Title: Mediating the Message: African Students as Conduits for Chinese Cultural Phenomena

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Abstract

In an era of intensifying Sino-African relations, the role of international students as nonstate actors in public diplomacy and intercultural communication has become increasingly significant. This research paper investigates the multifaceted role of African students in China as cultural mediators who actively interpret, frame, and transmit Chinese cultural phenomena to their home communities. While existing literature acknowledges the growing presence of African students in China, a significant gap remains in understanding the nuanced processes through which they become conduits for cultural information and influence. This study addresses this gap by employing a qualitative phenomenological approach, exploring the lived experiences of African students and analyzing how these experiences shape their communication practices. The paper posits that these students are not passive recipients of cultural knowledge but are active agents who engage in a complex process of selection, interpretation, and dissemination, thereby shaping perceptions of China in their home countries. Core communication theories, including agenda-setting, framing, and media dependency, are adapted to an interpersonal and transnational context to provide a robust theoretical framework for this analysis. Findings reveal that students navigate complex media ecologies, reconcile official narratives with personal realities, and strategically frame their experiences for diverse audiences through digital and social platforms. The study concludes that African students function as crucial, yet often overlooked, mediators in the Africa-China relationship, whose personal narratives contribute significantly to the cross-cultural discourse. This research offers critical insights for the fields of intercultural communication, media studies, and public diplomacy, highlighting the micro-level dynamics that underpin macro-level international relations.

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