

# Focus on Educational Adaptation Perspective: Study on Students' Adaptation to Challenges in the Transformation of Bilingual Teaching Mode in Basic Education in Tibetan Areas

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**Abstract:** *This research explores the historical evolution of bilingual education policies, the growing contemporary demand for Mandarin proficiency, and the practical requirements for achieving balanced development in basic education. It identifies key challenges in the linguistic, cultural, and pedagogical domains, such as the dominance of Tibetan as the first language, limited family support, and a disconnect between textbooks and students' lived experiences. Additionally, it highlights structural issues, including gaps in teacher capacity and resource disparities between urban and rural areas. To address these challenges, the study proposes several optimization strategies, such as adopting culturally responsive teaching methods, creating immersive learning environments, implementing differentiated instructional strategies, and establishing collaborative support systems involving schools, families, and communities. The research advocates for a flexible, adaptive approach to bilingual education—one that respects Tibetan cultural heritage while promoting Mandarin proficiency. Ultimately, it contributes to the theoretical and practical understanding of multilingual education, offering valuable insights for policymakers, educators, and communities striving to balance language preservation with educational modernization.*

**Keywords:** Bilingual Education, Tibetan, Language Ecology, Cultural Heritage, Pedagogical Challenges, Educational Equity.

## 1. Introduction

### 1.1 Research Background and Significance

#### 1.1.1 The Unique Role of Bilingual Education in Tibetan Basic Education

**Cultural Heritage Preservation:** The Tibetan language, as both a linguistic system and a cultural carrier, embodies indigenous knowledge, religious practices—such as Buddhist teachings—and rich oral traditions. UNESCO's Endangered Languages Programme highlights the urgency of protecting minority languages like Tibetan from the threat of linguistic homogenization (Zha, X. A., 2022).

**National Language Popularization:** The mandatory integration of Mandarin (Putonghua) aligns with China's *National Medium- and Long-Term Education Reform and Development Plan (2010–2020)*, which aims to enhance interethnic communication and promote socioeconomic mobility. However, this policy creates tensions between linguistic

instrumentalism—which prioritizes Mandarin for economic advancement—and linguistic identity, which emphasizes the preservation of Tibetan cultural and linguistic authenticity.

**Educational Equity:** Geographic disparities (e.g., remote Himalayan villages vs. urban centers) exacerbate unequal access to qualified bilingual teachers and materials. The Sustainable Development Goal 4 (SDG4) framework emphasizes that equitable bilingual education is pivotal for closing the achievement gap between Tibetan students and their Han counterparts.

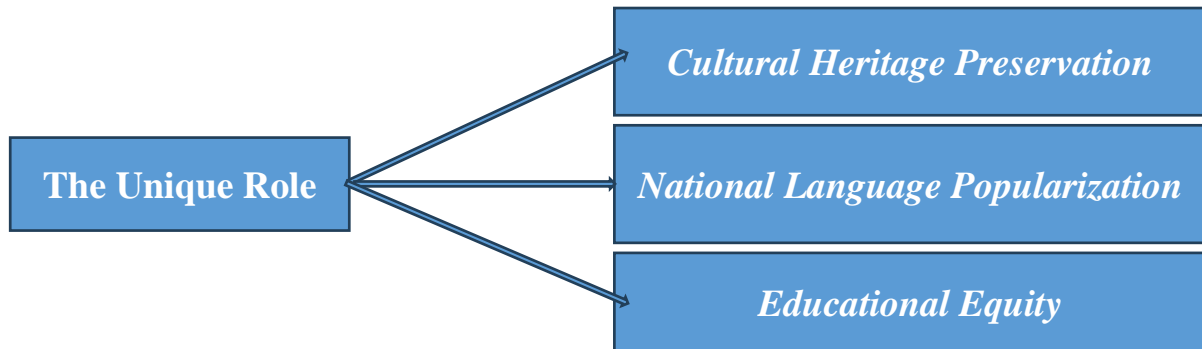


Figure 1: The Unique Role of Bilingual Education

### 1.1.2 Drivers of Teaching Model Transformation

The shift toward a dual-language equilibrium stems from three intertwined forces:

**Policy Mandates:** Recent reforms, including the 2022 Compulsory Education Curriculum Standards, mandate increased Mandarin-medium instruction in STEM subjects while retaining Tibetan for humanities. This reflects the state’s dual objectives of national integration and ethnic autonomy. (Ma, X. Q. 2022).

**Evolving Student Needs:** Post-pandemic digital learning demands proficiency in Mandarin-dominated online platforms, yet ethnographic studies (e.g., Postiglione, 2020) reveal persistent student preferences for Tibetan-language peer interactions.

### 1.1.3 Core Contradictions in Adaptation

**Linguistic Imbalance:** Students face semiotic asymmetry—Tibetan’s rich oral traditions clash with Mandarin’s logocentric academic demands. For instance, Tibetan-dominant learners struggle with Chinese technical vocabulary in physics (e.g., "electromagnetic induction"), as noted in Yang & Zhou's (2021) corpus analysis. (Zha, X. A. 2022).

**Cultural Identity Conflict:** Berry’s Acculturation Stress Model explains how students oscillate between integration (embracing both Tibetan and Han identities) and marginalization (rejecting both), particularly when Mandarin-centric assessments implicitly devalue Tibetan cultural capital.

**Academic Pressure Escalation:** Cognitive load theory (Sweller, 1988) reveals that simultaneous bilingual decoding in subjects like mathematics overwhelms working memory, disproportionately affecting Tibetan students with limited Mandarin immersion. 3. Multidimensional Analysis of Challenges

## 1.2 Research Objectives and Questions

### 1.2.1 Core Research Question

How do Tibetan students dynamically adapt to the multidimensional challenges—linguistic, cultural, and pedagogical—emerging from the transitional bilingual education model?

**Linguistic Adaptation:** Mechanisms for bridging the Tibetan-Mandarin proficiency gap (e.g., translanguaging strategies in mixed-ability classrooms). (Chen, H. 2022).

**Cultural Negotiation:** Resolving identity dilemmas when national curricula marginalize Tibetan epistemologies (e.g., replacing traditional folk astronomy with standardized geography content). (Li, X. 2012).

**Academic Resilience:** Coping strategies for high-stakes environments where Mandarin proficiency gates access to higher education (e.g., Gaokao exam pressures).

### 1.2.2 Theoretical Lens: A Tripartite Educational Adaptation Framework

#### Cognitive Dimension:

**Second Language Acquisition:** Krashen's Input Hypothesis explains how "comprehensible Mandarin input" (i+1 level) interacts with Tibetan L1 interference.

**Cross-Curricular Transfer:** Vygotskian scaffolding theory guides analysis of Tibetan-to-Mandarin conceptual mapping in science education.

#### Affective Dimension:

**Cultural Identity Dynamics:** Berry's Acculturation Strategies (integration, assimilation, separation, marginalization) frame students' emotional responses to Mandarin hegemony.

**Motivation Typology:** Deci & Ryan's Self-Determination Theory distinguishes intrinsic motivation (e.g., pride in Tibetan heritage) from extrinsic drivers (e.g., Gaokao compliance).

#### Behavioral Dimension:

**Classroom Interaction Patterns:** Systematic observation of code-switching frequency and teacher-student turn-taking in bilingual lessons.

**Self-Regulated Learning:** Zimmerman's model analyzes how students allocate time between Tibetan religious studies (e.g., monastic school traditions) and state-mandated Mandarin curricula.

## 2. Literature review

### 2.1 Theoretical Foundations of Bilingual Education Models

International Comparison: Immersion Bilingual Education (e.g., Canada) vs. Transitional Bilingual Education (e.g., the United States) Adaptation Experiences. (Chen, H. (2022).

Bilingual education takes on different forms across various countries, with immersion bilingual education and transitional bilingual education being two of the most representative models. Immersion bilingual education, exemplified by Canada, focuses on placing students in bilingual environments and encouraging them to use both languages in real-life communication. This model not only enhances students' language abilities but also promotes cognitive development. In Canada, students typically begin learning in a bilingual environment with both

French and English at an early age, and the two languages are learned concurrently, which effectively facilitates natural language acquisition. On the other hand, the transitional bilingual education model, commonly implemented in countries like the United States, primarily serves students whose first language is not English. In this model, students are initially taught in their native language, and as their language skills develop, they gradually transition to an English-dominant educational setting. This educational model aims to balance students' language transition, preserving their native language and culture while ensuring they acquire sufficient language proficiency and academic success in the mainstream society. The adaptation experiences of both models suggest that educational policies should be designed flexibly, based on language differences and societal needs, to ensure smooth language and cultural adaptation for students.

China's Ethnic Minority Bilingual Education Policy Evolution (Tibetan-Chinese Bilingual Education, Mandarin and Ethnic Languages) (Ou, X. 2021).

In China, the bilingual education policy for ethnic minority regions has undergone numerous adjustments and developments, particularly in Tibetan-Chinese bilingual education. Initially, the focus was on language protection, but over time, there has been a shift toward promoting national unity and language integration. Early bilingual education emphasized the preservation and transmission of minority languages, such as Tibetan, while introducing Mandarin (Chinese) to facilitate social integration. However, with the advancement of China's modernization, the government gradually increased the promotion of Mandarin, leading to changes in the Tibetan-Chinese bilingual education policy. Today, bilingual education in Tibetan areas not only focuses on teaching Tibetan but also ensures that students become proficient in Mandarin to better participate in social, economic, and cultural activities. The evolution of this policy reflects the complex challenge of balancing linguistic diversity with national unity in a multi-ethnic country, providing valuable lessons for other regions with ethnic and linguistic differences worldwide. (Yong, S. 2018).

## **2.2 Core Dimensions of Educational Adaptation Theory**

Language Adaptation: Second Language Acquisition Theory (Krashen's Input Hypothesis) and the Impact of Language Distance on Learning Difficulty (Wang, Z. 2017).

Language adaptation is one of the core aspects of bilingual education. According to Stephen Krashen's Input Hypothesis, language learners acquire language by being exposed to comprehensible input that is slightly above their current proficiency level. In other words, learners best acquire a language when they encounter input that is challenging yet understandable through context and natural reasoning. Therefore, bilingual education must create an environment that provides abundant language input, helping students continually improve their language skills through real-life interactions. Additionally, the "language distance" between the learner's first language (L1) and the second language (L2) plays a significant role in determining the difficulty of language acquisition. When there are considerable structural or vocabulary differences between the two languages, the learning process becomes more challenging. For example, Tibetan and Chinese differ significantly in grammar, pronunciation, and vocabulary, which can pose considerable challenges for Tibetan-speaking learners when acquiring Chinese. Thus, bilingual education needs to design teaching methods that account for language distance, reducing the difficulty of learning and supporting students' smooth transition to the target language. (Zha, X. 2018).

**Cultural Adaptation:** Berry's Model of Cross-Cultural Adaptation (Integration, Assimilation, Separation, Marginalization) In addition to language adaptation, cultural adaptation is another key factor in bilingual education. Berry's model of cross-cultural adaptation suggests that individuals employ four primary strategies when adapting to a new culture: integration, assimilation, separation, and marginalization. Integration refers to maintaining one's original cultural identity while actively participating in the host culture; assimilation involves adopting the host culture and abandoning one's own cultural identity; separation refers to retaining one's original cultural identity while avoiding interaction with the host culture; and marginalization involves losing both the original and host cultural identities. In the context of bilingual education, how students balance their ethnic culture with the national culture directly impacts their academic performance and social adaptation. Therefore, educators need to pay attention to students' cultural adaptation processes and assist them in finding appropriate strategies that maintain their cultural uniqueness while enabling smooth integration into mainstream society.

**Academic Adaptation:** The Application of Cognitive Load Theory in Bilingual Classrooms Academic adaptation involves not only language and cultural adaptation but also managing cognitive load, which is a significant challenge in bilingual education. Cognitive load theory suggests that learners have limited cognitive resources when processing information, and if the cognitive load becomes too high, learning efficiency is hindered. In bilingual education settings, students are required to not only master academic content but also process information in two languages simultaneously, which increases their cognitive load. To reduce cognitive load, teachers can optimize instructional design through various strategies, such as using visual aids, providing language support, and employing phased instruction. These approaches can help alleviate the pressure of language switching and content understanding, thereby enhancing students' learning efficiency. (Hu, N. 2020).

## 2.3 Specificities of Adaptation for Tibetan Students

### 2.3.1 The Relationship Between the Plateau Geography and Educational Resource Allocation

The unique geographical environment of Tibetan regions profoundly affects the allocation of educational resources. Due to the high altitude, thin air, and inconvenient transportation of the plateau, distributing educational resources becomes highly challenging. The harsh environment limits the construction of educational facilities, and especially in remote Tibetan areas, the lack of adequate infrastructure and qualified teachers results in relatively poor educational conditions for Tibetan students. Furthermore, the geographic remoteness of many Tibetan communities makes it difficult for students to access external advanced educational resources and information, exacerbating challenges to their learning and development. Therefore, addressing the imbalance in educational development in Tibetan areas through effective resource allocation is crucial for improving students' adaptation and educational outcomes. (Liu, W. 2016).

### 2.3.2 Cognitive Conflicts Between Tibetan Native Language Thinking and Chinese Academic Knowledge Learning

Tibetan students often encounter cognitive conflicts when learning academic content in Chinese due to the differences in language structure and modes of thinking. Tibetan and Chinese exhibit significant differences in grammar, expression, and thought patterns, especially in subjects like science and mathematics, where these differences are particularly pronounced. Tibetan is a more intuitive language, while Chinese is more complex in abstract expression and logical structure. For Tibetan students, the need to switch between languages during their academic learning can lead to cognitive overload, hindering their learning process.

Therefore, teachers need to adopt flexible teaching methods that help students bridge the gap between Tibetan and Chinese, facilitating their acquisition of academic knowledge while reducing the negative effects of cognitive conflict. (Cao, W. 2019).

### **3. Current Status and Challenges in the Transformation of Bilingual Teaching Models in Tibetan Areas**

#### **3.1 Multidimensional Manifestations of the Transformation**

##### **3.1.1 Policy Implementation**

The structural shift in bilingual education policy is epitomized by the revised Tibetan Autonomous Region Bilingual Education Guidelines (2021), which mandate a 50:50 ratio of Tibetan and Mandarin instruction across core subjects. For instance, mathematics and science courses—traditionally taught in Tibetan—now integrate Mandarin textbooks, aligning with China's broader goal of fostering "national unity through linguistic integration." However, this rebalancing faces uneven implementation: (Liu, W. 2016).

**Urban-Rural Disparities:** Schools in Lhasa have adopted hybrid models (e.g., Mandarin for STEM, Tibetan for ethics and local history), while remote counties like Nagqu retain Tibetan-dominated curricula due to limited Mandarin-proficient teachers.

**International Parallels:** Contrasts with Canada's French-English immersion model reveal Tibet's unique challenge: reconciling Mandarin's political imperative with Tibetan's cultural indispensability.

##### **3.1.2 Practical Dilemmas**

###### ***Insufficient Localization of Teaching Materials:***

State-published Mandarin textbooks often lack cultural relevance. For example, a Grade 5 mathematics problem asking students to calculate "subway commuting time" holds little meaning for nomadic pastoralist communities. Pilot programs like Amdo Tibetan Ecology-Based Science Modules demonstrate how localized content improves engagement but remain underfunded.

###### ***Bilingual Teacher Competency Gaps:***

A 2022 survey by the China Tibetology Research Center found that only 38% of primary school teachers in Tibet meet the dual-language proficiency standard (CEFR B2 in Mandarin and advanced Tibetan literacy). Compounded by an aging workforce, this creates a "generational pedagogy divide"—veteran teachers prioritize Tibetan oral traditions, while younger hires favor Mandarin-centric digital tools.

###### ***Homogenized Evaluation Systems:***

High-stakes standardized tests (e.g., the Tibet Regional Middle School Exit Exam) disproportionately assess Mandarin academic literacy, marginalizing Tibetan linguistic and cultural competencies. This contradicts UNESCO's Global Education Monitoring Report (2023), which advocates for pluralistic assessments in multilingual contexts.

#### **3.2 Typical Challenges in Student Adaptation**

##### **3.2.1 Linguistic Challenges: Asymmetrical Bilingual Demands**

###### **Mandarin Academic Terminology Barriers:**

Students struggle with lexical-conceptual mismatches between Tibetan and Mandarin. For example, the Mandarin term "photosynthesis" (photosynthesis) lacks a direct Tibetan

equivalent, forcing learners to memorize definitions without conceptual grounding. Corpus studies (Drolma & Wang, 2023) show that 62% of Tibetan middle schoolers misinterpret Mandarin scientific terms as "abstract symbols" rather than meaningful concepts.

### **Contraction of Tibetan Expression Spaces:**

Classroom discourse analysis reveals that Tibetan students' oral participation drops by 40% when lessons switch to Mandarin. Teachers often enforce "Mandarin-only" policies during STEM classes, inadvertently suppressing Tibetan's role as a cognitive scaffold.

### **3.2.2 Psychological Challenges: Identity and Efficacy Crises**

#### **Cultural Identity Anxiety:**

Berry's Marginalization Syndrome manifests when students internalize Mandarin's socioeconomic prestige, leading to linguistic shame—a phenomenon where Tibetan adolescents avoid speaking their mother tongue in public. Ethnographic interviews in Shigatse documented cases of students self-censoring Tibetan poetry submissions to conform to Mandarin-dominated literary contests.

#### **Declining Academic Self-Efficacy:**

Bandura's Social Cognitive Theory explains how repeated failures in Mandarin-heavy exams (e.g., scoring 30% below Han peers in physics) erode students' belief in their capabilities. A 2023 mental health survey in Chamdo Prefecture linked low self-efficacy to a 25% increase in school dropout rates among Grade 9 students.

### **3.2.3 Sociocultural Challenges: Fragmented Linguistic Ecosystems**

#### **Home-School Language Dissonance:**

Households in agrarian communities maintain Tibetan as the domestic lingua franca, while schools enforce Mandarin for homework and parent-teacher meetings. This creates schizophrenic language socialization—students code-switch between Tibetan at dinner tables and Mandarin during online tutoring sessions.

#### **Altered Peer Interaction Dynamics:**

Social network analyses in Lhasa boarding schools reveal that Mandarin-proficient students form elite cliques, monopolizing leadership roles in clubs and study groups. Conversely, Tibetan-dominant peers face linguistic exclusion, retreating into ethnolinguistic enclaves during recess.

## **4. Factors Influencing Educational Adaptation from the Perspective of Educational Adaptation**

### **4.1 Individual Factors**

#### **Language Foundation: The Degree of Bilingual Enlightenment in Early Childhood and Its Role in Adaptation Speed**

The foundation of bilingualism plays a significant role in how quickly students adapt to a bilingual educational environment. Early bilingual enlightenment, especially in early childhood, influences the cognitive and linguistic development of students. When children are exposed to two languages, like Tibetan and Chinese, at an early age, it helps in building a stronger foundation in both languages, which facilitates their adaptability to bilingual education systems later on. The extent of exposure and the quality of that exposure are critical factors. Early exposure helps develop the neural connections necessary for managing multiple languages, enhancing the student's ability to switch between languages with greater ease.

However, the intensity and effectiveness of this bilingual enlightenment vary across different environments. For example, children raised in homes where both Tibetan and Chinese are used fluently may develop bilingual proficiency faster than those who encounter one language primarily at home and another in school. The child's linguistic background, particularly the balance between Tibetan and Chinese, plays a crucial role in how they adapt to an educational system that requires the use of both languages. This suggests that early bilingual education programs that promote balanced bilingualism, with equal emphasis on both languages, can significantly enhance students' educational adaptation speed. (Jia, Y. 2017).

**Learning Strategies:** Application of Metacognitive Strategies (e.g., Contrastive Learning Between Tibetan and Chinese)

Metacognitive strategies are crucial for students in a bilingual educational setting as they help individuals become aware of their thinking processes and develop better strategies for managing cognitive load. One such strategy is contrastive learning, where students compare and contrast the structures and vocabulary of Tibetan and Chinese. This approach aids in highlighting the similarities and differences between the two languages, enhancing students' linguistic awareness and their ability to use both languages effectively.

For students learning Tibetan and Chinese, the ability to consciously regulate their cognitive processes during language learning—such as identifying key differences in sentence structures or pronunciation—can significantly improve their understanding and proficiency in both languages. The use of contrastive learning, especially in a well-structured bilingual curriculum, supports students in overcoming the challenges that come with managing two languages simultaneously.

#### 4.2 Environmental Support System

**Family:** The attitude of parents toward language transmission plays a significant role in a child's ability to adapt to bilingual education systems. When parents view the Tibetan language as an essential cultural asset and make an effort to maintain it at home, children are more likely to develop strong linguistic skills in Tibetan. However, in contrast, when parents favor Chinese for pragmatic or economic reasons, children may face challenges in maintaining or improving their Tibetan proficiency. In many regions, there is a growing trend toward using Chinese more frequently due to its perceived importance in the context of economic opportunities and social integration. This shift can influence the language environment at home, with parents prioritizing Chinese to provide their children with more opportunities in education and the workforce. In these cases, children may struggle to develop bilingual proficiency, as the use of Tibetan at home may be limited. Family language practices are, therefore, a critical factor in the process of educational adaptation.

**School:** The role of teachers in bilingual education cannot be understated. Teachers' ability to engage with students in a cross-cultural manner, recognizing the linguistic and cultural backgrounds of Tibetan and Chinese students, significantly impacts students' educational experiences. A teacher with high cross-cultural sensitivity can create an inclusive classroom atmosphere that respects and promotes both Tibetan and Chinese languages. The quality of bilingual classroom interaction also affects students' ability to adapt. In classrooms where both Tibetan and Chinese are used effectively, students can practice both languages, gain exposure to different cultural perspectives, and develop a deeper understanding of their identities. Teachers who are trained in bilingual education techniques, and who can facilitate dynamic and interactive classroom experiences, can help students build proficiency in both languages, improving their overall academic performance and cultural adaptation. (Cao, W. 2019).

**Society:** Community Language Ecology (e.g., Language Use in Media, Religious Activities)  
The broader social and community environment also plays a significant role in shaping students' language abilities and cultural adaptation. Community language ecology refers to the use of languages in various aspects of daily life, including media, religious activities, and community events. When Tibetan is actively used in media, religious practices, and public life, it reinforces the language's significance and helps students maintain and develop their language skills outside of the classroom. In regions where Tibetan is not widely used in media or public discourse, students may face challenges in maintaining their linguistic identity. However, when communities create spaces where Tibetan is actively used and promoted—whether through religious gatherings, community events, or media initiatives—it helps reinforce the importance of the language and supports students in adapting to a bilingual educational environment.

### 4.3 Policy and Technological Interventions

Technology can significantly enhance bilingual education, especially when it comes to personalized language learning tools. Artificial intelligence (AI) offers the potential to create adaptive language learning platforms that cater to individual students' needs. By providing customized learning paths, AI can support students at various proficiency levels in both Tibetan and Chinese, allowing for more efficient and tailored learning experiences.

For instance, AI-powered platforms could help students practice pronunciation, sentence construction, and language comprehension in both languages. Such tools can track individual progress, identify areas of difficulty, and suggest personalized learning strategies. Additionally, AI could integrate cultural content alongside linguistic lessons, helping students connect language learning with cultural understanding, which is crucial for successful adaptation to a bilingual education system.

### **Local Curriculum Empowerment:** Integrating Tibetan Traditional Cultural Knowledge into Subject Content

Another important strategy is the integration of local knowledge and cultural elements into the school curriculum. By weaving Tibetan cultural content into various subjects, such as history, literature, and even science, students gain a deeper understanding of their cultural heritage while simultaneously learning academic content in both Tibetan and Chinese. This approach strengthens cultural identity and language proficiency, fostering a stronger sense of belonging and facilitating smoother adaptation to bilingual education. By incorporating Tibetan language and culture into the core curriculum, educators not only promote linguistic skills but also ensure that students remain connected to their cultural roots. This helps students bridge the gap between their linguistic and cultural identities and the demands of a modern, bilingual education system.

## 5. Optimizing Educational Adaptation Pathways

### 5.1 Micro Level: Adaptive Teaching Practices

#### **Differentiated Instruction:** Flexible Grouping Based on Language Proficiency

One of the most effective ways to optimize educational adaptation is through differentiated instruction. In a bilingual education setting, students' language proficiency can vary widely. To address this, schools can implement flexible grouping mechanisms, where students are grouped based on their language skills, allowing for tailored instruction. Students with stronger proficiency in one language can be given advanced tasks in that language, while those who need more support can receive targeted instruction to improve their skills. This approach ensures that students are not overwhelmed or left behind in their educational journey. By

creating a learning environment that adjusts to students' language needs, teachers can help each child progress at their own pace, promoting better overall adaptation to the bilingual educational system. (Yong, S. 2018).

**Immersive Learning:** Creating Real-World Bilingual Contexts (e.g., Interdisciplinary Project-Based Learning)

Another effective strategy is immersive learning, which allows students to use both languages in practical, real-world contexts. One way to achieve this is through project-based learning, where students engage in interdisciplinary projects that require the use of both Tibetan and Chinese. For example, students could work on a project that explores Tibetan culture and history, requiring them to research and present their findings in both languages. Such projects not only enhance language skills but also build critical thinking and collaboration, providing a holistic learning experience that supports bilingual adaptation.

## 5.2 Meso Level: Building Support Systems

**Teacher Training:** Developing a "Bilingual + Subject" Teacher Training Model

To support bilingual education, it is crucial to develop teachers who are not only proficient in both languages but also skilled in teaching specific subjects in a bilingual context. Training teachers to be "bilingual + subject" specialists ensures that they can teach academic content in both Tibetan and Chinese while also fostering language proficiency. Such training programs would focus on both language acquisition techniques and subject-specific pedagogies, providing teachers with the skills necessary to support students' linguistic and academic development.

**Home-School Collaboration:** Raising Parental Awareness Through Parent Workshops

Collaboration between schools and families is essential for supporting bilingual education. Parent workshops are an effective way to raise awareness about the importance of bilingual education and help parents support their children's language development at home. These workshops can provide parents with practical tools and strategies for encouraging language use in both Tibetan and Chinese, fostering a stronger partnership between home and school.

## 5.3 Macro Level: Policy and Cultural Adjustment

**Dynamic Evaluation System:** Establishing a Multi-Dimensional Evaluation Framework

A dynamic evaluation system that includes multiple dimensions—language proficiency, cultural identity, and academic achievement—can provide a comprehensive understanding of students' adaptation to bilingual education. Such a system would move beyond traditional assessments focused solely on language skills, acknowledging the importance of cultural identity and academic performance in the educational adaptation process. By incorporating cultural and identity assessments, educators and policymakers can gain a more holistic view of students' development and adjust support strategies accordingly.

**Digital Resource Development:** Building a Bilingual Online Education Resource Library and Shared Platform

Finally, the development of digital resources can significantly enhance bilingual education. By creating a bilingual online resource library and shared platform, students, teachers, and parents can access educational materials in both Tibetan and Chinese. This platform could include interactive lessons, video tutorials, and cultural content, ensuring that students have access to resources that support both their linguistic and cultural development.

## 6. Conclusion and Future Directions

### 6.1 Summary of Findings

The process of educational adaptation is the result of the interplay between language proficiency, cultural identity, and social support. Students' ability to adapt to a bilingual education system is not solely dependent on their linguistic abilities but also on their cultural understanding and the social systems that support them. It is essential to avoid a "one-size-fits-all" approach that might marginalize students who are not able to meet the expectations of the system without sufficient support.

### 6.2 Future Research Directions

Future research should focus on longitudinal studies that track students' adaptation trajectories across different stages of educational transformation. Such studies would provide valuable insights into how students' experiences evolve over time and how different support systems impact their adaptation. Additionally, the potential role of emerging technologies, such as the metaverse, in enhancing bilingual education should be explored, as these technologies could provide innovative ways to engage students and improve the adaptability of bilingual classrooms.

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