ABAC ODI JOURNAL Vision. Action. Outcome

The Relationship Between Cultural Intelligence and Teaching Effectiveness of Chinese and Foreign Teachers

Lyu Wenpeng, Nathaya Pupat

The Relationship Between Cultural Intelligence and Teaching Effectiveness of Chinese and Foreign Teachers

Lyu Wenpeng[1] , Nathaya Pupat[2]

[1]Deputy Director of Vocational and Technical Education Center, Heilongjiang International University, China Email: lvwenpeng@hiu.net.cn
[2]Full-time Lecturer, Graduate School of Business and Advanced Technology Management, Assumption University,Thailand Email: nathayappt@au.edu

Abstract

The purpose of this research was to understand the relationship between cultural intelligence and teaching effectiveness and conduct analysis to measure teaching effectiveness. This paper uses survey to collect data for applying statistical analysis techniques to analyse the cultural intelligence that influence the teaching effectiveness and promotion of Chinese and foreign teachers in Heilongjiang International University. The conceptual framework in this paper included Cultural Intelligence (CQ), Metacognitive Cultural Intelligence (MCQ1), Cognitive Cultural Intelligence (CCQ), Motivated Cultural Intelligence (MCQ2), and Action Cultural Intelligence (BCQ). Questionnaires were distributed to teachers of Heilongjiang International University totalling 200 (N=200). The reliability and validity of the questionnaire were conducted. Regression analysis was performed to test the causal relationship between the key variables and the rationality of hypothesis. The overall reliability coefficient of the scale is 0.946, which is greater than 0.8, and has good reliability as shown in table1. The findings show that the scales used to measure cultural intelligence reliable. From the results of Likert scale, metacognitive cultural intelligence has a higher score of 3.5525, and the teaching effectiveness has a relative high score of 3.326. It is clearly that the cultural intelligence has a positive relationship with teaching effectiveness. In the regression analysis, the R square value is 0.765, which indicates that the MCQ1, CCQ, MCQ2 and BCQ can explain 76.5% of the teaching effectiveness. So the teaching effectiveness can be enhanced through strengthening the cultural intelligence.

Keywords: Chinese and foreign teacher, teaching effectiveness, cultural intelligence, teaching quality, cooperative teaching

Introduction

With the development of the internationalization of the socialist market economy, the degree of global scientific, technological, and cultural exchanges has deepened (Wang & Wang, 2015). China has also attracted many foreigners to come to China for development. Since the first Sino-foreign cooperative education institution, Beijing Shunyi International

University, was founded in 1989, the country has carried out many Sino-foreign cooperative education projects, and has also hired a large number of foreign teachers to enhance international educational exchanges and promote the diversified development of education (Wang, 2016). In order to respond to the communist party's call and improve the quality of education, parts of China are also trying to reform education and break through the traditional education system and teaching methods (Zhang, 2019). In the context of the internationalization of education, China has also introduced advanced international education concepts (Wang, 2016). Thus, cooperative teaching is necessary. Cooperative teaching is a teaching theory and mode adopted by many countries (Li & Wang, 2018). In the past ten years, research on cooperative learning and teaching has been gradually promoted and increased, which shows that the power of cooperation is infinite (Yu, 2017). Educational cases such as learning community, cooperative lesson preparation, specialized subject group lesson preparation, and teacher mentoring system reflect the basic spirit of educational collaborative teaching, indicating that teacher collaborative teaching is a huge driving force for the development of education (Wang, 2017). Due to the rapid development of the country's market economy, which has promoted teaching globalization, China has also absorbed many foreign teachers, and the Chinese-foreign teacher cooperative curriculum is a form of teaching activities carried out interactively and collaboratively between Chinese and foreign teachers. The current domestic and foreign university teacher cooperation courses are mainly suitable for the joint completion of foreign language teaching by domestic and foreign university teachers, and the internationalization of teachers, so as to promote the vigorous development of domestic and foreign university teachers' joint courses and realize the diversified development of teacher courses. Therefore, this article takes Heilongjiang International University as an example to improve cultural intelligence and promote cooperation between Chinese and foreign teachers' cooperative teaching

Current Situation

At present, international exchanges and teaching effectiveness have always been a strong desire for ordinary colleges and universities, except for high-quality ordinary colleges and universities. After participating in foreign higher education organization effectiveness projects, colleges and universities have clearly put forward educational development goals or development concepts from a global perspective. At the same time, China will explore ways to implement "global education and running universities". However, for the existing educational development concepts, educational models, and talent training methods, it is necessary to specifically implement the types of talents to be cultivated and the concepts to be upheld to run universities. Behind the educational form, there is an urgent need for corresponding basic theories to support the actual practice. In running a global university, teaching and reform are the core elements. In the process of running a global university, the teachers, students, practical activities and other elements are important for the teaching reform. Integration is a fundamental principle in global teaching practice, and it is necessary to sort out further how this principle is implemented in educational practice. The ultimate meaning of international teaching is to help international scholars to establish a scientific outlook on life, values, and a scientific world, as well as the practice of international teaching from the perspective of cross-cultural education,

and how to deal with problems related to the exchanges between Chinese traditional culture education and Western culture. Whether it is a public university or a private university, whether it is introducing foreign teaching experience or opening international classes, whether it is an ordinary university at the level of education globalization, there must be a cross-cultural education situation in the process of teaching practice and experience. In the exploration of the education globalization, the corresponding university-running elements will effectively promote the improvement of the teaching quality of ordinary colleges and universities.

The research is a case study at a higher education institution, Heilongjiang International University (HIU), a private university established in 1993, located in Harbin, the northeast of China. There are now 562 Chinese teachers and 44 foreign teachers from 20 countries working at the university. The University has 19 administrative departments, 10 colleges and faculties covering 31 majors. At present, the university is running steadily. Both foreign teachers and Chinese teachers teach independently. Foreign teachers rarely go to the office to communicate and communicate with Chinese teachers after class. However, the school has also launched a cooperative course in which Chinese teachers and foreign teachers teach together, which requires Chinese teachers and foreign teachers to cooperate in teaching work and improve the teaching effect. Due to the low degree of cooperation and cross-cultural problem, the teaching effect is affected. Therefore, analyzing the cultural intelligence factors of Chinese teachers and foreign teachers, proposing effective intervention plans, and improving the teaching effect of teachers' cooperative education are an important issue that university leaders should currently be concerned about.

Research Objectives

1. To investigate the significant impact of metacognitive cultural intelligence on teaching effectiveness.
2. To investigate the significant impact of cognitive cultural intelligence on teaching effectiveness.
3. To investigate the significant impact of motivational cultural intelligence on teaching effectiveness.
4. To investigate the significant impact of behavioral cultural intelligence on teaching effectiveness.

Research Questions

1. What is the significant impact from metacognitive cultural intelligence toward teaching effectiveness?
2. What is the significant impact from cognitive cultural intelligence toward teaching effectiveness?
3. What is the significant impact from motivational cultural intelligence toward teaching effectiveness?
4. What is the significant impact from behavioral cultural intelligence toward teaching effectiveness?

Literature Review

Research on the effect of cultural intelligence of organizational members on teaching effectiveness

The concept of four-dimensional structure of cultural intelligence proposed by Earley & Ang (2003). Their continuation of the thinking intelligence framework, starting from the four dimensions of metacognition, cognition, motivation and behavior, expanded the elements of cultural intelligence into: MetaCognitive CQ, cognitive CQ, Motivational CQ and Behavioral CQ. Duan (2019) proposed that metacognitive strategies belong to the basic content of learning strategies, and learning strategies include social strategies, metacognitive strategies, cognitive strategies, etc., and analyzed the important value of metacognition and metacognitive strategies for improving intercultural communication skills. Metacognitive skills and intercultural communication are complementary to each other, and metacognitive skills are the basis for intercultural communication. High metacognitive cultural wisdom refers to the individual's feelings and awareness of different cultural environments in cross-cultural interactions. individuals with high metacognitive cultural intelligence think more about the patterns of interaction and interactions with each other when interacting with individuals in cross-cultural contexts. The interaction patterns and interactions between them; both behavioral cultural intelligence and task effectiveness are related to general adaptability. The survey conducted by Templer et al. (2006) of expatriate professional and technical personnel shows that, compared with pre-work training interventions, the predictive effect of motivational cultural intelligence on corporate social and cultural adaptability is more prominent. Ma et al. (2011) conducted an in-depth study of the intergenerational differences in the social and cultural value orientation of employees within enterprises and the correspondence under the domination of various corporate organizational performance. They believe that corporate organizational performance will be guided by vertical individualism. Negative factors are guided by horizontal collectivist social values. Huang (2019) believes that in the composition of social human resources, human resources of social organizations occupy an important position, and scientific and reasonable management of them will help the smooth construction of social organizational units and its healthy development in the future. There is a common belief that, within an organization, the overall effectiveness of the organization can be significantly enhanced by a multi-objective system by enhancing the practical adaptability of HRM. However, it is not yet possible to study whether metacognition and traditional cultural intelligence need to be independent as a dimension, and this has become a debate in the scientific research of traditional cultural intelligence.

The influence of organizational cultural intelligence on implicit coordination/explicit coordination

The key issues of implicit coordination are subjective prediction and dynamic regulation. Zhao et al. (2016) pointed out that the better the individual-organization fit and the higher the level of implicit coordination, the easier it is to stimulate the creativity of cross-functional teams; individual-organization matching has a significant effect on the creativity of

451

cross-functional teams through implicit coordination. The higher the degree of insider identity perception, the stronger the mediating effect of implicit coordination between individual-organization fit and cross-functional team creativity. Xue et al. (2017) discussed the impact of team goal orientation on team creativity and the role of implicit coordination in it based on goal orientation theory and implicit cognitive theory. It is concluded that team learning goal orientation and team performance orientation goal orientation have a significant positive impact on implicit coordination, and implicit coordination plays a complete mediating role in the relationship between team learning goal orientation and team performance orientation goal orientation and team creativity, respectively. Therefore, subjective prediction is that the main team members make predictions and evaluations based on the task needs and the behaviors of other main members, but they are not directly informed of these needs and behaviors; action adjustment refers to the interaction between the two social organization member and adjust its own actions for mutual adaptation.

The cultural intelligence can play an important role in promoting implicit coordination. For example, the technical ability of the team can continuously provide many new cultural resources and professional knowledge and to reorganize and convert cultural resources under different cultural environment conditions when integrating and coordinating enterprise work procedures and modes. Moon's (2010) conceptual simulation of team cultural intelligence illustrates the interaction mechanism among the processes, locations, and dissemination pathway capabilities that form team sociocultural intelligence. These three competencies represent the three levels of the team's corporate cultural wisdom, which respectively describe how the team's corporate cultural wisdom influences the effective management process in a complex and changeable work environment across cultures in completely different and complementary way.

In-depth research by Zou (2017) shows that the overall human resource management practice and its four dimensions of training development, compensation and benefits, work planning and employment security have a positive impact on the implicit coordination of the team. Among the four dimensions, training and development have a positive impact on the team. So when the cultural intelligence can be trained and developed in corporate, it give a positive influence to organization effectiveness. By higher cultural intelligence, the business skills, creative skills, and team interaction skills of team members can be improved; Rong (2017)'s scientific research shows that both social cues and correctness of answer can affect the individual's metacognitive control. Choices are less affected by social cues, do not change choices easily, and show confidence in themselves, and the explicit control results are in harmony with the implicit control process. Li (2018) research believes that implicit coordination and higher cultural intelligence have a significant positive impact on cross-functional teams; cultural intelligence plays a partial mediating role in the relationship between complementary matching and cross-functional team creativity.

At present, most of the scientific research on social and cultural wisdom still focuses on the individual level, and the scientific research on the social and cultural wisdom of groups has not been carried out systematically. The research connotation of Chinese cultural wisdom is not limited to the social, historical, and cultural adaptability between different countries and different ethnic groups. The social, historical, and cultural adaptability issues of different

organizations and different occupations need to be integrated into the scientific research content in this field, and more and more scholars from different majors will open up a new field of scientific research on Chinese cultural wisdom. The research on coordination mechanism abroad is still in the theoretical stage, and the corresponding experimental research is still insufficient. Because the research on organizational coordination mechanism is still immature, the research on organizational coordination mechanism and teaching effectiveness is still in the theoretical demonstration and the research on the dimensions of coordination and teaching effectiveness in related concepts, and there is a lack of systematic research between the two.

Research Framework

Figure 1 presents the Conceptual Framework of the study. The Metacognitive Cultural Intelligence (MCQ1), Cognitive Cultural Intelligence (CCQ), Motivational Cultural Intelligence (MCQ2) and Behavioral Cultural Intelligence (BCQ) are the independent variable while the Teaching Effectiveness is the dependent variable of the study.

Figure 1

Conceptual Framework
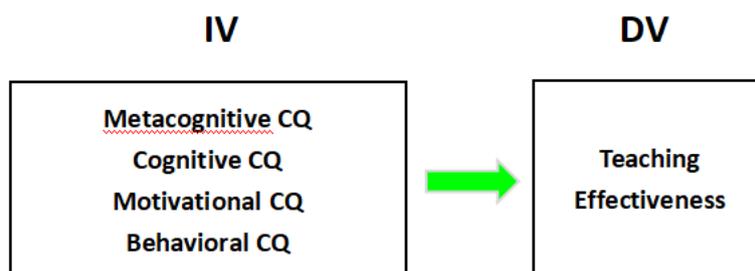
Note. Constructed by the author (2022).

H1: Metacognitive cultural intelligence has significant impact on teaching effectiveness.
H2: Cognitive cultural intelligence has significant impact on teaching effectiveness.
H3: Motivational cultural intelligence has significant impact on teaching effectiveness.
H4: Behavioral cultural intelligence has significant impact on teaching effectiveness.

Research Methodology
Population and Target Sample
The sample is from Heilongjiang International University, which includes 200 organizational leaders and members. There were 95 males and 105 females. The sample are mainly from Asia, America, Europe, Oceania, Africa and other regions.

This study takes from Heilongjiang International University as research subjects, and conducted a comprehensive test of cultural intelligence to enhance teaching effectiveness. Exploratory factor analysis and empirical factor analysis methods were used to identify the relationships between measured variables. Through the reliability analysis of each scale and the overall scale reliability analysis, it is verified that the scale used in this study has good reliability. Refer to table 2 for reliability test results. All data are summarized, and all hypotheses are tested.

This paper uses Cronbach's Alpha to test the reliability of the questionnaire. Cronbach's Alpha between 0.7 and 0.8 is an acceptable range; this study uses SPSS19.0 for scale reliability analysis, as shown in Table 1. The overall reliability coefficient of the scale is 0.946, which is greater than 0.8, and has good reliability; the reliability coefficients of the three variables of MCQ1, MCQ2, and TEQ are 0.859, 0.866, and 0.881, which are all greater than 0.8, indicating good reliability. The reliability coefficients of CCQ and BCQ were 0.764 and 0.697, which were still within the acceptable range.

Table 1

Reliability Analysis of Internal Consistency of the Scale (n = 200)

Variables	Cronbach's Alpha	Number of items
MCQ1	0.859	4
CCQ	0.764	6
MCQ2	0.866	5
BCQ	0.697	5
TEQ	0.881	14

Research Methodology

The questionnaire was pre-tested before the formal test, aiming to determine the reliability and validity of the questionnaire, delete items that do not meet the requirements, and form the final questionnaire to ensure the validity of the questionnaire. In this pre-test, Heilongjiang International University was the research object. A total of 200 questionnaires were distributed to members from different countries with different cultural background, 200 questionnaires were recovered, thus, the recovery rate was 100%. There were 200 valid questionnaires, and the effective rate was 100%. The statistical software SPSS19.0 was used to analyze the data collected. The regression analysis is carried out to test the causal relationship between the key variables and the rationality of the hypothesis model through the data.

Results and Discussion

The variables measured in this study consist of the independent variables: MCQ1, CCQ, MCQ2, BCQ. The dependent variable part is teaching effectiveness scale. The data scale adopts Likert's five-point scoring system, with a score range of 1-5, and is evaluated by organizational

members and organizational supervisors. The SPSS19.0 data statistical software was used for descriptive statistical analysis, and regression analysis.

Demographic Profile of participants

Table 2 shows that the participants are mostly under age 40; female and male are generally equal; they are mostly from Asia; the education level is generally master degree and above; they mostly have professional background, of which science and engineering is 55%, economics and management is 60%, literature and history is 30%; 70% of the participants have more than 1 year working experience.

Table 2

Demographic Information of the Participants

Item		Frequency	Percentage	Increasing percentage
Age	Under 30	95	47.5	47.0
	31-40	90	45.0	92.5
	41-50	10	5.0	97.5
	Over 50 years old	5	2.5	100.0
Gender	Male	95	47.5	47.5
	Female	105	52.5	100.0
Nationality	Asia	145	72.5	72.5
	America	25	12.5	85.0
	Europe	15	7.5	92.5
	Oceania	10	5.0	97.5
	Africa	5	2.5	100.0
Education level	Undergraduate and below	10	5.0	5.0
	Bachelor	20	10.0	15.0
	Master degree and above	170	85.0	100.0
Professional background	Science and Engineering	55	27.5	27.5
	Economics and Management	60	30.0	57.5
	Literature and history	30	15.0	72.5
	Law	5	2.5	75.0
	Other	50	25.0	100.0
Length of Work Service	Less than 1 year	60	30.0	30
	1-3years	70	35.0	65.5
	3-5years	25	12.5	77.0
	Over 5 years	45	22.5	100.0

Descriptive Analysis Results

Table 3 shows the mean and standard deviation, minimum and maximum values of the subjects' organizational cultural intelligence, organizational members' evaluation of teaching

effectiveness, and university authorities' evaluation of teaching effectiveness. From Table 3, it is clear that metacognitive cultural intelligence has a higher score than other cultural intelligence subscales, with an average score of 3.5525, while cognitive cultural intelligence subscale scores are relatively low, with an average score of only 2.5563. The effectiveness subscale score is relatively high with an average score of 3.3246.

Table 3
Descriptive Analysis Results of Cultural Intelligence

	N	Minimum	Max	Mean	Standard deviation
Q1: Metacognitive cultural intelligence has significant impact on teaching effectiveness.	200	2.85	4.51	3.5525	0.36775
Q2: Cognitive cultural intelligence has significant impact on teaching effectiveness.	200	1.42	3.92	2.5563	0.57993
Q3: Motivational cultural intelligence has significant impact on teaching effectiveness.	200	2.19	4.58	3.3629	0.48657
Q4: Behavioral cultural intelligence has significant impact on teaching effectiveness.	200	2.34	4.67	3.2992	0.50257

Table 4

Analysis of regression results

Variables	Estimate	P-Value (<0.005)	VIF(<5)	Result
Metacognitive CQ (MCQ1)	0.0657	0.086	2.02	Not Support H1
Cognitive CQ (CCQ)	0.4683	< .001	2.40	Support H2
Motivational CQ (MCQ2)	0.0947	0.004	2.12	Support H3
Behavioral CQ (BCQ)	0.6014	< .001	2.23	Support H4
R2	0.765			
Adjusted R2	0.760			

Table 4 shows the result of multiple linear regression analysis between the independent variables and the dependent variable.

In the result shows that R square value is 0.765 which implies that the independent variables (MCQ1, CCQ, MCQ2 and BCQ) can explain 76.5% of the dependent variable (TE)

The P-value of 3 out of 4 independent variables (CCQ, MCQ2 and BCQ) are less than 0.05 which mean there is significant impact on dependent variable (TE). Base this, the hypothesis 2,3 and 4 have high probability of having enough evidence not to reject the null hypothesis

According to the results, CCQ, MCQ2 and BCQ have significant impact on TE. However, Metacognitive CQ (MCQ1), has no significant impact on TE.

The VIF value of all independent variables are less than 5.00 so that it can be concluded that the multi-collinearity problem is not a critical issue in this study.

Discussion and Conclusion

Taking Heilongjiang International University as an example, this paper studies on improving cultural intelligence to promote the effectiveness of Chinese and foreign teachers' teaching, and draws the following conclusions:

The table 3 show the results of Likert's five-point scoring evaluation system, the average level of agreement to Q1 Metacognitive cultural intelligence has significant impact on teaching effectiveness, Q3 Motivational cultural intelligence has significant impact on teaching effectiveness and Q4 Behavioral cultural intelligence has significant impact on teaching effectiveness are 3.5525, 3.3629 and 3.2992 respectively, so we conclude that Metacognitive cultural intelligence, Motivational cultural intelligence and Behavioral cultural intelligence have an average level of impact on the teaching effectiveness. The table 4 shows the results of regression analysis, the p-value of Cognitive CQ, Motivational CQ and Behavioral CQ are less than 0.05, so we can infer that the H2, H3 and H4 can not be rejected. Finally, it concludes that the Motivational CQ and Behavioral CQ have a positive impact on the teaching effectiveness after taking consideration of Likert's five-point scoring evaluation system and SPSS19.0 data statistical software system.

The motivational CQ plays an important role in shaping individual attitudes and behavior through self-concept and identity. We can focus on well-being or comfort in intercultural contexts and suitablility for cross-culture working in education department. Through strengthening the feelings of competence, self-worth, and happiness, teachers' motivational CQ will get improved to cope with the demands of interacting with a new culture. Then suitability will obtain for teaching in a cross-cultural environment, one's skills and potential will better reflects in teaching, so the teaching effectiveness will get improved.

Behavioral CQ provides a unique blend of proactive and reactive support that makes it easy for our partners to measure, predict, and shape behaviors. Schools can use Behavioral Intelligence to build greater trust and affinity and help organizations to combine empathy and intelligence to foster deepen understanding and ensure their people's voices are heard. By the strengthening the Behavioral CQ, the gap between the teachers and students can be bridged, to provide real time support and guidance to increase the teaching effectiveness.

Recommendation and Implication

The results - revealed that the work performance of the cross-cultural team, the cultural intelligence level of the existing staff should be assessed, and the shortcomings of the staff's existing cultural intelligence should be judged as well as several aspects of cognition, behavior

and motivation, and then give targeted training and create a diverse workplace where possible. For example, for a cross-cultural project team, the training organization should pay attention to the diversity level of the participants.

Limitation and Future Research

The subject of this research involved organizations with a cross-cultural background. It should have at least 7 members, including 1 organization director and 1 foreign member, but a large sample of organization data with multicultural backgrounds was not easy to obtained. In addition, because the samples of this study are mainly concentrated in enterprises of different industries and production types, such samples also bring certain limitations to the generality and universality

Through this research, the author believes that – the influence of corporate culture on employees' cultural intelligence should be further explored. When conducting this research, it is necessary to screen a variety of corporate culture scales to determine which is more appropriate. It is recommended that further studies should take other factors into consideration, such as self-esteem, self-efficacy, which may also affect the organization effectiveness. The effect of training on cultural intelligence and the reasons for its effect are also worthy of further study.

References

Duan, W. J. (2019). Research on metacognition, metacognitive strategies and intercultural communication competence. *Chinese and Foreign Communication*, (2), 17. https://kns.cnki.net/kcms/detail/detail.aspx?FileName=JLGC201811012&DbName=CJFQ2018

Earley, P. C., & Ang, S. (2003). *Cultural intelligence: Individual interactions*[Unpublished master's thesis]. Stanford University Press.

Huang, Y. (2019). Discussion on economic management methods in human resource management of social organization units. *Economy and Management Digest*, (10), 87–88. http://qikan.cqvip.com/Qikan/Article/Detail?id=7103178946

Huang, H. (2018). Research on Chinese and foreign teachers' cooperative teaching in cross-cultural context. *Guangdong Vocational and Technical Education and Research*, (1), 38–42. https://doi.org/10.19494/j.cnki.issn1674-859x.2018.01.012

Li, F. M. (2018). The effect of member-team fit on creativity in cross-functional teams: Based on the dual mediating effects of implicit coordination and inclusive leadership[Unpublished master's thesis]. Xidian University. https://doi.org/10.27389/d.cnki.gxadu.2018.000174

Li, H., & Wang, Q. (2018). Research on the impact of expatriate cultural intelligence on expatriate performance—Based on the empirical study of Chinese "going global" companies. *Forecast*, *37*(2), 1–9. https://doi.org/10.11847/fj.37.2.1

Ma, J., & Yin, H. (2011). Research on intergenerational differences of employees' cultural values orientation and matching under different performance control. *Economic Management, 33*(2), 86-94. http://www.cnki.com.cn/Article/CJFDTotal-JJGU201102016.htm

Moon, T. (2010). Organizational Cultural Intelligence: Dynamic Capability Perspective. *Group & Organization Management*, *35*(4), 456–493. https://doi.org/10.1177/1059601110378295

Rong, L. Z. (2017). The influence of social cues on metacognitive monitoring: Evidence from explicit and implicit levels[Unpublished master's thesis]. Hebei Normal University. https://kns.cnki.net/kcms/detail/detail.aspx?FileName=1018080866.nh&DbName=CMFD2018

Templer, K. J., Tay, C., & Chandrasekar, N. A. (2006). Motivational Cultural Intelligence, Realistic Job Preview, Realistic Living Conditions Preview, and Cross-Cultural Adjustment. *Group & Organization Management*, *31*(1), 154–173. https://doi.org/10.1177/1059601105275293

Wang, J. (2016). Study on the influence of Chinese and foreign teachers' cooperative teaching mode on the ability of teachers and students. *Journal of Heilongjiang Institute of Education*, *35*(8), 37–39. https://doi.org/10.3969/j.issn.1001-7836.2016.08.013

Wang, S. F. (2017). Exploration of Chinese and foreign teachers' college English teaching mode. *Journal of Heilongjiang Institute of Technology*, *17*(12), 129–132. https://doi.org/10.16792/j.cnki.1672-6758.2017.12.025

Wang, S. F. (2018). Exploration on the quality evaluation system of Chinese and foreign teachers' cooperative teaching. *China Adult Education*, (11), 88–90. https://kns.cnki.net/kcms/detail/detail.aspx?FileName=ZCRY201811027&DbName=CJFQ2018

Wang, T. X. (2016). Practical research on Chinese and foreign teachers' cooperative teaching and teacher professional development: Taking Ningxia Normal University as an example. *Quality Education in West China*, *2*(21), 5–6. https://doi.org/10.16681/j.cnki.wcqe.201621002

Wang, Y., & Wang, J. X. (2015). The role of Chinese teachers in Sino-foreign cooperative teaching. *Teacher*, (8), 126–127. https://doi.org/10.3969/j.issn.1674-120X.2015.08.095

Xue, X. F., Chu, S. S., & Ning, X. M. (2017). Effects of entrepreneurial team goal orientation and implicit coordination on team creativity. *Chinese Journal of Applied Psychology, 23(*4), 336−344. https://doi.org/10.3969/j.issn.1006-6020.2017.04.006

Yu, H. L. (2017). *Design and analysis of Chinese classroom teaching in Korean high universitys under cooperative teaching mode* [Unpublished master's thesis]. Shenyang Normal University. https://kns.cnki.net/kcms/detail/detail.aspx?FileName=1017077512.nh&DbName=CMFD2018

Zhang, G. (2019). Difficulties and countermeasures of Chinese and foreign English teachers' cooperative teaching in the cooperative education project: Taking the Henan Province cooperative education project as an example. *English Square*, (4), 70–73. https://doi.org/10.16723/j.cnki.yygc.2019.04.029

Zhang, M. L. (2018). *Research on the Chinese-Italian teacher cooperation model in Chinese teaching in Italy: Taking the confucius institute and confucius classroom at oriental university as an example* [Unpublished master′s thesis]. Shanghai International Studies University. http://cdmd.cnki.com.cn/Article/CDMD-10271-1019010203.htm

Zou, C. (2017). The impact of human resource management practices on team creativity: Based on the mediating role of team implicit coordination[Unpublished master′s thesis]. Jiangxi Agricultural University. https://kns.cnki.net/kcms/detail/detail.aspx?FileName=1017271483.nh&DbName=CMFD2018

Zhao, W., Li, F. M., Gao, Y., & Qin, H. X. (2016). Person-organization fit, implicit coordination have impact on cross-functional team creativity: Perceived insider status's moderating effect. *Science of Science and Management of S.& T, 37*(12), 149−161. https://kns.cnki.net/kcms/detail/detail.aspx?FileName=KXXG201612014&DbName=CJFQ2016