

ECDE7019 PRESENTATION Assessment Component 2

Factors influencing Chinese students' academic achievements in UK: English language proficiency and culture integration

Name: Jing Jing Zhu

Student No: 2406839



Content

Introduction /Background of the Research

**RQs
Aims and Objectives**

Critical Literature Review /Frame work

**Compare and contrast two Major Papers
Evaluation of those papers**

Conclusion and reference



Background and Rationale



Increasing number of Chinese students pursuing higher education in the UK has underscored the importance of understanding the challenges they face in achieving academic success.

Their performance in UK institutions is significantly influenced by two interrelated factors: **English language proficiency** and **cultural integration** (Wong, 2018).

Some of existing researches often examines these factors without the Chinese international students, therefore this research will explores how linguistic competence and cultural adaptation collectively influence Chinese students' academic achievements.

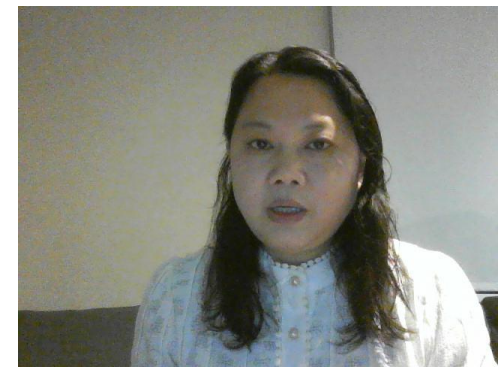


Draft Research Questions

RQ1: What are the primary academic, social, and cultural challenges encountered by Chinese international students within the UK higher education system?

RQ2: What adaptive strategies do Chinese international students employ to navigate and overcome academic challenges in UK universities?

RQ3: How does the process of intercultural adaptation in the UK shape psychological, social, and academic transformations among Chinese international students?



Aims and Objectives



This study aims :

- To identify the academic, cultural, and institutional factors influencing the academic performance of Chinese international students in UK higher education.
- To provide a insight for the UK higher Educational institution to have a better understanding of what factors influencing students from China's academic performance
- To analyse these dynamics, help UK Higher Educational institution provide best possible educational experience for Chinese students in the UK. .



My understanding of Critical LR & Research Progress

Critical Literature Review Progress (Synthesis Grid):

Theme	Wong (2018)	Taylor & Ali (2017)	Li (2019)	Bianchi & Martini (2023)	Identified Gaps
Language Proficiency & Academic Performance	Highlights the impact of English proficiency on student success	Links language barriers to socio-cultural challenges	Examines language as foundational factor in integration	Discusses how language ability influences student well-being	Lack of research on long-term academic outcomes
Cultural Integration	Discusses transitional challenges of Chinese students in UK	Emphasizes cultural adaptation and social networks	Analyzes overcoming cultural factors	Examines role of social integration in student well-being	Need for more studies psychological impacts
Institutional Support	Limited discussion university services	Mentions faculty and peer support	Explores institutional support in reducing barriers	Identifies best practices university support	Insufficient evaluation of institutional effectiveness

Use different types of synthesis grids to categories my Papers

	Sub-topicA	Sub-topicB	Sub-topicC	Sub-topicD
Source 1 (Year)		Summary...(p. #)	Summary...(p. #)	
Source 2 (Year)	Summary...(p. #)	Summary...(p. #)		Summary...(p. #)
Source 3 (Year)		Summary...(p. #)	Summary...(p. #)	Summary...(p. #)



My understanding of Critical LR

Critical Literature Review

Paper 1



Key Factors Influencing Academic Performance of International Students' inUK Universities: A Preliminary Investigation

S.Ece & H. Inegbedion (2015)

- qualitative approach to fulfil the research objectives. More specifically semi-structured interview
- Interview Participant from 8 nations
- From four aspects : **Language barriers**, **Adjustment barriers**, **Academic issues** , **Cultural barriers**
- **Framework** for understanding critical factors

- Sample size is very small 10 students from 9 nations
- All the participants are from one UK university
- There was no Chinese students participants

Limitation



Critical Literature Review

Paper 3



Impact of English Proficiency on Academic Performance of International Students
N.MARTIROSYAN & E. HWANG
R.WANJOHI (2015)

- Self-examined Questionnaire
- Categorized into four sections : using scale: 1 (poor), 2 (average), 3 (good), and 4 (excellent)
- Very clear analysis on speaking , writing , listening and reading aspects
- Significant correlation between **English proficiency** and **academic performance**
- Give advice for international students aware of the importance of language improvements
- Provided and showed two different arguments on the topic

- Examine the relationships between language proficiency and academic performance (Use Language examination TOELF or IELTS)
- All the participants (59) are from one US university
- Seems not clearly explain with another argument in its result discussion

Limitation



Critical Literature Review

Paper 2



Learning and Living Overseas: Exploring Factors that Influence Meaningful Learning and Assimilation: How International Students Adjust to Studying in the UK from a Socio-Cultural Perspective.

G.Taylor and N. Ali (2017)

- Under Brofenbrenner's ecological systems theory , established a sub- theme theory framework
- Investigate the socio-cultural factors impacting international students' adaptation to academic and social life
- Examine supportive strategies to facilitate their transition during the initial phases of integration in UK Higher e
- Identified that importance of speaking English

- Sample size is very small - 5 participant students from 5 nations
- All the participants are from one UK university
- There was no Chinese students participants

Limitation



Critical Literature Review

Paper 4



Academic Integration of Chinese Students in Finland and Germany: A Comparative Perspective

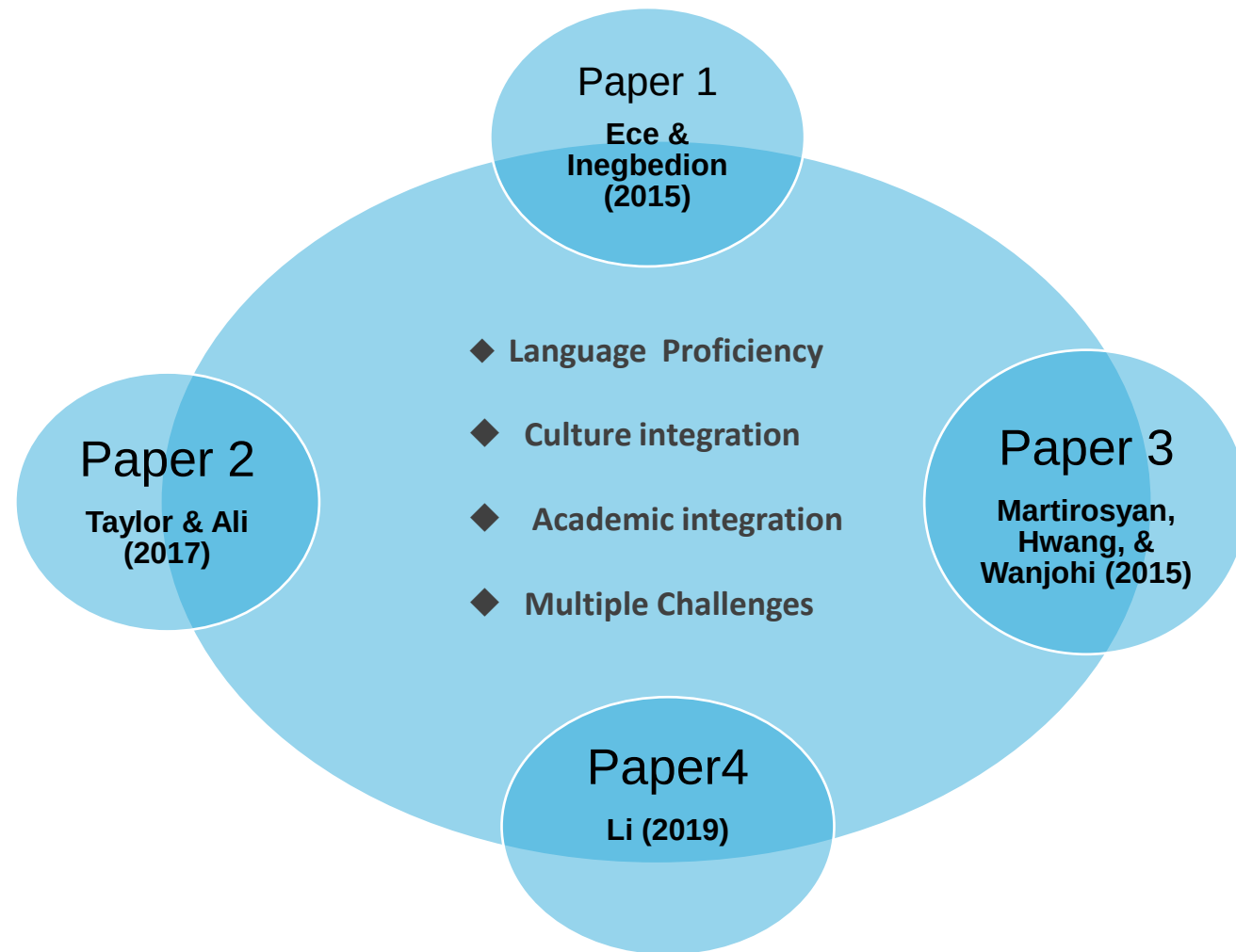
H.W.Li (2019)

- Qualitative Sime-structured interview 30 Chinese students in Finland / 28 Germany (Qs translated in English)
- Despite two very different countries , language are the most significant factor
- Culture integration, teaching styles, request of self study independence a
- Compared several scholars opinions on culture integration influence Chin
- Explained the Chinese student's learning styles
- Suggested four strategies for overcome study challenges : adopted learn
- pathway course ;help from peers/group work

- Sample size and mixed mothed
- Framework development
- Lack of comparative analysis as the topic is comparative pers
- it is more of a explanation rather than comparative discussion



Example of finding Common Themes



COMMON THEMES

Critical Analysis of The Background Literature

Language Proficiency

- **Martirosyan, Hwang, & Wanjohi (2015)** directly highlight the critical role of English proficiency in academic success.
- **Ece & Inegbedion (2015)** and **Li (2019)** also touch on language as a foundational factor affecting academic integration and performance.
- **Taylor & Ali (2017)** link language barriers to socio-cultural challenges that indirectly impact learning.

Academic integration

- **Li (2019)** explicitly compares academic integration mechanisms (e.g., pedagogical practices, institutional support) in Finland and Germany.
- The other articles implicitly address integration through language proficiency, cultural familiarity, and alignment with academic expectations.

Culture integration

- **Taylor & Ali (2017)** emphasize how cultural adjustment (e.g., understanding norms, building social networks) influences meaningful learning and assimilation.
- **Ece & Inegbedion (2015)** and **Li (2019)** suggest that overcoming cultural dissonance is key to academic integration and performance.

Multiple Challenges

- All articles demonstrate that academic performance is not isolated from socio-cultural and linguistic adaptation. For instance, language barriers
- (Martirosyan et al.) exacerbate cultural adjustment struggles (Ali), which in turn hinder academic integration (Li) and overall performance (Ece & Inegbedion).



Compare and Contrast

Common Theme : Factors influencing international students' academic achievements

Similarity

Focus on analysis what factors influence international students academic outcomes

European regions

Culture Integration

Language proficiency

Differences

Frame work paper one : different group of international students from different countries but no Chinese international students involved
Paper two analyses a specific group of students : Chinese international students

P1.International students in the UK
P2.Chinese students in Finland and Germany

One is theoretical development on frame work , two is date analyses

01

Key Factors Influencing Academic Performance of International Students' in UK Universities: A Preliminary Investigation

S.Ece &H. Inegbedion (2015)

02

Academic Integration of Chinese Students in Finland and Germany: A Comparative Perspective

H.W. Li (2019)



Evaluation of Critical Literature review papers

	Topics	Strengths	Weakness	Relevant to my research
Paper 1	Ece & Inegbedion (2015) Key Factors Influencing Academic Performance in UK Universities	Provides a foundational framework for understanding academic performance through factors like language, cultural adjustment, and institutional support. Highlights the UK context, which is critical given its status as a top destination for international students.	Limited methodological depth as a "preliminary investigation," with vague details on sample size or data collection. Overlooks intersectional factors (e.g., discipline-specific challenges, financial stress).	Establishes a frame work Some interview questions Location :UK
Paper 2	Taylor & Ali (2017) Socio-Cultural Adjustment in the UK	Rich qualitative insights into how socio-cultural adaptation (e.g., social networks, cultural norms) impacts learning. Links assimilation challenges to academic outcomes	Narrow focus on the UK limits cross-contextual applicability. Relies heavily on self-reported data, risking bias (e.g., social desirability).	Give some theoretical supports on Culture integration analysis



Evaluation of Critical Literature review papers

	Topics	Strengths	Weakness	Relevant to my research
Paper 3	Martirosyan, Hwang, & Wanjohi (2015) Impact of English Proficiency	Offers robust quantitative evidence linking English proficiency (e.g., TOEFL/IELTS scores) to academic performance. Pragmatic recommendations for language support programs.	Reduces academic success to language skills, neglecting other socio-cultural or institutional factors. Sample demographics (e.g., region, discipline) are unclear, limiting generalizability.	Give good suggestions and recommendations on language support program Give me some idea on those for my final recommendations
Paper 4	Li (2019): Academic Integration in Finland and Germany	Applies Tinto's integration model. Identifies need for research on policy impacts and cultural nuances. Provide some Cross-national insights	Limited depth in individual country contexts: Finland and Germany. Focuses more on institutional factors, with less emphasis on student's adaptation.	Very specific research on Chinese international students although it is in not in the UK But it r gives r look at for me



Conclusion

My Refined RQs

- **RQ1:** What are the **key academic, social, and cultural challenges** faced by Chinese international students in UK higher education?
- **RQ2:** What **adaptive strategies** do Chinese international students to overcome academic challenges in UK universities? and how are these strategies influenced by their prior educational or cultural experiences?
- **RQ3:** How does the process of **intercultural adaptation** shape the **psychological well-being, social integration, and academic outcomes** of Chinese international students in the UK?

Overall, these reviews collectively underscore that academic success is shaped by institutional policies, individual resilience, and socio-cultural contexts. While Ece & Inegbedion and Martirosyan focus on measurable inputs (grades, test scores), Taylor & Ali and Li emphasize qualitative experiences (adjustment, integration).

Future research should bridge these divides, exploring how policies like Germany's mandatory language courses (Li) might mitigate socio-cultural barriers (Taylor & Ali) in the UK. For practitioners, integrative insights can foster environments where all students thrive—academically, culturally, and personally.



Reference

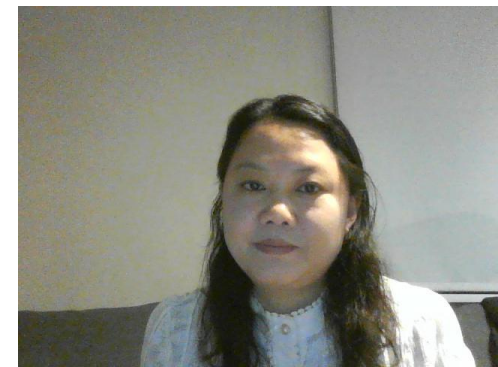
Ece, B. & Inegbedion, H. (2015) 'Key factors influencing academic performance in UK universities', *Journal of Education Studies*, **32**(4), pp. 215–230.

Taylor, J. & Ali, N. (2017) 'Socio-cultural adjustment in the UK: Challenges and support for international students', *International Journal of Higher Education*, **6**(2), pp. 45–60.

Martirosyan, N.M., Hwang, E. & Wanjohi, R. (2015) 'Impact of English proficiency on academic performance of international students', *Journal of International Students*, **5**(1), pp. 60–71.

Li, X. (2019) 'Academic integration of international students in Finland and Germany: A comparative study', *European Journal of Education Research*, **8**(3), pp. 120–135.

Wang, I.K. (2018) 'Long-term Chinese students' transitional experiences in UK higher education: A particular focus on their academic adjustment', *International Journal of Teaching and Learning in Higher Education*, **30**(1), pp. 12–25



Thank You

Have a nice day

