

Exploring the Impact of Sino-Foreign Cooperative Educational Projects on University Students' English Listening and Speaking Skills

Yumei Chen *

University of Baguio, Baguio City, 2600, Philippines

* Corresponding author Email: 340187631@qq.com

Abstract: These It is an important task to improve university students' English listening and speaking skills in Sino-foreign cooperative educational projects. The purpose of this study is to analyze the main factors that improve university students' English listening and speaking skills, and to provide theoretical basis and practical reference for formulating more effective teaching strategies. This study adopts a mixed research method, including interviews with 6 students in Sino-foreign cooperative educational projects, and a questionnaire survey of 60 university students from two majors in Sino-foreign cooperative educational projects. The findings of the study show that students generally believe that their English listening and speaking skills have improved greatly since entering university, especially in English listening and speaking practice, as well as communication with foreign teachers. In addition, foreign teachers have played a positive role in improving students' confidence in speaking English. At the same time, the opportunities provided by the university for students to exchange abroad have also significantly stimulated students' interest and motivation in learning English. High-quality language teaching, practical application opportunities and an international learning environment are all key factors in improving students' English listening and speaking skills. The study also emphasizes that the cooperation between the university and the teachers in the Sino-foreign cooperative educational projects creates a language learning environment that promotes the improvement of English listening and speaking skills, enhances the students' language learning awareness and improves their English communication ability, and the students in the Sino-foreign cooperative educational projects can better adapt to the needs of international learning and communication.

Keywords: Sino-Foreign Educational Projects; University Students; English Listening Skill; English Speaking Skill; Positive Impact.

1. Introduction

With the deepening of international exchanges, Chinese education has begun to integrate with foreign education, which also promotes the development of the scale and level of institutions of higher learning. In the course of English teaching, the teaching of listening and speaking has always played a very important role in language teaching. In 2012, the 12th Five-Year Plan for the Development of National Education proposed to carry out multi-level and wide-ranging educational exchanges and cooperation to enhance the international influence of Chinese education.

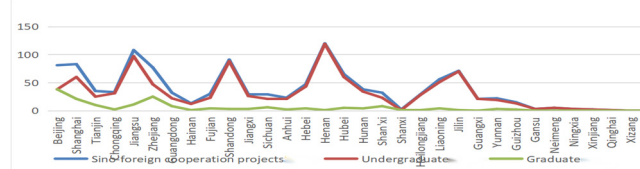


Figure 1. Numbers of Sino-foreign cooperative projects by province in China (all projects, undergraduate and graduate)

From Figure 1, it can see the number of Sino-foreign cooperative projects in China (undergraduate and postgraduate). According to the data published on the information website of the Sino-Foreign Cooperation Supervision Platform of the Ministry of Education in China, as of June 2023, there are 1,175 Sino-foreign cooperation projects (undergraduate and postgraduate) in China, 1007 undergraduate projects and 168 postgraduate projects. This

paper mainly discusses undergraduate projects. Among them, Henan Province is the province with the most cooperation projects in China, and it is also the province where the universities involved in this research are located. The University of Study has a total of three undergraduate cooperative programs.

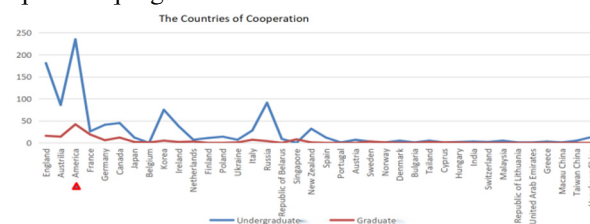


Figure 2. Cooperative countries

From Figure 2, Sino-foreign cooperative projects (undergraduate and postgraduate) have cooperated with 38 regions, it includes 35 countries in the world, as well as Hong Kong, Macau and Taiwan in China, among which the America has cooperated the most. Moreover, it can be seen from the figure that there are more undergraduate projects and fewer graduate projects in Sino-foreign cooperative education. The university studied in this paper have three undergraduate programs, and the cooperation countries are the United States, Canada and Hungary.



Figure 3. The research University

As can be seen from Figure 3, the university where the researcher studies have three cooperative projects, all of which are undergraduates, among which only freshmen and sophomores are majoring in communication engineering. The partners are the United States, Canada and Hungary. Therefore, the researcher only studies two majors in this study: Radio and Television Director and Software Engineering.

According to the latest education statistics and research reports, China has made remarkable progress in promoting the internationalization of education, among which the Sino-foreign cooperative educational projects has attracted much attention as an important initiative. As can be seen from the above figure 1, Henan Province is the province with the most Sino-foreign cooperative educational projects in China. These projects not only cover all levels of higher education, but also involve a wide range of subject areas, providing diverse learning opportunities for local students and expanding their international horizons.

At the same time, as can be seen from the above figure 2, the United States, as a global leader in education, is increasingly cooperating with China. American universities, with their high-quality educational resources, innovative teaching methods and strong scientific research strength, have attracted a large number of Chinese higher education institutions.

Through these projects, universities and college students can have access to advanced educational concepts and rich academic resources, laying a solid foundation for their future academic development and career planning. To get a deeper understanding of the practical effects and potential value of this cooperation model, the researcher chose a university in Henan Province to investigate, because the research university is located in Henan Province, which also has joint projects with American universities, the university is an ideal target for research. The study can provide valuable experience for other provinces and universities to help them implement their own Sino-foreign cooperative educational projects more effectively. Secondly, the findings help policy makers understand the impact of Sino-foreign cooperative educational projects at the local level, so as to better adjust and improve relevant policies. Finally, this study can provide scholars in the field of international cooperation education with new research perspectives and data support, and promote the theoretical development in this field.

1.1. School-running Mode of Sino-Foreign Cooperative Education Projects

Sino-foreign cooperative education projects refer to educational and teaching activities conducted jointly by Chinese educational institutions and foreign educational institutions in the fields of subjects, majors and courses with Chinese citizens as the main enrollment objects without the

establishment of educational institutions. At present, Sino-foreign cooperative education projects generally adopt the training mode of "2+2", "3+1" and "4+0". For students, they have two choices. In the first case, they can finish the language course and the professional foundation course in the domestic university in the first two or three years, and the qualified students can go to the foreign university to finish the follow-up courses. In the second case, students mainly finish their studies at home. No matter what kind of training mode is adopted, English courses play a particularly important role in Sino-foreign cooperative education projects. In order to adapt students to study and life abroad and improve students' English level and professional ability, for Chinese students, their English reading and writing abilities are better than listening and speaking abilities, and some students even make use of "dumb English", it shows that English teaching focuses too much on the written language and too little on the spoken language, resulting in many students being able to read and understand English texts, but unable to communicate fluently in the spoken language (Yu Shilan, 1980). Therefore, improving university students' English listening and speaking ability has become the primary task of Sino-foreign cooperative education projects.

In order to improve English listening and speaking ability, the famous linguist Paul Pimsleur proposed Pimsleur language learning method. He emphasized that the primary task for learners to improve their oral English and ability is to master "core vocabulary" (Paul Pimsleur, 1970). The way to practice English listening and speaking well is to take an active rather than passive way (L. G. Alexander, 1967). English listening can be accomplished through interaction, and the intervention of active learning group discussion is an important part to support the language listening course, because it is helpful to cultivate students' English listening comprehension ability (Hosam et al., 2021)

Based on the characteristics of Sino-foreign cooperative education and the setting of talent training objectives, students are required to learn a high level of foreign language. At present, the foreign language teaching in cooperative educational projects is mainly English teaching. The success of cooperative school is largely related to the quality of English teaching, especially the listening and speaking ability of students. Therefore, it is particularly important to study the listening and speaking ability of university students in Sino-foreign cooperative educational projects.

1.2. Literature Review

1.2.1. University Students' English Listening and Speaking Ability of Study

A study titled "The 'Three-three' Mode of Improving University Students' English Listening and Speaking Ability" by Wang, (2022) pointed out that only by attaching importance to the teaching stage of listening and speaking in university English courses and strengthening extracurricular English listening and speaking exercises of university students can they combine in and out of class and effectively improve their English listening and speaking ability.

And Hosam et al. (2021) examined that English listening can be accomplished through interaction, and the intervention of active learning group discussion is an important part to support the language listening course, because it is helpful to cultivate students' English listening comprehension ability.

Furthermore, according to Tuan & Faizah (2021), they believe that before mastering different language skills, the

internal anxiety of language learners may exist. Listening and speaking skills are two key skills in English communication, only by reducing the anxiety of one language skill can the anxiety of students in the other language skill course be corrected or inhibited, to improve English listening and speaking ability.

To sum up, improving university students' English listening and speaking ability is a complicated process, which needs the joint efforts of teachers, students and all whole society. Through the implementation of the above measures, it can effectively improve the English listening and speaking ability of college students, help them better master English, and adapt to the future social needs.

1.2.2. University Students' English Listening and Speaking Ability in Sino-Foreign Cooperative Educational Projects of Study

According to Shanguan (2018) puts forward that only by meeting the English learning needs of students in Chinese-foreign cooperative educational programs, can solve their English learning problems and get out of the dilemma of English learning.

And He (2021) believes that according to the current English level of students, continuous improvement of their learning style and teachers' teaching mode is conducive to improving the teaching quality of Sino-foreign cooperative educational projects and students' English application ability.

About English learning for students in Sino-foreign cooperative projects, Tian (2021) also puts forward that that the English learning of students in Sino-foreign cooperative educational projects are different from that of other majors. Teachers can promote the internalization and integration of external motivation through various means such as mixed teaching, so as to continuously improve students' interest and enthusiasm in learning English. And Jiang (2017) believes that Sino-foreign cooperative educational projects should combine the teaching characteristics of both sides and choose the more suitable methods according to the characteristics of the teaching methods of both sides, so as to constantly form a relatively complete teaching methods, build a reasonable teacher development model and enhance the teaching enthusiasm of English teachers and improve students' English listening and speaking ability and application ability finally.

Furthermore, according to Hu et al. (2020), they proposed to develop and publish English textbooks suitable for Sino-foreign cooperative educational students according to their actual English proficiency. In this way, students can not only strengthen their English foundation, improve their listening, speaking, reading and writing ability, but also cultivate international talents who have a good understanding of relevant professional knowledge. And Liu (2017) thought that oral English teaching by foreign teachers in Sino-foreign cooperative educational projects is conducive to creating a learning atmosphere of using the target language, providing students with a sample of authentic language communication, helping students to better use English in class, and helping students to learn professional knowledge.

The above research shows that the English learning of students in Sino-foreign cooperative educational projects is special, and it is necessary to meet the English learning needs of students, and constantly improve the teaching methods and teaching modes according to the actual English level of students.

1.2.3. The Importance of University Students Learning English of Study

On the importance of learning English, Li & Qiu (2021) put forward the importance of learning English for students in Sino-foreign cooperative educational projects, and point out that the characteristics and advantages of IELTS should be used for reference, and the good mode should be used to reform English teaching, so as to promote the overall improvement of students' English level.

Indeed, according to Liu & Xu (2017) put forward a new model of English teaching - inquiry-based teaching model. They believed that inquiry-based teaching model can expand students' vocabulary, help students choose appropriate listening and speaking materials, correct students' English pronunciation and intonation, enhance students' initiative in learning English listening and speaking, and improve university students' English listening and speaking ability. And Qian (2018) believes that only by optimizing the English teaching mode and rationally integrating teachers, can effectively improve the English ability of university students under the Sino-foreign cooperative educational projects and cultivate international talents with high language level to meet the needs of the international and social.

Furthermore, Sukanya (2020) puts forward that the implementation of literature circle activities can improve the ability of engineering students to speak English in the real environment and improve their English communication ability, which reflects that literature can potentially cultivate students' English communicative ability and application ability in English learning. And Han (2018) proposed that only by strengthening professional teacher training and cultural transmission between China and foreign countries, English teaching can be targeted to students in Sino-foreign cooperative educational projects, improve their language teaching quality and English application ability, and broaden their cultural horizon.

From the above points of view, the importance of learning English is found. Learning English well is of great significance for students in Sino-foreign cooperative educational projects, which can help students improve their international vision and cross-cultural communication ability, and enhance their advantages in international competition.

1.3. Theoretical and Conceptual Framework

The concept used in this study is first and foremost the concept of English learning and, for Chinese students, the concept of foreign language learning. Foreign language learning refers to the process of learning a language different from the mother tongue. Foreign language learning involves four basic language skills: listening, speaking, reading and writing. The purpose of foreign language learning can be various, such as communication, study, work, travel and so on. Learning purpose is a key factor in foreign language learning, and learners should be clear about their learning purpose and combine learning purpose with learning method (John Olle, 1979), he believes that learning purpose can affect learners' attitude and interest in language learning, thus affecting the learning effect. There is a difference between a foreign language and a second language. A second language usually refers to another language that people learn and use after mastering the first language (mother tongue), and it may be an auxiliary language or a lingua franca. A foreign language, on the other hand, puts more emphasis on its "foreign" character, that is, it is not the official language or the main

communication tool of the country in which the learner is living. Swain (1985) put forward the output theory, which emphasizes the importance of language output in promoting the process of language acquisition. Through speaking expression, learners can consolidate knowledge, test hypotheses, improve fluency and accuracy, and promote deep processing and enhance language awareness. Therefore, in the process of foreign language learning, learners should pay attention to speaking practice and improve their language ability through output.

One of the most important theories of foreign language learning is Skinner's reinforcement theory. In the field of English learning, reinforcement learning offers a new perspective for educators and learners, emphasizing the incentive of student behavior through rewards and punishments to achieve effective learning goals. Learners in the English learning process can increase their interest and motivation in learning by receiving positive feedback (such as rewards). These rewards can be material, such as small gifts or food; It can also be immaterial, such as praise or recognition. By providing appropriate rewards, learners were more inclined to repeat behaviors that bring positive feedback, thus strengthening their understanding and mastery of English grammar, vocabulary, pronunciation. According to John Dewey, who argues that reinforcement learning is a theory of learning based on behaviorist psychology, which holds that learning is a process of interacting with the environment in order to receive rewards or punishments.

The following is a model of Skinner's reinforcement theory:

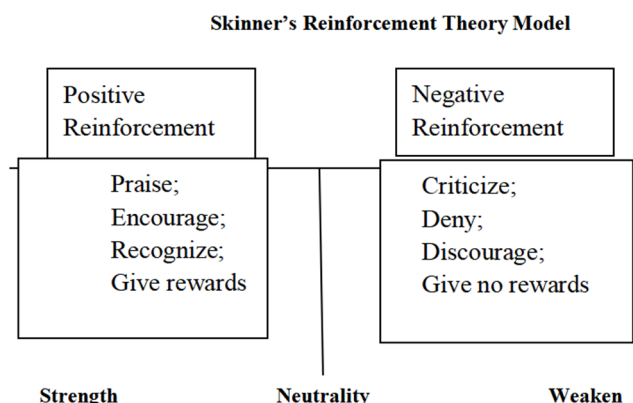


Figure 4. The Skinner's Reinforcement Theory Model

1.4. Significance of the Study

The main concern of this study is how to improve

university students' English listening and speaking abilities in Sino-foreign cooperative educational projects. In the context of globalization, English has become an international language. For university students, good English listening and speaking skills not only help them achieve better academic results, but also provide strong support for their future career and international exchanges. Through the questionnaire survey of students in Sino-foreign cooperative educational projects, the research finds that Sino-foreign cooperative educational projects have a positive impact on improving university students' English ability. This is because Sino-foreign cooperative educational projects provide students with a real language environment, giving them the opportunity to communicate with people from different countries and cultural backgrounds, thereby improving their oral English. And let the students get more practical opportunities and targeted guidance, so as to better improve their English listening and speaking ability.

The main purpose of the study is to help students in Sino-foreign cooperative educational projects improve their English listening and speaking abilities.

1.To investigate the English listening and speaking levels of university students in Sino-foreign cooperative educational projects;

2.To compare the English listening and speaking skills before and after the students in Sino-foreign cooperative educational projects; and,

3.To determine the impact of Sino-foreign cooperative educational projects in improving university students' English listening and speaking ability.

2. Design and Methodology

2.1. Research Design

This study adopts quantitative and qualitative research methods. First of all, a questionnaire survey on English listening and speaking ability of students in Sino-foreign cooperative educational projects is conducted. The questionnaire was conducted using the Common European Framework of Reference for Languages (CEFR): It is a standardized framework for describing language capabilities. CEFR is primarily used to assess and classify an individual's language level, providing consistent standards for language learning, teaching and assessment. It was developed by the Council of Europe and covers six levels, from beginner to proficient. The scales as follows:

Table 1. The Scales of CEFR

Scale	A1	B1	B2	C1	C2
Description	Breakthrough	Threshold	Vantage	Effective Operational Proficiency	Mastery

CEFR is already widely used for language teaching and testing, especially in Europe, but its influence has expanded globally. A large number of studies have shown that language tests developed using the CEFR standard usually have high internal consistency, with Cronbach's alpha coefficient usually between 0.7 and 0.9, indicating strong consistency between test items. The description of the CEFR rating is clear and specific, and the reliability is usually between 0.8 and 0.9. According to the research of Alderson et al. (2006), the application results of CEFR framework in language

testing are highly correlated with the actual level of language ability. Self-Assessment Grid conducted a survey on 60 university students (30 students in each of the two majors of the Sino-foreign cooperative educational projects) to investigate their listening and speaking levels. Then, using the descriptive research design method of quantitative analysis, this paper investigates the listening and speaking skills of high school students in Sino-foreign cooperative educational projects, and compares the difference between their listening and speaking level in high school and university.

Secondly, the qualitative analysis method will be used to interview 6 students (two students from each major) in Sino-foreign cooperative educational projects. Through interviews with students, the research explores the actual situation of university students' listening and speaking skills after they enter university, including the difficulties they encounter in learning English listening and speaking, the strategies they adopt, and the influence of personal or environmental factors on their listening and speaking skills development.

Thirdly, through the quantitative and qualitative research, the comprehensive use of questionnaire survey and interview methods, to conduct a comprehensive analysis of the Sino-foreign cooperative educational projects students. Through the questionnaire survey, the overall situation of the development of English listening and speaking skills of students from different backgrounds and majors will be collected. Through in-depth interviews with students of different majors, this research discusses the specific advantages of Sino-foreign cooperative educational projects in improving university students' English listening and speaking skills.

2.2. Population of the Study

The object of this study is the students of a Sino-foreign cooperative educational projects in a university. The participants of the study are the students of two majors (because only two majors in junior year) with a total number of 121 students. The inclusion criteria are mainly based on English scores - based on scores in English audio-visual-speaking courses, including listening and speaking. The course of English audio-visual-speaking is one of the compulsory courses for university students in the Sino-foreign cooperative educational projects. To select some students with scores above 90, some students with scores between 70 and 80, and some students with scores around 60. A total of 60 students are selected for questionnaire survey. If there are invalid questionnaires, continue to select students who meet the survey standards. And interviewed 6 junior students, because they have taken two years of English audio-visual -speaking courses, so as to better understand the English listening and speaking level and ability of university students.

Table 2 shows the frequency of respondents by profession. Junior students of two majors in Sino-foreign cooperative projects participated in this study. Replicates of subjects were not included in the study. A half of the respondents (50%) were from the major of Radio and Television Direction, while the other half of respondents (50%) were from Soft Engineering. Table 2 shows the percentage of respondents' gender, among them, 60% are male and 40% are female.

Table 2. Frequency and Percentage of Students Participating in Sino-foreign Cooperative projects

Major	Radio and Television Direction	Soft Engineering	
Percentage (%)			
Male	16	20	60%
Female	14	10	40%
Total	30	30	100%

Below are the exclusion criteria:

The researcher will exclude non-student status; only registered students of Sino-Foreign cooperative educational projects are eligible for selection. She will also exclude duplicate students, ensuring each selected participant is unique and does not overlap with any other selected participants to prevent redundancy and maintain the integrity of the sample. She will exclude individuals who do not meet the participation standards, such as students with illnesses or on leave. The researcher will avoid any intentional or unintentional bias during the selection process, ensuring all qualified students have an equal opportunity to be chosen.

The inclusion criteria design to ensure a representative and fair sample by stratified selecting participants from these two majors of Sino-Foreign cooperative educational projects and maintaining proportionality will be based on English audio-visual-speaking score. Exclusion criteria will be applied to filter out non-students and duplicates, ensuring each participant will be unique and meet the participation standards, thus preserving sample integrity and minimizing redundancy. By implementing these measures, the researcher will aim to avoid bias and provide all eligible students with an equal opportunity to be included in the study.

By adhering to these inclusion and exclusion criteria, it will be ensured that the selected participants are representative, able to provide valuable information and insights for the study, and ensure the credibility and validity of the research.

2.3. Data Gathering Tools

For statement of the problem 1, survey questionnaire was used. on the one hand, the researcher used the Common European Framework of Reference for Languages (CEFR): Self-Assessment Grid to assess the listening and speaking of university students in Sino-foreign cooperative educational projects. According to the purpose of the research, the characteristics needed for the research are determined. University students who voluntarily participated in the validation of the tool were no longer included in the final data collection.

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For statement 2, an interview guide with the students was used. In the interview outline, the questions were raised by the interviewees are mainly aimed at understanding the advantages of Sino-foreign cooperative educational projects and the impact of Sino-foreign cooperative educational projects on university students' English listening and speaking ability. The tool has been validated to ensure that objectives are identified through statements.

To ensure the validity and reliability of the tools, the researcher followed the protocols set by the University of Baguio. During the proposal defense, the panel members endorsed comments on the questionnaire and interview guide.

The second phase of the validation was a consultation with a tool validator. After incorporating the suggestions and comments from the validator as well as the panel members from the defense proposal, the researcher was able to secure a certification for this (See appendices). The collection of data commenced after the clearance from the tool validator has been provided.

2.4. Data Gathering Procedure

The list of students in the two majors of the Sino-foreign cooperative educational projects who need a questionnaire and their university English scores was prepared, and a letter about the questionnaire was constructed to the dean of the School of International Education, seeking permission to assign the questionnaire to the respondents. The letter is formal, sent by the researcher to the dean of the university, and then formally signed by the dean. Once the letter was approved by the dean of the School of International Education, the researchers proposed the goals of the study based on university students' English listening and speaking ability before issuing the questionnaire. Informed consent was incorporated into the questionnaire in order to convey to respondents that their participation was purely voluntary. The questionnaire is conducted with the assistance of the student's class counselor and monitor, and the questionnaire is set up by the questionnaire star, and the student answers and then submits. Give respondents two days to answer the questions in order to give them enough time to answer the questionnaire or withdraw their participation in the aforementioned study. Generate, organize, and analyze data using statistical methods after a set deadline. For the interview, each student was asked six questions about the advantages of Sino-foreign cooperative educational projects and whether their listening and speaking skills have improved.

This study compares the two majors and the differences in the English listening and speaking before and after entering the university. Through the comparison of English listening and speaking level after entering the university, this paper finds out the influence of Sino-foreign cooperative educational projects on improving the English level of university students. The dean of the School of International Education at the university allowed students from two majors in the Sino-foreign cooperative project to participate in the questionnaire. Participation in the above studies is voluntary and participants reserve the right to withdraw from participation or withdraw details at any time. Respect the confidentiality of the information provided by the participants and the anonymity of the interviewees; Therefore, it is only used to achieve students' professional learning in order to improve, develop and strengthen university students' English learning ability. The information extracted from the questionnaire results and interview were not shared with anyone outside the research team. The dissemination of research results should be intended for academic engagement, especially in the professional area of English listening and speaking.

Table 3. Comparison of English Listening and Speaking Skills

Comparison of English Listening and Speaking Skills			
High school English Speaking Level	High school English Listening Level	University English Speaking Level	University English Listening Level

2.5. Treatment of the Data

Firstly, the researchers will sort out and analyze the questionnaire results of 60 university students to ensure that each questionnaire is valid, and then collect and analyze the data. In this study, the researcher will utilize descriptive statistics in dealing with the data gathered. To summarize and generalize the data gathered, it will be analyzed using the mean and standard deviation. Mean is the average of a group of scores that will be gathered while standard deviation is a measurement that shows how much variation there is from the average score.

Secondly, keep and sort out the interview transcripts or record them, re-input some important information, correct some incorrect terms in the information, and use a reasonable storage format in order to analyze the interview results and propose solutions to the problems studied in this paper, and for the eventual thematic clustering and analysis.

Finally, according to the results of questionnaire survey and interview, the advantages of university students to improve their English listening and speaking skills after entering Sino-foreign cooperative educational projects are found out.

Compared with high school English, the English level of university students who study English through majors in Sino-foreign cooperative educational projects is significantly improved, and there is a positive correlation.

2.6. Ethical Considerations

The following ethical considerations were taken into account when conducting this study: The participation of the respondents was purely voluntary. They were not forced to participate in the study, and they were allowed to withdraw their participation at any time if they deem it necessary. Their identities were remained anonymous. The indulgence of the name was optional. Their responses were confidential because only the researcher has access to respondents' answers. The privacy of the students was highly adhered to by not divulging their names and identity.

In terms of risk management, the researcher first discussed the purpose of the study with the participants and read the questions to them in order to make them understand what they asked. This ensured that the participants were not suffer long term emotional or physical harm. Moreover, the participants were not using their money as a participant in the said research. The researcher allowed participants to ask questions about areas or content that were unclear to them.

If they felt uncomfortable while completing the questionnaire, they were told to contact the researcher to mitigate any negative effects the study might have on them. They were informed of their right to skip any questions they were uncomfortable answering. The researcher did not ask for any additional documentation other than what is written in the questionnaire and the information was discussed with the respondents.

Informed consent was obtained from all participants before the study commences. This included explaining that participants were fully informed about the study's purpose, procedures, potential risks, and benefits before agreeing to take part. The study was reviewed and approved by the ethics committee, which ensured that the research meets ethical standards.

The researcher included control numbers to monitor retrieval of the questionnaire. The participants' data remains confidential and is protected from unauthorized access. Only the researcher has access to the raw files in a cloud and these

data will be stored for at least three years. After which, they will then be deleted.

Lastly, the participants informed of the results of the research by providing them the final copy of the manuscript.

3. Results and Discussion

This chapter presents the results and discussion of data as a result of quantitative and qualitative treatments. The discussion is arranged based on the statements of the problem listed in Chapter 2. Furthermore, following the explanatory sequential design, the quantitative results are first discussed and are later solidified by the qualitative results.

3.1. The Current Situation of English Listening and Speaking Skills of University Students in Sino-Foreign Cooperative Educational Projects

English listening and speaking skills are very important for students in Sino-foreign cooperative educational projects, because it directly affects students' academic performance and interpersonal communication ability in an international learning environment.

The English speaking and listening levels of the two Sino-foreign cooperative educational projects studied are as follows (refer to CEFR standards):

Table 4. The Sale and Description of CEFR:

Scale	A1	A2	B1	B2	C1	C2
Description	Breakthrough	Waystage	Threshold	Vantage	Effective Operational Proficiency	Mastery

Table 5. CEFR Level Distribution of English Listening and Speaking Skills of Radio and Television Direction Students

Description	A1	A2	B1	B2	C1	C2
Listening Level	2	2	7	18	1	0
Spoken Interaction	2	4	22	2	2	0
Spoken Production	1	2	13	13	1	0

From Table 5, it can be seen that the English proficiency assessment results of the students majoring in Radio and Television Direction in Sino-foreign cooperative educational projects are as follows: In terms of listening level, most of the students' listening level is in the upper middle level; In terms of spoken interaction, most of the students' level is in the

medium level; In terms of spoken production, most of the students' level is in the upper middle level. This can reflect that Sino-foreign cooperative educational projects can cultivate students to have a certain degree of language communicative competence, but there is still room for improvement from the advanced level.

Table 6. CEFR Level Distribution of English Listening and Speaking Skills of Software Engineering Students

Description	A1	A2	B1	B2	C1	C2
Listening Level	0	7	10	11	2	0
Spoken Interaction	0	1	15	11	3	0
Spoken Production	0	5	6	17	2	0

From Table 6, it can be seen that the English proficiency assessment results of software engineering students in Sino-foreign cooperative educational projects are as follows: In terms of listening level, most of the students' listening level is in the upper middle level; In the aspect of spoken interaction, most students' level is in the middle level, and some students even have higher spoken interaction ability; In terms of spoken production, most of the students' level is in the upper middle level. This can reflect that the students of software engineering major in Sino-foreign cooperative educational projects have a certain foundation in English learning, and their English level has a good listening comprehension ability and a certain oral expression ability.

The English listening and speaking skills of university students in Sino-foreign cooperative educational projects reflects the complex interaction of many factors. The results of the study showed that most students' listening skills were above average and their oral communication skills were between average and above average, as assessed by CEFR standards. Students generally recognize the importance of English ability for academic success and international communication.

The findings are consistent with broader research showing that Sino-foreign partnerships are critical to improving university students' language skills. The students in these

projects have good English listening and speaking skills on the whole, especially in listening comprehension and daily oral communication. Most students understand English material fluently, express their ideas clearly in daily communication, and are able to participate in basic conversations and discussions. Nevertheless, there is still room for improvement, especially in the area of interactive oral communication, to further enhance students' expressive skills in complex dialogues and academic discussions.

3.2. Comparison of English Listening Level of University Students Before and After Entering University

Table 7. t-Test: Paired --Listening Level

t-Test: Paired				
	n	Mean	Std. Deviation	Std. Error Mean
Listening Level Before	60	2	0.74	0.1
Listening Level After	60	3.37	0.92	0.12
	n	Correlation	p	
Listening Level Before - Listening Level After	60	-0.2	0.125	
	t	df	p	Cohen's d
Listening Level Before - Listening Level After	-8.22	59	<.001	1.06

From Table 7, T-test is used to compare the English listening level of students before and after entering university. Compared with the Mean and SD before entering the university ($M = 2.00$, $SD = 0.74$) and after entering the university ($M = 3.37$, $SD = 0.92$), it can be seen from the results that the listening level has significantly improved after entering the university. $t(59) = -8.22$, $p = <.001$, from this result, the hypothesis is accepted, because there is a significant difference between before and after university in English listening level and the Sino-foreign cooperative educational projects have a positive impact on university students' English listening skill.

From Table 7, according to the questionnaire survey conducted by CEFR on university students, the results show that there is a significant difference in their English listening level before and after entering university. From this, it can be seen that Sino-foreign cooperative educational projects have a significant impact on students' English listening level after entering college, and have been greatly improved and promoted. And Zhao (2019) pointed out that the influence of Sino-foreign cooperative school running mode and teaching mode on university students' English learning. Moreover, according to Liu (2017) though that oral English teaching by foreign teachers in Sino-foreign cooperative educational projects is conducive to creating a learning atmosphere of using the target language, providing students with a sample of authentic language communication, helping students to better use English in class, and helping students to learn professional knowledge. Skinner's Reinforcement Theory is exactly the reflection of this point. Only by constantly giving students positive reinforcement and setting goals can students' interest in learning English be stimulated and English listening level be improved.

3.3. Comparison of English Spoken Interaction of University Students Before and After Entering University

Table 8. t-Test: Paired --Spoken Interaction

t-Test: Paired				
	n	Mean	Std. Deviation	Std. Error Mean
Spoken Interaction Before	60	2.25	0.7	0.09
Spoken Interaction After	60	3.67	0.71	0.09
	n	Correlation	p	
Spoken Interaction Before - Spoken Interaction After	60	0.17	0.192	
	t	df	p	Cohen's d
Spoken Interaction Before - Spoken Interaction After	-12.09	59	<.001	1.56

From Table 8, T-test is used to compare the English spoken interaction of students before and after entering university. Compared with the Mean and SD before entering the university ($M = 2.25$, $SD = 0.7$) and after entering the university ($M = 3.67$, $SD = 0.71$), it can be seen from the results that the spoken interaction has significantly improved after entering the university. $t(59) = -12.09$, $p = <.001$, from this result, the hypothesis is accepted, because there is a significant difference between before and after university in English spoken interaction and the Sino-foreign cooperative educational projects have a positive impact on university students' English spoken interaction.

From Table 8, there are obvious differences in the spoken interaction of university students before and after they enter university. After entering university, the spoken interaction of university students has been greatly improved. This shows

that Sino-foreign cooperative educational projects have a positive impact on university students' English speaking skill. Hu (2021) mentioned that English teaching in Sino-foreign cooperative educational projects is becoming more and more important, and speaking English curriculum reform is also imperative. By reforming teaching mode, course content, assessment methods, etc., more attention should be paid to students' speaking English practice to improve their speaking English skill. Through the output theory proposed by Swain, university students should realize the importance of language output in promoting the process of language acquisition, because through speaking expression, learners can consolidate knowledge, test hypotheses, improve fluency and accuracy, and promote in-depth processing and enhance language awareness. And in the process of foreign language learning, they should pay more attention to speaking practice and improve their language expression ability through output.

3.4. Comparison of English Spoken Production of University Students Before and After Entering University

Table 9. t-Test: Paired --Spoken Production

t-Test: Paired				
	n	Mean	Std. Deviation	Std. Error Mean
Spoken Production Before	60	2.13	0.68	0.09
Spoken Production After	60	3.45	0.83	0.11
	n	Correlation	p	
Spoken Production Before - Spoken Production After	60	-0.17	0.197	
	t	df	p	Cohen's d
Spoken Production Before - Spoken Production After	-8.81	59	<.001	1.14

From Table 9, T-test is used to compare the English spoken production of students before and after entering university. Compared with the Mean and SD before entering the university ($M = 2.13$, $SD = 0.68$) and after entering the university ($M = 3.45$, $SD = 0.83$), it can be seen from the results that the spoken production has significantly improved after entering the university. $t(59) = -12.09$, $p = <.001$, from this result, the hypothesis is accepted, because there is a significant difference between before and after university in English spoken production and the Sino-foreign cooperative educational projects have a positive impact on university students' English spoken production.

From Table 9, the students' speaking English communication and spoken production skill have been greatly different before and after entering the university. After entering the university, students have more chances to talk with foreigner teachers and go abroad, and then their English skills has been greatly improved, and their English spoken production has also been greatly progress. According to Chen(2018), she believes that Sino-foreign cooperation projects provide more English context and opportunities, and students' English listening and speaking ability is improved through interaction with foreign teachers and classmates, and Sino-foreign cooperative education projects provide students with opportunities for cross-cultural communication and cooperation, which is very helpful to improve English listening and speaking ability and cross-cultural communication ability(Yang, et al., 2019).

According to the research results, comparing the English listening and speaking skills of the students before and after entering the university, it can be clearly seen that their language ability has been significantly improved.

First of all, university students' English listening skill has been significantly improved. Their Mean English listening level has increased from 2.00 before admission to 3.37, indicating that students' English listening comprehension ability has been greatly enhanced during university.

Secondly, in terms of English speaking skill, university students' spoken interaction ability and spoken production ability have significantly improved. For example, their Mean spoken interaction ability increased from 2.25 before enrollment to 3.67, and at the same time, their Mean spoken production ability also increased from 2.13 to 3.45, which indicates that students' interaction ability and spoken production ability in daily conversation, class discussion and group cooperation have been greatly improved.

The results of the study clearly show that Sino-foreign cooperative educational projects have a significant positive impact on college students' English listening and speaking skills. Significant progress in listening comprehension, spoken interaction and spoken production fully demonstrates the effectiveness of the projects in improving students' English proficiency. This finding further emphasizes the importance of continuous implementation and optimization of Sino-foreign cooperative educational projects strategies to better promote the language development of university students.

3.5. Students Improve Their Listening and Speaking Experience in Sino-foreign Cooperative Educational Projects

This section of the Results and Discussion responds to the third statement on the question of university students' experiences in improving their English listening and speaking skills in Sino-foreign cooperative educational projects. Thematic analysis was applied to the transcripts from the interview done by the researcher.

The thematic approach employed by the researcher involved identifying and coding key concepts within the interview transcripts to capture recurring themes and patterns. By applying inductive thematic analysis, the researcher began with a broad examination of the data without preconceived notions, allowing themes to emerge naturally from the data itself rather than fitting the data into pre-existing categories. Codes were systematically generated to highlight significant ideas and insights, which were then grouped into overarching themes. This process provided a detailed and nuanced understanding of the interviewees' perspectives and experiences, enabling the researcher to uncover deeper insights and construct a well-rounded narrative from the qualitative data. The specific steps of this approach were described in Chapter 2.

3.5.1. The Influence of Sino-foreign Cooperative Education Projects on University students' English Listening and Speaking Skills

Sino-foreign cooperative education projects have a significant impact on the improvement of university students' English listening and speaking skills. They effectively improve students' English listening and speaking skills by providing real language environment, changing teaching attitudes and methods, promoting educational renewal, enhancing intercultural communication, improving academic English level, providing practical opportunities, cultivating independent learning ability and stimulating learning interest.

A very important finding of the first question is that

students are satisfied with their English learning in Sino-foreign cooperative educational projects. In particular, their English speaking and listening skills have been greatly improved. Some students also believe that through participation in Sino-foreign cooperative educational projects and communication with foreign teachers, they have become more confident and are very willing to express their own opinions and ideas. The samples of participants' responses are as follows:

S1: "I found that the Sino-foreign cooperative educational projects is very helpful to my English listening and speaking ability. Since joining these programs, I have had the opportunity to interact with foreign teachers in various countries, which has enabled me to actively listen and participate in conversations in English. And my ability to understand native speakers has greatly improved, even if they have different accents and dialects. Besides, regular practice makes me more confident and fluent in Speaking English. I no longer hesitate to participate in class discussions or ask questions in English."

S3: "At first, I was hesitant to major in a Sino-foreign cooperative educational projects, because I was not confident in my English ability. However, when I enrolled, I found out how much I had missed. The Sino-foreign cooperative educational projects provides me with an environment to learn English, and I can gradually improve my listening and speaking skills. I have noticed that I am now able to understand more complex conversations and express myself more clearly in English. I am grateful for the opportunity to learn and grow in this way".

Sino-foreign cooperative educational projects effectively improve university students' English listening and speaking skills by providing a teaching environment close to full English, learning from advanced foreign teaching methods, promoting the renewal of educational concepts, enhancing intercultural communication ability, improving students' English proficiency, cultivating independent learning ability and stimulating learning interest. According to Meng (2016), he thought that oral English teaching in Sino-foreign cooperative educational projects is of great significance. Advantages and disadvantages of speaking English teaching should be found out, and then effective teaching objectives should be proposed to build a complete teaching system. It can improve the speaking English level of university students. And Zhang & Yang(2019) proposed that Sino-foreign cooperative educational projects provide a very good platform for university students to improve their English listening level. For example, through IELTS listening training, university students' English listening level and skill can be improved systematically and purposefully.

On the second question, Sino-foreign cooperative educational programs have a very positive impact on university students' English listening and speaking ability. Students also gave specific examples, such as:

S1: "..... most of our courses were taught by foreign teachers. This immersive language environment greatly improved my listening comprehension ability, because I needed to frequently understand and Participate in class discussions in English."

S2: ".....I have had the opportunity to give many public speeches in English speech classes. Through this practical training, my spoken expression ability has been

significantly improved and my confidence in using English in public has been enhanced.”

- S3: “I attended professional courses taught by both Chinese and Foreign teachers. The English terminology and practical operation used in the course have gradually made me accustomed to the English way of thinking, especially in my professional field, which has greatly improved my English listening and speaking ability.”
- And S4: “In the process of learning, I came into contact with some cultural festivals And customs of English-speaking countries. Through organizing and participating in these cultural activities, I not only practiced my English interpreting ability, but also improved my understanding of the culture of English-speaking countries, so that I Could use English more easily in the context.”

It can be seen from the concrete examples given by the students, the Sino-foreign cooperative educational projects have a profoundly positive effect on university students' English listening and speaking abilities. Students benefit from immersive language environments with foreign teachers, practical training in English speech classes, exposure to professional courses conducted in English, and cultural immersion through festivals and customs, all of which enhance their English proficiency and confidence in using the language.

3.5.2. The Influence of Learning Environment on English Listening and Speaking Skills of University Students in Sino-foreign Cooperative Educational Projects

The learning environment in Sino-foreign cooperative educational projects plays a crucial role in improving English listening and speaking skills. The interactivity of the classroom environment, the opportunity to interact with native speakers, and the abundance of extracurricular activities and practical opportunities together constitute a comprehensive and multi-dimensional language learning environment. In such an environment, students can improve their English listening and speaking skills more efficiently and lay a solid foundation for their future academic and career development. The samples of participants' responses are as follows:

“For me, the learning environment is the key to improving my English skills. Because there are many English courses in Sino-foreign cooperative educational projects and many foreign teachers, this means that I am constantly surrounded by English and have ample opportunities to interact with native English speakers. Constant exposure to the language in and out of the classroom accelerated my learning process. It's like living in an English-speaking environment without having to leave my country.”(S3)

“I particularly appreciate the professional and language learning relationships established with native English-speaking teachers through Sino-foreign cooperative educational projects. This mutually beneficial relationship allows

me to practice English in my daily life, not just in the classroom. Regular participation in English corners led by foreign teachers allowed me to practice my oral English in a more relaxed environment while being exposed to authentic English expressions and cultural customs.” (S4)

The learning environment in the Sino-foreign cooperative educational projects provides a valuable platform for students to practice and improve their English listening and speaking skills in real and diverse situations. This kind of environment not only facilitates the improvement of language skills, but also promotes the development of cross-cultural communication and social skills. Liu (2017) also pointed out that in Sino-foreign cooperative educational projects, foreign teachers' teaching has a positive impact on students. He believes that native English speaking classroom provides students with a sample of authentic language communication. Authentic pronunciation and intonation, humorous language expression, effectively improve students' attention.

3.5.3. The Influence of Other Support or Resources in Sino-foreign Cooperative Educational Projects on Improving English Listening and Speaking Skills

Students who participate in Sino-foreign cooperative educational projects often have access to a lot of additional support and resources, such as: short-term exchange and study at overseas institutions; Free IELTS courses and more. These supports and resources play an important role in helping them improve their English listening and speaking skills. Students also get great help in this area; the samples of participants' responses are as follows:

“Yes, I think the Sino-foreign cooperative educational projects give me a good opportunity. The Sino-foreign cooperative educational projects provide us with the opportunity to go to the summer camp or winter camp in the partner university of foreign countries for about two weeks each time, and will give us some scholarships.”(S1)

“Of course! As the Sino-foreign cooperative educational projects, our college has organized listening and speaking skills, such as free IELTS speaking and listening courses.”(S3)

These support and resources are designed to maximize students' learning and help them improve their English listening and speaking skills in a real context. Qian (2018) believes that the Sino-foreign cooperative educational projects can arrange both foreign teachers and Chinese teachers to give one-to-one teaching to students, that is, the class does not change English teachers in the process of English teaching, so that students can have targeted English listening and speaking English practice, which is very conducive to the improvement of students' English skill. By making full use of these resources, students can improve their language skills more efficiently and lay a solid foundation for their future academic and professional development.

3.5.4. Suggestions on Improving the Effectiveness of Sino-foreign Cooperative Educational Projects in Improving English Listening and Speaking Skills

According to the interviews with university students, through their three years of study in Sino-foreign cooperative educational projects, they gave the following suggestions for

improving university students' English listening and speaking skills:

S2: "I suggest that university can set up more scenarios where English is actually used, such as mock interviews and business meetings, so that students can use English in real situations....."

S3: "I suggest setting up a special English tutoring center with professional foreign teachers or experienced English teachers to provide face-to-face guidance. This will provide personalised learning support to help students target the specific problems they encounter in learning English, particularly in the areas of pronunciation and grammar."

Student 1 and Student 4 are also mentioned, such as personalised learning plans for each student based on their individual strengths and weaknesses, regular and constructive feedback, etc. By providing students with targeted support and resources, and making feedback an integral part of the learning process, students can identify areas where they need to improve and adjust their learning strategies accordingly. Ultimately, ensure that each student makes meaningful progress in their English listening and speaking skills. Multi-level teaching, and communication between Chinese teachers and foreign teachers, to improve college students' English ability in their teaching process (Qian, 2018).

As for Sino-foreign cooperation educational projects, university students believe that they will play an important role in the future.

S1: "Bridging the Cultural Gap and enhancing global competitiveness.....As a result, students will become more comfortable, more open and more effective in communicating in English."

S2: "Preparing for future jobs.....By developing students' English listening and speaking skills, they will be able to communicate effectively with colleagues, customers and partners from around the world, opening up new opportunities for professional development and personal growth."

"I believe that this Sino-foreign cooperative educational projects will play a vital role in the future development of English proficiency." (S3) and S4 also think that Sino-foreign cooperative educational projects serve as a bridge connecting students from all over the world, promoting cooperation and mutual understanding. As they face global challenges that require international cooperation, proficiency in English will enable them to contribute more effectively.

According to the above research results, Sino-foreign cooperative educational projects have a significant impact on improving university students' English listening and speaking skills. Studies have shown that students' English listening and speaking skills can be effectively improved by providing a teaching environment close to full English, drawing on advanced foreign language teaching methods, promoting the renewal of educational ideas, enhancing intercultural communication, improving academic English level, providing practical opportunities, cultivating independent learning ability and stimulating learning interest.

First of all, students are generally satisfied with their

English learning in Sino-foreign cooperative educational projects, especially in speaking and listening. Through interaction with foreign teachers, students become more confident and willing to actively express their opinions in class. For example, some students said that by participating in Sino-foreign cooperative educational projects, and communicating with foreign teachers, they not only improved their listening comprehension, but also became more fluent and confident in speaking English.

Secondly, through specific courses and activities, such as teaching in English, English speaking courses, English teaching in professional courses and cultural activities, students get a wealth of language input and practical practice opportunities, which significantly improve their English listening and speaking skills.

In addition, the learning environment plays a crucial role in improving English listening and speaking ability. The Sino-foreign partnership offers an interactive teaching environment where students have the opportunity to interact with native English-speaking teachers and further develop their language skills through extra-curricular activities. Such an environment accelerates students' language learning process and lays a solid foundation for their future academic and professional development.

Finally, students enjoy additional support and resources in Sino-foreign cooperative educational projects, such as short-term exchange abroad and free IELTS courses, which provide more opportunities for students to improve their English listening and speaking skills.

The importance of Sino-foreign cooperative educational projects in improving university students' English skills, especially listening and speaking, is undeniable. These projects create interactive learning environments that bridge cultural gaps and enhance global competitiveness, preparing students for the demands of an interconnected world. Through exposure to native speakers, participation in diverse cultural activities and authentic use of the language, students develop comfort, openness and effective communication skills in learning English. Overall, Sino-foreign cooperative educational projects equip students with valuable skills and competencies, ensuring they are able to thrive in a competitive, globalized environment.

4. Conclusion and Recommendations

4.1. Conclusion

This paper mainly investigates and analyzes the students of Sino-foreign cooperative educational projects in a university. Most of them have a certain level of English listening, spoken interaction and spoken production ability, which can cope with daily communication and basic academic discussion. However, a small number of students feel challenged in the complex listening comprehension and professional discussion, and lack sufficient vocabulary and grammar.

In addition, through the comparison of the English listening and speaking skills of the students of the two majors before and after entering the university, it is found that the students' English listening and speaking skills has been significantly improved after entering the university, which indicates that the Sino-foreign cooperative educational projects has played a positive role in promoting the cultivation of students' English language ability. Furthermore, the students' experience in Sino-foreign cooperative educational projects also shows that their language skills have improved

significantly. Through classroom interaction with foreign teachers and immersion in the all-English teaching environment, students gradually adapt to the international teaching mode and express their views more confidently. From this, it can be seen that Sino-foreign cooperative educational projects are helpful to university students' English listening and speaking learning and other aspects of learning, because they provide different courses, teachers and teaching modes from high school.

4.2. Recommendations

In the context of the results gathered in this research, the following are recommended:

1. From a national point of view, Sino-foreign cooperation projects need to add more doctoral programs and cooperate with more countries.

2. From the perspective of the provinces surveyed, Sino-foreign cooperation projects need to add more master's programs and need to cooperate with more countries.

3. From the university surveyed, Sino-foreign cooperation projects need to add more undergraduate and master's programs and cooperate with more countries.

4. In terms of improving English listening and speaking ability, the majors of Sino-foreign cooperative educational projects need to fully consider the realization of teaching objectives in the aspects of curriculum design and teaching methods.

5. Invite more foreign teachers of extra-curricular language teaching and professional courses to teach the courses of Sino-foreign cooperation projects.

6. Pay attention to the individual differences of students, especially the differences in the learning ability of boys and girls. Every student's learning abilities and habits are different, and they need to provide individualized teaching support based on their specific circumstances

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