Interpersonal Relationship	Moos (1974)	4	0.836	0.678 - 0.802	0.841	0.571

Table 3 Confirmatory Factor Analysis (CFA), Composite Reliability (CR), and Average Variance Extracted (AVE) Results (continued)

Variables	Source of dimension	No of Items	Cronbach's Alpha	Factor Loading	CR	AVE
SMSC	Moos (1974)	4	0.912	0.82 - 0.863	0.912	0.722
FLCC	Canale and Swain (1980)	20	0.959	0.527 - 0.813	0.959	0.544

Note: FLCC = Foreign Language Communicative Competence, ESCSS = Empowering School Culture and Social Structure, SMSC = System Maintenance and System Change

In terms of reliability, the Cronbach's alpha coefficients for each dimension ranged from 0.836 to 0.959. Among these, the coefficients for the dimensions of multicultural education (content integration, knowledge construction, Prejudice Reduction, Equity Pedagogy, and Empowering School Culture and Social Structure) were all above 0.860; the dimensions of the educational environment (personal development, interpersonal relationships, and system maintenance and change) ranged from 0.836 to 0.912; and the foreign language communication skills dimension had a coefficient of 0.959. The Cronbach's alpha coefficients for all dimensions exceeded the recommended standard of 0.8, indicating that the questionnaire possesses high internal consistency reliability.

Regarding validity, the factor loadings of the measurement items ranged from 0.527 to 0.863, all exceeding the acceptable threshold of 0.5; the composite reliability coefficients for each dimension ranged from 0.841 to 0.959, all exceeding the critical value of 0.7; and the average variance extracted ranged from 0.544 to 0.722, all exceeding the standard value of 0.5. The above data indicate that the items in each dimension effectively reflect their respective constructs, and the scale demonstrates good convergent validity.

3. Investigate relationships among variables within the model through inferential analysis, including correlation analysis and significance testing.

Prior to formal analysis, descriptive statistics and normality tests were conducted on the scores of each item and dimension of the scale. Normality was assessed by calculating the skewness and kurtosis coefficients of the primary variables. Following Kline's (2023) criteria, data are considered to be approximately normally distributed and suitable for subsequent parametric tests when the absolute value of the skewness coefficient is less than 2 and the absolute value of the kurtosis coefficient is less than 7. In this study, the absolute values of skewness and kurtosis for all variables fell within these thresholds, indicating that the data satisfied the normality assumption and were suitable for subsequent parametric tests.

Table 4 Pearson correlation analysis of the study

	FLCC	SMSC	RS	PD	ESCSS	PR	EP	KC	CI
FLCC	1								
SMSC	0.537**	1							
RS	0.547**	0.761**	1						
PD	0.551**	0.696**	0.805**	1					
ESCSS	0.526**	0.681**	0.608**	0.620**	1				
PR	0.433**	0.651**	0.623**	0.634**	0.808**	1			
EP	0.538**	0.584**	0.716**	0.752**	0.592**	0.625**	1		
KC	0.548**	0.516**	0.677**	0.666**	0.537**	0.590**	0.827**	1	
CI	0.508**	0.509**	0.586**	0.650**	0.514**	0.551**	0.733**	0.753**	1

Note: * $p < 0.05$ ** $p < 0.01$

Table 4 shows that Pearson's correlation coefficient was used to examine the relationships among foreign language communicative competence and eight factors: environmental structure, interpersonal relationships, teaching and learning, school culture and social structure, prejudice reduction, egalitarian teaching methods, knowledge construction, and content integration. The results reveal significant correlations between foreign language communicative competence and all eight factors: environmental structure, interpersonal relationships, teaching and learning, school culture and social structure, prejudice reduction, egalitarian teaching methods, knowledge construction, and content integration. The respective correlation coefficients are 0.537, 0.547, 0.551, 0.526, 0.433, 0.538, 0.548, and 0.508, respectively. All correlation coefficients were greater than zero, indicating positive correlations between foreign language communicative competence and the eight factors: environmental structure, interpersonal relationships, teaching and learning, school culture and social structure, prejudice reduction, egalitarian teaching methods, knowledge construction, and content integration.

Table 5 Significance Test of the study

	Standardized path coefficients (β)	T-value	P-value	Test Result
SMSC -> FLCC	0.188	2.295	0.023*	Supported
RS -> FLCC	0.047	0.487	0.626	Not supported
PD -> FLCC	0.122	1.317	0.189	Not supported
ESCSS -> FLCC	0.302	3.523	0.001**	Supported
PR -> FLCC	-0.23	-2.664	0.008**	Supported
EP -> FLCC	-0.01	-0.104	0.917	Not supported
KC -> FLCC	0.245	2.625	0.009**	Supported
CI -> FLCC	0.093	1.212	0.227	Not supported

Note: * $p < 0.05$ ** $p < 0.01$

Based on the confirmation of correlations among all variables, we further analyzed the correlation between each variable and foreign language communicative competence, with the results shown in Table 5. A total of four dimensions exerted a significant influence on foreign language communicative competence. Among these, campus culture and the hidden curriculum ($\beta = 0.302$) and knowledge construction ($\beta = 0.245$) both had highly significant positive effects on foreign language communicative competence, and their effects ranked among the highest. In addition, System Maintenance and Change ($\beta = 0.188$) within the Educational Environment dimension also had a significant positive effect on foreign language communicative competence. Notably, Bias Reduction ($\beta = -0.230$) had a highly significant negative effect on foreign language communicative competence.

Meanwhile, the effects of four other dimensions on foreign language communicative competence did not reach the level of significance. Within the Multicultural Education dimension, the path coefficients for Equitable Teaching Methods ($\beta = -0.010$) and Content Integration ($\beta = 0.093$) did not pass the significance test. In the Educational Environment dimension, the effects of Interpersonal Relationships ($\beta = 0.047$) and Personal Development ($\beta = 0.122$) on foreign language communication skills were also not significant.

Discussions

The findings from the statistical analysis are summarized as follows:

First, the school culture and social structure (ESCSS), knowledge construction (KC), and institutional maintenance and change (SMSC) have a significant positive impact on foreign language communicative competence (FLCC). Both ESCSS and SMSC fall under the category of educational environment—ESCSS represents the implicit school culture and atmosphere, while SMSC represents the explicit physical environment. This suggests that improving the educational environment helps enhance students' foreign language communicative competence. This aligns with the findings of Perez (2024), who demonstrated that leveraging information technology and digital resources can create a flexible, personalized learning environment that meets students' diverse learning needs. Through empirical research, Perez proved that the learning environment has a significant impact on enhancing students' cross-cultural foreign language proficiency.

Second, the results indicate that prejudice reduction (PR) has a significant negative effect on foreign language communicative competence (FLCC). This finding contradicts the conclusions of Soro-Molina (2025) and Haswani (2023). Soro-Molina (2025) argued that by employing cooperative learning methods among students from different cultural groups, fostering a classroom environment that values care and respect for diversity, and implementing diverse assessment activities, foreign language learners can gain a deeper understanding of the processes underlying language and cultural knowledge, thereby improving language learning outcomes. Haswani (2023) also argued that integrating multicultural education principles into teaching philosophies and resources, and arranging collaboration among students from different cultural and linguistic groups, can facilitate cultural exchange between the native language and the foreign language, deepen understanding of multiculturalism, and improve foreign language expression skills. In contrast, this study found that methods aimed at reducing prejudice limit the improvement of

students' foreign language communication competence. This conclusion also differs from Banks' (1994) assertion that reducing bias to promote collaborative learning among students of different races has a positive impact on academic achievement. This discrepancy may stem from differences in the sample: Zhu (2014) and Haswani (2023) studied students who were not majoring in languages, whereas Banks (1994) studied students from diverse racial and religious backgrounds, which differs significantly from the sample of ASEAN language majors in this study. This suggests that the conclusion that bias reduction enhances foreign language communicative competence does not apply to private universities in Guangxi, China.

Finally, Content Integration, Equity Pedagogy, Personal Development, and Relationships do not directly contribute to enhancing foreign language communicative competence. However, they may indirectly influence it through other mediating variables, a point that warrants further verification. Fraser (2023) also presented similar findings in his research. He synthesized numerous studies examining the relationship between learning outcomes and learning environments, concluding that the quality of students' learning environments exhibits consistent, strong, and positive correlations with their cognitive and affective outcomes. Specifically, while new and traditional curricula showed no significant differences in student learning outcomes, they demonstrated marked distinctions in the creation of classroom learning environments. Evidently, innovations in curriculum and teaching methods initially exert a positive influence on enhancing the classroom environment, and it is these more positive classroom environments that subsequently translate into improvements in student learning outcomes.

In summary, the key factors influencing the enhancement of foreign language communication competence are Empowering School Culture and Social Structure (ESCSS), Knowledge Construction (KC), and System Maintenance and System Change (SMSC). This indicates that future management efforts should focus on strengthening the management of school environments and teaching knowledge to better promote the improvement of students' foreign language communication competence.

Originality and Body of Knowledge

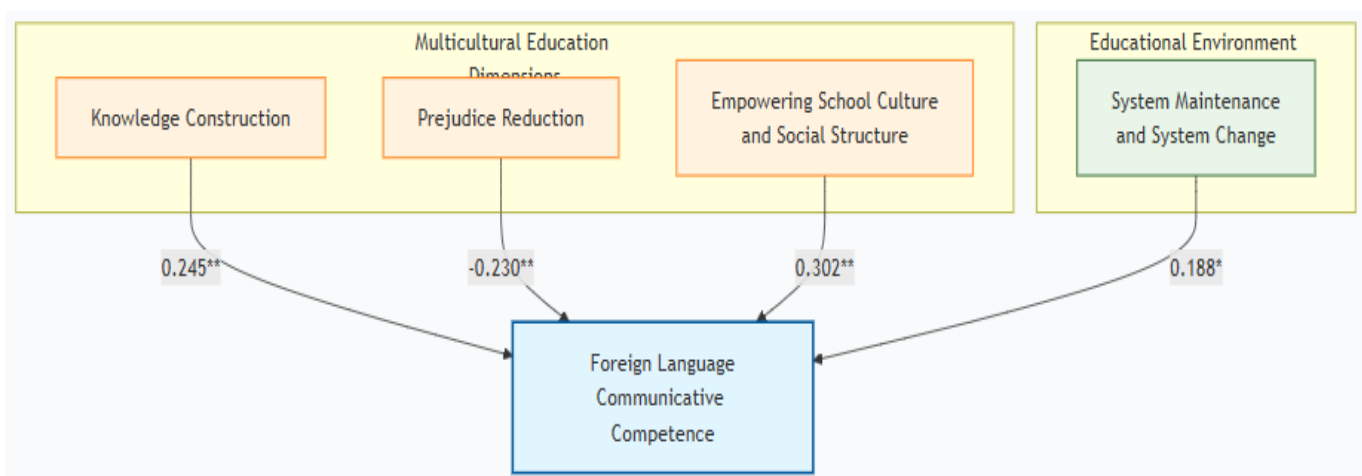


Figure 2 New knowledge

Theoretical Integration: By synthesizing Banks' (1994) multicultural education theory with Moos' (1979) educational environment theory, this study establishes the multicultural educational environment as the core driving force for educational management reform in Guangxi's private universities.

Practical Innovation: Based on the actual needs of ASEAN language majors in Guangxi's private universities, this study proposes a more contextually appropriate educational management model, providing actionable pathways for teaching administration and curriculum design. Through systematic questionnaire surveys, the research identified students' real-world challenges in cross-cultural adaptation, language application, and learning environment perception. Grounded in these findings, an educational management plan centered on "contextualized communicative tasks" and "immersive cultural experiences" was developed. This model emphasizes the contextual allocation of educational resources and the optimization of teacher-student interaction patterns. It not only addresses students' specific demands in developing foreign language communication skills but also provides a replicable and scalable practical model for cultivating talent in non-mainstream languages.

From a societal perspective, research findings centered on enhancing foreign language communication proficiency align with the current core demand for ASEAN language talents. This approach facilitates the cultivation of more high-caliber linguistic professionals suited to regional development, thereby advancing social and cultural exchange alongside coordinated growth. At the institutional level, these research conclusions resonate with fundamental educational management objectives. By optimizing resource allocation and fostering positive learning environments, they effectively elevate teaching quality and empower students toward holistic development. From the teacher perspective, the instructional support strategies and classroom practice guidelines proposed in this study not only enhance teachers' pedagogical capabilities and cross-cultural competence but also guide students in establishing clear developmental goals. This approach facilitates the simultaneous advancement of language proficiency and overall competence.

Conclusions

This study effectively elucidates the factors influencing foreign language communicative competence among ASEAN language learners. Empowering School Culture and Social Structure (ESCSS), Knowledge Construction (KC), and System Maintenance and System Change (SMSC) are key determinants influencing the enhancement of students' foreign language communicative competence. While Content Integration, Equity Pedagogy, Personal Development, and Relationship do not directly impact communicative competence, they may indirectly influence this ability through other mediating effects.

Through the study we can know that Empowering School Culture and Social Structure (ESCSS) exerts the greatest influence on foreign language communicative competence. Therefore, schools should create a multicultural learning environment by incorporating ethnic and cultural diversity elements into facilities such as libraries, classrooms, and hallways. Establishing ASEAN language experience centers and adding ASEAN foreign language signage in classrooms can help students subtly engage with ASEAN languages in daily life, thereby enhancing their foreign language communication skills. Simultaneously, Knowledge Construction (KC) and System Maintenance and System Change (SMSC) also significantly impact foreign language communicative competence. Educational administrators should prioritize constructing

students' knowledge of communicative competence. Beyond regular language courses, they should schedule supplementary courses on communication techniques and strategies to collectively support students' skill development.

By exploring effective pathways and support mechanisms for enhancing the foreign language communication competence of ASEAN language students in Guangxi's private universities, grounded in multicultural education theory and educational environment theory. The findings not only facilitate mutual learning between ASEAN language instructors and students but also provide practical guidance for cultivating versatile talents with cross-cultural communication skills for both academic institutions and society. The research framework and associated strategies offer valuable reference and applicability for foreign language talent development in Guangxi's public universities and private institutions across other regions.

Recommendations

1. Recommendations for stakeholders

At the institutional management level, efforts should be made to comprehensively promote the development of a multicultural environment. Dedicated funding should be allocated to renovate public spaces such as academic buildings and libraries, incorporating elements of ASEAN culture and establishing language immersion centers. At the same time, high-level talent from ASEAN countries should be recruited to participate in teaching and administrative management, mechanisms for faculty exchange visits to ASEAN countries should be established, and achievements in cross-cultural education should be incorporated into the evaluation criteria for professional titles. Furthermore, intercultural communication courses should be incorporated into the required curriculum, mixed-nationality class arrangements should be promoted, and a cooperative network with ASEAN universities should be established, along with the creation of special scholarships, to provide institutional and resource support for intercultural education.

At the faculty level, the experience center should be fully utilized for scenario-based teaching. Chinese and international faculty should collaborate on lesson planning to develop teaching units that integrate diverse perspectives, incorporate the latest cultural materials from target countries into classrooms, and design collaborative tasks for Chinese and international students. During overseas exchanges, "walking classroom" assignments should be designed to ensure practical outcomes, and student clubs should be guided in organizing cultural festival activities to transform extracurricular activities into practical teaching components.

At the student level, students should proactively take responsibility for maintaining the cultural corridor, participate in check-ins at the experience center, and establish language partnerships with international students to engage in informal exchanges. As part of coursework, students should complete cross-cultural case studies and independently watch films or read original-language publications from the target country each semester. They should actively participate in the preparation of cultural festivals and, following overseas exchanges, produce research reports or host sharing sessions to facilitate the transformation of cultural knowledge from input to output.

2. Future Research Suggestions

This study does have certain limitations, as detailed below.

Methodological Limitations: Each research objective requires extensive questionnaires and interviews. The content is overly voluminous and detailed, potentially causing respondents to lose patience due to the time-consuming nature of the process. This may lead to perfunctory responses and selections, thereby compromising the accuracy of the final data collected.

Sampling Limitations: Firstly, the study's scope is confined to private universities in Guangxi, raising questions about its applicability to public universities in the region. Secondly, the sample exclusively comprises students majoring in ASEAN languages, leaving unresolved whether the constructed model aligns with characteristics of students in other disciplines. Additionally, given Guangxi's unique geographical position and educational context, it remains uncertain whether the proposed development pathway would be suitable for private universities in other Chinese provinces or municipalities.

Conceptual Limitations: This study primarily focuses on the perspectives of multicultural education and learning environments, neglecting other factors influencing the enhancement of foreign language communicative competence. It fails to comprehensively incorporate all relevant concepts, inevitably leading to certain limitations in the research conclusions.

Future research could expand the scope and sample size while exploring additional influencing factors, thereby contributing new insights to the field of foreign language communicative competence.

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