
中外合作办学 研究与实务

基于中外双向互动教学的英语语言
实践和跨文化元素研究

**ENGLISH LANGUAGE PRACTICE
AND CROSS-CULTURAL OFFERING**

**IN BI-DIRECTIONAL AND INTERACTIVE
SINO-FOREIGN COLLABORATIVE PROGRAM**

宋鸿立/著

知识产权出版社

*English Language Practice and
Cross-cultural Offering in BI-
directional and Interactive Sino-
foreign Collaborative Program*

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内容提要

本书从中外合作办学的角度分析“期望—现实匹配度”，即进行中国学生在母国院校和国外大学的不同体系和环境下的期望与现实体验的差距分析，力求从跨文化的视角对中外合作办学进行较为系统的研究。

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Preface

China's economy has managed a rapid GDP growth surpassing many developed countries and the internationalization process is already underway within China's economic sphere. China-UK partnership in higher education has been undergoing the most competitiveness in the global higher education market. Sino-foreign cooperation in running schools is the major model of China-UK cooperative higher education, therefore plays a vital role in serving the Chinese student needs of cross-cultural study and global employability.

In this research, the current China-UK cooperative higher education practice is critically evaluated by examining the key attributes that determine the existing model choice, identifying the student expectations and evaluating the 'expectations-reality' fit. This research utilized interviews, a survey and secondary data sources. The primary data (survey) is analyzed using gap analysis, mean score ranking, correlation, T-test and regression methods. The qualitative primary data (interviews) is analyzed using Means-end Chain theory (Hierarchical Value Map) and Push-Pull Factors. The results found that China-UK cooperation in running schools/programmes is still the most favourite model of China-UK partnership in higher education because of having many unique and core features which fit the demand of Chinese student overseas study. However, operators require identifying the gap between the expectation and actual experience of their target

customers because they have the variety of preferences and responses to the provision of global higher education services. English Language Practice and Cross-cultural Offerings are the two key factors in the Sino-foreign cooperative curriculum design and operating.

The China-UK cooperative higher education practice therefore could be improved by enhancing service quality-emphasizing the development of the global citizen for the 21st century. The equal partnership work in this sector will benefit the development of both national and international modes cooperatively, which meant to provide not just economic benefits to meet the needs of business but social benefits to meet the needs of society in order to have a sustainable development in the global higher education market. However, this is simply not feasible if the programmes are teaching only. An even greater challenge for Chinese and foreign partners is to operate a quality and innovative system in the higher education curriculum. The curriculum design, pedagogies and teaching styles of the joint programmes must be integrated into the context of the different culture to fit the development of personal skills in the globalization. Such joint programmes require their staff to be active researchers/supervisors and to understand both western and Chinese issues in global business.

Finally, I would express my tremendous gratitude to all my colleagues in International Education College of Zhengzhou University of Light. The working together with them in the teaching and researching field of Sino-foreign cooperation has been cultivating my seeking heart and actual encouragement which has integrated into this book, and by which the Book would be a commemoration to our course of struggles in this sector. I would especially thank Professor Chen Xin, Professor Tan Hongling, Professor Xing Liping, Professor Meng Jie

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Chapter 1: Introduction, Research Problem & Objective

1.1 Background

‘ Globalization’ or ‘ Internationalization’ has been the buzzing words for several decades. In fact, international education sector is undergoing dramatic changes with the alternation of international situation-the coming era of knowledge-based economy, and is therefore exerting an increasing influence on social development which in turn relies more and more on higher education.

Exporting Education

In Australia, the 1998 West Review, a market-based model of funding into higher education, was proposed to follow the student demand (Joseph and Joseph, 2000). Such kinds of proposals were not present in this sector before. In the UK, higher education students were regarded as ‘ primary customers’ as early as in 1990s (Hill, 1995). National Student Survey in England was introduced to specialize in seeking the students’ views from final year students on a number of aspects of education services such as teaching, assessment and support. Financial pursuit is also a severe competitiveness in the international market. It has become progressively important for students to select which university they will attend (Asthana and Biggs, 2007). In 2005, export revenue in Australia was valued at \$ 9 billion raised through the provision to international students studying

in Australia in 2000, with 67% of this spent in the higher education sector (almost \$ 3.8 billion on fees) (Linacre, 2007). The UK and Australia are not the only countries in an effort to attract more students. The USA, Canada and New Zealand have also pursued a market development strategy by branding their images overseas.

Main Trends of the ‘Global Game’ in Trans-national Education Market

Global demand for international higher education will increase from 2.173 million in 2005 to 3.720 million in 2025, i. e. 71% growth rate over 20 years or compound growth of 2.7% per year (Banks *et al.*, 2007). In order to gain the ‘global game’, many countries’ governments indeed have been strengthening their positioning in the global market with successively enrolment figures of overseas students. According to the report of Statistics Canada (The Daily-University enrolment 2005/06), the figures of overseas students (2005/06) contributed strongly to a fifth successive year record, which accounted for 15% of the overall growth and 7.7% of all students. In Australia, full-fee international student enrolments increased by 18% in 2007 to more than 450,000 (Australian Government-Australian Education International, 2007). In 2004, there were almost 2.7 million international students, among which the United States of America has 22% of the total market share of such students. The ranking of the other countries was the United Kingdom (11%), Germany (10%), France (9%) and Australia (6%). (OECD, 2006)

Impacts on China-UK Higher Education Cooperation

In recent years, especially since 2002, China’s economy has managed a GDP growth rate of approximately 10% per annum surpassing many developed countries. In addition, China has attracted the

lion's share of foreign direct investment to developing countries absorbing 23% of all FDI in developing countries since 2003 (UNCTAD, 2007). It is inevitable that an internationalization process is already underway within China's economic sphere. China therefore proposed to seize the opportunity to introduce and make use of education management and funds through 'donations to education and running schools cooperatively, which shall bring many benefits for Chinese education' (Notice of Running Schools Cooperatively with Foreign Organizations or Individuals in China 1993). The Ministry of Education (MoE, 2008) reports that in the past 30 years, China has established educational cooperation and exchange relationships with 154 countries, sent approximately 1.2 million students abroad for study to more than 100 countries, received 210,000 foreign students from 160 countries, sent 1,800 teachers and experts to teach abroad and has employed 40,000 foreign teachers and experts. This is a very impressive list of achievements in the field of international education given that the vast majority of these developments have taken place since the early 1990s.

In addition, international education is not just for international students' recruitment. Indeed, it will continue to bring UK more other benefits if the international students can achieve a favourable experience in UK. For example, their contributions to the cooperative research, local community economy and higher education internationalization both in China and UK are also of great importance (See Figure 1).

Key Model of China Involvement in Internationalized Education Sector

China, as the largest developing country in the world, is taking up education work at the largest scale. Unavoidably, under such internal and global environment, higher education in China has been fa-

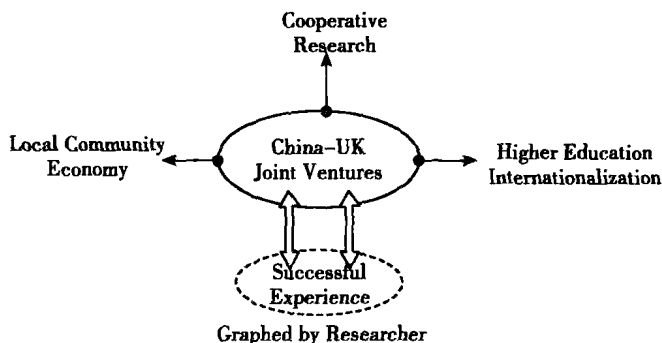
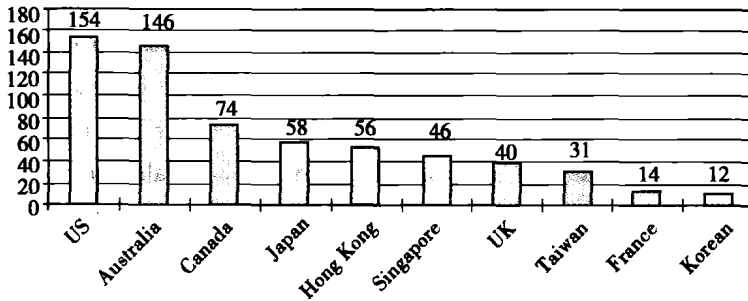


Figure 1 Benefits of China-UK Joint Ventures

cing some basic changes required to encourage the development of life-long learning and the realization of the ‘learning society’ (Mok & Lee, 2001). In fact since 2002 Chinese-Foreign cooperatively-run institutions have become one of the most critical models in trans-education market when China’s accession to WTO (MoE, 2007). Furthermore, Chinese-foreign cooperation in running schools has been regarded by the Chinese government as ‘an undertaking beneficial to public interests and forms a component of China’s educational cause’ (Article 3, Regulations of the P. R. C on Chinese-Foreign Cooperation in Running Schools, 2003). In fact, since 2003, the distribution of countries involved with joint ventures in higher education in China is given in Chart 1 below.

Major Practice of China-UK Partnership in Higher Education

The partnership of higher education between China and UK, covering strategic collaboration on higher education reform and mainly in the form of Collaboration Programme, appeared in 1996 and has been aiming to contribute to the development of higher education both in China and the UK by learning experience from each other and



**Chart 1 Top Ten Countries/Regions by Number
of Partnership with China 2003**

Source: <http://www.jsj.edu.cn/dongtai/005.html>

strengthening partnership links (QAA Report, 2006). ‘Education is at the heart of the UK’s developing relationship with China’ noted by the UK Higher Education Minister (QAA Report, 2006, p3). It estimated that UK higher education yields about £ 4bn in annual foreign earning (Universities UK Report). According to QAA Report(2006), nearly half (82) of all UK higher education institutions involved in cooperation on higher education in China by 2006 in various types; and there were almost 11,000 Chinese students studying in China for a UK higher education award in 2005/06, 3,000 of whom were on programs that they would complete their studies in the UK.

1.2 Problem Discussion

Over the past several years, universities worldwide have been developing strategic options that would be effectively responsive to the social, economic and environmental changes facing this sector. The pace and scale of change in recent years in the knowledge acquisition and application means that the education marketing practices of focus,

segmentation and customer satisfaction have increasing importance as the physical locations of institutions matter less and less. In order to survive, institutions need to understand what they are good at, what they can contribute, and how they can convince others that they provide quality, flexibility and content in order to add value and to become partners in sharing and shaping the futures of their students, researchers and benefactors.

Emerging Problems in the Universities' Internationalization

Many universities which has/had played the 'global game' have been facing continuously various propositions. 'Small fry universities such as Queen's University Belfast make less overseas' (Gill, 2008, p. 17). Although some researches suggest that a large student base and a high volume and a good reputation in research are the talisman to get the upper hand of success abroad, the researchers found it no help for a post-1992 university notwithstanding it has a high profile in public sector professions. In US, even the longstanding practice in US higher education such as charging 'home school' tuition for credits earned overseas is challenged by lawsuit of 'unfair and deceptive' (Fisher, 2008). According to the new research at Monash and Melbourne universities, many overseas students in Australia are the most 'exploitable group' being paid below the legal minimum wage and thus have to struggle financially (Times Higher Education, 2008).

Current Issues of the China-UK Joint Programmes/Institutions

Both China and UK did take considerable steps to make sure that the experience of Chinese students studying for a UK award in China is comparable to students studying for a similar award in the UK. On top of that, the effort was made to assure that the students on the joint programmes in China undergoing a 'pull-off' or 'push-off' transition

to life and study in the UK through the articulation process. However, it should be noted that the internationalization of higher education is not only an exchange of education resources or cooperation between different universities in different countries, but more importantly, it is new education concept integration. With the expansion of China-UK higher education into the international employment market, the educational concept of cooperation on higher education has been facing challenges derived from both countries and their universities. Moreover, since such specific international students are most unaware of cross-cultures, values and lifestyles underlying in the joint programmes, how the joint universities unite to make full use of the joint advantages in capital, teaching personnel and other resources to compete hand in hand in the ‘global game’ would be greatly arguable.

1.3 Overall Purpose and Research Objectives

Facing the challenge from the internal and external competitors, each operator in China-UK educational market will focus on cost minimization and profit maximization in order to guarantee an efficient use of educational resources.

With such a substantial presence on the China-UK higher education market, the China-UK joint education would not only contribute to the national economy but to the financial share of individual institutions by the growing profiles of the cooperative institutions. It is the time to invest in exploring and understanding such programmed students, hence to recognise their attitudes and concerns of these programme students and effectively assist them to achieve their goals.

Additionally, it will probe into the challenge and trend of the joint programs between foreigners and China which will create a sound

basis for compatible service bundle in higher education sector such as programmed curriculum that addresses their real demands.

Based on the discussion above, this research aims to examine: Do Chinese students' expectations match the reality with respect to the collaborative programs between China and UK in higher education? An examination of Chinese programme students currently studying in the UK and the China-UK joint venture of higher education practice.

Objectives

1. to review relevant literature
2. to critically evaluate current China-UK cooperative HE practice
3. to identify student expectations
4. to evaluate the 'expectations-reality' fit