

# *Research on the influence of acculturation and teaching quality on the academic ability of Chinese-foreign cooperatively-run students*

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**Abstract:** In Sino-foreign cooperative education institutions and programmes, students' cultural adaptability and the quality of teaching are two major factors affecting students' academic ability, and Sino-foreign cooperative education has received the attention of the state and the society due to its special mode of teaching, and the construction of the education quality framework has been affected by the society and the state, both internally and externally. This paper explores the influence of cultural adaptability and teaching quality on students' academic ability, analyses the ways of constructing the educational quality management framework of Chinese-foreign cooperative schools, and provides references for the improvement of China's Chinese-foreign cooperative schooling model by analysing the initiatives of the government, society and schools.

## 1. Introduction

With the continuous development of society, more and more foreign students choose to come to other countries for education. In China, there are also many Chinese-foreign cooperative schools, which are led by the government and oriented to the learning needs of students and their academic ability. In Chinese-foreign co-operative schools, cultural adaptability and teaching quality of the school as two major factors have an impact on the construction of the education quality management framework.

## 2. Cultural Adaptation and Teaching Quality

### 2.1 Cultural Adaptation

Cultural adaptation is both a phenomenon and an ability. The phenomenon of acculturation refers to the phenomenon that the cultures of one as well as both groups with different cultures change after a direct and continuous cultural contact occurs. The ability of cultural adaptation refers to the ability of an individual to not only possess his own cultural characteristics but also to establish a good relationship with individuals of different cultures when he is in contact with different cultures.

## **2.2 Influencing factors of cultural adaptation in Chinese-foreign cooperative education**

In Sino-foreign cooperative education, students' cultural adaptation ability will have a certain impact on teaching quality and students' academic ability. Among them, cultural adaptability is also affected by different factors, such as local language, cultural practices, ideological awareness, social environment and so on.

First of all, the language barrier is one of the biggest influencing factors. Different cultures will form different languages, and communication and contact with people from different cultures requires certain language skills to communicate and interact effectively through the same language.

The second thing that affects the ability of cultural adaptation is cultural barriers. People of different cultures will have different views as well as differences in their ways of thinking, living habits, social customs, etc. They should have a positive understanding of different cultures, establish friendly interactions with people of different cultures by respecting and tolerating local cultures and lifestyles, and then strengthen their ability to adapt to local cultures and environments [1].

## **3. Teaching quality**

The quality of education, as a characteristic that meets the educational needs of society as well as individuals, is a way of evaluating the effectiveness of teaching, which includes the knowledge, skills, abilities, values and other contents acquired by students through educational means.

### **3.1 Influencing factors of teaching quality in Sino-foreign co-operative schools**

In China, the standard of teaching quality is to cultivate talents development and promote social progress, so the teaching quality of Sino-foreign cooperative education will be affected by the teaching methods, teaching resources, policy support, social opinion and other factors.

Firstly, the teaching quality of Chinese-foreign co-operative schools is affected by the advanced teaching methods and the quality of teaching resources. The teaching methods of Sino-foreign co-operative education combine excellent teaching methods and concepts at home and abroad, and the teaching of Sino-foreign co-operative education is learnt both at home and abroad, and the teaching team is also both Chinese and foreign.

Secondly, the teaching quality of Sino-foreign co-operative education is affected by national policies. Students participating in Sino-foreign co-operative education will obtain double diplomas at home and abroad, and the qualification of such diplomas is subject to the state's examination and regulation, and the schools are supervised and scrutinised.

## **4. The impact of cultural adaptation and teaching quality on students' academic ability**

### **4.1 Students' basic abilities**

Students in Sino-foreign co-operative education are in different cultural environments, which will have a certain impact on their language ability and knowledge comprehension. Students participating in Sino-foreign co-operative education need to study in schools in different countries, and the learning language is not their mother tongue, which brings certain challenges to their learning style and comprehension of knowledge in different subjects. Moreover, students need to learn, understand and adapt to foreign language teaching materials and the teaching environment before they study, which also affects their academic ability.

## **4.2 Students' Learning Attitude**

Students in Sino-foreign co-operative education need to feel secure in the school environment, which in turn leads them to pursue their own academic development. Students' cultural adaptability affects students' ability to reduce or increase their cultural needs in the campus environment, which has an impact on their motivation to learn, and in turn affects their own learning planning.

The quality of teaching will have a positive impact on students' learning environment and learning atmosphere, and the quality of teaching will strengthen students' motivation to learn, which will promote the enhancement of students' academic ability.

## **4.3 Comprehensive quality of students**

Students' academic ability is also affected by students' comprehensive quality. Students studying in Sino-foreign cooperative schools have not only learning pressure, but also life pressure and psychological pressure. Strengthening students' cultural adaptability can promote students to establish good interpersonal relationships and good psychological quality in a foreign country. Strengthening the quality of teaching can increase the proportion of classroom teaching in students' learning and reduce students' learning pressure. It also allows students to have time for part-time jobs and work-study, which reduces students' life pressure and promotes their psychological health.

# **5. Ways of constructing the education quality management framework**

## **5.1 Macro-control by the government**

The teaching quality of Sino-foreign cooperative education is related to the realisation of the educational goals of China's Sino-foreign cooperative education, as well as the quality and effect of students' learning, therefore, the government should carry out macro-control on the domestic stage of Sino-foreign cooperative education.

### **5.1.1 Improve the review mechanism**

The government should improve the review mechanism of Chinese-foreign cooperative education, verify and investigate the qualifications of foreign cooperative colleges and domestic educational institutions, and ensure that the educational institutions have certain teaching quality. The relevant departments of the foreign cooperative institutions conduct in-depth inspections of the school institutions to review teaching resources and methods. This process involves checking both written materials and the institutions themselves to ensure the accuracy of the application materials. Approved projects and institutions that meet the requirements receive endorsement, while non-compliant projects and institutions undergo supervision and rectification.

### **5.1.2 Strengthen the Supervision System**

The government should strengthen the supervision of the follow-up teaching work of Chinese-foreign cooperative education. Relevant departments as well as education departments should include the supervision of Chinese-foreign cooperative educational institutions in the relevant departments of provinces, autonomous regions and municipalities directly under the central government for daily supervision to ensure that the quality of teaching and learning is understood [2].

At the same time, the government should strengthen the supervision system, through special assessment organisations on the Chinese-foreign cooperative educational institutions of the subjects

and courses of the teaching quality of the regular or irregular assessment of the teaching quality management for poor teaching quality, poor teaching quality of educational institutions for rectification or even revocation of the qualification of the supervisory system, and thus strengthen the quality of Chinese-foreign cooperative educational institutions of teaching management.

## **5.2 Social Supervision Activities**

### **5.2.1 Strengthen public opinion supervision**

The government and relevant departments should regularly publish the information of legal Chinese-foreign cooperative educational institutions and related projects, school addresses, etc. through government websites and official information websites, etc. The social media and the relevant people should supervise the Chinese-foreign cooperative educational institutions, and the media and the people should expose and report the unregistered and illegal educational institutions, so as to avoid damaging the legitimate rights and interests of the students and parents. The media and the public should expose and report unregistered and illegal institutions to avoid damaging the legitimate rights and interests of students and parents.

### **5.2.2 Promoting cultural exchange**

The quality of teaching management of Sino-foreign cooperative educational institutions is also affected by the social environment and cultural exchange activities. The society can hold some cultural exchange activities to strengthen the exchange between different countries, promote friendly relations between countries, provide students with an open and friendly social environment, strengthen the understanding of students from different countries about China's culture, and then promote friendly cooperation and mutual exchanges between schools with high-quality educational resources and China's school institutions.

## **5.3 School micro-control**

### **5.3.1 Strengthening the construction of curricula and specialities**

School sponsoring institutions should actively absorb the knowledge and teaching resources of foreign excellent majors, introduce the lack of domestic professional knowledge and teaching materials, and in the process of reviewing and verifying the professionalism of the curriculum, to ensure that the teaching effect of the introduction of professional courses is consistent with the teaching level of the cooperating colleges and universities.

The school sponsoring institutions should also combine the requirements and goals of domestic discipline construction, select the advanced courses needed for discipline construction to be introduced, and make appropriate adjustments to the teaching structure of the disciplines to ensure that the teaching structure of the advanced foreign courses is compatible with the domestic teaching structure.

### **5.3.2 Improve teaching quality assessment and indicators**

First of all, in the process of improving the teaching management of Chinese-foreign cooperative school-running institutions, it is necessary for the school-running institutions to carry out regular assessment of teaching quality. The institutions should regularly invite experts in related disciplines and excellent teachers outside the university to communicate with each other on the teaching quality of the institutions, so as to ensure the teaching quality of the institutions.

Secondly, the institutions should strengthen the contact with foreign partner schools and establish unique evaluation standards for Chinese-foreign cooperative education. The school sponsoring institutions should actively set up a federation to comprehensively analyse and evaluate the qualifications, teaching objectives, teaching materials management, teaching methods, teaching resources and teaching quality of both sides through different quality assessment standards and indicators, and disclose the relevant teaching indicators to the society to publicize the teaching advantages of the school sponsoring institutions.

## **5.4 Strengthening Teacher Construction**

### **5.4.1 Construction of foreign teachers**

School sponsoring institutions should review and verify the foreign teachers when running schools under Sino-foreign co-operation. In strict accordance with the relevant national standards, the school sponsoring institutions should verify the teachers' certificates of bachelor's degree or above, relevant vocational certificates, and more than two years of teaching experience, etc.; and verify the experts' certificates of master's degree or above and more than three years of teaching experience, so as to ensure the basic teaching quality of the foreign teachers.

The school sponsoring institution should conduct regular training with foreign teachers to strengthen their spoken language as well as teaching norms, and ensure that students fully understand and absorb the foreign teachers' lessons [3].

### **5.4.2 National Teachers**

Most of the teaching methods of Sino-foreign cooperative educational institutions are bilingual teaching, in which the Chinese language is taught by national teachers, school institutions should make full use of the excellent teaching resources in foreign countries, send national teachers to foreign cooperative schools for teaching and learning, strengthen the teaching ability of national teachers, enhance the teaching concept of teachers, and promote the improvement of professional subject knowledge of teachers.

To strengthen the management of teaching quality, institutions should regularly evaluate the teaching quality of all teachers, set teaching standards for all courses, and publicize the teaching experience and methods of excellent teachers through teaching excellence evaluation. Additionally, they should provide regular training for teachers to enhance their teaching enthusiasm, reduce the possibility of losing excellent teachers, and promote mutual exchanges among teachers. This will continuously improve teachers' professionalism and reduce the possibility of wastage. Fair and impartial practices should be implemented to strengthen the construction of teachers and promote the exchange of teachers.

### **5.4.3 Establish a clear teaching programme**

The teaching plan, as the cultivation plan for students, reflects the teaching methods and contents, as well as the career planning of students. Institutions should establish a clear teaching plan according to the national mechanism of Chinese-foreign cooperative education, strengthen students' understanding of teaching quality management, and promote students' learning attitude. Institutions should regulate the teaching progress and quality of teachers, and ensure the smooth progress of the teaching programme through regular teaching evaluation [4].

Institutions should be aware that the teaching method of Chinese-foreign cooperative education not only needs to strengthen the construction of teaching plan and teaching conditions, but also

needs to strengthen the management and construction of the campus. Institutions should formulate appropriate learning and examination standards for students according to the teaching programmes and objectives of the subjects, strengthen the learning atmosphere of the campus in the institution, and provide students with a suitable environment for learning. Institutions can also combine scholarships and other policies with the quality of student learning to strengthen students' motivation and promote healthy competition and development among students.

At the same time, school sponsoring institutions can also strengthen the management system of students' living habits, impose relevant constraints on students' behaviours, ensure that students abide by the relevant laws and regulations in China, provide students with a safe and comfortable campus environment, and enhance students' ability to adapt to schools in different countries.

## 6. Conclusion

In conclusion, to strengthen the quality of education of students in Sino-foreign cooperative schools, it is necessary for the schools to continuously improve the teaching mode and curriculum, optimise teaching resources, strengthen the construction of the teaching team, apply advanced teaching theories to guide the educational practice, and then improve the quality of teaching management. The government should strengthen the audit and evaluation mechanism of the qualification of Chinese-foreign co-operative schools and improve the external supervision system. The society should strengthen the public opinion support for Chinese-foreign co-operative education, guide the public to be tolerant and accepting of different cultures and languages, and promote students from different countries to improve their learning ability, integrate into the local life, reduce the barriers to learning, and understand the content of learning.

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