

# Study on The Teaching Methods of Foreign Language Education in Sino-Foreign Cooperative Running Schools

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## Abstract

Foreign language ability has become one of the elements of individual competitiveness in the context of globalization. This paper discusses the application of teaching methods, problems and solutions of Sino-foreign cooperative schools under the background of foreign language education. How to effectively integrate the educational concepts and methods of both sides has become a key issue for the rapid development of Sino-foreign cooperative school programs. This paper on the importance of foreign language education, the present situation of the development of Chinese-foreign cooperation in running schools is analyzed, analyze the cultural differences behind these problems, the lack of education policy guidance, reveals the cooperation in the process of teaching content localization, teaching method innovation, teacher training and support, etc. Put forward the countermeasures and suggestions to promote the effective implementation of foreign language education.



Full Text Article



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**Keywords:** Foreign language education; Chinese-foreign cooperation in running schools; teaching methods; cross-cultural teaching and curriculum development

## Introduction

Proficient in a foreign language can not only make the communication smoother, but also enable the individual to get more development opportunities on the global stage, broaden the vision and deepen the cognition and acceptance of multicultural, so that the individual can get all-round growth. For a country, improving foreign language ability is an effective way to strengthen soft

power. In the personal career growth path, mastering a foreign language is a key factor to measure the ability of job seekers, and in the transnational trade, the communication master proficient in multiple foreign languages is also highly respected. For example, employees in a multinational company must communicate efficiently with colleagues and customers of different nationalities, when mastering a foreign language becomes essential because it helps to communicate efficiently with people from different language backgrounds. Proficient in a foreign language can not only enhance the work efficiency, but also cope more freely in a foreign culture, promoting the formation of a solid international cooperation bond. Foreign language education plays an indispensable role in enhancing the national soft power, especially at the national level. The efficiency of a countrys cultural communication and communication with the outside world is often recognized as an important measure of its international status and global role. The promotion of mother tongue education not only strengthens the peoples sense of belonging to the country, but also contributes to the communication and diffusion of culture, thus enhancing the reputation and charm of the country in the world. For example, international Chinese language promotion programs such as "Confucius Institute" are being launched in China, aiming to enable people around the world to have a deeper understanding of Chinese culture by learning the Chinese language and Chinese cultural heritage, and then enhance Chinas influence on the global scale.

### **Development status of Sino-foreign cooperative school-running programs**

The Sino-foreign cooperative education program provides students with different learning directions, increases the diversity of global educational structure, and greatly expands students vision and skills.

By integrating educational concepts, curriculum materials, advanced means and practical operations, Sino-foreign cooperative school programs create a global atmosphere for students to study for further study<sup>[1]</sup>. For example, some programs adopt the teaching structure and methods of overseas universities, enabling students to access the worlds top educational resources such as the UVGR program jointly launched by Stanford University and Tsinghua University, giving students the opportunity to communicate directly with the worlds top scholars and thus improving their academic research capabilities.

By sharing teaching resources, technical facilities and teacher teams, students can have access to diversified learning materials, and obtain foreign learning concepts and learning equipment<sup>[2]</sup>under certain conditions. Cooperation projects play a key role in promoting cultural exchanges and enhancing mutual understanding in the field of Chinese and foreign education. Through holding of international cultural festivals, academic seminars and student exchanges, we not only enhance students understanding and respect for various cultures, but also promote the training of cross-cultural exchange ability. In the project jointly conducted by New York University and a famous Chinese university, the teaching concept of cultural diversity is particularly highlighted, whose goal is to enable students to understand the common values and differences of human beings in the context of globalization.

Cultural differences, conflicts of teaching ideas, resource utilization efficiency and other problems are also important reasons for the remarkable achievements in the rapid development of Sino-foreign cooperative school programs. But it is these challenges that also provide the impetus

for further innovation and optimization for projects to promote education cooperation in a deeper and more efficient path. In the future, Sino-foreign cooperative school programs are expected to make greater breakthroughs in resource sharing, teaching methods innovation, cross-cultural education and other aspects, bringing more possibilities and values to the global education field. With the progress of technology and the increase of social demand for international talents,<sup>[3]</sup>

### **Application challenges of educational methods in Sino-foreign cooperation in running schools**

In the sino-foreign cooperative school program, the differences between the two parties in teaching concepts, teaching methods, evaluation standards and other aspects are the main aspects of the application of educational methods. These differences are not limited to the surface of the teaching strategies, but go deep into the curriculum design, teacher training, student assessment and other links, which puts forward a severe test for the effective integration of foreign language education methods. The difference of teaching ideas is the first factor that causes the disagreement. The educational concepts between China and western countries are fundamentally different. Chinas education system emphasizes collectivism, the authority of teacher-student relationship and the inheritance of knowledge; Western education advocates individualism and emphasizes students active inquiry and speculation. For example, in terms of the interactive way of classroom teaching, China is more inclined to the student-centered group discussion method, while western countries are more inclined to teachers guidance and knowledge transmission. This difference in thinking and ideas, in practice, may cause a conflict in teaching methods, making it difficult to reach the balance.

Different teaching strategies will also affect the effect of foreign language teaching. While Chinese educators may tend to follow the old teaching and practice model, teachers from the West tend to adopt teaching strategies such as project-oriented learning, example discussion, or edutainment. For example, in the process of guiding the interpretation of Korean texts, teachers from the West may tend to use in-depth analysis strategies to encourage students to explore the complex meaning behind the article. In contrast, Chinese teachers are more likely to focus on vocabulary expansion and grammar knowledge. Such differences create the need for careful curriculum planning to ensure that learners enjoy the best learning experience across a range of various teaching methods.

One major challenge in cooperative schools is the inconsistency of assessment standards. Compared with China, the western education system is more inclined to use a series of comprehensive evaluation methods to assess students academic performance. Because students in the cross education system transition may be confused about the assessment mode change and difficult to adapt, so they may produce certain pressure and do not adapt to the situation, in Chinese education model, for example, because students to frequent examination formed a certain psychological dependence, so in the face of western university term papers and project report may feel certain pressure and difficult to adapt, this is also a typical difficulty in the transition across the education system.

To meet these challenges, it is necessary to enhance the interaction and cultivation of different cultural and educational concepts. It can be realized by regularly holding of public courses and exchange meetings, so that teachers have the opportunity to deeply explore the educational

background and concepts of different cultures, and then combine the advantages of both sides to optimize the teaching effect. Timely adjust the course content to make the course content more close to the new needs <sup>[4]</sup>. Create flexible course content and update framework: oriented by students needs and employment forms, revise teaching materials quickly to ensure that they are closely connected with practical application, so as to improve the practicability and relevance of teaching materials. To create an interconnected educational data space: with the help of advanced information technology, to build a database of multiple languages, promote information interaction and collaboration, enable teachers to access to rich teaching materials, and enable students to learn in a variety of ways.

The lack of adaptability of teaching content and localization is an urgent problem to be solved in the combination of foreign education and Sino-foreign cooperative school-running projects. One of the biggest challenges faced by students in the learning process is the disconnection between learning materials and real life applications, especially when the materials do not fully consider the language use habits of Chinese students, especially <sup>[5]</sup>. Part of the reason for this question is that the traditional teaching mode often emphasizes the indoctrination of theoretical knowledge, while ignoring the effective connection with students real life experience <sup>[6]</sup>. In different education systems, teachers may be influenced by different cultural and educational concepts involved in terms of teaching purposes and evaluation means. In some countries that emphasize testing, teachers may be more inclined to teach examination strategies, rather than neglecting the shaping of students critical thinking ability and innovation ability in <sup>[7]</sup>.

## Countermeasures and suggestions

### *1. Promote the exchange and training of cross-cultural educational concepts*

The exchange and training of cross-cultural and educational concepts is a necessary condition for the development, which requires both sides to effectively carry out cross-cultural exchanges in teaching, strengthen the mutual learning and understanding between the cultures of both sides, and improve the professional skills of teachers. This process not only promotes teachers and students to gain insight into the multi-cultural heritage, respect the multi-cultural heritage, but also improves the teaching effect, so that students learning experience has been efficiently optimized.

The promotion of cross-cultural exchanges is crucial to the development of cultural mutual learning activities between teachers and students. Such activities can be conducted by inviting distinguished people from partner countries to give speeches, participating in interactive work seminars, or conducting in-depth discussions, giving participants a deep understanding of the history, social structure, belief system, and educational system of another country. For example, American institutions and universities have the ability to attract Chinese educators to introduce effective examples and experiences of Chinas basic education. At the same time, Chinese partners can also demonstrate their traditional Chinese education concepts and practices. This interactive learning process can effectively break down the inherent stereotypes and promote the improvement of the deep cognition and empathy ability of other cultures. The implementation of cross-cultural education extremely requires teachers to receive professional training. The training program should include but is not limited to cross-cultural exchange skills, multicultural education concepts, international education policies and their practice. Through such courses, teachers can not only

understand the teaching methods to deal with cultural differences and diverse needs, but also master how to efficiently use modern technologies, such as online platforms and virtual reality, to simulate various cultural backgrounds and create immersive cultural exchange and learning scenarios. For example, through role-playing, case analysis and transnational cooperation projects, teachers help students to enhance their understanding of cross-cultural communication and their skills in solving practical problems.

The dic evaluation and reflection process plays an important role in the improvement of cross-cultural educational skills. It is based on the continuous evaluation of teaching activities, focuses on stimulating the free communication between teachers and students, jointly analyzes the highlights and problems in the teaching process by means, and promotes the creativity of teachers in the teaching content and methods as the ultimate goal. With the help of this means, not only the defects in the teaching strategy can be deeply explored and improved, but also the teachers can be constantly creative in the teaching content and way. Therefore, it has a very positive and effective effect on the improvement of cross-cultural educational skills.

## ***2. Establish a dynamic curriculum development and adjustment mechanism***

To cater to the changing learning needs of students and the rapidly changing needs of the market, the formation of flexible course content and update mechanism on the stage of global education cooperation is extremely critical. This mechanism enables the teaching content to closely integrate with students learning goals while keeping pace with the latest development of the industry. In order to achieve this goal, cooperative education institutions need to carry out regular course feedback activities, draw suggestions from students, teachers and experts in the industry, and take these feedback opinions as an important basis for course improvement. For example, provide feedback information about course content, teaching methods, textbook selection and other aspects, and obtain <sup>[8]</sup> through questionnaire survey, forum or online forum. Such feedback is essential for insight into students challenges, the focus of interest on the way, and the scope to improve.

Organizing an education curriculum committee composed of multi-field experts is responsible to periodically review and refresh teaching materials based on collected information and business trends. The team brings together education authorities, industry insiders, and representatives from the student community, with their aims to ensure that the curriculum is designed with both theoretical depth and practical guidance. For example, a group of learners in a particular industry-specific course can discuss how to integrate the latest technological advances and career development paths into teaching cases and project activities to make the learning content more in line with the needs of the actual workplace.

Stimulate the joint efforts of teachers and students, optimize the course content, through the implementation of flexible teaching evaluation system. Approaches to achieve this goal include the introduction of a student assessment system and the implementation of a continuous professional growth program. For example, the course evaluation should include students participation, academic achievements and feedback, so as to stimulate students enthusiasm to put forward optimization suggestions and adopt suggestions in practice. To build an interactive platform for cultural exchange and educational resources that gathers global student cases, industry examples, academic achievements and other materials for teachers and students to use and learn from. This



initiative will not only make the teaching content more diverse and richer, but also improve students communication skills in an international environment. To create a multi-angle and practical teaching environment, with the means of real-time industry information supply, experience exchange of international cooperation projects, and cross-cultural successful case discussion, to optimize the application value and timeliness of the course.

## Conclusion

Foreign language education plays an important role in personal career development. Sino-foreign cooperative school programs provide students with a global learning atmosphere and resources, but they also face problems such as cultural differences, conflicts of teaching ideas, and resource utilization efficiency. The challenges in the application of educational methods in Sino-foreign cooperative running schools include the differences in teaching concepts, teaching strategies and evaluation standards, as well as the lack of adaptability of teaching content and localization.

In response to the challenges facing the global education field, need to promote the intercultural education concept communication and training, establish dynamic curriculum development and adjustment mechanism, through chinese-foreign cooperation in running schools, in resource sharing innovation teaching way across cultural education, etc., is expected to achieve greater breakthrough, thus bring more opportunities and value for global education field, through flexible course content and update mechanism, synchronization with the latest industry development, combining the teaching content and students learning goals. With the help of cross-cultural education concept of communication and training, improve the understanding and respect of multicultural teachers and students, so as to promote the teaching effect and the improvement of students learning quality, in perfecting teaching evaluation system to motivate teachers and students to optimize the course content, make the course application value and timeliness of further promotion, create more possible and contribution in the field of education. The progress of technology and the growth of social demand for international talents will promote the continuous improvement and innovation of Sino-foreign cooperative school-running projects, so as to promote the development of educational cooperation to a more in-depth and efficient direction, so as to meet the demand of the society for international talents. Make education cooperation at a higher level.

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## Conflict of Interest

The authors declare no conflict of interest.

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