Critical Literature Review on Topic: Key Factors Influencing Chinese Students' Academic Achievements in the UK

1 Introduction

1.1 Background

There is an increasing number of Chinese students pursue their higher Education in the UK recent years. It has been a significant phenomenon in the global education over the past two decades. As the largest group od international students in the UK (UKCISA,2022), their motivations, challenges, and experiences offer critical insights into UK educational industry.

The academic achievements of Chinese international students have become increasingly important for securing higher-level degrees in the UK, their academic performances are influenced by various factors which including language proficiency, learning styles, cultural adaptation and institutional support. This literature review critically examines key factors influencing Chinese students' academic success in UK higher education.

The review will highlight gaps in existing research and explores theoretical frameworks that can offer a more comprehensive understanding of this issue. This review will also critically evaluate existing literature to identify dominate themes, theoretical frameworks and unsolved debates which related for my research questions on key factors influence Chinese students' academic achievements.

1.2 Rational

There are number of reasons why I choose this topic. First of all, this topic is of personal interest due to my professional involvement in international students' recruitments and English language training school management. It has come to my attention that several influential factors not only shape Chinese students' decisions on which country to study in but also significantly impact their academic outcomes. Identifying these factors is crucial to helping students enhance their academic performance.

Secondly, some existing studies investigate these factors but do not specifically focus on Chinese international students. Despite the factor that Chinese international students are the largest number of groups among other international students from other counties. For instance, S.Ece&H. Inegbedion(2015) they developed a framework through a preliminary investigation on key factors influencing academic performance of international students' in UK universities with no Chinese internationals students as participants. Therefore, this research will examine how linguistic competence and cultural adaptation together influence the academic success of Chinese students to fill the gap for their framework statistics.

Last but not least, it is essential for educators, policymakers, and institutions to understand the key factors influencing their academic performance. This understanding is crucial for maintaining the UK's competitive edge as a study destination, especially since international student fees constitute a significant portion

of many UK universities' financial resources. By identifying these factors, institutions can enhance the educational experience and better support Chinese students in achieving academic success.\

1.3 My research aims and objectives

Overall, my research aims and objectives are:

- To investigate the academic, cultural, and institutional factors that shape the academic performance of Chinese international students within UK higher education institutions.
- To offer actionable insights for UK higher education institutions, enabling them to deepen their understanding of the key influences on Chinese students' academic outcomes.
- To examine these dynamics systematically, empowering UK institutions to enhance support structures and deliver an optimal educational experience tailored to the needs of Chinese students.

1.4 Refined research questions

- ***RQ1:*** How do academic, cultural, and institutional challenges in UK higher education uniquely affect Chinese international students' academic performance and overall engagement?

- ***RQ2:*** What adaptive strategies do Chinese international students employ to navigate academic challenges in UK universities, and how are these strategies shaped by their pre-existing educational, cultural, or linguistic backgrounds?
- ***RQ3:*** To what extent does intercultural adaptation influence the psychological well-being, social integration, and long-term academic outcomes of Chinese international students in the UK, and what mediating factors enable or hinder this process?

2 literature review

2.1 introduction

Studying abroad is a transformative experience that offers students exposure to new educational systems, cultural environments, and career opportunities. This literature review critically examines the key factors influencing Chinese students' decisions to study in the UK. The review systematically explores the relevant literature, identifying gaps and theoretical perspectives of my research problems.

The academic performance of Chinese students studying in the UK has become an increasingly important topic in international education research. As one of the largest groups of international students in UK higher education, Chinese students bring unique cultural, linguistic, and educational backgrounds that shape their academic experiences.

Recent scholars' attention has focused on the interplay between language proficiency and academic achievement among international students in English-

speaking higher education countries. Academic success in those studies is measured through Grade Point Average (GPA), while language competency is predominantly assessed via standardized tests such as the Test of English as a Foreign Language (TOEFL) and the International English Language Testing System (IELTS). This linguistic threshold is institutionalized through minimum TOEFL/IELTS benchmarks set by universities, which serve as gatekeeping mechanisms for admission. Research underscores that students meeting or exceeding these thresholds are better positioned to navigate anglophone academic environments, though debates persist about the tests' capacity to fully predict discipline-specific language demands or sociocultural adaptation challenges.

Understanding the key factors that influence their academic performance is crucial for educators, policymakers, and institutions. It is striving to enhance student success and maintain the UK's attractiveness as a global education country. While existing literature highlights various factors such as language proficiency, cultural adaptation, learning styles, and institutional support, from the above aspects mentioned that there is a need for a more comprehensive analysis that integrates these dimensions.

This literature review critically examines the key factors affecting the academic performance of Chinese students in the UK, explores existing debates in the field, and identifies gaps in the current research to provide a foundation for further investigation.

2.2 Key terms

Understanding some of the key definitions and concepts for contact this literature review is crucial, thus some of the important key factors influencing Chinese students' academic achievements are explained as below:

2.2.1 Academic Achievement

The measurable outcomes of learning, including grades, critical thinking skills, mastery of disciplinary knowledge, and adaptability to academic norms (York et al., 2015). In the context of international students, this also encompasses intercultural competence and successful integration into host academic practices (Gu, 2022).

For Chinese students in the UK, achievement is often measured against Western pedagogical expectations, such as participation in seminars and originality in assignments, which may contrast with their prior educational experiences (Jin & Cortazzi, 2006).

For Chinese students' academic experience, scores or grade for their academic achievement is very important compare countries in the West. From their growing up experience their ability are measured by scores in every level of education system they attended to.

2.2.2 Language Proficiency

Language proficiency regarding the ability to communicate effectively in English, including listening, speaking, reading, and writing. It is often measured by tests such as IELTS and TOEFL and is a key factor affecting academic success.

The ability to comprehend and use English effectively in academic settings, extending beyond IELTS scores to include discipline-specific literacy, argumentation, and critical analysis (Ding, 2019). Chinese students often excel in grammar and vocabulary but struggle with nuanced academic writing and oral discourse, impacting their engagement and grades (Wu, 2015).

Ther reason that Chinese students have good command of English vocabulary is that the vocabulary can be memorised this type of study mothed are very popular among Chinese different levels of schools.

2.2.3 Cultural integration

The process of adjusting to the academic and social norms of the host country, encompassing both *psychological adaptation* (e.g., stress management) and *sociocultural adaptation* (e.g., navigating classroom dynamics) (Berry, 1997). Chinese students may experience “cultural script mismatch” when transitioning from teacher-centred to student-centred pedagogies (Watkins & Biggs, 2001).

There are lots of different researchers defined the cultural integration differently, some of them think “culture shock” related to the adaption of daily activities, and social integration with local students or other local communities. Some others

argues that cultural integrations are not only include those aspects it also include economic integration as students finical situation have critical influence on their study experience.

2.2.4 Pedagogical Differences

The educational methods are very different between China and the UK, in Contrasts between educational practices in China and the UK, the ways of teaching in China are focus on exams. In the UK institutions, teachers are focus on students' critical thinking ability and class participations. (Jin & Cortazzi, 2006).

Another different learning styles between those two counties is passive classroom behaviors among Chinese students are often misinterpreted as disengagement, rather than a reflection of culturally ingrained learning styles (Tran, 2013).

All those factors can be relevance to pedagogical differences, it is very important to understand those studying behaviors of Chinese students in order to have a better understanding their behaviors seems very different from the local students.

2.2.5 Critical Thinking

The ability to analyse, evaluate, and synthesise information independently, a cornerstone of UK academic assessment (Moore, 2011). Critical thinking is a critical skill to have for international students studying in the UK.

Chinese students may lack prior training in this skill, leading to lower marks in essay-based assessments (Zhang, 2018). The Chinese students are trained to obey their teacher's instruction and whatever knowledge are taught. Challenging the teacher are considering very impolite and not respecting their teachers.

2.3 Challenges Faced by Chinese Students in the UK

Before I start searching for theoretical articles and guidance framework to guide my research, I first started research to identify challenges Chinese students in the UK are facing. From some articles I read according to several scholars they state the followings are some of numerous challenges that impact Chinese students academic and social experiences.

2.3.1 Language Barriers

From Academic Challenges, Language Barriers is the major influence factor as mentioned by several scholars. difficulties in academic writing, referencing, and critical thinking due to different pedagogical approaches, but the command of English plays a vital role on those aspects. (Hyland, 2019).

Some of the Chinese students struggle with listening and comprehension in lectures also led the failure of their academic performance (Gao, 2021).

2.3.2 Adjustment to Independent Learning

The UK higher education system emphasizes self-directed learning, which differs from China's teacher-centered approach (Zhang & Li, 2022). Differences in assessment methods, such as coursework versus exam-based evaluation (Brown, 2021).

2.3.3 Social and Cultural Adaptation

Cultural Differences and Homesickness are two major issues for Chinese students contact social and cultural adaption while studying in the UK. Cultural adaptation theories (Berry, 1997) highlight the emotional stress of transitioning to a new environment. Another element is the experience of loneliness and lack of social integration make Chinese students difficult to integrate with local society (Wang & Sun, 2020).

2.3.4 Discrimination and Stereotypes

There are reports of discrimination and stereotyping affecting student experiences (Holloway et al., 2021). Some of the Chinese students as known as group up together, some international students from other countries and some students from UK feel that it is very difficult for them to join Chinese students' own cultural group, thus there are some difficulties in forming cross-cultural friendships (Gu & Schweisfurth, 2022).

2.3.5 Financial Considerations

The financial aspect is another a crucial factor influencing Chinese students' behaviors to study in the UK. The rising cost of tuition and living expenses is

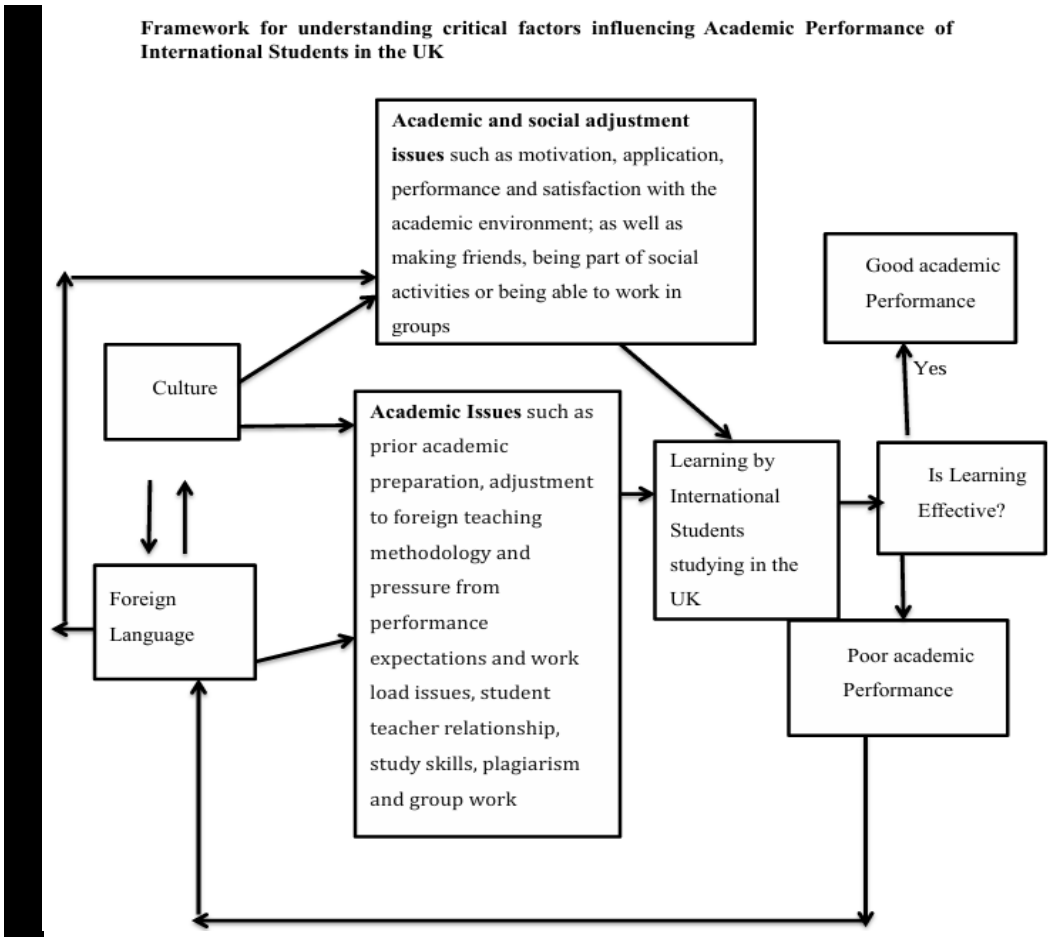
a concern (UKCISA, 2022). Because there are financial burdens on families and reliance on scholarships for Chinese students to apply from the UK (Liu & Morgan, 2021). Also, there are very limited work opportunities for Chinese students due to visa restrictions (British Council, 2022). some of the Chinese students have financially pressure case stress while studying in the UK.

2.4 Key Frameworks and Theories

After I identified all the challenges Chinese student facing while studying in the UK , I start to do research focus on those challenging factors .A wide range of frame work and theories has been used to explain factors influencing international student studying in the UK, including , cultural capital theory (Bourdieu, 1986), and acculturation theory (Berry, 1997). These frameworks help to contextualize the motivations, challenges, and academic adaptation of Chinese students in the UK.

The study by Ece and Inegbedion (2015) addresses a critical issue in UK higher education: understanding determinants of student success rising tuition fees (post-2012 reforms) and increasing emphasis on institutional accountability. Their work contributes to debates on equity, resource allocation, and student support systems. The article situates their analysis within existing frameworks such as Tinto's student integration model or Bean's student attrition theory, emphasizing academic and social integration. They used mixed methods, combining quantitative regression analysis and qualitative analysis for depth interview.

They identify gaps in prior research, such as underrepresentation of non-cognitive factors (e.g., mental health) or institutional policies in UK-specific contexts. Their data are gathered from multiple UK universities with 9 different nationalities and different subjects.



There are some key findings in this study from the four aspects which identified in the frame work they are: Language Proficiency**:** A significant barrier identified was inadequate familiarity with the English language, impacting comprehension

and communication. Adjustment Barriers**:** Students faced challenges related to motivation, engagement with the academic environment, forming friendships, participating in social activities, and collaborating in group work. Academic Issues**:** Difficulties included prior academic preparation, adapting to different teaching methodologies, managing performance expectations, workload pressures, student-teacher relationships, study skills, understanding plagiarism policies, and group work dynamics. Cultural Differences**:** Cultural disparities affected students' integration and comfort within the university setting. Among all those key findings from this research, a frame work indicates the relationships between all those influencing factors of international students' study in the UK. They identify language barrier and Culture have influence on academic Issues and social adjustment issues, those two factors also influence each other in a way as if an international student has language problem when studying in UK, he or she will have culture integration issue, those two factors are not separated, they are relatively influence each other. Those key factors in the frame work give me an insight for my research, I will look at those key factors and design a research questionnaire accordingly. Therefore, language and culture are the two major key factors influence international students' study in the UK.

Taylor & Ali (2017) also states that English language proficiency is a key factor influence students' academic performance. Cultural adjusting posed another significant influence on student's academic performance, they have pointed

social relationship can leading to feelings of isolation and impacting overall well-being which also influence students' academic performance.

The suitability of different language proficiency tests for university admissions remains a topic of debate. Research conducted in Australia by Hill et al. (1999) and Woodrow (2006) found a significant correlation between IELTS scores and academic success, while TOEFL scores did not demonstrate the same predictive power. Similarly, Oliver et al. (2012) reported that students admitted through IELTS or TOEFL performed better than those who entered via an in-house English proficiency test. Phakiti (2008) proposed a hybrid approach, using international proficiency tests for initial screening and an in-house test to assess the specific language skills required in a given academic setting.

Regarding cut-off scores for university admissions, IELTS (2018) provides guidelines based on academic discipline. Programs with higher linguistic demands require a minimum score of 7.5, while less language-intensive courses require a score of 7.0. Scores that are 0.5 points lower may be deemed acceptable, but students scoring 6.5 or below are likely to require additional language training. However, IELTS (2018) does not specify whether this training should take place before enrollment or be integrated into academic instruction.

Empirical research supports these guidelines. Ingram and Bayliss (2007) and Johnson (2008) found that students with IELTS scores below 7.0 required additional support, while Knoch et al. (2014) suggested that even students

scoring up to 7.0 could benefit from supplementary language instruction. Despite these findings, adherence to IELTS recommendations varies across institutions. In Australia, most universities require an IELTS score of 6.5 for admission, while New Zealand institutions typically accept students with a score of 6.0 (Read, 2015). Additionally, Dooey and Oliver (2002) noted that Curtin University admits students with a minimum score of 6.0, whereas other public universities in Western Australia require 6.5. In contrast, Carnegie Mellon University in the United States mandates a score of 7.5 for unconditional admission, aligning with IELTS (2018) recommendations (Ginther & Yan, 2017).

Determining appropriate cut-off scores necessitates research into the relationship between language test scores and subsequent academic performance. While IELTS scores have been found to have a positive correlation with academic success, this relationship is generally weak. Davies (2008) argues that no single test is likely to exhibit more than a moderate effect size in predicting academic performance. Phakiti (2008) found that IELTS scores explained only 7% of the variance in students' academic achievement. Other studies, such as those conducted by Feast (2002), Johnson et al. (2017), and Woodrow (2006), reported small but significant correlations between IELTS scores and GPA. In contrast, Dang and Dang (2023), Hill et al. (1999), Schoepp (2018), and Yen and Kuzma (2009) identified moderate correlations. Notably, Dooey and Oliver (2002) found that students with high IELTS scores sometimes struggled academically,

suggesting that while language proficiency is important, it is not the sole predictor of success.

Overall, the literature supports IELTS as a reliable measure of academic language proficiency, though necessary score levels vary by context. Additionally, while language proficiency influences academic performance, its impact is relatively modest.

2.5 Key factors: Language proficiency and Culture integration

The research I am going to conduct is in a Chinese English language training center where language training programs are involved and the study try to find out if UK culture study are added in the training program will help the students have a better Academica performance when they come to study in the UK. it may help them integrate to UK society and university life faster, adjust better. In the following paragraph I will review some critical literature regarding to those two aspects.

2.5.1 Relationships Between Specific Language Skills and Academic Achievement

Numerous studies have examined the connection between specific language skills and academic success, with the majority concluding that reading proficiency is the strongest predictor. Research in Australia by Dooey and Oliver (2002) and Oliver et al. (2012) found that among students admitted with a minimum IELTS

score of 6.0, reading ability was the only language skill that significantly correlated with academic success. Similarly, Kerstjens and Nery (2000) observed that reading proficiency was the primary predictor of success among students with an entry requirement of 6.5.

Findings from other countries align with these results. Neumann et al. (2019) examined IELTS scores and academic performance in a Canadian university, determining that reading was the strongest predictor of grades in one course and a significant predictor in another. Humphreys et al. (2012) found that receptive language skills (reading and listening) correlated with first-year academic achievement, while productive skills (writing and speaking) did not.

However, some studies highlight the importance of writing skills. Li et al. (2010) concluded that writing proficiency was a stronger predictor of academic success than overall language proficiency. Harrington and Roche (2014) found that writing and vocabulary skills were significant predictors, whereas reading was not. Similarly, Woodrow (2006) focused on a discipline requiring an IELTS score of 6.5 for admission and found that speaking, listening, and writing skills correlated with academic performance, but reading did not.

Although reading and writing appear to be key predictors of academic success, their predictive power may be influenced by the nature of English proficiency tests. Moore and Morton (2005) found that IELTS writing tasks differ significantly from university writing assignments, leading Deakin (1997) and Green (2007) to

conclude that students who meet IELTS writing score requirements often struggle with academic writing. Green (2007) and Johnson and Tweedie (2021) argue that English for Academic Purposes (EAP) courses provide better preparation than IELTS, particularly because they emphasize longer and more complex writing tasks. Additionally, Ginther and Yan (2017) suggest that excessive test preparation may artificially inflate multiple-choice reading scores, potentially distorting their predictive validity.

2.5.2 Duration of Language Proficiency Effects

Most studies examining language proficiency focus on students' academic performance in their first year of study. Research by Dang and Dang (2023), Hill et al. (1999), Kerstjens and Nery (2000), and Phakiti (2008) considered only first-semester outcomes, while Dooey and Oliver (2002), Ginther and Yan (2017), Harrington and Roche (2014), Humphreys et al. (2012), Neumann et al. (2019), and Yen and Kuzma (2009) extended their analyses to the first year. However, some studies indicate that language-related challenges persist beyond the first year. Kamaşak et al. (2021) found that ESL students in a Turkish university reported greater reading difficulties in their second and fourth years than in their first year, likely due to increased academic complexity.

Moreover, research suggests that studying in an English-medium university does not necessarily improve students' language proficiency. Knoch et al. (2014) observed increased fluency after one year but no improvement in accuracy,

complexity, or overall language quality. This suggests that language proficiency requirements should account for long-term academic demands rather than just initial entry. Supporting this, Johnson and Tweedie (2021) found that English proficiency scores correlated more strongly with final-semester GPA than with first-semester GPA.

2.5.3 Culture integrational factor

Student retention and persistence in higher education have been widely examined in academic literature for example, Tinto's (1975; 1998) interactional model of student attrition states that students' academic journeys are shaped by their pre-existing educational experiences, skills, values, and social backgrounds, which are influenced by familial and community contexts. These factors, Tinto argues, determine the extent to which students integrate into academic and social systems within higher education, the culture integration factor has critical influence on students' academic life. Tinto (1998) emphasises that academic progression shows not only on academic integration and persistence in coursework or engagement with learning, but also on social integration, which involves participation in campus life and peer networks, culture integration here defined in a wide range of students learning experience.

Empirical studies further underscore the importance of social belonging and peer connections, Culture integration are the base for social belonging and peer connection. Severiens and Wolff (2008) identified that students who cultivate

relationships with peers and faculty, engage in extracurricular activities, and feel a sense of belonging are more likely to persist to graduation. Those students are more likely to have better academic outcomes during their period of study. This aligns with findings by Wilcox et al. (2005), who demonstrated that social support from family and friends significantly enhances first-year students' academic outcomes. Social integration in local culture and Informal interactions with staff, peer friendships, and shared living environments were also found to strengthen social integration (Wilcox et al., 2005). Those scholars all addressed the imports of culture integration as a key factor on influencing students' academic performance.

However, the universality of Tinto's framework has been questioned. Mannan (2007) and Zepke and Leach (2005) argue that levels of academic and social integration vary across disciplines and institutional contexts. For instance, Mannan's (2007) comparative analysis of five academic programmes revealed discipline-specific differences in students' integration experiences.

Baker and Siryk's (1999) research reinforce Tinto's model by identifying four dimensions of academic integration: academic adjustment (adapting to academic demands), social adjustment (managing peer relationships), personal-emotional adjustment (psychological well-being), and institutional attachment (commitment to institutional goals). These dimensions, tested extensively in U.S. colleges, correlate strongly with academic performance and retention (Baker and Siryk,

1999). Despite all those arguments, culture integration and adaptions still play a very important role for international students' academic performance.

While institutional support and social networks are critical for all students (Christie et al., 2004; Severiens and Wolff, 2008; Tinto, 1998), international students face unique barriers. Research highlights challenges related to cultural adaptation, acculturation, and social integration (Russell et al., 2010; Sam and Berry, 2006; Ward et al., 2004; Zhou et al., 2008). Berry (1999, p. 12) defines acculturation as "the process of cultural change that results when two (or more) cultural groups come into contact… [affecting] both groups, though often asymmetrically." Effective collaboration between domestic and international students requires mutual adaptation (Russell et al., 2010), yet power imbalances and cultural differences often hinder this process (Ward et al., 1998; Zhou et al., 2008).

2.5.3.1 Culture integration to Chinese students

The gap of Chinse Culture and western Culture is bigger than any other Asian culture For traditional mainland Chinese students, openly disagreeing with parents or their teachers is often interpreted as disrespectful (Chope and Consoli, 2006). This stems from the centrality of family in career and educational decision-making, a practice deeply rooted in Confucian principles of *filial piety* (Pei-Wen and Yeh, 2005). Filial piety obligates children to respect parental authority, prioritise obedience, and assume lifelong responsibility for their elders' care and well-being (Leong and Serafica, 1995). These values not only shape students'

aspirations to study abroad but also reinforce their role in maintaining familial harmony during collective decision-making processes (Deutsch, 2006).

While studying abroad may represent personal exploration and exposure to liberal Western ideals for Chinese students, parents often have a lot of influence on students' decision -making of their daily life (Bodycott, 2009). The financial costs of international education are justified by expectations of enhanced career prospects, higher earnings, and long-term financial security—outcomes aligned with Confucian ideals of filial duty (Chen, 2011; Cheng, 2009). Consequently, extended families frequently contribute substantial financial and emotional resources to support students abroad. Effective intercultural adaptation is critical to international students' academic performance and psychological well-being. Studies highlight pervasive stressors such as anxiety, depression, and social isolation among this population (Bitsika *et al.*, 2010), underscoring the need for culturally informed coping strategies (Ward and Kennedy, 2001). Padilla and Perez (2003) argue that *cultural competence*—the ability to navigate unfamiliar social norms—is essential for adaptation. However, Chinese students' prioritisation of academic achievement over social integration often leads to self-imposed isolation, hindering engagement with host cultures (Spencer-Oatey and Xiong, 2006).

To manage these challenges, students frequently adopt dual support networks. They may seek academic guidance from local peers but rely on co-national

friendships for emotional reassurance and cultural affirmation (Bochner *et al.*, 1977). Such bonds help preserve self-esteem (Al-Sharideh and Goe, 1998), reinforce cultural identity, and mitigate acculturation stress through shared experiences (Maundeni, 2001; Woolf, 2007). However, overreliance on these networks' risks perpetuating insularity, potentially delaying full integration into the host environment (Stoynoff, 1997). All those culture differences make the Chinese student an individual group of other international students, the study of Chinese students Culture integration is very important for UK institution and Chinese international students in the UK.

Some Researches highlight multiple stressors faced by Chinese students, particularly in navigating intercultural adaptation (Stoynoff, 1997). To manage these challenges, students often engage with diverse social networks on campus. Bochner, McLeod, and Lin (1977) propose that international students interact with distinct groups to fulfil psychological and socio-cultural needs. For example, while studying abroad, many rely on local peers for academic or linguistic support but turn to co-nationals for emotional reassurance. Such co-national bonds have been linked to strengthened cultural identity, enhanced self-esteem (Al-Sharideh & Goe, 1998), and reduced acculturation stress through shared discussions (Woolf, 2007; Maundeni, 2001). However, individual differences in personality and adaptation responses can strain these groups (Lin, 2008). Kim (2001) warns that co-national interactions may sometimes exacerbate stress during cultural transitions, impeding intercultural growth. Similarly, excessive engagement with

co-nationals might reinforce cultural identity to the point of reducing motivation to integrate locally (Ward & Searle, 1991). Bodycott (2009) adds that while such groups aid adaptation, they may also strain familial ties and heighten stress.

Successful intercultural adaptation for international students is closely tied to social integration and forming local friendships, which alleviate stress and psychological challenges (Redmond & Bunyi, 1993; Ward & Searle, 1991). However, building meaningful cross-cultural connections remains difficult. Spencer-Oatey and Xiong (2006) found that Chinese students in the UK acknowledged the importance of socialisation for adaptation but struggled to forge such relationships. Institutional initiatives to foster connections between local and international students are often insufficient, as cultural barriers and stereotypes persist (Ie, 2009; Brown, 2010). Students must navigate differing cultural frameworks, interpreting host culture messages through their own perspectives to ensure mutual understanding (Colvin & Jaffar, 2007). Padilla and Perez (2003) stress that socio-cultural stigmas further hinder acculturation and friendship formation.

Wilson (2011) contends that thriving in multicultural settings requires international students to expand their “comfort zones,” boosting adaptability despite the stress of cultural dislocation. This process assumes both students’ proactive efforts to engage and host nationals’ reciprocal openness to friendship. However, such dynamics are not guaranteed, adding complexity to intercultural adaptation.

3 Conclusion

From the critical review, we can see that firstly, all the above critical literature review suggested that English language proficiency correlates with academic success. Some study even proved that TOEFL or IELTS scores strongly predict academic achievement, particularly among students admitted with the minimum required score who were exempt from ESL program placement. This underscores the critical role of language proficiency in shaping academic outcomes for this subgroup. However, some researchers from university of Australia suggested that language proficiency has no significant impact influence on students' academic performance. from the critical literature reviews, I have done for this research indicates that most of the studies have proved the fact that language proficiency has important influence on international students' academic performance especially for Chinese students.

Secondly, the second factor I am going to investigated is culture integration influence Chinese students' academic performance in the UK, the critical literature review also suggested that the effective integration of international students, particularly those from Confucian heritage backgrounds such as mainland China, demands careful planning and robust institutional policies. Host universities must proactively address the cultural expectations and needs of these students and their families. Neglecting this can lead to negative experiences, prompting students to

share unfavorable feedback within their communities, which may harm the institution's global reputation.

Overall, it is crucial for both UK institutions and Chinese students to notice those factors which are language proficiency and culture integrations, influence Chinese students' academic performance, it will have help both parties to improve accordingly. For researchers, Chinese students are a very large group of international students, thus when contact research regarding international students' behavior gather dates from Chinese students inevitably, Chinese students should not be ignored from the Frame work study.