

Challenges, Causes and Effects in Chinese Language Acquisition by Foreign Kids in Chinese Public Schools

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Abstract A research was carried out in early 2022 on foreign kids' learning experiences in public schools in Baoding city. The kids involved comprised of primary school and middle school students ranging from 6 years of age to 14 years of age from different countries. Data was collected from the kids, teachers, parents, classmates and friends. The research's focus targeted the children's in and out of class experiences and their interaction with other kids and teachers as well as how their parents coped up with the children's school homework tasks. We have used a questionnaire methodology that involved the children's teachers, classmates and friends who attempted the set questions investigating the foreign kids' experiences in Chinese public schools. Interviews were also made between various targeted group participants. Even though acquisition of a Second language is more favorable to children the research also found out that some challenges in the acquisition of Chinese by foreign kids in Baoding public schools were mainly due to the differences in culture, languages and levels of interaction according to children's different age groups.

Keywords Foreign Kids, Social, Mutual, Academic, Cultural Experiences, Chinese public schools

1. Introduction

Learning in a foreign country requires a lot of mental, physical, language, cultural and social preparedness. Previous researchers revealed that Children can easily adapt to any environment such as acquisition of new culture, language and any new social fabrics at a very tender age. However this research shows that there are many challenges and difficult experiences faced by foreign children when staying and learning abroad. We have explored the many different challenges and difficult experiences faced by foreign children in Chinese public schools in Baoding. Baoding has in the past 10 years experienced a number of foreign children enrolling in primary and middle public schools due to many experts and foreign students bringing their families with them to China. Even though it is usually known that Chinese public schools normally do not take in foreign kids in their schools for various reasons it is clear that in the recent years many different provinces in China has been kindly accepting foreign kids in their public primary and middle schools and Hebei province is not an exception. Baoding has been well known of foreign university students studying in Hebei University, Hebei Agricultural College and North China Electrical Power university but in recent

years some foreign kids from different countries have been noticed. Many Chinese natives of all age groups in Baoding have been extremely surprised seeing young foreign children in Chinese primary and middle schools for the first time. The surprise went down too to the Chinese primary and middle school students seeing foreign children in their schools for their first time ever in their life apart from watching them usually on T.V or in books. Such an experience has had overwhelming impact in as far as the foreign children's Social, Mutual, Academic and Cultural experience was concerned.

2. Research Background

Baoding is a Chinese city located in Hebei province which is about 150 km South West of Beijing. Baoding city has in the past recent years been engulfed by a number of kids from different parts of the world such as Europe, North America, Africa, South America and regional neighboring Asian countries who came with their parents who are either foreign experts or university students. The presence of foreign kids in Chinese public schools in Baoding have increased the most wanted exposure of the outside world to Chinese people therefore seeing young foreign kids in their schools has benefited them a lot but also encountered different sentiments from other individuals who are not prepared for

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this trend because of different individual backgrounds. These different backgrounds however do not mean to represent the vast Chinese majority who wish to interact with people from different parts of the world regardless of which part of the world they are from.

Baoding unlike other parts of China's southern provinces is not quite exposed to foreigners due to its geographical location hence the slowness in full acceptance of outsiders and especially in the public schools.

This topic and research has very limited literature in support or in disagreement to the ultimate findings and most of the sources were based on the data collected from the targeted groups that were comprised of foreign children, Chinese students, Chinese teachers, Chinese parents and Foreign children's parents and friends in Baoding city. Even though Liu Z and Chen G (2009) acknowledges that the younger the better for any kids the easier to learn any foreign language, Kobayashi H and Tsuboya M (2021) asserts how difficult and hard it is for foreign kids to quickly adapt to a second language and foreign culture in their first years of settlement in a foreign country.

It has been found that the quick acquisition of Chinese language by foreign kids had challenges attributed by the differences in age groups. Some foreign kids came to China with their parents at a very young age of between 3 years while others came at ages varying from 5 years to 9 years. The mostly affected kids who found the most challenges were those who came to China at ages 9 and above and already had acquired their country's educational system. Those who came to China at ages 5 to 7 had little challenges because most of them started their education in China. The ones who did not find any challenges were those who started their kindergarten classes in China where the basic foundation of Chinese language is deeply rooted. The major challenges were attributed by the influence of the foreign kids' mother tongue which is likely spoken by the kids when they were with their parents at home. Some foreigners especially those from former colonies of the western countries whose languages might have been influenced by the colonial language found it more difficult because of having to speak multiple different languages.

Some of the challenges included the effects of having to mix or minimize home culture and acquire a Chinese culture. Culture plays a fundamental role in the shaping of any language. There are certain words and phrases or expressions that may be used in other countries that can never be used or not used in Chinese culture because of Chinese's too conservative traditions and culture. Language evolves on the dynamics of civilization and modernization of societies therefore usually affect people according to their countries' modern status. Some countries are well developed and others are still developing hence when the foreign kids travelled from their countries of origin coming to China with a total different social, economic status the kids encountered too many different diverse social and cultural norms bound to challenge them in their fast acquisition of Chinese language.

3. Research Methodologies

In the quest of gathering reliable data we have used various sources of data collection that included some literature related to the topic even though there were very few literature published about the same research topic. We have employed academic tactics such as the use of questionnaires structured in the best way suiting the research questions which were physically and electronically distributed to foreign kids, teachers, parents, classmates and friends in Baoding city public schools who generously offered their views in relation to the research topic. We have also used interview methodologies through phone calls and physical engagement. In order to find out the main causes to the effects on the acquisition of Chinese language by foreign kids We have used comparative and contrastive methodologies through the investigation of the foreign kids' home country's social, mutual, academic and cultural differences compared to those in Baoding, However the following two methodologies are regarded as the main methodologies used;

- (1) Interview methodology
- (2) Questionnaire methodology

According to Murray P (1999) questionnaires are the most common ways and method of collecting data used in various research. In comparison to interview methodology which is usually described as an engagement of people either face to face, telephone or through e-mail in order to collect data this research has combined the two unique methodologies to bring out reliable results.

As far as this research is concerned We have identified 4 public schools in Baoding who have or once had foreign kids in their schools and these are namely; 前卫路小学 (qián wèi lù xiǎo xué) primary primary, Great wall primary school, 外国语小学 (wài guó yǔ xiǎo xué) primary and 三分中学校 (sān fēn zhōng xuéxiào) middle school. The warm assistance given from these schools is greatly appreciated.

3.1. Research Questions

The research had many questions which were also found in the questionnaire but the following were the major research questions to take note of;

- What are the social, mutual, academic and cultural experiences affecting foreign kids in Baoding Chinese public schools to acquire Chinese language?
- Which age group mostly affected in the acquisition of Chinese language among the foreign kids in Baoding Chinese public schools?
- What recommendation can you offer for foreign kids in Baoding Chinese public schools to easily acquire Chinese language?

3.2. Research Tools

We have used available research tools to gather the required information credible to the reader such as face to face interviews with some participants that included teachers,

foreign kids, students, parents and some classmates. Because of very limited literature published in line with the research topic the authors managed to get sufficient information from one of the authors' personal kids enrolled in some of the public schools in Baoding. This has been the major contribution to the long time observation of these two kids who have been in China for the past 7 years.

3.3. Data Collection

This research took 6 years of observation and gathering of data that will be presented in the following chapter on how foreign kids are affected by social, mutual, academic and cultural differences in the fast acquisition of Chinese language. Interviews were done at different levels that included the teachers who have and may still be teaching the foreign kids, the parents of the foreign kids the author's friends who have their children in Baoding public schools, the kids' classmates and the kids themselves. Questionnaires structured according to the targeted groups were also distributed physically and electronically.

3.4. Research Participants

The research was focused on 6 foreign kids, 3 of them in primary school and the other 3 in middle school all from 3 different schools in Baoding. The research results however do not represent all foreign kids in Baoding public schools apart from the ones from which the investigations were done. Teachers, parents of the kids, classmates and the kids' friends were also participants in offering their views and knowledge regarding the experiences of the foreign kids in Baoding public schools.

3.5. Analysis of Data

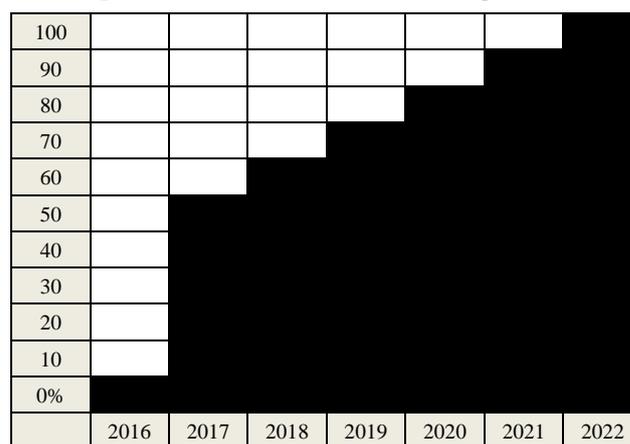
The research sampling consisted of information collected from the questionnaires that were distributed to the parents, foreign kids, teachers, classmates and the kids' friends over the period of 6 years since the year 2016 up to July 2022. Information gathered from interviews held over the years and one of the authors' personal observation of his kids also were of great value in the data analysis.

4. Data Analysis

When the first author came to China in 2015 to pursue a Masters degree in Teaching Chinese as Second Language and thereafter a PhD in Applied linguistics In 2016 the first author's family consisting of wife and two kids aged 5 and 9 followed to stay together with him during the period of studying. The interest of observing how foreign kids can quickly adapt to Chinese language and culture grew throughout the years with great attention focused on the two kids who had already enrolled in Baoding Chinese public schools. Ever since then the authors began collecting and analyzing the data until a final collection and analysis has been made available in 2023. The first sample begins with the

kids who came to China in October 2016 with no slight knowledge of Chinese language or culture. Relocating from Zimbabwe where English is the official language of communication and medium of learning and teaching in schools and Shona language as the mother tongue therefore it was not an easy journey in their acquisition of Chinese language as a Second language. The first author improvised a quick learning strategy of Chinese language to his kids in the first three months of their staying in China by letting them not to leave the house but to watch Chinese cartoons on Chinese T.V. After three months of watching only Chinese cartoons the two kids of ages 5 and 9 by then started speaking some basic Chinese. The following is the graph of their acquisition of Chinese language over the years.

Graph 4.1. First author's two kids' Chinese acquisition rate

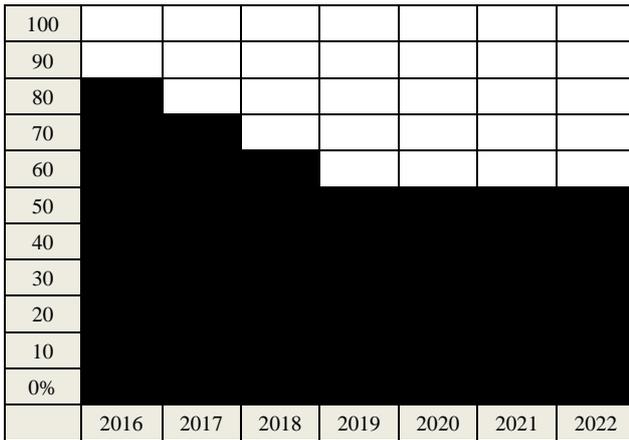


Graph 4.1 shows one of the authors' two kids' rate of their acquisition of Chinese language over the years since October 2016. This rating consist of their Chinese listening, writing, reading and speaking capabilities. The 100% rating is based on their measurement based on Chinese Proficiency Examination grading for foreign students learning Chinese (HSK6) which basically means that one is able to communicate in Chinese at all levels of communication in Chinese. This gradual systematic improvement of the two kids' Chinese language has been negatively influenced by their country of origin's different language, culture and different academic standards compared to those in China. The positive influence has been attributed by the environment which constitutes to 90% of their time being spent at school or with Chinese classmates and friends. The following graph also shows how their English gradually deteriorated over the same period.

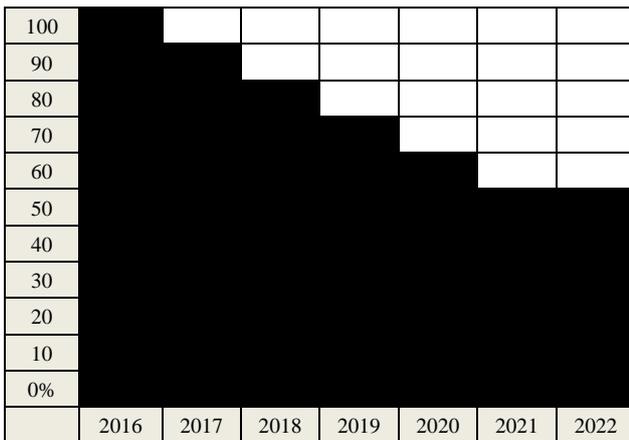
Graph 4.2 reveals how one of the authors' two kids gradually lost consistence with English spoken. This has been due to their less time spent at home with parents and the less English environment at school. Apart from their deterioration in their English the authors also noted with concern how their Shona language was suddenly deteriorating more than their English. The reason being that Shona unlike English is not taught in Chinese schools. When the kids were at home with their parents the three languages were spoken simultaneously with Shona being less spoken.

As a comparative study the authors did not want to dive a lot in comparing how English and Shona grammar and sentence construction is different from that of Chinese language because a comparison of three languages leaves a lot to critically analyze therefore the comparative study was only carried out between English language and Chinese language respectively. English language is taught in China from Kindergarten up to University level. The authors have observed how English was regarded as one of the most critical foreign language to be taught in Chinese schools due to the commonality of English language in the world where over 60 countries speak it as an official language.

Graph 4.2. The author’s two kids’ English rating



Graph 4.3. The author’s kids Shona ratings

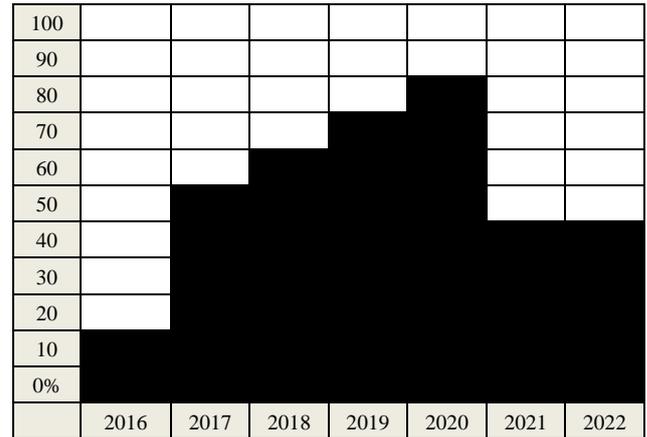


One of the authors by then being a student of Chinese language for PhD degree speaks fluent Chinese while the wife speaks English, Shona, Ndebele and basic Chinese, Shona became a lesser language in the house where the two kids usually speaks more Chinese.

The below graph shows the foreign kids that were in Baoding Chinese public schools since the year 2016. At first they had very little interaction with other Chinese kids because of different social, mutual, culture and language backgrounds. After spending a year the kids’ social and mutual interaction became more visible because of the foreign kids’ acquisition of some basic Chinese language and culture adaptation. The graph shows that the highest positive

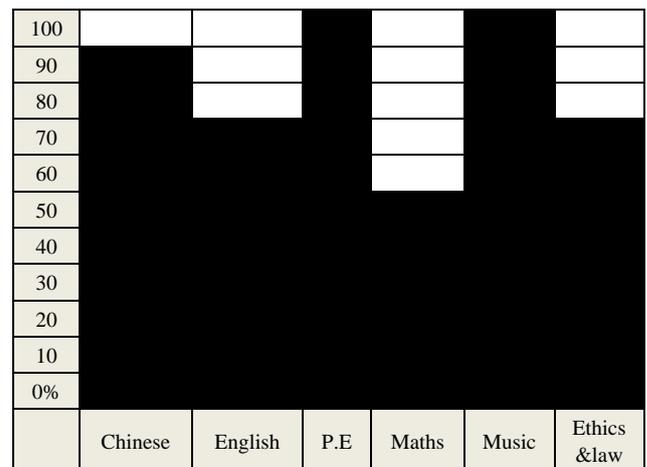
increase in their social and mutual interaction was in 2020. The graph shows an 80% of social and mutual interaction. The sudden drop in social and mutual interaction is shown in 2020 until 2022. This was mainly caused by the COVID 19 restrictions imposed in Baoding that spared no schools from opening. Liu Y et al (2021) asserts that children and adolescents were very much susceptible to mental disorders due to COVID 19 pandemic compared to adults.

Graph 4.4. Foreign kids in Baoding’s social & mutual experiences in interaction



Most of the students held online classes regardless of their grades resulting in the dropping of interaction. The interaction left was mainly done over the phones between the kids and their few classmates and friends with phones. The following graph shows the foreign kids performance in primary school.

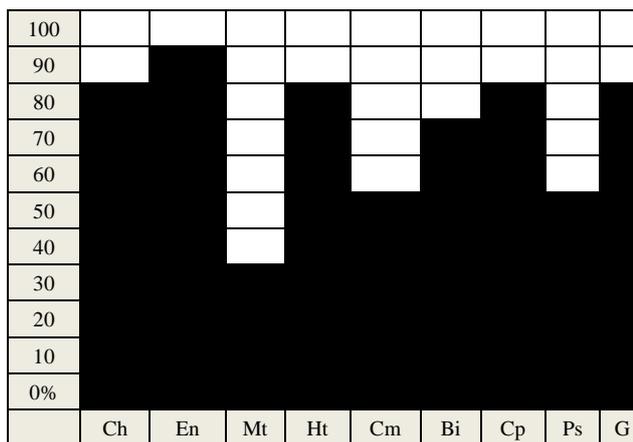
Graph 4.5. Performance in primary school



The results in this graph were collected from the teachers’ remarks, parents’ remarks and the kids’ school examination reports. The results shows that most of the foreign kids performed very well in their Chinese much better than in their English and performed very poorly in Mathematics. P.E and music were the subjects with the highest grades while the subject of Ethics and Rule of law had good marks. The reason mentioned for the better performance in Chinese than in English was said to have been influenced by more

exposure to the Chinese environment than the English environment around the kids. The teachers and parents also confirmed how the school’s music and activity competitions were mostly regarded as the best because of the inclusion and performance of some foreign kids who performed just like their Chinese counterparts. The following is the graph showing how foreign kids in Baoding Chinese public middle schools performed during the three years of learning one of the world ‘s most difficult educational system characterized of immense homework tasks and short nights.

Graph 4.6. Performance in middle school



Key:

Ch	Chinese
En	English
Mt	Maths
Ht	History
Cm	Chemistry
Bi	Biology
Cm	Computers
Ps	Physics
G	Geography

Graph 4.6 is a performance graph of the few foreign kids in Baoding Chinese public middle schools in the past 6 years. These kids only counted to three and both female. One student was from Zimbabwe while the other was from India and the last was from Brazil. Both kids performed very well in class because of the many years they have stayed in China. Their English also had improved slightly better than their Chinese. This was from the result of high standard of Chinese level unlike in the primary school and the many memorization of content. However Maths remained the most difficult subject of all the subjects and this was only attributed to the difficulty of Chinese Mathematics even with the Chinese students who also face the same challenges dealing with Maths. Wang J and Lin E (2005) agrees to the notion that Chinese mathematics is difficult when the authors assert that Chinese mathematics students often outperforms USA mathematics students on international tests.

The other reason was found to be the lack of parental assistance at home because of the subject of Maths being done in Chinese language. No parent among the ones with the kids in the Chinese schools had the capability to help their kids in their school’s homework. The graph did not show some other subjects such as sport, Art, P.E and Music due to their compulsory application and most of the foreign kids performed extremely well against their Chinese counterpart. The general performance of the foreign kids at middle school level was an average rate and above. The greatest improvement in English language has been seen at middle school level because of the confidence of the kids gained during their primary school level and also because of the way English is taught at middle school level. Many students starting from middle school start preparing for their future high school and other ambitions of life whereby English is taken seriously by many Chinese students at this level.

5. Causes and Effects

In the previous chapter the authors stated and explained the various effects faced by foreign kids in Baoding Chinese public primary and middle schools in their fast acquisition of Chinese language. In this chapter we wish to state and mention the causes and effects in detail according to the research findings concerning acquisition of Chinese language by foreign kids in Chinese public schools in Baoding.

5.1. Social and Mutual Differences

According to Robinson G L (1992) citing Rivers (1987) “interaction is the key to language learning” In consideration of the different countries, regions, with different ways of life each of the foreign kids in Baoding public schools comes from. therefore coming to China the differences are like the differences between the west and the east. Most of the foreign kids are raised by their parents while most of the Chinese kids are usually raised up by their grandparents. Socialization and mutual approach between these two types of kids affects the normal and usual communication between kids especially between foreign kids and the Chinese kids until after a long time. Most of the Chinese kids come from the background of families of a one child policy which has been in place in China for quite a long time. The readers must take note that this view is not in any way meant to mock or criticizing the Chinese one child policy because today the majority of Chinese young couples don’t even want to have two children even though its now allowed now, therefore our views are all based on academic purposes. Being the only child in the family has its own positive and negative effects in socialization and mutual interaction between kids and a bit more negative when socialization is between foreign kids and the Chinese kids. The positive effects comes with the Chinese kids who being the only kid in the family become more anxious having friends to talk to. It is very high.

expected and very common world wide that grandparents don't usually reprimand or punish their grandson and granddaughters as parents do to their kids. The upbringing of most of Chinese kids by their grandparents has some negative results in the kids such as lack of confidence and them being too shy. However the positive effect is the love they get from the grandparents which they grow up with. Another reason found out during the research why lack of social and mutual interaction was high between foreign kids and the Chinese kids in Baoding especially in the first year was because of the fact that most of the kids in Baoding have not travelled abroad especially to western countries where they can meet and have a time to socialize with other people of the world. This reason may not apply in most of China's southern cities like Guangzhou, Shenzhen and Hangzhou where most of the families there take some holidays to travel abroad a lot. Socialization is a key in the acquisition of a second language.

5.2. Academic Educational Standard Differences

Niu W (2007) asserts that China is one of the countries with the oldest system of education especially its educational testing system but with its modern form of educational testing system having been heavily influenced by a number of western educational modes which were borrowed in the twentieth century where the world witnessed a very vigorous western influence in global affairs.

The difference between western education and Chinese educational systems is too big to mention. Chinese education is very hard and difficult compared to that in the west. Many kids have little or no time to play games, sport outside school timetable because of the rigorous school work they need to complete after school. Baoding primary and middle public schools 'tasks and requirements are almost similar from any other school elsewhere in China. A lot of School homework and text memorization is a rigorous task for both primary and middle school students in Chinese public schools. In contrast Western education is the opposite. Most of western education does not involve plenty of homework and memorization. Foreign kids in the west spend more time doing outdoor activities outside school timetable such as sporting, gaming, dancing and music. The sudden shift from western model of education to adapt a Chinese model by foreign kids is a very difficult task. Chinese language is used in all subjects at school while in some foreign countries different languages may be used as the medium of learning and teaching apart from that country's native local languages. This example suits well in Zimbabwe a former British colony where English is the medium of learning and teaching in all schools and universities regardless that Shona and Ndebele are the indigenous native languages. This is the same with Brazil where Portuguese is used in schools apart from the country's local native languages. Acquisition of Chinese language by these foreign kids in Baoding public schools is found to be a very difficult thing especially in the first year.

5.3. Cultural Differences

Culture plays a very important role in the development of any language. Culture and language is inseparable. How a person expresses himself develops a language. According to Hinkel E (1999) there are many facets that culture influences the learning of a second language that is usually associated with interaction through speaking and writing by different people of different cultures.

The great differences in western culture and Chinese culture has been a stumbling block in the acquisition of Chinese language by foreign kids in Baoding public schools. Chinese culture has a long history and far away from western cultures which have in the previous centuries dynamically evolved. Some Chinese words usually carries different meanings due to the influence of Chinese culture. Some examples are the following words and expressions which totally carries different meanings in English for instance;

1. The English phrase "go well" in Chinese they say "慢走"(man zou) which literally mean (go slowly). This phrase is influenced by the Chinese culture.
2. The English phrase "enjoy your food" in Chinese they say "慢慢吃"(man man chi) which literally mean (eat slowly).
3. The English phrase "black tea" in Chinese they say "红茶"(hong cha) which literally mean (red tea). This is because in Chinese they do not want to call it "黑茶"(hei cha) which means black tea but they prefer to call it red tea.

These are just but a few among the too many of the differences between Chinese words and phrases that have been influenced by cultural values and this is a very difficult task for foreign kids who may not have the knowledge of Chinese ancient culture.

5.4. Language and Sentence Structural Complexity

The complexity of Chinese language sentence structure is different from most of western language sentence structure. Schmitts B H et al (1994) asserts that the difference between Chinese language and Western languages such as English has an effect on the mental representation. For example according to Mareya I A (2022) Zimbabwe's Shona speaking students finds it very hard when learning Chinese degree adverbs because of the difference in the sentence structures of the two languages..

The following examples shows how Shona speakers use Chinese degree adverbs.

1. 他很高兴(ta hen gaoping)
 - 他(ta) in English means (him)
 - 很(hen) in English means (very)
 - 高兴(gaoping) in English means (happy)

The whole sentence in English (He is very happy). The reader can see that the degree adverb (very) is put before the adjective (happy). In Shona most of the degree adverbs are put after the adjectives as the following translation of the above Chinese sentence;

1. Anofara zvikuru which means (He is very happy)

- Ano- in Shona means (He/she)
- Fara- in Shona means (Happy)
- Zvikuru- in Shona means (Very)

This Shona sentence therefore can be directly translated as (He is happy very /他高兴很 /ta gaoxing hen) according to its original transliteration. This is as a result of the influence of the mother tongue. Some English phrases or sentences with different meanings and expressions in Chinese are as follows;

1. “他明天来/Ta mingtian lai” in English means (He is coming tomorrow)

- 他//Ta means (He)
- 明天/Mingtian means (Tomorrow)
- 来/lai means (Come/coming)

This Chinese sentence is literally translated in English as (He tomorrow coming). The Chinese correct meaning and expression in English is;

1. He is coming tomorrow will however be directly translated as (他来明天 Ta lai mingtian) which is according to Chinese grammar pattern is wrong. Most of the foreign kids in Baoding public schools found it very difficult to acquire Chinese language due to its complexity in the Chinese sentence structure.

5.5. Lack of Parental Academic Guidance

Pelletier J and Brent J M 2002 asserts that the future outcome and well being of a child is based upon the participation, involvement and influence contributed by the parents' interaction with the child. A more academically guided parent can as well as academically interact with the child regarding issues dealing with school tasks. According to Ule M et al 2015 emphasizes that the future of a child is not only dependant on the work of the teacher but also depend on the parent's ability to assist the child in school work.

The parents with the kids attending school in Baoding public primary and middle school both come from different academic backgrounds regardless the parents are experts or students in Baoding. Chinese academic system in public schools use Chinese as the medium of learning and teaching. Chinese kids start writing and reading Chinese characters in kindergarten whereas most of the foreign kids in Baoding public schools usually miss the Chinese kindergarten level therefore found it very difficult to start learning how to write and read Chinese characters in grade one. A few foreign parents with some Chinese proficiency may have a little help in assisting their kids with their school homework. Foreign parents without any Chinese proficiency have no idea on how to help their kids in their school homework. This was made very difficult during the COVID 19 time when schools and residential places were closed and kids could not find friends to do homework together. Most of the parents of the foreign kids in Baoding could not attend school meetings or activities requiring the parents to attend due to language barrier or could not get free time to do so because of work or school while most of the Chinese parents are usually

represented by their kids' grandparents who take care of the grandsons and granddaughters. The investigations shows that 99% of the foreign kids' school homework is done without their parents' help. The 1% homework assistance offered by most of the parents of the foreign kids is English homework and a little Chinese homework. It must be made clear that most of the parents of the foreign kids admitted the hardness of Chinese Mathematics regardless its at primary or secondary level therefore this is the other reason why most of the foreign kids' Mathematics scores are so poor. The authors finally gathered some recommendations from some teachers and other participants involved in the survey that enables the fast and easy way foreign kids in Baoding public schools to acquire Chinese language proficiency regardless of their many social, mutual, academic and cultural differences. The following are some of the recommendations that can be used by all the concerned people, groups, organizations and policy makers.

6. Recommended Strategies

This research has involved quite a number of people with great and modern knowledge and ideas suiting the contemporary solution to both the foreign kids in Baoding public schools and their Chinese counterpart. These recommendations will however go a long way and may work as the bridge connecting China to the world in these most transnational engagements most countries are facing and China is one of the greatest player and participant.

6.1. Promote International Primary and Secondary Schools' Cultural Exchange Tours

International student cultural exchange trips has since been initiated more by international schools, private consultant organizations and many private schools but very few organized by public schools. The more primary, secondary and high school students participate in international student cultural exchange programs the more young students can get used to the people of other parts of the world. Gerhards J and Hans S (2013) asserts that globalization has increased the requirement of foreign language proficiency and transnational cultural competence for the benefit of transnational human capital. A foreign language and culture acquired at a kid's tender age is very competent as compared to that of an adult.

6.2. Promote Recruitment of Foreign Experts Who Speak Chinese

The last two decades has shown a rapid social, economic and educational development of China. Many foreign experts from all over the world do not want to be left behind in the benefits henceforth produced by this new normal in China's growth as a global power. Ma W (2012) asserts that Invitation of foreign experts in the educational sector in China has been a long time policy implemented by the

Chinese government. However most of foreign experts in the educational sector are usually found in international schools and private schools while a few are found in public schools. The main reasons being the language barrier and low wages in public schools. It is therefore from this background whereby more promotion of foreign experts who speak Chinese are more recommended to teach in public schools so as to give a deep exposure of foreign languages and cultures which is beneficial to the Chinese kids towards a quick understanding of foreign kids in their schools.

6.3. Promotion of Chinese Teachers Who have Acquired International Teaching Experience

The authors understands the efforts by the Chinese government to retain Chinese graduates and experts from abroad to come back and use their foreign educational experiences in the motherland. The presence of more Chinese teachers with foreign experiences is a great benefit to the Chinese kids and foreign kids in Chinese public schools and a great benefit to the government of China. The combination of Chinese teachers with international experiences with some foreign experts who can speak good Chinese in the public schools is one of the antidote towards the greatest exposure of Chinese kids to foreign languages and cultures that makes it easier when interacting with foreign kids in Chinese public schools.

7. Conclusions

This research was not done over night but took the author over 5 years to gather relevant data and reliable people who participated in the supply of the required information. The students, teachers and parents who sacrificed their time to participate in this survey played a very important role in making this research findings reliable. The research sample was gathered in Baoding city where a number of foreign experts and students have since been bringing their families with them to China but encountered some some problems in schooling their kids in the public schools because of the social, mutual, academic and cultural differences between their countries of origin and that of China. Regardless of the foreign kids' difficulties there were also positive effects that the kids benefited from being in Baoding public schools. The researcher has tried his best in bringing out the negative and positive effects and their causes towards the acquisition of Chinese language by foreign kids in Baoding. Even though there is very little literature written about this topic I have used various sources from different parts of the world which share the same difficulties of social, mutual, academic and cultural differences in the countries they have moved to in schooling their kids. This article promote foreign experts and foreign students who bring their kids with them to China to send their kids to Chinese public schools as a first choice because of the early gains the kids acquire in the adaptation of Chinese language and culture at an early age for the benefit of their countries and China.

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Conflicts of Interest

The authors declare no conflicts of interest from the beginning to the end of this research nor in the perceived near future.

Declaration of Funding

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