

A Survey on the Satisfaction of Undergraduates of Chinese-foreign Cooperative Programs with the Teaching Status of Foreign Teachers-Taking the Case of Pre-school Education (Chinese-US Joint Program) of University H in Hainan Province as an Example

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Abstract: With the development of internationalization of higher education, Sino-foreign cooperative education has become a major way to improve the quality of education and provide an effective way for students to grow up with an international perspective. Foreign teachers are an indispensable part of cooperative education, and their teaching quality and student satisfaction determine the success of the program. In this paper, taking the undergraduate education of preschool education (Sino-US cooperation) at University H in Hainan Province as an example, we applied a mixed research method of questionnaire and interview to investigate the current situation of students' satisfaction with the teaching of foreign teachers' courses and the factors affecting them, and cut from another key angle - through in-depth interviews with foreign teachers, we further revealed the difficulties and suggestions that teachers difficulties and suggestions faced in the classroom. On this basis, ways to improve teaching quality and student satisfaction are proposed, thus providing a feasible basis for the improvement of Sino-foreign cooperative education programs.

Keywords: Sino-foreign cooperative education, Foreign teachers, Student satisfaction, Course quality.

1. Introduction

In recent years, educational exchanges worldwide have become increasingly intensive, making Sino-foreign cooperative education a practical and effective model for the internationalization of higher education in China. University H in Hainan Province has actively collaborated with foreign universities to launch cooperative education programs, providing students with expanded international learning platforms and high-quality educational resources. Notably, its cooperative programs with American higher education institutions not only offer students an international educational experience but also facilitate the exchange of educational cultures between China and the United States.

As high-quality educational resources in Sino-foreign cooperative programs, foreign teachers' teaching effectiveness and service satisfaction directly impact students' learning outcomes and their perception of the educational experience. Therefore, analyzing the satisfaction of undergraduates in the Sino-US cooperative program at University H in Hainan Province with foreign teachers' teaching quality holds significant implications for improving teaching services and optimizing resource utilization.

1.1. Research Background and Significance

1.1.1. Research Background

As University H in Hainan Province deepens its cooperation with American institutions, foreign teachers play an increasingly crucial role in teaching. However, influenced by factors such as cultural differences, teaching methods, and teaching support systems, foreign teachers may encounter obstacles or challenges in their teaching. Investigating students' satisfaction with foreign teachers can help capture students' evaluations and opinions in real time, identify

problems in the teaching process, and provide references for adjusting foreign teachers' teaching models and enhancing teaching quality.

Meanwhile, interviews with foreign teachers can shed light on their subjective teaching experiences, difficulties encountered, and cultural adaptation processes. As key participants and contributors to cooperative programs, foreign teachers serve as important bridges; their feedback on the teaching environment, student engagement, and teaching support systems can supplement information that might be overlooked from the student perspective. By analyzing both student satisfaction survey results and foreign teacher interview data, this study examines the strengths and weaknesses of foreign teachers' teaching in the cooperative program from dual perspectives (students and teachers), offering practically valuable guidance for improving teaching practice and supporting services.

1.1.2. Research Significance

This study integrates student satisfaction survey results with foreign teachers' teaching experience interviews, exploring the strengths and weaknesses of the teaching interaction process from dual perspectives. This not only addresses gaps in existing research on teaching quality evaluation in Sino-foreign cooperative education but also proposes a theoretical framework for bidirectional evaluation and feedback between teachers and students, aiming to enhance the quality of teacher-student partnership in the context of higher education internationalization. This framework overcomes the limitation of current research in the field, which often focuses on a single evaluation subject (either student evaluation or teacher adaptation evaluation).

Furthermore, using mixed research methods, this study conducts a systematic investigation into students' satisfaction regarding course quality, communication and interaction,

teaching services, and cross-cultural education. It provides micro-level quantitative data support and case evidence for the theory of educational internationalization, laying a foundation for future research on improving the quality of foreign teacher-led courses in Sino-US cooperative programs. Existing studies mostly position foreign teachers as knowledge transmitters, ignoring their multiple roles as cultural adaptation mediators, teaching innovation integrators, and resource coordination providers. Through quantitative and qualitative analysis of foreign teachers' teaching experiences, this study identifies challenges faced by foreign teachers in cultural adaptation, teaching innovation, and resource coordination, offering insights for redefining foreign teachers' roles in the classroom within the framework of teacher development theory.

Also, this study helps universities understand the practical teaching difficulties of foreign teachers and their needs for teaching support, enabling educational administrators to design and optimize curriculum systems and teaching support measures based on feedback from both students and foreign teachers. By examining and analyzing satisfaction with foreign teachers, it also reveals the characteristics and advantages of Sino-US cooperative programs, providing references for improving such programs and enhancing the quality of international education.

For universities, the research findings can inform efforts to improve the teaching quality of cooperative programs, enhance students' learning experience, and elevate the level of educational services. For instance, to address the "lack of teaching resources," the study suggests establishing a digital platform for sharing Chinese and foreign teaching materials to provide more high-quality educational resources. For foreign teachers delivering courses, student feedback and suggestions in this study can help them adapt to Chinese classroom environments and adjust their teaching methods. For example, challenges and confusions mentioned by foreign teachers in interviews (e.g., low student engagement) can inform the design of targeted training programs to help foreign teachers adapt to Chinese teaching models and classroom rhythms.

Additionally, as a key educational cooperative program in Hainan Province, this study serves as a micro-level case for implementing the "bringing in" policy of higher education internationalization against the backdrop of Hainan's construction of a free trade port with Chinese characteristics. It provides references for educational authorities to formulate more effective policies supporting foreign teachers, such as establishing standardized and scientific criteria for foreign teachers and building a bilingual teaching resource database.

1.2. Literature Review

1.2.1. Research on the Current Status of University Service Quality

In recent years, the rapid expansion of higher education enrollment has sparked reflections on the quality of higher education services. Pan Maoyuan (2005) argued that the "decline in higher education quality" can be divided into "real" and "false" propositions. The "real proposition" refers to the failure of educational resources (e.g., funding, faculty, campus facilities, and equipment) to keep up with enrollment growth, leading to a yearly decrease in per-student funding and a rapid rise in the student-teacher ratio. The "false proposition" emphasizes that diversification is a prerequisite for mass higher education; from a diversified quality

perspective, the quality of higher education may not necessarily decline.

Sino-foreign cooperative education emerged in China in the 1980s and has now become a well-known option for many parents and students. The undergraduate Preschool Education program jointly offered by University H in Hainan Province and American institutions was officially approved in August 2019. However, several problems have emerged within a short period, and this study focuses on investigating and analyzing the current quality of foreign teacher-led courses. Regarding issues related to foreign teacher quality, Meng Zhongyuan (2021) pointed out that a more hidden form of low-quality cooperative education has begun to infiltrate Sino-foreign cooperative programs: while cooperative universities are formal institutions, the teachers sent to China are often not faculty members of these foreign universities, resulting in uneven qualifications among foreign teachers.

Xu Weiliang and Huang Zhonglin (2005) proposed that student satisfaction surveys, supplemented by priority matrices, can help identify key areas for improvement and allocate resources effectively. Hong Caizhen (2007) warned that failing to proactively reform university management models or prioritize research on student affairs may lead to student unrest when problems accumulate. Liu Hui (2011) defined higher education services as meeting the explicit and implicit educational needs of students and their families, noting that these needs evolve with social development.

International scholars have conducted similar empirical studies. Yin (2019) explored the teaching internships of pre-service English teachers in South Korea and found that university education theories provide insufficient support for classroom teaching practice, failing to prepare students to adapt to the complexity of classroom teaching or translate theories into effective teaching behaviors. This study emphasizes the importance of practice, offering insights for Sino-foreign cooperative programs: foreign teachers often rely excessively on idealized teaching methods, ignoring the actual situation and cultural context of Chinese students, which may result in misalignment between teaching practices and intended outcomes.

1.2.2. Research on the Current Status of Sino-Foreign Cooperative Education

Pei Wenying (2003) examined existing problems in Sino-foreign cooperative education, highlighting the need to establish a joint evaluation system for cooperative programs and realize the mutual recognition and alignment of qualification certificates between Chinese and foreign institutions. Qian Jingwei (2005) identified contradictions between the quantity and quality of enrolled students, difficulties in credit recognition between Chinese and foreign institutions, and the "copy-paste" problem in curriculum design. Chen Zhenliang (2021) argued that teaching by teachers is a weak link in cooperative programs at application-oriented universities; to enhance program quality, it is necessary to establish stable teaching teams with foreign partners, develop monitoring mechanisms suitable for cooperative programs, and improve teaching practices. Zeng Jiankun (2016) emphasized that cultivating international talents requires not only internationalized curricula but also teachers who can effectively implement these curricula. Lin Jinhui (2018) suggested that achieving the policy goals of Sino-foreign cooperative education requires balancing long-term stability and short-term results, with priority given to long-term issues such as mechanisms for introducing high-

quality foreign educational resources and systems for sharing successful experiences.

In the study, *A Survey and Analysis of Hainan Normal University Undergraduates' Satisfaction with Foreign Teacher-Led Courses: Based on Questionnaire and Interview Results*, Zhang Hua (2022) found that most students were satisfied with foreign teachers' courses, with particularly high satisfaction regarding foreign teachers' pronunciation, teaching methods, and classroom activities. He also noted that cultural differences and limited English proficiency reduced student satisfaction.

1.2.3. Problems in Foreign Teacher-Led Courses in Universities

Since the late 1970s, China has expanded the enrollment of international students and introduced internationalized courses in many universities. Numerous studies have shown that foreign teachers play a vital role in improving students' cross-cultural communication skills, as they teach both the English language and the cultures of English-speaking countries. However, various problems arise during course delivery. Ai Shaoliang (2014) identified the characteristics and contradictions of foreign teachers' teaching: for example, foreign teachers may overestimate Chinese students' English proficiency, unconsciously increasing their speaking speed and using more complex sentence structures, which makes it difficult for students to understand. Cultural differences may also lead to deviations between teaching design and expected outcomes.

Most researchers hold an optimistic attitude toward the establishment and development of modern Sino-foreign cooperative education. For example, Cui Yonghong and Zuo Caixia (2022) argued that cooperative education has objectively promoted the transformation of modern Chinese higher education, improved educational conditions, and cultivated a group of practical professionals. Zhang Yaquin (2008) noted that foreign higher education systems have gradually localized in China, developing new characteristics in educational philosophy and management. However, some researchers have raised different views. For instance, Xu Mo (2022) acknowledged that universities' commitment to opening up in the new era positively responds to policies such as the "Community with a Shared Future for Mankind" and the "Belt and Road Initiative," but pointed out that Chinese higher education still has a long way to go to achieve the goal of balancing "bringing in" and "going out," highlighting the need for the localization of cooperative education.

Scholars have also put forward diverse perspectives on the current status of cooperative education. Zhang Wanhong and Shen Guochang (2014) identified characteristics such as uneven distribution across regions, varying quality of foreign cooperative institutions, and a narrow range of specialized programs. Jiang Yanqiao (2012) noted issues including inadequate overall planning, outdated laws and policies, and insufficient supervision and management. In summary, there is a general consensus on Sino-foreign cooperative education: while it is widely supported and praised, there are also shortcomings that need to be addressed. Drawing on this consensus, this study investigates the Sino-US cooperative Preschool Education program at University H in Hainan Province and proposes improvement strategies.

Regarding solutions to problems in foreign teacher-led courses in cooperative programs, many scholars have put forward strategies to enhance satisfaction. For example, Li Wei (2021) argued in *Research on Strategies to Improve*

University Students' Satisfaction with Foreign Teacher-Led Courses that strengthening teacher-student communication, providing customized teaching services, and enriching teaching resources are effective ways to improve satisfaction. Universities should also strengthen the training and management of foreign teachers to enhance their teaching quality and competence.

International studies have focused on interventions to improve the psychological resilience of pre-service teachers. Squires et al. (2022) found that teaching environment factors such as curriculum pressure, resource support, emotional regulation skills, and social capital contribute to educational satisfaction. They argued that a lack of support, heavy workloads, and an unadaptable cultural environment significantly undermine teaching satisfaction. Bjorklund et al. (2021) proposed from a positive psychology perspective that pre-service teachers' sense of belonging, trust relationships, and self-efficacy significantly influence their subjective well-being. This study suggests that in the context of Sino-foreign cooperative education, foreign teachers may also face challenges such as language and cultural differences and an unadaptable teaching environment, leading to a lack of social support, emotional belonging, and colleague trust. These factors affect the stability and satisfaction of foreign teachers, providing an important international perspective for analyzing the adaptation challenges of foreign teachers in Chinese university cooperative programs. These international studies have conducted in-depth analyses of educational satisfaction, teaching support systems, and teachers' sense of belonging, which align closely with the theme of this study—foreign teachers' satisfaction in cooperative programs. They also address gaps in domestic research regarding foreign teachers' perspectives, cultural adaptation, and psychological support mechanisms.

Overall, domestic research on Sino-foreign cooperative education covers a wide range of topics, focusing on university management issues and educational models, and providing valuable insights for the practice of cooperative education. These studies have contributed to the standardization of management and the optimization of cooperative education models.

Research on the quality of Sino-foreign cooperative education is closely integrated with practice. During the literature review, it was found that the main authors of studies on the quality of cooperative education are often practitioners with long-term experience in the field. They propose practical solutions based on their experiences, guiding the practice of cooperative education.

However, there are also limitations. For example, research suffers from lag: most studies focus on existing problems in cooperative education and fail to provide timely solutions to emerging issues. There is a lack of systematic research that can be elevated to a theoretical level to guide practice, and insufficient attention to specific issues. Some studies only provide a general framework for solving problems in cooperative education, without in-depth exploration of the factors influencing educational quality or sufficient investigation of students' attitudes—an important stakeholder in cooperative education. Therefore, building on previous research, this study investigates and analyzes students' satisfaction with foreign teacher-led courses at the author's university.

Additionally, based on the summaries and evaluations of multiple scholars, several common conclusions can be drawn

regarding problems in foreign teacher-led courses in universities: First, foreign teachers undoubtedly play an irreplaceable role in improving students' cross-cultural communication skills, integrating the language and culture of English-speaking countries into teaching, and fostering students' international literacy. However, due to significant differences in cultural backgrounds and teaching environments, foreign teachers also face a series of challenges in practice.

On one hand, foreign teachers often overestimate Chinese students' English proficiency, leading to excessively fast speaking speeds and overly complex sentence structures, which hinder students' understanding and undermine teaching effectiveness. Meanwhile, cultural differences prevent foreign teachers from fully grasping Chinese students' learning preferences and needs, resulting in inappropriate teaching arrangements.

On the other hand, foreign teachers tend to be isolated and have limited communication with local Chinese teachers. Similar to the issue of disciplinary isolation mentioned earlier, this easily leads to the waste and duplication of teaching resources, and may even cause teaching conflicts. Furthermore, the instability and high turnover of foreign teachers create unnecessary difficulties for students, who must constantly adapt to new teachers, teaching methods, and styles—undermining their learning progress and outcomes.

Moreover, students' participation and engagement in foreign teacher-led courses are often low. Due to language and cultural barriers, students may feel anxious or uncomfortable in foreign teachers' classes, hesitating to speak up. This passive classroom atmosphere is detrimental to students' learning and the improvement of their communication skills.

1.3. Research Objectives and Content

1.3.1. Research Objectives

This study investigates the satisfaction of undergraduates in the Preschool Education (Sino-US Cooperation) program at University H in Hainan Province with foreign teachers' teaching. It aims to comprehensively present the perspectives of both students and foreign teachers, reveal the extent to which the teaching needs of students and foreign teachers in the cooperative program are met, and identify existing contradictions—providing references for solving these problems and formulating strategies.

Using questionnaires and in-depth interviews, this study captures students' perspectives on course content, teaching methods, and teaching services through a student satisfaction survey. Supplemented by interviews with foreign teachers, it explores foreign teachers' teaching practices, difficulties encountered in a foreign teaching environment, the causes of these difficulties, and the factors restricting their teaching. Specifically, the study aims to: Systematically present the overall level of students' satisfaction with foreign teachers' classroom teaching; Analyze the main factors influencing students' course satisfaction; Propose strategies to improve students' satisfaction with foreign teachers' courses and optimize teaching methods, based on the research findings and an analysis of foreign teachers' difficulties and challenges.

1.3.2. Research Content

To achieve the above objectives, the study focuses on the following areas: Students' overall satisfaction with foreign teacher-led courses; Students' satisfaction with teaching content, communication and classroom interaction, teaching

resources, and cultural adaptation; Key challenges in foreign teacher-led courses and corresponding solutions; The impact of university-related factors on students' satisfaction with foreign teacher-led courses; Differences between students' and foreign teachers' experiences and expectations regarding classroom interaction; Strategies and suggestions for improving foreign teachers' teaching in Sino-foreign cooperative programs, based on an analysis of survey data.

1.4. Research Objects and Methods

1.4.1. Research Objects

The study targets two groups: Undergraduate students enrolled in the Sino-US cooperative Preschool Education program at University H in Hainan Province, covering all four academic years (Year 1 to Year 4). A questionnaire survey is used to investigate their satisfaction with foreign teacher-led courses and their subjective experiences. Foreign teachers who teach in the program. Semi-structured interviews are conducted to explore their perspectives on curriculum design, teaching interaction, cultural adaptation, and the challenges they face.

1.4.2. Research Methods

A mixed-methods approach combining questionnaires and interviews is adopted to enhance the breadth and depth of the research.

The questionnaire survey is designed based on a review of relevant literature, existing satisfaction surveys for Sino-foreign cooperative programs, and the specific context of the target program. It includes 28 items across five dimensions: course content and design, teaching methods and interaction, teaching services and support, cultural adaptation, and overall satisfaction. A 5-point Likert scale is used (1 = Strongly Disagree, 5 = Strongly Agree), with some open-ended questions. The questionnaire is distributed online via the "Wenjuanxing" (Questionnaire Star) platform, and anonymous responses are ensured to guarantee data authenticity. The response rate is 100%.

To ensure the reliability of the questionnaire results, Cronbach's α coefficient is used to analyze the internal consistency of the scale. The criteria for reliability are as follows: $\alpha > 0.8$ indicates very high reliability; $0.7 \leq \alpha \leq 0.8$ indicates high reliability; $0.6 \leq \alpha \leq 0.7$ indicates acceptable reliability; $\alpha < 0.6$ indicates low reliability. SPSS software is used for reliability analysis of 181 valid questionnaires, yielding a Cronbach's α coefficient of 0.922—indicating high reliability of the questionnaire, see Table 1.

Table 1. Reliability Analysis of the Questionnaire

Number of Items	Sample Size	Cronbach's α Coefficient
28	181	0.922
Summary of Sample Missing Data		
Category	Sample Size	Proportion
Valid Samples	181	100.0%
Excluded Invalid Samples	0	0.0%
Total	181	100%

Validity analysis is conducted to assess the reasonableness and relevance of the questionnaire items, using the KMO (Kaiser-Meyer-Olkin) measure to verify data suitability for factor analysis. The criteria for KMO values are as follows:

KMO > 0.8 indicates very suitable for factor analysis (indirectly indicating excellent validity); $0.7 \leq \text{KMO} \leq 0.8$ indicates suitable (indirectly indicating good validity); $0.6 \leq \text{KMO} \leq 0.7$ indicates marginally suitable (indirectly indicating moderate validity); $\text{KMO} < 0.6$ indicates unsuitable (indirectly indicating poor validity). As shown in Table 2, $\text{KMO} = 0.905 > 0.8$, indicating that the collected data are very suitable for factor analysis (indirectly indicating excellent validity).

Table 2. KMO and Bartlett's Test for Scale Validity

KMO Value		0.905
Bartlett's Test of Sphericity	Approx. Chi-Square	1199.123
	df	351
	p- Value	0.000

Questionnaires are distributed to students in four academic years (2021, 2022, 2023, and 2024 cohorts). A total of 181 questionnaires are collected, with 181 valid responses (validity rate = 100%).

Meanwhile, interviews are conducted online and transcribed into text. Twenty-one questions are designed for foreign teachers, covering teaching methods and adjustment strategies, classroom interaction, language and cultural barriers, access to teaching resources, cross-cultural teaching challenges, student feedback, and personal teaching suggestions. The interview data complement the questionnaire results, providing practical references for improving foreign teacher-led courses in the program.

1.5. Research Limitations and Prospects

While this study aims to understand the current level of students' satisfaction with foreign teacher-led courses in the Sino-US cooperative program at University H in Hainan Province, it is limited by time and resources. For example, the sample size may not fully represent the views of all students, and the scope of research objects may not cover all foreign teachers or courses. In future research, efforts should be made to expand the sample size and the scope of research objects to enhance the generalizability and scientific representativeness of the findings.

2. Undergraduate Students' Satisfaction with the Teaching Practices of Foreign Instructors

2.1. Basic Information of Respondents

2.1.1. Gender

As shown in Figure 1, female students account for 90.91% of the respondents, while male students account for 9.09%.

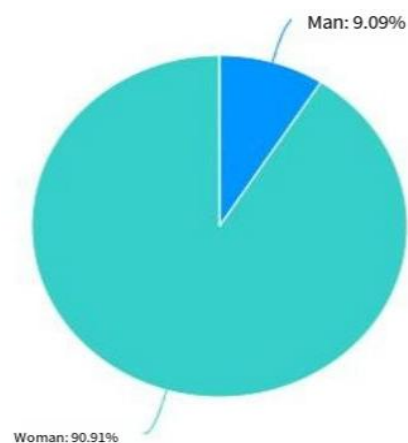


Figure 1. Gender

2.1.2. Grade Distribution

Among the 181 respondents, Year 1 students account for 0% (as they have not yet taken foreign teacher-led courses), Year 2 students account for 18.18%, Year 3 students account for 77.27%, and Year 4 students account for 4.55%, see Figure 2.

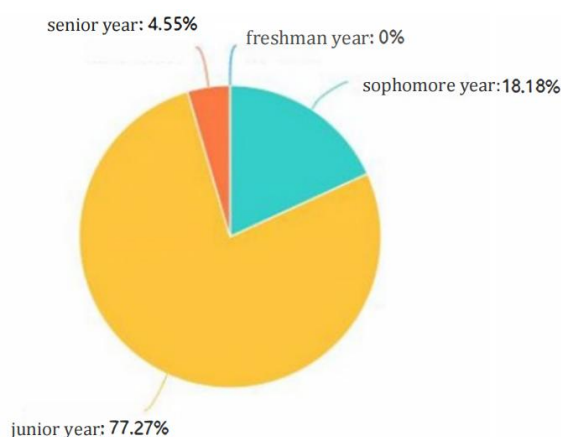


Figure 2. Grade Distribution

2.1.3. Place of Origin

As shown in Figure 3, nearly 93.18% of the respondents are from urban areas, while only 6.82% are from non-urban areas. This distribution reflects the composition of the surveyed group and may also be related to differences in educational and economic development between urban and non-urban areas, which could influence students' satisfaction with educational services.

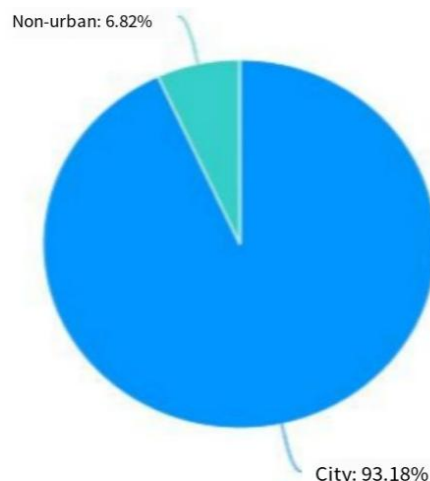


Figure 3. Place of Origin

2.1.4. Willingness to Study Abroad

As shown in Figure 4, 80.66% of respondents indicated

they had no desire to study abroad, while 19.34% expressed a desire to do so. Thus, while a proportion of the interviewed group expressed a desire to study abroad, the majority remained students who did not intend to do so. Whether

respondents had overseas experience would influence the survey's assessment of whether the affected training programs were positioned to cultivate internationally oriented talent.

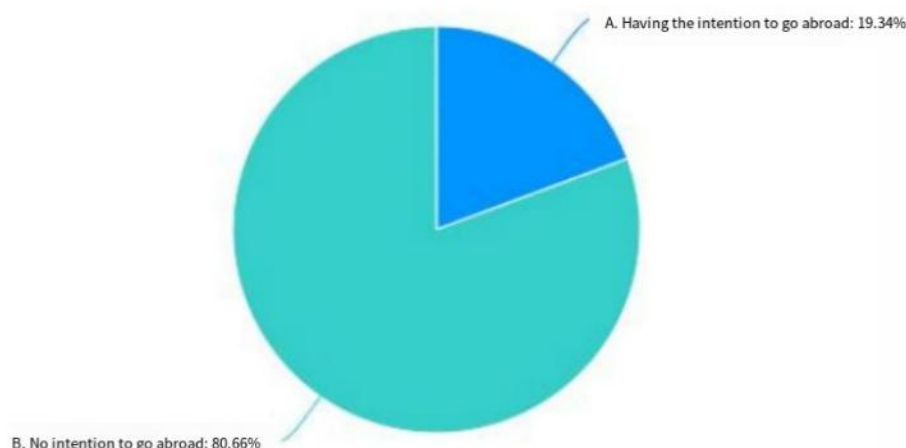


Figure 4. Willingness to Study Abroad

2.1.5. English Proficiency

As shown in Figure 5, the highest proportion of respondents had passed CET-4 (47.73%), followed by CET-6 (36.36%) and other advanced-level tests (15.91%). The majority of respondents currently possess CET-4-level English proficiency. This suggests that further enhancement of students' English proficiency may be necessary in teaching, as it could impact their comprehension and engagement when participating in courses taught by foreign instructors.

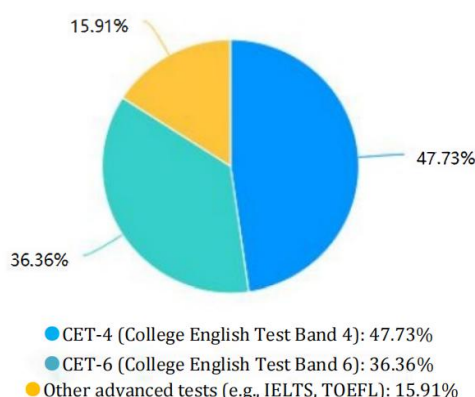


Figure 5. English Proficiency

2.2. Students' Satisfaction with Foreign Teachers' Teaching Competence and Content

As shown in Table 3, regarding teaching competence, over 45% of students recognize foreign teachers' mastery of

cutting-edge theories and practical knowledge, the logicity and systematicness of their teaching content, and their ability to use practical cases to explain course knowledge. For each of these items, the proportions of students who "Agree" or "Strongly Agree" are the highest, though 27%–30% of students still rate these aspects as "Neutral." According to course content satisfaction, a relatively high proportion of students also rate the alignment of course content with career development and the richness/practicality of course content as "Neutral," indicating that course content needs further optimization in terms of practicality and depth—particularly in textbook utilization and integration with practice. The proportion of students who "Disagree" or "Strongly Disagree" with the coherence between Chinese and foreign course content is 11.049%. The proportion of students who are dissatisfied with textbook content supporting course content is 9.945%. The proportion of students who are dissatisfied with the reasonableness of course and progress arrangements is 7.735%.

Overall, students' satisfaction with foreign teachers' teaching competence and course content is above average, with room for improvement in certain areas. For example, the proportion of students who are dissatisfied with foreign teachers' mastery of cutting-edge theories and practical knowledge is 7.182%, and the same proportion is dissatisfied with the logicity and systematicness of the content taught.

Table 3. Students’ Satisfaction with Foreign Teachers’ Teaching Competence and Content

Question	Option	Number of Respondents	Proportion
Foreign teachers possess cutting-edge theories and practical knowledge in preschool education	Strongly Disagree	2	1.105%
	Disagree	11	6.077%
	Neutral	54	29.834%
	Agree	82	45.304%
	Strongly Agree	32	17.68%
The content taught by foreign teachers is logical and systematic	Strongly Disagree	1	0.552%
	Disagree	12	6.63%
	Neutral	62	34.254%
	Agree	78	43.094%
	Strongly Agree	28	15.47%
Foreign teachers use practical cases to explain course knowledge, enhancing understanding	Strongly Disagree	2	1.105%
	Disagree	14	7.735%
	Neutral	56	30.939%
	Agree	81	44.751%
	Strongly Agree	28	15.47%
The content taught by foreign teachers aligns with students’ future career development	Strongly Disagree	2	1.105%
	Disagree	12	6.63%
	Neutral	49	27.072%
	Agree	91	50.276%
	Strongly Agree	27	14.917%
Course content is rich, practical, and inspiring	Strongly Disagree	0	0%
	Disagree	15	8.287%
	Neutral	53	29.282%
	Agree	79	43.646%
	Strongly Agree	34	18.785%
There is coherence between Chinese and foreign course content	Strongly Disagree	3	1.657%
	Disagree	17	9.392%
	Neutral	48	26.519%
	Agree	89	49.171%
	Strongly Agree	24	13.26%
Textbook content effectively supports course content	Strongly Disagree	0	0%
	Disagree	18	9.945%
	Neutral	61	33.702%
	Agree	76	41.989%
	Strongly Agree	26	14.365%
The arrangement of courses and progress each semester is reasonable	Strongly Disagree	2	1.105%
	Disagree	12	6.63%
	Neutral	55	30.387%
	Agree	83	45.856%
	Strongly Agree	29	16.022%

2.3. Students’ Satisfaction with Foreign Teachers’ Expression and Classroom Interaction

As shown in Table 4, regarding teaching expression and classroom interaction: For “foreign teachers’ language expression is clear,” the proportions of students who “Agree” and “Strongly Agree” are 45.304% and 16.022%, respectively. For “accurate professional terminology and sufficient explanations,” the proportions of “Agree” and “Strongly Agree” are 45.304% and 15.47%, respectively. For “appropriate speaking speed,” the proportions of “Agree” and “Strongly Agree” are 49.171% and 14.365%, respectively. For “adjusting speaking speed and expression based on

students’ reactions,” the proportions of “Agree” and “Strongly Agree” are 48.619% and 18.785%, respectively. For “diverse interactive methods promoting learning,” the proportions of “Agree” and “Strongly Agree” are 51.934% and 15.47%, respectively. For “guiding students to ask questions and providing timely feedback,” the proportions of “Agree” and “Strongly Agree” are 49.724% and 17.68%, respectively.

These results indicate high student satisfaction with foreign teachers’ teaching expression and classroom interaction—consistent with foreign teachers’ remarks in interviews that they consciously slow down their speaking speed. However, some students still report shortcomings in interaction methods and feedback; for example, 7.735% of students disagree that interactive methods promote learning.

Table 4. Students' Satisfaction with Foreign Teachers' Expression and Classroom Interaction

Question	Option	Number of Respondents	Proportion
Foreign teachers' language expression is clear and easy to understand	Strongly Disagree	1	0.552%
	Disagree	12	6.63%
	Neutral	58	32.044%
	Agree	81	44.751%
	Strongly Agree	29	16.022%
Foreign teachers use accurate professional terminology and provide sufficient explanations	Strongly Disagree	3	1.657%
	Disagree	10	5.525%
	Neutral	58	32.044%
	Agree	82	45.304%
	Strongly Agree	28	15.47%
Foreign teachers' speaking speed is appropriate, facilitating understanding of course content	Strongly Disagree	1	0.552%
	Disagree	13	7.182%
	Neutral	52	28.729%
	Agree	89	49.171%
	Strongly Agree	26	14.365%
Foreign teachers adjust their speaking speed and expression based on students' reactions	Strongly Disagree	3	1.657%
	Disagree	15	8.287%
	Neutral	41	22.652%
	Agree	88	48.619%
	Strongly Agree	34	18.785%
Foreign teachers provide diverse interactive methods in class to promote learning	Strongly Disagree	3	1.657%
	Disagree	14	7.735%
	Neutral	42	23.204%
	Agree	94	51.934%
	Strongly Agree	28	15.47%
Foreign teachers guide students to ask questions and provide timely, specific feedback to enhance understanding of course content	Strongly Disagree	1	0.552%
	Disagree	12	6.63%
	Neutral	58	32.044%
	Agree	81	44.751%
	Strongly Agree	29	16.022%
Textbook content effectively supports course content	Strongly Disagree	3	1.657%
	Disagree	10	5.525%
	Neutral	58	32.044%
	Agree	82	45.304%
	Strongly Agree	28	15.47%
The arrangement of courses and progress each semester is reasonable	Strongly Disagree	1	0.552%
	Disagree	13	7.182%
	Neutral	52	28.729%
	Agree	89	49.171%
	Strongly Agree	26	14.365%

2.4. Students' Satisfaction with Cultural Adaptation and Service Support

As shown in Table 5, regarding cultural adaptation and teaching service support: For “foreign teachers mention Chinese traditional culture or festivals,” the proportions of students who “Agree” and “Strongly Agree” are 40.884% and 17.127%, respectively—indicating that students clearly perceive foreign teachers' respect for Chinese culture. For “classroom interaction formats aligning with cultural habits,” the proportions of “Agree” and “Strongly Agree” are 48.066%

and 14.917%, respectively. For “teaching support services providing international preschool education databases and library resources,” the total proportion of students who “Disagree” or rate it as “Neutral” is 74.589%—indicating that universities need to strengthen and prioritize the provision of such teaching support services. The proportion of students who are dissatisfied with their understanding of official feedback or complaint channels is 8.84%.

These findings suggest that students have a certain level of recognition for cultural adaptation and service support, but there is still room for improvement.

Table 5. Students' Satisfaction with Cultural Adaptation and Teaching Service Support

Question	Option	Number of Respondents	Proportion
Foreign teachers mention and demonstrate an understanding of Chinese traditional culture or festivals during teaching	Strongly Disagree	1	0.552%
	Disagree	15	8.287%
	Neutral	60	33.149%
	Agree	74	40.884%
	Strongly Agree	31	17.127%
The classroom interaction formats designed by foreign teachers align with students' cultural habits and communication styles	Strongly Disagree	1	0.552%
	Disagree	11	6.077%
	Neutral	55	30.387%
	Agree	87	48.066%
	Strongly Agree	27	14.917%
Course assessment methods include diverse formats such as class participation, group cooperation, and project presentations	Strongly Disagree	2	1.105%
	Disagree	13	7.182%
	Neutral	49	27.072%
	Agree	89	49.171%
	Strongly Agree	28	15.47%
Foreign teachers guide students to ask questions during the teaching process and provide timely, specific feedback to aid in understanding the course content	Strongly Disagree	2	1.105%
	Disagree	18	9.945%
	Neutral	39	21.547%
	Agree	90	49.724%
	Strongly Agree	32	17.68%
Teaching support services provide international preschool education databases (e.g., NAEYC) and library resources that meet the requirements of cooperative programs	Strongly Disagree	1	0.552%
	Disagree	34	18.788%
	Neutral	101	55.801%
	Agree	30	16.575%
	Strongly Agree	15	8.287%
Students clearly understand how to provide feedback or file complaints through official channels (e.g., teaching management departments, program coordinators) when encountering problems in teaching or learning	Strongly Disagree	2	1.105%
	Disagree	14	7.735%
	Neutral	46	25.414%
	Agree	80	44.199%
	Strongly Agree	39	21.547%

2.5. Overall Satisfaction and Suggestions

Regarding the overall evaluation of foreign teacher course service quality, 47.514% of respondents were “satisfied,” 17.127% were “very satisfied,” while dissatisfied and very dissatisfied responses accounted for 11.05%. Compared to other non-partnered courses at the institution, regarding whether foreign teacher courses met expectations in educational service quality, 44.751% of respondents “agreed,” 13.812% were “very satisfied,” and 8.84% were dissatisfied or very dissatisfied. Overall, the majority of students expressed positive satisfaction and recognition with the service quality of foreign teacher courses. However, a certain proportion of students remained dissatisfied or neutral,

indicating room for improvement in this area. It is necessary to maintain existing strengths in teaching services while further optimizing aspects frequently mentioned in student feedback (such as textbook usage and teaching interaction). Also, when dissatisfied with foreign teacher-led courses: 51.381% of students report the issue to the university (administrators, faculty); 37.017% complain to classmates; 5.525% choose to tolerate the issue; Only 6.077% provide feedback to the Sino-foreign joint teaching management team.

This indicates that when faced with dissatisfaction, students primarily tend to report to the university or complain to classmates, with a very small proportion providing feedback to the joint teaching management team, see Table 6.

Table 6. Students' Overall Satisfaction with Foreign Teacher-Led Courses

Question	Option	Number of Respondents	Proportion
Overall evaluation of the service quality of foreign teacher-led courses	Strongly Disagree	2	1.105%
	Disagree	18	9.945%
	Neutral	44	24.309%
	Agree	86	47.514%
	Strongly Agree	31	17.127%
Compared with other non-cooperative courses at the university, the service quality of foreign teacher-led courses (e.g., teaching organization, feedback mechanisms, teaching resources) meets expectations	Strongly Disagree	1	0.552%
	Disagree	15	8.287%
	Neutral	59	32.597%
	Agree	81	44.751%
	Strongly Agree	25	13.812%
Measures taken when dissatisfied with foreign teacher-led courses	Tolerate	10	5.525%
	Report to the university (administrators, faculty)	93	51.381%
	Complain to classmates	67	37.017%
	Provide feedback to the Sino-foreign joint teaching management team	11	6.077%
	Other	0	0%

3. Analysis of Causes

To gain a deeper understanding of the actual teaching situation and adaptation of foreign teachers in the context of Sino-foreign cooperative education, semi-structured interviews were conducted with foreign teachers participating in the program. The interview content covers teaching practice, cross-cultural adaptation, student engagement, curriculum resources, feedback mechanisms, and support systems. The interviews were conducted in a mix of Chinese and English, and the views of multiple foreign teachers were synthesized to reflect the specific adaptation challenges faced by foreign teachers in cooperative programs. This provides a solid basis for cause analysis from an additional critical perspective and offers more comprehensive evidence for subsequent optimization strategies.

First, according to the interview results, the participating foreign teachers are from English-speaking countries or countries where English is a second language. All have backgrounds in preschool education, language education, or cross-cultural teaching, with teaching experience ranging from 2 to 10 years. Most hold professional teaching qualifications. Foreign Teacher A stated: "I've been teaching in China for almost 5 years now. Most of my teaching background is in early childhood education." Foreign Teacher B said: "I have taught early childhood education specifically prekindergarten through 3rd grade for 6 years, and then I have taught in higher education for 9 years, and I have been teaching in China for 6 years." Regarding the alignment between professional background and course content, all foreign teachers have higher education backgrounds in preschool education or related fields, and their course content is highly aligned with their professional experience. For example: Foreign Teacher D noted: "My degrees are specifically in early childhood education, and my classroom experience aligns with the courses I teach." Foreign Teacher C stated: "I have a Bachelor's in Early Childhood/Elementary Education, a Master's in Literacy Education, and a Ph.D. in Education. I taught an early childhood assessment course in China. I have used many different assessment tools over my career... Both assessing the classroom environment and also assessing individual children. Though I had never taught that course before, the content was familiar/not new."

This aligns with the questionnaire results, where most students recognized foreign teachers' mastery of cutting-edge theories and practical knowledge and their ability to use practical cases to explain course content—strengths that should be maintained.

3.1. Differences in Educational Philosophies Between Chinese and Foreign Cooperative Partners

3.1.1. Disjointed Curriculum Design

Due to differences in educational philosophies between China and foreign countries, Chinese and foreign partners may hold divergent views on curriculum arrangement in cooperative programs, leading to inadequate consideration in specific course selection. First, Chinese courses continue to follow the original curriculum, while foreign courses are directly introduced in their original form. Influenced by their respective curriculum and teaching systems, the two sets of courses lack integration and transition, operating as parallel tracks without overlap and developing according to their original plans. This conflict directly affects course implementation, with "each side speaking its own language" and making integration difficult.

Chinese and foreign partners also differ in their emphasis on student competence development, as they cater to different social and family needs. This leads to imbalances in similar courses, disjointed course objectives, and challenges in course implementation. For example, foreign teachers offer a course on "Early Literacy Development for Families and Childcare Practitioners," which delves into preschool education for families and related professionals and introduces detailed theories and practices. However, students had no prior exposure to relevant knowledge in previous courses and no bridging courses were offered, leaving both teachers and students confused about the course content.

Relevant reflections are also evident in the questionnaire results. For instance, Table 3 shows that some students perceive a lack of coherence between Chinese and foreign course content and express low satisfaction with the courses—indicating inadequate localization of the curriculum and disconnected course objectives.

Interviews with foreign teachers also revealed relevant insights. Most foreign teachers believe that the overall design

of teaching content and objectives is reasonable, but there is room for improvement in course progress and textbook applicability. They argue that teaching links and methods should be adjusted based on student feedback and adaptation to students' actual situations—flexibility is particularly important given differences in Chinese and foreign teaching methods. For example: Foreign Teacher D stated: “Sometimes the textbook content doesn't align well with students' real-life context, so I add more real-world examples. Additionally, interview analysis revealed that American courses emphasize “children's independent decision-making” while Chinese courses focus on “cultivating collective rules.”

Foreign teachers generally observe significant differences in classroom participation between Chinese and American students. Chinese students are more accustomed to listening and memorizing, with less initiative in asking questions or expressing opinions. One foreign teacher explicitly noted: “Chinese students predominantly regurgitate information instead of constructing responses in their own words. Whereas American students are challenged to not plagiarize and construct things in their own words.”

This significant difference poses a major adaptation challenge for foreign teachers who emphasize heuristic teaching. Therefore, it is suggested that foreign courses should be carefully selected or localized when introduced.

3.1.2. Differences in Teaching Concepts

In Sino-foreign cooperative programs, cultural differences lead to disparities in educational philosophies and methods between teachers and students, which inevitably affect the management of foreign language teaching. China's long-standing traditional and conservative educational philosophy has led to a passive learning model among many students: low classroom participation, one-way knowledge transmission by teachers, emphasis on exam-oriented learning, and deficiencies in practical and innovative abilities as well as the ability to express personal opinions. Students also tend to rely heavily on teachers.

In contrast, foreign teaching methods adopt an experiential learning approach, emphasizing student-centered learning, free thinking, creative expression, and guided teaching. This is a source of frustration for both foreign teachers and students in class. Foreign teachers encourage students to actively answer questions and communicate, design numerous interactive questions, and expect students to express their views. However, accustomed to the low-interaction, receptive teaching style in Chinese courses, students often lack ideas in foreign courses, hesitate to speak up for fear of making mistakes, or deliberately avoid answering questions. Foreign teachers, in turn, struggle to complete the “assessment-planning-teaching” cycle while waiting for student responses. This leaves students feeling stressed, frustrated, and confused in the early weeks of the course, leading to a loss of enthusiasm or even dropping out.

Abundant feedback related to this issue was obtained in interviews with foreign teachers. Foreign teachers generally observe that Chinese students are relatively reserved in classroom participation, particularly in open-ended questions and group discussions—possibly due to cultural respect for authority and limited English confidence. One foreign teacher explicitly noted: “Chinese students often wait for instructions. They are smart, but hesitate to speak up.”

This largely contributes to students' stress in courses, as reflected in Table 4 of the questionnaire, where some students report shortcomings in interaction methods and feedback.

To address this, some teachers use strategies such as “encouraging questions,” “low-risk tasks,” and “group communication” to enhance student initiative. For example: Foreign Teacher B said: “I did a lot of various groupings and said they could communicate in Chinese, which can reduce language anxiety.” Foreign Teacher D also shared a specific strategy: “For the color groups, I use different dice which students roll to pick the leader and speaker of the group for each class period. This is all probability and chance and encourages variety in who participates from each group. I use direct questioning in class. And a spinning wheel to randomly call on a color group in class to respond to the direct question.”

This effective strategy introduces “gamification” into classroom management and group interaction through random mechanisms such as dice and spinning wheels. It not only breaks students' habitual passive roles and encourages more students to speak in turns (avoiding zero communication among some students) but also subtly reduces speaking anxiety, enhances participation fairness and classroom focus, and helps build a positive, open, and efficient teaching atmosphere.

Most foreign teachers also emphasize building a sense of security through relationship-building. One foreign teacher noted: “Dialogue journals let shy students communicate privately.” This communication method, which respects individual differences, not only makes it easier for introverted students to express themselves but also strengthens the emotional connection between teachers and students. Another foreign teacher said: “I provide students with my DingTalk and WeChat QR codes so that if they are afraid to ask questions in class, they can still contact me.” By using local communication tools (e.g., DingTalk, WeChat) to enhance teacher-student communication, foreign teachers demonstrate their efforts to actively adapt to local culture and communication habits—reflecting positive local pedagogical adaptability.

3.2. Inadequate Faculty and Funding in Cooperative Programs

3.2.1. Faculty Adaptation Challenges

Overall, the faculty in Sino-foreign cooperative programs typically includes Chinese teaching assistants, foreign teachers employed by Chinese institutions, and teachers from foreign cooperative institutions. The faculty structure is complex, and turnover rates are high. In the Sino-foreign cooperative program at University H in Hainan Province, Chinese staff primarily serve as teaching assistants, while foreign partners focus on providing teaching services. Chinese teaching assistants have strong professional competence and can help facilitate communication between students and foreign teachers. However, high faculty turnover and limited teaching experience among some assistants prevent them from effectively integrating Chinese and foreign educational philosophies or helping students understand foreign teachers' requirements. Instead, they often provide rigid translations, leading to ambiguous communication between students and foreign teachers.

Furthermore, teaching assistants do not directly participate in classroom teaching and only handle information transmission. As a result, they fail to meet students' expectations of their role in actual classroom teaching, leading to low student satisfaction with their learning experience. Teaching assistants also need to proactively increase communication with foreign teachers; proficiency in

classroom technology and knowledge of available resources for student projects are particularly helpful for their work. Most foreign teachers provided relevant feedback in interviews. For example, one foreign teacher stated: “It is very helpful for the teaching assistants to be competent with technology in the classroom, and knowledgeable about resources available for the student projects.” Therefore, improvements are needed in the configuration and support of teaching assistants.

In addition, teachers from foreign cooperative institutions cannot stay in China for long-term teaching, resulting in short teaching periods. Foreign partners may also lack comprehensive consideration when selecting teachers, leading to unreasonable course scheduling. Compared with regular educational programs, most Sino-foreign cooperative programs maintain a class size of 30–40 students—similar to regular Chinese classes but larger than typical foreign classes. This often leaves foreign teachers unprepared and less effective.

Analysis of interview transcripts revealed that most foreign teachers identify large class sizes as a major challenge in current teaching. They note: “The biggest challenge is the large class size in Chinese courses.” Due to the large number of students, teachers struggle to address individual differences and provide sufficient personalized guidance and feedback. One foreign teacher said: “Large class sizes. I feel I can't give the feedback that the incredible projects deserve. It is difficult for me to keep track of who is engaged and who I need to chase a little.” Another foreign teacher added: “I did my best! I gave autonomy and options for choice. Not sure what else I might have done for even more differentiation. I was overwhelmed by having 90 students in the term. I had never taught so many students (2 groups of 45) before!”

Most foreign teachers report that large class sizes create significant classroom management pressure and hinder individualized attention, ultimately affecting the quality of student feedback and the depth of classroom interaction. When asked about how they maintain classroom discipline, create a positive learning environment, and address issues such as student inattention or disruptive behavior, most foreign teachers stated that they use a combination of structured management, positive guidance, personalized relationship-building, and moderate disciplinary measures.

Several foreign teachers mentioned in interviews that Chinese students are easily distracted by mobile phones in class. Therefore, they explicitly require students to turn off irrelevant videos or put away their phones to reduce distractions. One foreign teacher said:

“I ask students to put away their phones or turn off videos that are not on class content. But I will be honest, I have really struggled with addressing Chinese student behavior because I do not want students to feel that I do not like them...”

Regarding course rhythm and time management, Foreign Teacher A stated: “I alternate lectures with hands-on activities every 20 minutes to maintain engagement.” Foreign Teacher E added: “Clear visual aids and timed breaks help manage large classes.” Analysis also revealed that foreign teachers recognize that Chinese students are accustomed to fixed break times and make corresponding teaching adjustments. Another foreign teacher emphasized reducing student anxiety and minimizing downtime between class activities by announcing the order of group presentations in advance, thereby improving classroom management efficiency: “I would name the first three in order so they would be prepared... This kept

the class on track with minimal downtime between presentations.”

Some foreign teachers prefer to build respectful and trusting teacher-student relationships, using positive incentives instead of punishment. For example, Foreign Teacher A said:

“For younger students you have to establish a relationship of respect for your students and have them respect you... if they are behaving then you can award their good behavior.”

Another foreign teacher shared how they use “Dialogue Journals” to communicate with each student individually, encourage expression, and indirectly enhance classroom order and a sense of belonging: “I tried to get to know every student individually. I used Dialogue Journals... and I would read and reply in between almost every class.”

All in all, most foreign teachers adopt a mild management approach combined with clear and moderate rules to address inattention or classroom discipline issues. They prioritize enhancing classroom participation and order through incentives, pre-planned processes, and equal communication—rather than relying on traditional coercive or punitive measures.

3.2.2. Insufficient Funding

Sino-foreign cooperative education programs require significant financial support. In addition to basic teaching, programs must introduce high-quality foreign courses, teaching materials, and teachers, while also addressing student needs. However, it is understood that most current operating funds rely on university self-financing and student tuition fees, lacking stable funding sources and fixed financial support. To ensure the stability of tuition fees (a major source of funding for cooperative programs), some programs lower admission requirements and focus on fund-raising rather than improving educational quality.

For some students and their families, the tuition fees for cooperative programs are nearly 10 times higher than those of regular public universities—posing a significant financial burden. This leads to a decline in social reputation, a narrower pool of potential students, and reduced attractiveness to high-quality foreign resources, creating a vicious cycle. Questionnaire results also indicate that the university's hardware facilities are relatively unsatisfactory. Given these deficiencies in both software and hardware, cooperative programs face a long road ahead for improvement.

In interviews, when asked about the biggest challenges they face in teaching, some foreign teachers mentioned the lack of funding and resources. Foreign Teacher E said: “Lack of pay. Too large of class sizes. A not great textbook chosen by someone else that I was required to use. Students who didn't want to be early childhood teachers/didn't really care about the course/the content.” Foreign Teacher F added: “So far resources and funding, there is always more that you and your students need and you don't have the resources and funding for it.”

This aligns with the questionnaire results in Table 5, where students express dissatisfaction with teaching support services (e.g., access to international preschool education databases and relevant library resources).

3.3. Cross-Cultural Adaptation Challenges

In actual teaching, cultural differences often become key factors affecting teaching communication and understanding. Foreign teachers not only need to adapt to a different language environment but also face deep-seated cultural differences in

teaching concepts, classroom norms, and student participation styles. Interviews with foreign teachers reveal that they generally experience varying degrees of challenges and adjustments in cross-cultural adaptation.

Most foreign teachers stated that they actively learn about Chinese culture, enhance cultural sensitivity, and establish effective communication channels to alleviate misunderstandings and conflicts caused by cultural differences. One foreign teacher emphasized that the key to addressing cultural differences is to avoid pre-judgment. She said: "Asking questions before judging practices prevents misunderstandings." This approach of "understanding before responding" helps teachers view the behaviors of students from different cultural backgrounds with an open mind, fostering a respectful and inclusive cross-cultural classroom atmosphere.

In cross-cultural classroom interactions, foreign teachers generally recognize the dual challenges of language barriers to knowledge transmission and classroom participation. Several teachers mentioned that they consciously adjust their teaching methods by slowing down their speaking speed, repeating key terms, using images and PPTs, and reviewing terminology frequently. For example, one foreign teacher said: "I slow down speech and use visuals to compensate for limited English proficiency."

According to the analysis in Table 4 of the questionnaire, some students still report shortcomings in interaction methods and feedback—indicating the need to explore and innovate more effective teaching strategies to address this issue.

Furthermore, regarding differences in classroom participation between Chinese and American students, foreign teachers generally observe that Chinese students prefer group work and have less interest in whole-class discussions, while American students tend to express their views in large-class settings. One foreign teacher noted: "Chinese students preferred to work in small groups. Students in the US would rather a full class discussion and did not enjoy group work. I adjusted my teaching style to accommodate these preferences."

This difference also poses challenges to teaching organization. Foreign teachers need to flexibly adjust task formats and interaction arrangements to ensure that students from different cultural backgrounds can fully participate.

Overall, foreign teachers demonstrate an open, respectful, and adaptive teaching orientation in the process of cross-cultural adaptation. They continuously experiment and adjust their language use and classroom organization, while also showing a high level of sensitivity and flexibility in cultural communication and emotional connection—laying the foundation for a more trusting and equitable teaching environment.

3.4. Lack of an Evaluation and Feedback System

According to the survey results, some students were unaware of formal channels for providing feedback or lodging complaints, reflecting insufficient transparency in the relevant oversight mechanisms. Furthermore, most students expressed dissatisfaction with courses by complaining to peers, suggesting that the joint Sino-foreign teaching management team may not have effectively implemented systematic evaluation feedback, revealing the ineffectiveness of formal feedback channels. Interviews with foreign instructors revealed that they place significant emphasis on

collecting teaching feedback and evaluating instructional outcomes. Their methods for gathering teaching feedback include self-designed questionnaires, formal course evaluations, classroom observations, and review of student assignments, all used to adjust teaching approaches in response to emerging situations.

Most foreign instructors utilize surveys and formal end-of-course assessments to proactively understand student needs and satisfaction levels. One instructor stated: "I used a survey for students to complete, asking for specific ways I can improve my teaching to be more relevant and responsive to their needs." "We use Qualtrics and our course evaluations."

Additionally, some instructors primarily rely on informal methods like "Dialogue Journals" or direct conversations to understand student experiences and perspectives: "Dialogue Journals after nearly every class... had they learned some things I attempted to teach?"

Regarding effectiveness evaluation, most foreign instructors indicated they assess students' overall performance based on multiple dimensions, including classroom participation, assignment completion, reflective reports, and presentation delivery. One instructor stated: "I assess the results of the students' assignments to determine how well I was able to communicate and the students' understanding of both the content and the expectations of the assignment." Thus, foreign teachers adopt a multifaceted, dynamic, and student-centered approach to effectiveness evaluation. They consider not only students' learning outcomes but also their learning processes and experiences. This evaluation method complements China's outcome-oriented assessment practices, facilitating timely feedback and adjustments in foreign teachers' secondary course instruction.

3.5. Unclear Program Orientation

Some Sino-foreign cooperative programs fail to clearly articulate and promote their program orientation and training plans. As a result, some students who passively choose cooperative programs remain unaware of the program's characteristics, curriculum content, teaching methods, and educational philosophy. Interviews also reveal that these students feel confused about their future and lack a scientific understanding and plan for their major after entering the university.

What's more, other foreign teachers mentioned characteristics of Chinese students: "In my experience, when it comes to homework assignments, many American students will work only as hard as they need in order to earn a 'C' whereas the Chinese students were highly competitive and rarely would settle for less than an 'A.' However, American students are more willing to participate in a whole-class discussion and dislike working in small groups to complete assignments. These are the most notable differences I have observed. I have had to make certain assignments required for my American students that if not completed, regardless of grade to date, they would not pass the course. I never had to do this for the Chinese students to get them to complete assignments." This partially reflects that Chinese students place greater emphasis on grades rather than professional growth, with vague self and program positioning—potentially leading to misplaced student motivation and overly utilitarian learning attitudes.

Sino-foreign cooperative programs also lack adequate investigation and analysis of student backgrounds and

learning needs. The designed curriculum system lacks compactness and rationality, failing to provide students with clear goals. Furthermore, foreign teachers conduct courses entirely in a foreign language from the outset. As mentioned earlier, teaching assistants do not directly participate in classroom teaching, leaving foreign teachers to face students with limited language proficiency—who struggle to adapt to the cooperative education model. Over time, this may create the impression that the educational quality of cooperative programs is lower than that of regular programs.

3.6. Challenges in Teaching Strategy Adaptation

In Sino-foreign cooperative programs, foreign teachers face challenges in adapting their teaching methods to differences in student characteristics—particularly in terms of students' language proficiency, learning styles, and classroom participation. Foreign teachers often need to adopt flexible teaching strategies to enhance teaching effectiveness and accommodate individual student needs.

Analysis of interview transcripts reveals that foreign teachers generally use group discussions and differentiated tasks to address differences in student proficiency. For example:

Foreign Teacher C said: "I pair advanced students with beginners to promote peer learning."

Foreign Teacher D also explicitly stated: "I offer assignment choices to let students demonstrate learning in their preferred way."

Moreover, some foreign teachers note that some students struggle to adapt to full-English teaching initially and require additional support through regular review sessions: "This is where I integrate time for students to review the concepts with each other every so often in the lecture and reinforce the vocabulary we have been learning. I also use 'Exit Tickers' at the end of each week to review the main concepts of the lectures so that students can strengthen their comprehension and retention."

These are teaching strategies refined by foreign teachers based on their practical experience and an understanding of Chinese students' characteristics. Most foreign teachers also use diverse tools such as subtitles, visual materials, and example explanations to help students understand complex concepts, alleviating the impact of language barriers. One foreign teacher mentioned: "Small groups and differentiated instruction helps students young and adult understand the content you're teaching. Also providing examples and visuals as many people are visual learners now. So it's important to give visual representation for what you're teaching so people understand it."

4. Corresponding Optimization Strategies

4.1. University-Level Strategies

4.1.1. Establish Clear Course Objectives and Teaching Plans

Based on the syllabus and curriculum designs of both Chinese and American partners, and combined with the actual situation of University H in Hainan Province and domestic preschool education programs, universities should develop scientific and reasonable course objectives and teaching plans—with particular attention to course scheduling (course progress), an area where the questionnaire revealed a high

proportion of dissatisfaction. The curriculum should include core courses in preschool education while integrating practical teaching and international elements.

Universities should also communicate with teachers to select appropriate textbooks and prepare relevant course materials and auxiliary equipment in advance—helping foreign teachers understand the overall curriculum framework and teaching priorities.

4.1.2. Strengthen Coordination and Support for Foreign Teachers

This is a critical challenge for ensuring the smooth implementation of foreign teacher-led courses. Significant differences exist between Chinese and Western systems in academic calendars, visas, transportation, accommodation, catering, and holidays—requiring advance planning and arrangement. Universities should assign dedicated staff with strong foreign language proficiency to be responsible for foreign teachers' teaching management, information coordination, and life guidance—avoiding technical issues that disrupt teaching progress or affect foreign teachers' performance.

4.1.3. Share and Optimize Teaching Resources

Chinese and American partners should share course materials, textbooks, and online resources. Universities should upgrade network equipment and teaching hardware, and provide access to foreign library resources. Foreign teachers can contribute foreign teaching materials and references, while teaching assistants can provide domestic teaching materials and case studies—enriching teaching content and methods.

4.1.4. Enhance Faculty Training and Internationalization

Regular training and exchanges should be organized for Chinese and foreign teachers to improve their teaching competence and professional skills, with continuous improvements based on practice. Teachers should be encouraged to participate in international academic exchanges to broaden their horizons and enhance their teaching capabilities.

Universities should also establish special funds to support student international exchanges and study-abroad programs, expand channels to increase the proportion of students participating in international exchanges, and enrich students' overseas learning and practical experiences. Foreign teachers or international education experts should be invited to provide guidance, share new international educational concepts and practices, and keep abreast of the latest developments and theories.

4.1.5. Improve Teaching Management Systems

A comprehensive Sino-US teaching quality monitoring system should be established, with regular teaching quality evaluations and feedback mechanisms to ensure the quality of cooperative courses. A dedicated Sino-US teaching quality management department should be established to enhance the university's management and service capabilities—facilitating timely collection of student feedback and prompt resolution of problems.

Cooperation with international educational accreditation institutions should be strengthened, and participation in international educational accreditation should be pursued to gain international recognition for teaching quality and provide students with more international exchange and learning opportunities.

4.2. Teacher-Level Strategies

4.2.1. Clarify Teaching Responsibilities

Training for domestic faculty should be strengthened to enhance the role of teaching assistants, enabling them to better collaborate with foreign teachers. As emphasized by foreign teachers in interviews, teaching assistants play a crucial role in technical support, classroom management, and cross-cultural communication.

Based on actual needs, the role of teaching assistants in foreign teacher-led courses should be clearly defined. For example, when foreign teachers cover key content that students clearly struggle to understand, teaching assistants should provide timely information transmission and appropriate translation, while also assisting with teaching to ensure the coherence and systematicness of teaching content.

Foreign teachers should also receive pre-service training on cross-cultural communication. Given that many foreign teachers participating in the program may have no prior teaching experience in other countries, it is essential for them to gain a deeper understanding of China's culture and educational context.

4.2.2. Innovate Teaching Methods and Tools

Foreign teachers and teaching assistants should provide personalized guidance and feedback to students, offering targeted advice based on students' specific problems and learning needs. For example, one-on-one discussions and Q&A sessions can be conducted for assignments.

Advanced educational concepts and methods from North America should be introduced to increase the flexibility of teaching and student participation. Emphasis should be placed on cultivating students' English application skills and active learning abilities. Particularly in group discussions, teachers are advised to use random grouping to prevent Chinese students from staying in their "comfort zone" (e.g., always working with familiar peers and communicating in Chinese)—which fails to effectively improve their English and communication skills. Foreign teachers should use appropriate teaching design and classroom guidance to alleviate communication barriers caused by student shyness.

4.2.3. Diversify Course Assessment Methods

In addition to traditional evaluation methods such as written assignments and presentations, the proportion of process-oriented evaluation should be increased—including indicators such as classroom participation, group discussions, and assignment completion. Methods such as observation, scoring, and one-on-one interviews should be adopted to gain a more accurate understanding of students' learning status.

Student self-evaluation should also be integrated to encourage students to reflect on their learning process and outcomes over the semester, identifying what they have learned and where they need improvement. Full respect should be shown to students, and discussions with them can be held to determine the proportion of self-evaluation scores—ensuring fair and reasonable assessment.

4.2.4. Recommendations for Future Foreign Teachers: Openness, Adaptation, and Collaboration

When asked to provide three recommendations for foreign teachers joining the program in the future, interviewees generally emphasized the importance of an open mindset, cultural tolerance, collaboration, and patience. For example: One foreign teacher suggested: "First of all, have fun! And then, be prepared to learn and be challenged! Finally, teaching 100% Chinese students is very different than teaching in the

USA."

Another foreign teacher provided more detailed advice: "First, be open to the experience of being out of your comfort zone. Embrace the differences and intend to learn from everything. Second, recognize that different does not mean wrong. Respect the differences in childrearing, family dynamics, and education, working with the students to find a bridge between common practice of the two cultures. Third, maintaining rigor is still possible while making communication (particularly reading and speaking) easier. Remember that the students are trying to learn in another language even while learning content. Have patience and extend grace."

5. Conclusion

This study employed a combined approach of quantitative survey data and qualitative interviews to conduct an in-depth investigation into the satisfaction levels of undergraduate students in the Early Childhood Education (Sino-American Cooperation) program at H University in Hainan Province regarding the teaching of foreign instructors. It also explored the difficulties and challenges foreign instructors face during the teaching process. Findings indicate that overall, students positively evaluated foreign instructors' teaching competence, instructional delivery, classroom interaction, and cultural inclusivity, with overall satisfaction rated at a medium-to-high level. However, interviews revealed challenges foreign instructors face in classroom management, large class sizes, and cross-cultural adaptation. Despite these difficulties, the Sino-foreign cooperative program demonstrated openness and flexibility by adjusting teaching methods and communication strategies to better accommodate Chinese students' learning styles. This underscores the importance of establishing effective institutional support systems and fostering mutual understanding between Chinese and foreign educators. Simultaneously, the study revealed several prominent issues. In curriculum design, there is a lack of effective integration between Chinese and foreign courses, and the localization of foreign curricula requires strengthening. Regarding teaching support, the provision of resources such as international databases and library materials remains insufficient, failing to fully meet the needs of both faculty and students and so on, these areas that require improvement.

In summary, enhancing student satisfaction in Sino-foreign cooperative programs requires multi-level approaches: universities should strengthen teaching resource support, improve feedback systems, and provide cultural adaptation training for faculty and students. Foreign instructors should continuously innovate teaching strategies and adopt localized teaching methods, while administrators should ensure stable faculty teams and consistent communication mechanisms. Implementing these measures can further elevate the quality and sustainability of Sino-foreign cooperative education, contributing to the cultivation of internationally competitive educators. This study, using a specific Sino-American cooperative early childhood education program as a case, enriches empirical research on teaching quality in Sino-foreign cooperative education. The proposed optimization strategies offer practical reference value for enhancing teaching effectiveness in similar programs. However, due to limitations in sample size and research scope, the findings may have certain constraints in generalizability. Future research could expand the scope of subjects, increase sample

size, and conduct long-term follow-up studies to further explore the dynamic changes in student satisfaction and effective pathways for improving teaching quality. This would provide deeper and more comprehensive theoretical and practical support for the high-quality development of Sino-foreign cooperative education.

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