

A Literature Review on Cross-cultural Communication in Chinese-Foreign Cooperation in Running Schools

Aidong Song, Wenying Wu

Beijing University of Technology, Beijing, 100124, China
2449202779@qq.com

Abstract: In the context of the current era of internationalization, with the continuous progress of economic globalization, the internationalization of education has gradually stepped onto the stage of the times. Cultivating compound talents with an international perspective has also become one of the important strategies to improve comprehensive national power. This article mainly analyzes and organizes relevant literature on cross-cultural communication in Chinese-Foreign Cooperation in Running Schools in recent years, introduces its research background, main theoretical framework, main research content, and findings. Finally, the article explores the purpose and strategic significance of such research, hoping to provide useful assistance for the further development of Chinese-Foreign Cooperation in Running Schools in China.

Keywords: Chinese-Foreign Cooperation in Running Schools; Cross cultural communication; Literature review

1. Introduction

At present, Chinese-Foreign Cooperation in Running Schools in China mainly relies on independent educational institutions and educational projects. In 2003, China promulgated the Regulations on Chinese Foreign Cooperation in Running Schools, which initially defined the concept of educational activities jointly organized by foreign educational institutions and domestic universities for Chinese students. Subsequently, in 2004, China issued the “Implementation Measures for the Regulations on Chinese-Foreign Cooperation in Running Schools”, which supplemented the definition of the project itself, that is, both parties in Chinese-Foreign Cooperation in Running Schools jointly design and carry out professional disciplines and curriculum arrangements, do not organize new educational institutions separately, and provide teaching methods and other content for domestic students.

With the expansion and deepening of international exchanges, Chinese-Foreign Cooperation in Running Schools is also constantly developing in this process. Wang Zhiqiang^[1] divided the stages of educational development in chronological order: from 1978 to 1992 was the beginning, from 1993 to 2002 was the beginning of the national plan to increase the number of Chinese-Foreign Cooperation in Running Schools. From 2003 to 2010, the system and strengthening supervision gradually improved, and from 2011 to present, more emphasis was placed on quality development and exploration of characteristics. Some scholars also divide it into three stages: preliminary exploration (1995-2000), rapid development (2001-2010), and quality improvement (2010-present).

In recent years, Chinese-Foreign Cooperation in Running Schools has developed rapidly. As of the end of 2021, 2356 Chinese-Foreign Cooperation in Running School institutions and projects have been established and organized with the approval of the competent authorities, including 1340 undergraduate and above institutions and projects, and 1016 vocational level institutions and projects; The cooperation targets 39 countries and regions, over 1000 overseas universities, and over 900 Chinese universities. Chinese-Foreign Cooperation in Running School institutions and projects account for about 90% of the total, with over 600000 students on campus and over 2 million graduates; Cooperative education covers over 200 majors in 11 disciplines, including economics, literature, science, engineering, and management.

According to relevant literature, most of the research on Chinese-Foreign Cooperation in Running Schools in China discusses the difficulties and prospects faced by Chinese-Foreign Cooperation in Running Schools at the theoretical level, mainly including the introduction of educational resources,

teacher management, teaching and supervision systems, etc. There are few specific empirical studies as examples. At present, research is more focused on the macro level, and there is still little research on individuals at the micro level. In terms of countermeasures, the main focus is on adjusting the strategic layout of Chinese-Foreign Cooperation in Running Schools and how to improve quality supervision as a whole. From the perspective of the problems in Chinese-Foreign Cooperation in Running Schools, teachers and teaching management are the first to bear the brunt, and the research focus and countermeasures of relevant literature are mainly focused on this aspect. At present, research on Chinese-Foreign Cooperation in Running Schools in China mainly includes four aspects: research on educational background, educational model, development status, teaching management and construction.

Overall, with the rapid development of Chinese-Foreign Cooperation in Running Schools in recent years, many domestic scholars have conducted extensive research on this topic. However, due to the relatively late development of Chinese-Foreign Cooperation in Running Schools, literature research mainly focuses on macro level research, with little specific empirical research seen. From the perspective of research themes, macro research dominates, with most studies focusing on macro issues. Although a certain number of scholars have conducted research on the micro issues of Chinese-Foreign Cooperation in Running Schools, such as organizational structure and personnel composition, it is still insufficient compared to the former.

2. The Main Theoretical Frameworks in the Literature

Through the analysis and research of relevant literature, cross-cultural communication in Chinese-Foreign Cooperation in Running Schools mainly involves the following theoretical framework.

(1) Cultural shock

The term 'cultural shock' was first coined by Oberg^[2], indicating that when a foreigner enters a novel and unfamiliar environment, he or she may feel irritable, confused, and afraid. The motivation of travelers to go abroad usually varies from person to person, and the duration of their stay also varies. Among them, most people will experience a symptom, that is, culture shock. Of course, experienced travelers who can smoothly integrate into the new culture should be excluded.

New arrivals find it difficult to communicate with friends, colleagues, and relatives. In this new environment, they may feel lonely due to unfamiliar customs and traditions. Therefore, Oberg divides the process of culture shock into four periods, showing a U-shaped curve. Different levels have different characteristics, and there is no significant correlation between the four periods.

In short, Culture shock attaches great importance to the adaptation of travelers, which is generally consistent with the U-shaped curve model showing the psychological and behavioral recovery of travelers. For those who work in Chinese-Foreign Cooperation in Running Schools projects or institutions, this is a new cultural background formed by the fusion of several different cultures. They will certainly experience some kind of oscillation due to different factors, such as culture shock.

Cultural shock, as the core theory of cross-cultural adaptation, is widely applied in various studies. For example, Du Jiaming^[3] used this theory to provide a theoretical basis for the cross-cultural adaptation of international students under the model of Chinese-Foreign Cooperation in Running Schools in universities.

(2) U-shaped curve

Lysgaard's^[4] research on more than 200 Norwegian Fulbright scholars in the United States revealed for the first time the new process of cross-cultural Adapted process, that is, cross-cultural adaptation can be divided into three stages: initial adaptation, crisis adaptation and re-adaptation. This process is clearly manifested as a U-shaped curve pattern, first with novelty, then with a decrease in satisfaction, and finally with an increase in satisfaction. According to general experience, the U-shaped curve pattern consists of four periods: honeymoon period, crisis period, adjustment period, and bicultural period.

The U-curve model presents a typical and appropriate case, where people maintain a passionate attitude, use effective strategies, and go through various stages of the U-curve model, ultimately achieving a certain balance between two cultural identities. On the other hand, it must be acknowledged that the number of people entering the first stage will definitely exceed those trying to

get out of the final stage. It is very simple to explain this phenomenon, because there are indeed people who fail to cope with the depression caused by culture shock. They even believe that cross-cultural adaptation is difficult to achieve. Therefore, for those with different personalities and attitudes, their adaptation inevitably surpasses or lags behind others.

This theoretical model is often used to reveal the cross-cultural adapted process and provide a theoretical basis for its adaptation to change. For example, Tan Yu^[5] used this theory in his research on cross-cultural adaptation of students in Chinese-Foreign Cooperation in Running Schools programs in universities to provide a basis for the current cross-cultural adaptation of students studying abroad in Chinese-Foreign Cooperation in Running Schools programs.

3. Main Research Content and Findings of the Literature

The research on cross-cultural adaptation abroad began in the late 19th century. After a century of continuous enrichment, it covers a wide range of fields and provides theoretical support for cross-cultural adaptation research in China. China lags far behind foreign countries in cross-cultural research. By reviewing a large number of previous studies, it has been found that domestic scholars tend to study the experiences and feelings of some immigrants or travelers in completely different cultural environments, and analyze their adaptation situations. Among them, the study of cross-cultural adaptation in China can be divided into two perspectives: one is the study of cross-cultural adaptation of international students, and the other is the study of cross-cultural adaptation of Chinese people going abroad. According to existing literature, there are many studies on cross-cultural adaptation of international students, with only a few focusing on teachers' cross-cultural adaptation.

Chinese-Foreign Cooperation in Running Schools has been a hot topic in recent years. Although a large number of scholars have studied it from different perspectives, the overall number is relatively small. Therefore, there is not much research on cross-cultural communication issues in the context of Chinese-Foreign Cooperation in Running Schools. After extensive search and analyses, there are eight representative articles that can be divided into two directions as a whole.

The first direction is the study of cross-cultural communication among students in Chinese-Foreign Cooperation in Running Schools, with a total of six articles.

The first article is Tan Yu's research on cross-cultural adaptation of students in Chinese-Foreign Cooperation in Running Schools in universities. Based on current practical needs, this study conducted an empirical study on the cross-cultural adaptation, existing problems, and influencing factors of students in Chinese-Foreign Cooperation in Running Schools programs during their overseas learning process. On the basis of existing cross-cultural adaptation theories, this study adopts methods such as questionnaire survey, interview, and observation to conduct in-depth investigation and analysis of the current situation, problems, and influencing factors of cross-cultural adaptation of students studying abroad in Chinese-Foreign Cooperation in Running Schools projects. Based on this, specific suggestions are proposed to improve the construction of cross-cultural education system in universities and enhance students' cross-cultural adaptation ability. The research results indicate that the cultural adaptation theory system constructed by Berry et al. mainly focuses on long-term immigrants and refugees, and lacks specificity for international students. There are certain limitations in explaining and applying the cross-cultural adaptation and influencing factors of this group.

The second is Zhou Hongling's research on cross-cultural adaptation of international students coming to China in universities. This study uses Lysgaard's U-shaped cross-cultural adaptation model and Kim's stress adaptation growth motivation cross-cultural adaptation model as theoretical frameworks, and proposes corresponding research hypotheses. Then around the research hypothesis, the author conducted a survey on 96 foreign students from Beijing University of Technology and 77 foreign students from Capital University of Economics and Trade by using the questionnaire method. By analyzing the collected data, the main conclusion of this study is as follows: firstly, the motivation of international students to come to China greatly affects their cultural adaptation. International students with clear motivation to come to China can adapt to Chinese culture faster; Secondly, the personal factors of international students can also affect their cultural adaptation. Those international students who subjectively actively integrate into Chinese culture can adapt to Chinese culture faster and better; Furthermore, the social factors of international students can also affect their cultural adaptation. Positive social support and assistance from the outside world can better help international students adapt to Chinese culture; Finally, the learning and lifestyle of the school where international students reside also affects their cultural adaptation. Therefore, it is best for schools to develop appropriate

schedules and corresponding courses based on the actual situation of international students, in order to better help them adapt to Chinese culture.

The third is the study of Jin Chengxing's strategies for cultivating cross-cultural communication skills among middle school students in his Chinese-Foreign Cooperation in Running Schools. In his research, the author first introduced the background of the current global trend of internationalization of higher education, as well as the rapid development trend and current situation of Chinese-Foreign Cooperation in Running Schools. Then, taking Anhui Polytechnic University as an example, the author investigated, studied and statistically analyzed the cross-cultural communication ability of the students majoring in automation and electrical engineering in the Chinese-Foreign Cooperation in Running Schools project through questionnaires. Finally, based on the collected data, the author proposes relevant suggestions: firstly, schools should improve the general education curriculum system and select domestic or foreign teachers with international backgrounds to teach; Secondly, strengthen the cultivation of cross-cultural communication skills in English teaching; Finally, carry out cross-cultural practical activities to enrich students' cross-cultural knowledge, enhance their cross-cultural communication skills, and cultivate cross-cultural sensitivity.

The fourth is an empirical study on cross-cultural sensitivity and English learning motivation in Chinese-Foreign Cooperation in Running Schools by Zhang Xinyue. This study focuses on 174 sophomore students majoring in non English at a science and engineering university in Beijing. Among them, 87 students come from a Chinese-Foreign Cooperation in Running Schools at a certain university, and the other 87 students come from other colleges. This study adopts a combination of qualitative and quantitative research methods to empirically study the cross-cultural sensitivity and language learning motivation of non English major English students in Chinese-Foreign Cooperation in Running Schools. The final research results indicate that the cross-cultural sensitivity of the research subjects is at a high level, and the overall motivation and intensity of English learning are at a moderate level. Among them, the cross-cultural sensitivity and English learning motivation level of non English major students in international colleges are generally higher than that of non English major students in other colleges; There are significant differences in cross-cultural sensitivity and English learning motivation between non English major students in international colleges and non English major students in other colleges; The overall correlation between cross-cultural sensitivity and English learning motivation of the research subjects is positive, and the correlation coefficient between cross-cultural sensitivity and English learning motivation of non English major students in international colleges is higher than that of non English major students in other colleges. Therefore, based on the current conclusion, the author proposes relevant suggestions: teachers should develop reasonable English teaching strategies to stimulate students' corresponding learning motivation and enhance their cross-cultural sensitivity level.

The fifth part is Du Jiaming's research on the influencing factors of cross-cultural adaptation of international students under the Chinese-Foreign Cooperation in Running Schools model. This study takes Chinese international students under the Chinese-Foreign Cooperation in Running Schools model of Dalian universities as the research object, and uses a questionnaire survey method to study the cross-cultural adaptation and its influencing factors of students during their study abroad period. The hypothesis of the influencing factors of the research object's cross-cultural adaptation during their study abroad period is proposed. Using statistical analysis software such as SPSS and AMOS, the structural equations of 396 valid questionnaires were established to test the proposed research hypotheses. The results showed that the overall psychological adaptation of the subjects was good, but some students still had mild psychological adaptation problems; The difficulty of social and cultural adaptation in interpersonal communication is higher than academic adaptation and daily life adaptation; Studying abroad has a positive impact on their cross-cultural adaptation; Social support has a positive impact on students' cross-cultural adaptation; The satisfaction with domestic stage teaching and training has a positive impact on their cross-cultural adaptation; At the same time, psychological adaptation, as an intermediary variable for studying abroad time, social support, and satisfaction with teaching and training at the domestic stage, has a positive impact on students' socio-cultural adaptation

Finally, Ni Xiao used the business administration major of a certain college as an example to study the cross-cultural adaptation issues in the implementation of Chinese-Foreign Cooperation in Running Schools courses.^[6] This study is a case study. Through research methods such as literature review, interview, and observation, the cultural characteristics of the school's enterprise management curriculum were analyzed, and in-depth interviews were conducted with teaching assistants, students, and alumni in the major. By analyzing students' adaptation to teacher language, course content, and classroom participation and interaction, explore students' cross-cultural adaptation to the course, and analyze the reasons for the problems. The results show that Chinese students' cultural adaptation to

curriculum implementation presents three stages, namely, the opening stage, the twists and turns stage and the balance stage; The reasons for maladaptation also include personal factors, such as students' unrealistic self-evaluation, cultural authority and sense of achievement, as well as institutional issues.

The second direction is the study of cross-cultural communication among teachers and related personnel in Chinese-Foreign Cooperation in Running Schools, with only two studies in this field.

The first is Dong Liangfeng's research on cross-cultural communications management of Chinese-Foreign Cooperation in Running Schools projects. In this study, the author first introduced the relevant theories of cross-cultural Communications management, then introduced the relationship between culture and management and the current status of cross-cultural communication under the trend of globalization, then analyzed the necessity and importance of studying cross-cultural communication, and explained the relevant strategies and methods to deal with cross-cultural communication. Also based on the experience of Chinese-foreign cooperation in running schools in recent years, the author tries hard to apply the theory of cross-cultural communications management to the management of Chinese foreign cooperation in running schools, in order to solve the contradictions and conflicts in cross-cultural communication among the staff of Chinese foreign cooperation in running schools, and has achieved good results. In this paper, the author conducts research and practice on cross-cultural Communications management, and applies cross-cultural Communications management theory to solve problems and difficulties in Chinese-Foreign Cooperation in Running Schools from a new perspective, so it has certain guiding and practical value.

The second part is Zhang Yongjun's research on the communication methods of the third culture in Chinese-Foreign Cooperation in Running Schools institutions. Based on the Speech Act, Politeness Principle and related cross-cultural communication theories, this study conducts an empirical study on the communication styles of Chinese and foreign teachers in Chinese-Foreign Cooperation in Running Schools through questionnaires and interviews. The research results found that in Chinese-Foreign Cooperation in Running Schools institutions, Chinese personnel adopt communication methods different from their mother culture, and their varying degrees are positively correlated with their foreign language proficiency and foreign cultural familiarity; In Chinese-Foreign Cooperation in Running Schools institutions, foreign teachers adopt communication methods that are different from their mother culture, and their varying degrees are positively correlated with their Chinese proficiency and familiarity with Chinese culture; In Chinese-Foreign Cooperation in Running Schools institutions, there is a third cultural communication method between Chinese and foreign personnel, which has both the characteristics of the mother culture and the characteristics of the third culture.

By analyzing existing research on cross-cultural communication in Chinese-Foreign Cooperation in Running Schools, it can be found that there is some research on students' cross-cultural adaptation in Chinese-Foreign Cooperation in Running Schools. However, research on cross-cultural adaptation of teachers under the Chinese-Foreign Cooperation in Running Schools model in universities is extremely rare. Compared to other teachers, the working environment of Chinese and foreign teachers in the context of Chinese-Foreign Cooperation in Running Schools in universities is significantly different. If they receive more professional training and assistance in cultural and psychological aspects, it will play an important role in their work efficiency, quality, and have a positive impact on the quality and sustainable development of Chinese-Foreign Cooperation in Running Schools. Therefore, it is necessary to conduct a systematic and in-depth study of the cross-cultural adaptation status, problems, and influencing factors of this group based on the basic situation and characteristics of teachers in Chinese-Foreign Cooperation in Running Schools, in order to improve the cross-cultural communication ability of teachers in Chinese-Foreign Cooperation in Running Schools.

4. Conclusion

With the continuous development of globalization, China needs a large number of composite professional talents with international perspectives in various fields. And the core of talent cultivation lies in the market demand. What type of talent is needed in the market, and various schools should also focus on cultivating what type of talent. Overall, Chinese-Foreign Cooperation in Running Schools has enormous advantages and prospects in cultivating students' foreign language skills, cross-cultural communication skills, and expanding their horizons. In addition, cross-cultural communication is also a major prerequisite for communication and cooperation between countries, and is also a necessary condition for globalization. Of course, it is not just the ability to learn a foreign language well that

allows for cross-cultural communication with people from other countries. Because in communication with foreigners, there are not only many cultural differences, but also significant cognitive differences, which directly affect the final effect of communication between both parties. If we cannot clearly distinguish cultural differences between China and the West, it is likely to lead to cross-cultural communication failure. Therefore, in order to successfully achieve cross-cultural communication, we must attach importance to and consider cultural differences in practical cross-cultural communication activities. Under the premise of having a sense of cultural differences, continuously cultivating and improving cross-cultural communication skills is the key to successfully achieving cross-cultural communication.

Overall, cultivating young people's cross-cultural communication skills in Chinese-Foreign Cooperation in Running Schools institutions and projects is not only a fundamental requirement of education itself, but also a key factor in the development of a country in the context of globalization. Cross cultural communication is an important bridge and bond for communication, cooperation, and mutual benefit between countries. It is no exaggeration to say that in the process of global economic integration and internationalization in the future, its role will become more obvious, and its importance will also rise to a higher level. So, universities must take cultivating students' cross-cultural communication skills as the core concept of cooperative education. In addition, the author suggests that universities add relevant Chinese culture courses to enable students to achieve their own cultural confidence while learning foreign cultures. After all, only by systematically understanding Chinese and Western cultures can cross-cultural communication truly be effective and smooth.

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