

# **Literature review plan for topic “Factors influencing Chinese students’ academic achievements in UK higher education: English language proficiency and culture integration”**

## **Introduction**

In recent years, studying abroad has becoming a common experience for students around the world. According to the statistics from OECD shows that in 2013 more than four million students were enrolled to study outside their home country (OECD 2015). Among those popular educational destinations, some of the English -speaking countries such as the US, the UK, Cannada or Australia have attracted most of the international students including Chinese students (CIMO 2018).

According to statistics from HESA (Higher Education Statistics agency) in 2021-2022 academic year there were 679970 international students came to the UK to study. In 2022-2023 the number of overseas students has raised to 758855 ,95505 of them from the EU and 663355 from Non-Eu Counties. China has sent 102800 Chinese students to study in the UK in 2022/23.

From the data we can see that Chinese students constitute one of the largest groups of international students in UK higher education. Therefore, it is crucial for educators, policymakers, and institutions aiming to understand what are the key factors influencing Chinese students’ academic performance, in order to keep the competitive advantages to other countries since some if the economics of UK universities are highly dependence on

international students' fees.

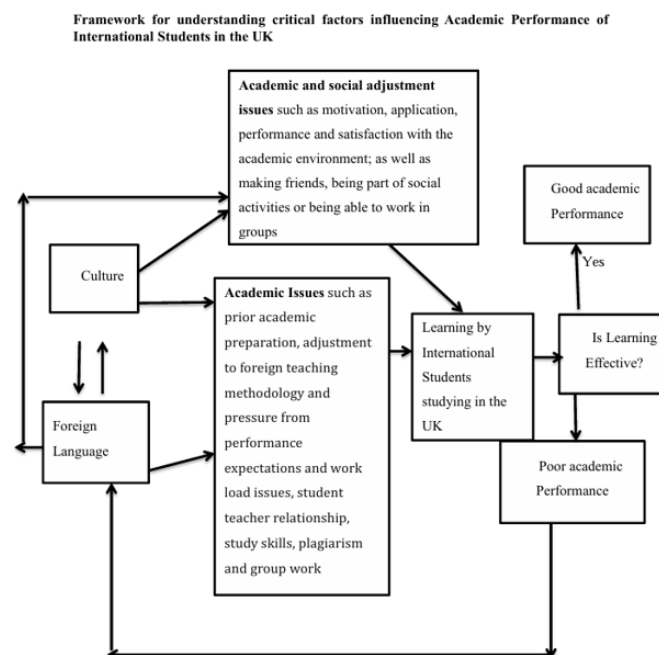
My aim of the research is to provide a insight for the UK higher Educational institution to have a better understanding of what factors influencing students from China's academic performance to help them provide best possible educational experience for Chinese students in the UK.

### **Scope of Literature review**

The literature review will focus on the following Key themes:

- English language proficiency, foundational studies on language proficiency and cultural adaptation, such as those by Berry (1997) on acculturation and Cummins (1979) on language proficiency.
- Cultural integration: Cultural Differences: Studies highlight "culture shock" related to teaching styles, social norms, and indirect communication (Li, 2018). Academic Integration: Chinese students often adapt from rote learning to critical, discussion-based UK models, leading to initial stress (Huang & Turner, 2019). Assessment Practices: Group work and presentations may clash with preferences for individual exams, impacting participation (Liu, 2021). Social Integration: Ingroup Socialization: Tendency to form close-knit Chinese networks for support, limiting cross-cultural interactions (Zhang & O'Reilly, 2022). Peer mentorship and cultural events show mixed effectiveness in fostering integration (Brown & Jones, 2021).
- The framework proposed by Eze & Inegbedion (2015) in the British Journal of Education

will be used as one of my theoretical Sources for develop my research. Their study examines external influences like language proficiency, social integration challenges, financial pressures, housing stability, and experiences of discrimination, all of which intersect with students' academic engagement and mental well-being.



They have selected 10 international students as their participants from eight different nations which are Nigeria, Sri Lanka, Pakistan, Bangladesh, India, Kuwait and Saudi Arabia. There were no Chinese international students in their study, almost the largest group of international students are not included in the study gives a gap for me to carry a study on factors influencing Chinese students' academic performance in the UK.

### Debates in the Literature:

There are some debates regarding to this research topic are whether language proficiency or

cultural integration has a greater impact on academic performance. The effectiveness of pre-sessional English courses in improving academic outcomes. The role of institutional support in facilitating cultural integration.

### **Significance of review and research topic**

This research topic is important because it contributes to ongoing debates about the factors influencing international students' academic success. By critically evaluating the roles of English language proficiency and cultural integration, it provides insights that can inform admissions policies, language support programs, and cultural integration initiatives. Additionally, it highlights the need for a more nuanced understanding of the challenges faced by Chinese students in UK higher education.

### **Conclusion**

The literature review will highlight the academic performance of international students in the UK is shaped by a complex interplay language proficiency, cultural integration factors influencing Chinese students' academic performance in the UK, the review will also explore the synergistic relationships between these factors" language barriers often exacerbate cultural isolation, while inadequate integration can hinder language acquisition and confidence.

## References

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