

As An International Language Teachingenglish In China: Opportunities, Challenges And Directions In The Context Of Educational Internationalization

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ABSTRACT:

During the last 30–40 years, internationalisation has gone from being a side issue to a central one on the reform agenda in higher education. Some earlier ideals have been lost, and some earlier priorities have been replaced, as it has changed and gone in new directions. Although economic considerations have grown in importance, internationalisation should be guided by the United Nations' Sustainable Development Goals (SDGs), which outline the most pressing issues and aspirations confronting the world today. In order to assist resolve these issues, the design included both quantitative and qualitative methodologies into its framework. A survey instrument that was based on characteristics of CE discovered in the literature was developed in order to get the process of gathering quantitative data on the adoption of CE in educational environments started (see the Appendix). The questionnaire included 18 linguistic examples covering a broad variety of themes, including but not limited to, in order to measure the attitudes of English teachers and the students that they teach on CE.

KEYWORDS: International language, Teachingenglish in China, Opportunities, Challenges and directions, Context of educational internationalization

1. INTRODUCTION:

Reading is the major method of education for the English language, and the most common forms of reading techniques are focused reading and extensive reading. The bulk of the time spent studying is dedicated to heavy reading, which is almost universally acknowledged to be the most effective learning strategy for Chinese students who are seeking to learn other languages. The approach that is employed is commonly referred to as grammar-translation, despite the fact that it is occasionally integrated with other ways, such as audio-lingual and audio-visual methods. This is in spite of the fact that it is often used with the aforementioned other approaches. The following is an illustration of how the traditional approach is often carried out:

1. students read new words and expressions listed in the gloss following the text along with either a teacher or a tape-recording before the teacher starts to explain the lexical items;
2. the text is presented to exemplify grammatical items, accompanied by the translation from English to Chinese;
3. pattern drills on linguistic items are assigned;
4. grammar is presented and consolidated through illustrative sentences and specially designed exercises; and 5. finally,

syllabification is introduced and practiced (Theodoridis,2015)

The attention of the students is generally directed on the lecturer. A linear, sentence-by-sentence analysis of the text is performed by the instructor and the students, with the instructor interjecting questions here and there on certain points that he believes might impede the students' understanding in order to ensure that the students have a comprehensive understanding of everything that is discussed in the text. The analysis is carried out in order to ensure that the students have a complete understanding of everything that is discussed in the text. It is not unheard of for a teacher to dedicate the whole of an hour's worth of classroom teaching to the explanation of a single grammatical notion or to the demonstration on the blackboard of the right application of certain lexical words. The pupils' propensity to read may be significantly influenced by this tactic, which is why it is important to use. In point of fact, it motivates pupils to focus their attention on minute details rather than the significance of the text as a whole, which they are now reading. Students won't feel at ease until they can explain the meaning of every word, phrase, and their Chinese equivalent, even if they understand the substance of what they've read. Word definitions and grammatical concepts are becoming primary focuses in language instruction. Since the late 1970s, when English first became widely used in China, the effectiveness of the grammar-translation approach has been continually challenged by the rapid growth of international, scientific, and cultural exchange between China and the rest of the world, as well as the improvement in the quality of English education in secondary schools and the increasing popularity of English in society at large. In recent years, several universities have implemented experimental courses to see what methods work best for students who aren't majoring in English. The communicative technique has been employed in certain English language classes in addition to the more common grammar-translation approach. There has been a major rise in the amount of class time devoted to students' use of the target language for practise. Despite major changes to the way lessons are taught, the English education system is failing to keep up with students' increased expectations. When pupils' English proficiency doesn't rise, it's common to blame their teachers. So, there is a growing need for theoretical answers to teachers' queries regarding the purposes and methods of education (Jooste, 2017)

2. BACKGROUND OF THE STUDY:

The expanding use of English in different linguistic and cultural settings is being influenced by the language's rising popularity around the globe. It has resulted in the development of a number of regional variants of English that are spoken in various parts of the globe. The traditional method of teaching the English language, which has traditionally focused on producing native speakers who are fluent in the language, is in jeopardy as a result of the increasing use of English as a medium of global communication among speakers of a wide variety of other languages and cultures. The teaching of British and American English aren't the only two varieties of English that are being considered for inclusion in English language education programmes; there are many more regional variants of English as well. Despite this, a number of studies that asked students about their thoughts on the process of language learning have shown that students would rather learn English from a native speaker. It has been shown that non-native speakers of a language are just as resistant to accepting natural variation as native speakers of that language. Thus, it is essential to investigate the reasons why certain individuals are resistant to acquiring knowledge via the aforementioned options. The goal of this study using a variety of research methods was to contrast the points of view held by Chinese college students and the English language instructors who taught them (CE). This research may have far-reaching consequences for the localization of English education in China and other settings that are comparable, given that over 400 million people in mainland China are learning or using English (Altbach, 2020).

3. LITERATURE REVIEW:

The most important need for working as a teacher in China is to have a current Z-Visa stamped in your passport. You are going to require this particular kind of visa if you want to be able to lawfully work in the country. This suggests that the visa decides who is allowed to teach English in China and who is not allowed to do so. Surprisingly straightforward in this respect is the process of acquiring authorization to teach in China. An abundance of opportunities exist for anyone who can teach English in China. For this reason, schools and training institutes in China are continually looking to hire native English speakers to teach the language to Chinese students. Anticipate spending around 15 hours per week on your educational pursuits, on average. It is your responsibility to give additional spoken English practise in addition to the regular classes (taught in Mandarin by Chinese professors). Due to the fact that classrooms in public schools in China may have as many as fifty students, becoming a teacher there may be challenging. Even though the position of the local version of English is seldom debated or even recognised, there has been a stratospheric growth in the prestige of the English language in China. This rise has occurred despite the fact that the status of the local variety of English is rarely discussed. English's spectacular growth in popularity has been attributed, in part, to the rising need among Chinese people for an international language. This demand is being driven by the pursuit of higher education, progress in one's job, and travel to other countries. As a consequence of this, a large number of Chinese parents want their children to begin studying English as soon as they possibly can, despite the enormous cost involved and the fallacy of getting a head start. The study of English is accorded a high level of importance in Chinese culture for a variety of factors, including those that are entirely internal to the country, as well as those that relate to the growing trend of students moving abroad for their education. For instance, conducted an analysis of the linguistic characteristics of CE, and we have discussed the viability of adopting it as an educational paradigm in the context of teaching English to speakers of other languages. Author found that a significant number of university students and professors were reluctant to use CE as an instructional strategy due to their perspectives on various aspects of language. This hesitation is the source of some of the worries that have been expressed over the continued existence of CE and its potential for ultimate acknowledgment among the Chinese public (De Wit, 2019).

4. RESEARCH METHODOLOGY:

quantitative research is a kind of study that takes numerical readings of variables, runs those readings through one or more statistical models, and then reports on the correlations and correlation coefficients found. A deeper grasp of the social world is what quantitative research is all about. In order to study phenomena that have an impact on individuals, researchers often resort to quantitative techniques. Objective facts expressed plainly in figures and charts are the product of quantitative research. Numbers are the lifeblood of quantitative research, which entails a systematic approach to gathering and interpreting them. It may be used to average things out, generate predictions, investigate correlations, and extrapolate findings to larger groups. The collection and analysis of numerical data is the antithesis of qualitative research (e.g., text, video, or audio). The fields of biology, chemistry, psychology, economics, sociology, marketing, and many more all make extensive use of quantitative research methods.

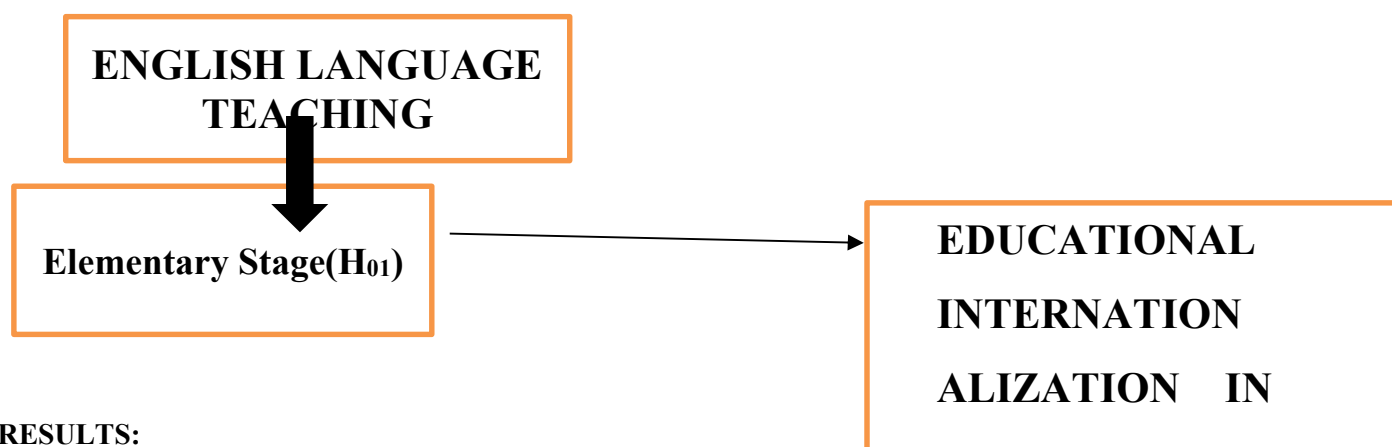
Sampling: A pilot study was conducted with the questionnaire using a group of 20 English faculty member from China and final study was conducted with the questionnaire on sample of 950 English faculty member . A total of questionnaires was distributed among English faculty member selected in a systematic random sampling. All the completed questionnaires was considered for the study and any incomplete questionnaire will be rejected by the researcher.

Data and Measurement: Primary data for the research study was collected through questionnaire survey (one-to-correspondence or google-form survey). The questionnaire was divided into two parts – (A) Demographic information (B) Factor responses in 5-point Likert Scale for both the online and non-online channels. Secondary data was collected from multiple sources, primarily internet resources.

Statistical Software: MS-Excel and SPSS 24 will be used for Statistical analysis.

Statistical tools: Descriptive analysis was applied to understand the basic nature of the data. Validity will be tested through factor analysis .

5. CONCEPTUAL FRAMEWORK:



6. RESULTS:

A total of 1050 questionnaires were distributed to the respondents. Out of this number 1000sets of the questionnaire were returned and 987 questionnaires were analysed using the Statistical Package for social science (SPSS version 25.0) software.

6.1 Factor Analysis:

Confirming the latent component structure of a collection of measurement items is a common utilisation Factor Analysis (FA). The scores on the observable (or measured) variables are thought to be caused by latent (or unobserved) factors. Accuracy analysis (FA) is a model-based method. Its focus is on the modelling of causal pathways between observed phenomena, unobserved causes, and measurement error. The data's suitability for factor analysis may be tested using the Kaiser-Meyer-Olkin (KMO) Method. Each model variable and the whole model are evaluated to see whether they were adequately sampled. The statistics measure the potential shared variation among many variables. In general, the smaller the percentage, the better the data was suitable for factor analysis.

KMO gives back numbers between 0 & 1. If the KMO value is between 0.8 and 1, then the sampling is considered to be sufficient.

If the KMO is less than 0.6, then the sampling is insufficient and corrective action is required. Some writers use a number of 0.5 for this, thus between 0.5 and 0.6, you'll have to apply their best judgement.

KMO Near 0 indicates that the total of correlations is small relative to the size of the partial correlations. To rephrase, extensive correlations pose a serious challenge to component analysis.

Kaiser's cutoffs for acceptability are as follows:

Kaiser's cutoffs for acceptability are as follows:

A dismal 0.050 to 0.059.

0.60 - 0.69 below-average

Typical range for a middle grade: 0.70–0.79.

Having a quality point value between 0.80 and 0.89.

The range from 0.90 to 1.00 is really stunning.

Table 1: KMO and Bartlett's Test^a

KMO and Bartlett's Test^a		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.958
Bartlett's Test of Sphericity	Approx. Chi-Square	4950.175
	df	190
	Sig.	.000
a. Based on correlations		

This demonstrates the validity of assertions for sampling purposes. To further verify the relevance of a correlation matrices as a whole, Bartlett's Test of Sphericity was performed. Kaiser-Meyer-Olkin Sampling Adequacy Value is 0.958. The p-value for Bartlett's sphericity test was determined to be 0.00. Bartlett's test of sphericity showed that the correlation matrix isn't an identity matrix, with a significant test result.

6.2 Test for hypothesis:

A hypothesis is a conjecture or assumption that is put out for the purpose of debate and subsequent testing to determine the likelihood that it is correct. Aside from a general survey of relevant prior research, the scientific process begins with the formulation of a hypothesis. The results of investigation will be predicted in a hypothesis. An unproven hypothesis is a response to research question. Depending on the scope of study, may need to develop a series of hypotheses to investigate various facets of research issue.

By issuing orders to schools over when, when, what, and how to operate, the Chinese government exercises a great level of influence over the process of internationalising higher education in China. Higher education is becoming more globalised, and the national governments of each country have a role, either directly or indirectly, in facilitating this development. It is important to investigate the responsibilities that governments play in order to comprehend the internationalisation of a nation's higher education system. Although different governments have different perspectives and approaches to involvement, one must do so in order to fully understand internationalisation. This article starts out with a discussion of the phrase "internationalisation of higher education," which lays the conceptual groundwork for the rest of the conversations that are going to take place in this article. After this, an analysis of the one-of-a-kind relationship that exists between the Chinese government and the higher education institutions of China is presented below for your perusal. The next section is a detailed review of the one-of-a-kind roles that the Chinese government has played in the process of internationalising higher education in China. According to the results of this research, more rigorous investigation into the role that governments play in the globalisation of higher education is necessary(Deca, 2016).

Given English's role as the bridge between nations with very diverse linguistic traditions, it is imperative that students of all ages and academic backgrounds acquire a command of the language as a means of communication in preparation for the challenges of the modern era of globalisation. Students who are afraid to speak English in class might benefit

from the chain tale strategy utilised in this study. By using this method, students at Imanuel YPK Vocational High School, Sorong City are able to collaborate and build sentences together. Action research in the classroom was the method of choice for this study (CAR). This study employs both qualitative and quantitative approaches. The qualitative to provide light on the state of affairs before to and after the intervention. This is the quantitative portion, when we tally the students' marks. Class X administrative robotics and management are the focus of this study. This is done so that researchers have access to accurate information. Observation, tests, and interviews were utilised to compile the data. The study's findings demonstrated that, (1) the students' levels of fearlessness and confidence in using English have increased as a result of the intervention, (2) the value of very good and good on the test has increased by 38% from 42% to 80% in cycle 2, and (3) the students' interviews revealed that they were satisfied with the treatment and the progress they had made (Răciun, 2018).

Literacy and numeracy skills are introduced in the elementary school years. Ages 6 to 11 are required to attend for free, and students spend six years (grades 1 to 6) in school. Grade 7 is an elective that is offered at several prestigious private primary schools. Elementary school, also known as primary school, is the initial level of formal education and typically begins between the ages of 5 and 7 and continues until the student is between the ages of 11 and 13. Elementary school is called primary school in the United Kingdom and a few other nations. Primary school, or elementary school as it is known in the United States, consists of grades one through three. Preschool programmes typically serve children ages 3 to 5, with elementary school typically serving students in grades 1-6. Since primary school curricula and goals tend to be consistent across countries despite cultural and political variances, higher levels of education sometimes diverge. Almost every country has made a public commitment to universal primary education. Thus, there is growing international consensus that educating future citizens is a crucial goal of primary education. This goal implies a curriculum that places heavy focus on the fundamentals of reading, writing, and arithmetic, as well as basic subjects in the social sciences and natural sciences (British Council ,2017).

On basis of the above discussion, the researcher formulated the following hypothesis, which will analyze the relationship between elementary stage and educational internationalization in China.

H₀₁: “There is no significant relationship between elementary stage and educational internationalization in China.”

H₁ : “There is a significant relationship between elementary stage and educational internationalization in China.”

In our study (H₁)“There is a significant relationship between elementary stage and educational internationalization in China.” and (H₀₁)“There is no significant relationship between elementary stage and educational internationalization in China. was rejected as per the analysis.

Table.2 : ANOVA test (H₁)

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.

Between Groups	74506.320	242	4382.725	227.737	.000
Within Groups	1382.590	406	16.861		
Total	75888.910	648			

In this study, the result is significant. The value of F is 227.737, which reaches significance with a *p*-value of .000 (which is less than the .05 alpha level). This means the “*There is a significant relationship between elementary stage and educational internationalization in China.*” is accepted and the null hypothesis is rejected.

7. CONCLUSION:

A recent study of the opinions held by university professors and students on CE found that this developing variety is not yet widely recognised by its speakers. In the research, it was found that the majority of the linguistic features mentioned in the previous literature regarding pronunciation, lexicon, syntax, and discourse pragmatics were either unreliable or unpopular. Nonetheless, the fact that both the teachers and the students who took part in the study were able to identify quite a few of the components uncovered in the research suggests that these components might be included in further iterations. According to a survey of the relevant literature, researchers have given comparative theoretical assessments of the roles of government very little attention in the context of internationalisation of higher education. In this essay, the duties of the Chinese government in the internationalisation of higher education have been analysed, and the features of the actions carried out by the Chinese government have been detailed. Nevertheless, the tasks described below are not unique to the Chinese government; rather, they are carried out by the vast majority of sovereign governments located all over the world. Having said same, the Chinese government does carry out all of the obligations listed above in a manner that is distinct from any other nation's owing to the special objectives and challenges of the Chinese higher education system.

As a consequence of globalisation, several aspects of the connections that exist between countries have undergone transformations. One facet of this phenomenon is the growing internationalisation of academic programmes at universities. History, culture, and politics in China have always been seen through a prism that is unique from that of Western countries. This has been the case throughout Chinese history. The internationalisation of universities has taken many different shapes, but the focus of national policy has evolved to place a higher priority on contact with foreign partners. As the twenty-first century progresses, it is anticipated that the process of internationalisation within Chinese colleges will speed up significantly, thanks to the country's rapid economic expansion and China's increasingly prominent position in global concerns. Both of these factors will play a role in this acceleration.

8. LIMITATION:

Every study has limitations. The study will include only 987 participants which is a small sample size. Again, the study will English faculty member who have been exposed for a period longer or less than three years depending on their study. This survey will be conducted by a questionnaire method, hence if a survey participant is contacted by phone rather than online, their answers may change.

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