

## Research centered on the world trade organization's impact on Chinese universities' English language education

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### ABSTRACT

The educational system is being profoundly altered by globalization's social and economic trends. China has overhauled its education system since it joined the WTO in 2001 to better prepare its learners for the difficulties of globalisation. China needs even more better English speakers in the post-WTO age because it opens doors to cutting-edge research and development and allows its citizens to connect with the rest of the world. In response to this shift, its Chinese government has made improvements to the English curriculum a top priority in schools throughout the country. When seen in this light, the recent shift in policy regarding the teaching of foreign languages is cause for alarm. at order to inform current reforms of English language teaching (ELT), this research investigates students' perspectives of ELT at Chinese institutions in light of the trend towards globalisation. This research is

novel because it investigates English language teaching (ELT) in China from the viewpoint of students, who are the primary participants and stakeholders. Additionally, it does so in light of the fact that English ability is becoming increasingly important as globalisation progresses.

This study relied on contemporary perspectives of cultural imperialism and its impact on educational pedagogies, policy, and politics. This study claims that social and political forces that define Chinese reactions to globalisation greatly impact ELT curriculum acceptance through time. China's economic globalisation prompted the 2004 College English Academic Requirements in ELT. The Global English approach, which emphasises communicative ability and performance, should be Chinese universities' ELT priority to satisfy globalization's communication expectations.

**KEYWORD:** English language, Chinese universities, Economic trends, Curriculum.

### 1. INTRODUCTION

The goal of this research was to investigate the growth of English language teaching (ELT) in Chinese higher education institutions during the present era of globalisation from the perspective of Chinese university students. The current scientific, theoretical, and methodological literatures are referred to in order to provide context for the investigation and interpretation of ELT and EFL issues that have arisen during China's membership in the WTO. This study is groundbreaking because it investigates English language instruction (ELT) in China from the perspective of students, who are the key players and direct participants in English Language Teaching (ELT), and it does so in the context of the increasing importance of English competence as globalisation advances.

- **CULTURE AND GLOBALISATION**

The cultural aspects of globalisation are having a more significant impact on the countries of the global South as a result of the time-space compression caused by the advancement of modern technologies (**Beynon and Dunkerley, 2020**).

Cultural forms in a global culture have evolved differently from those of late capitalism as a result of economic, technical, and social processes that have been collectively dubbed postmodernism. Assumed among cultural studies' many advancements is the field's redefining of its 'language,' which now functions as an entity so all-encompassing that it comes to span nearly as much land as culture itself. As language is considered to be a key component in cultural comprehension, it grew more intertwined with its own culture. The free flow of money and technology as well as the liberalisation of global markets are widely believed to be beneficial to economic growth, as well as to educational opportunities. By producing goods for the larger market accessible in wealthy countries, poorer nations may provide employment and wages. In theory, capital and production should be moved to low-income countries in the absence of trade restrictions and restrictions on inward capital flows. This would result in an increase in output, exports, employment, and incomes, as well as free movement of capital and goods given the significantly lower labour costs in these nations (Stewart, 1995). Stewart (1995). Stewart said that the Asian tigers provided evidence for this hopeful theory. Their disparate initial human resource bases marked a major difference between those and other rising states. Nearly a third of the four tigers' offspring were enrolled in secondary school in 1970, and all four had universal primary enrollment. Stewart argued that globalisation has increased the value of education for economic progress. To a certain extent, worker productivity or the ability to compete in global markets are determined by the level of education. Globalisation has raised the benefits of and expenses associated with a quality education (**Hodge and Louie, 2021**).

## **2. BACKGROUND OF THE STUDY**

- **China's Reform of English Language Education in the WTO Era**

This segment explores how the phenomenon of globalisation, with a specific focus on China's accession to the WTO, has influenced novel methodologies for English instruction in China. Two of the primary objectives of the chapter are achieved: first, an analysis of previous literary works

in this field enables the establishment of conceptual traditions and frameworks that centre on college English education within the framework of globalisation. This, in turn, facilitates a more comprehensive examination of the research problems at hand; and second, an exploration of current developments provides insights into how other scholars in comparable disciplines have approached present. By highlighting a potential lacuna in the literature, this critical analysis will, in part, serve to illuminate the subject matter that this thesis will endeavour to resolve. This section focuses on the importance of a national curriculum or curriculum design in foreign language classrooms in China. Additionally, it offers a historical framework to illuminate the issues under consideration.

- **CHINA AND THE WTO**

While considering the significance of China's admission into the WTO on November 10th, Panitchpakdi and Clifford compare it to a 15-year journey and another Long March. According to Mike Moore, who served as director general of the World Trade Organization until he stepped down, if a country with a quarter of the world's population joined the WTO, it would become far more representative of the global community. New life was breathed into dreams that had lay dormant for decades as a result of the relocation, which offered China a place at the table of nations. As a result of China's entry into the World Trade Organization (WTO), the nation gained access to new markets, which contributed to the already fast economic growth of the country. As a direct result of these challenges, China, which is home to the developing world's largest and fastest-growing economy, has undergone massive changes across the board. According to President Jiang Zemin, China's participation in the World Trade Organization is both a "hard-won opportunity" and a "huge challenge." China has reaped enormous benefits as a direct outcome of the process of economic globalisation. The fact that it has been so successful in enticing investors from all over the world is a significant contributor to the fact that its economy is the most dynamic of any in the world. According to Panitchpakdi's research, China has climbed its way up to the position of the fourth biggest trading nation in a scant two years after it joined the World Trade Organization. The annual growth rate of China's gross domestic product has been fairly stable over the last decade, remaining around 7.3% since 2001. In light of the government's ongoing record expenditures on infrastructure and the anticipated inflow of \$50 billion in direct foreign investment in 2002, preliminary data suggests an unprecedented surge in industrial output. The country's high-potential market would attract hordes of foreign investment upon China's entry, as the nation's laws, conventions, or government conduct would gradually align with international agreements. This would occur as a direct result of China's admission. It would seem that China has surpassed the United States and Japan as the principal location for industrial production and processing across the globe. McBurnie and Ziguras have observed that the increase in the number of transnational students matches the growth of international business in general. Transnational students make up a sizeable portion of the total number of international students. China has agreed to the rules regulating three out of the four WTO categories relevant to the exchange of educational services (exports, imports, and the movement of persons), but the country has not committed to the rules

governing market access and national treatment for international shipments. Joint educational institutions were formed, wherein foreign majority ownership was permitted but no guarantee of national treatment was provided.

This gave the impression that Chinese students would still be able to get an education outside of the country. Individuals from other countries who work in the field of education and are invited or hired by Chinese educational institutions or other educational organisations are eligible for conditioned national treatment, which allows them to enter China (**Chen and Luo, 2002**).

### **3. PROBLEM STATEMENTS**

*“China’s accession to the WTO has an inevitable impact on business professionals and English teaching colleges with change in situation and learners need.”*

This study was originally conceived of as part of the larger context of English language instruction (ELT) at Chinese higher education institutions during the era of globalisation. The study's overarching goal was to examine, from the vantage point of ELT students in Chinese universities, how these courses have adjusted to the post-WTO era's demands of economic or cultural globalisation. This project set out to improve current approaches to English language instruction in higher education by surveying the current landscape, identifying gaps in coverage, and then proposing solutions based on research into effective practises and pedagogical issues. What follows is an examination and discussion of the relationship between these pedagogies or the four domains of language acquisition: listening, reading, writing, and speaking. Other important classroom contexts include student demographics, the availability of technology, teacher preparation, and the requirements for standardised tests. According to this thesis, the present reform of college English programmes in higher education reflects the need for new approaches to meeting the demands of English in a globalised world. It goes on to argue that Chinese universities should prioritise the Global English model in their ELT programmes in order to better prepare their students for the challenges of international communication in the wake of modern globalisation and the advent of the World Trade Organization (WTO). The potential theoretical contribution of this research is discussed, with attention paid to important conceptual disputes about globalization's impact on English language teaching. By looking at the Global English model of transformation for international exchange, for instance, we can get a sense of the pros and cons of globalisation from the perspective of Chinese EFL students, on a global scale, and the problem of cultural or linguistic homogeneity.

### **4. LITERATURE REVIEW**

The purpose of this literature review is to investigate curriculum policy and its implementation in both general education and language education. To do so, the study relies on material gained from conceptual and empirical research conducted over the last three decades. The first step in the assessment will be to take a closer look at the assertions that have been made about the perspective of individuals responsible for the formulation and enforcement of curriculum policies on how curriculum, curriculum policy, curriculum implementation, and stakeholders are seen. The discussion of the necessity of implementation research, the duties of key participants, and the many

different ways to implementing curriculum then continues in the next section of the article. This study, which makes reference to the models produced by Fullan and Stiegelbauer and Carless, focuses on the most significant external and internal aspects (or variables) that either help or impede the actualization of curricular policies in schools. To do so, it examines the relationships between these elements. Finally, a proposed model is hypothesised to serve as a framework for this inquiry. This section focuses on three main areas: the history and definitions of curriculum, ideas on how to execute curriculum policy, and the many parties that have an interest in the process of creating new curricula.

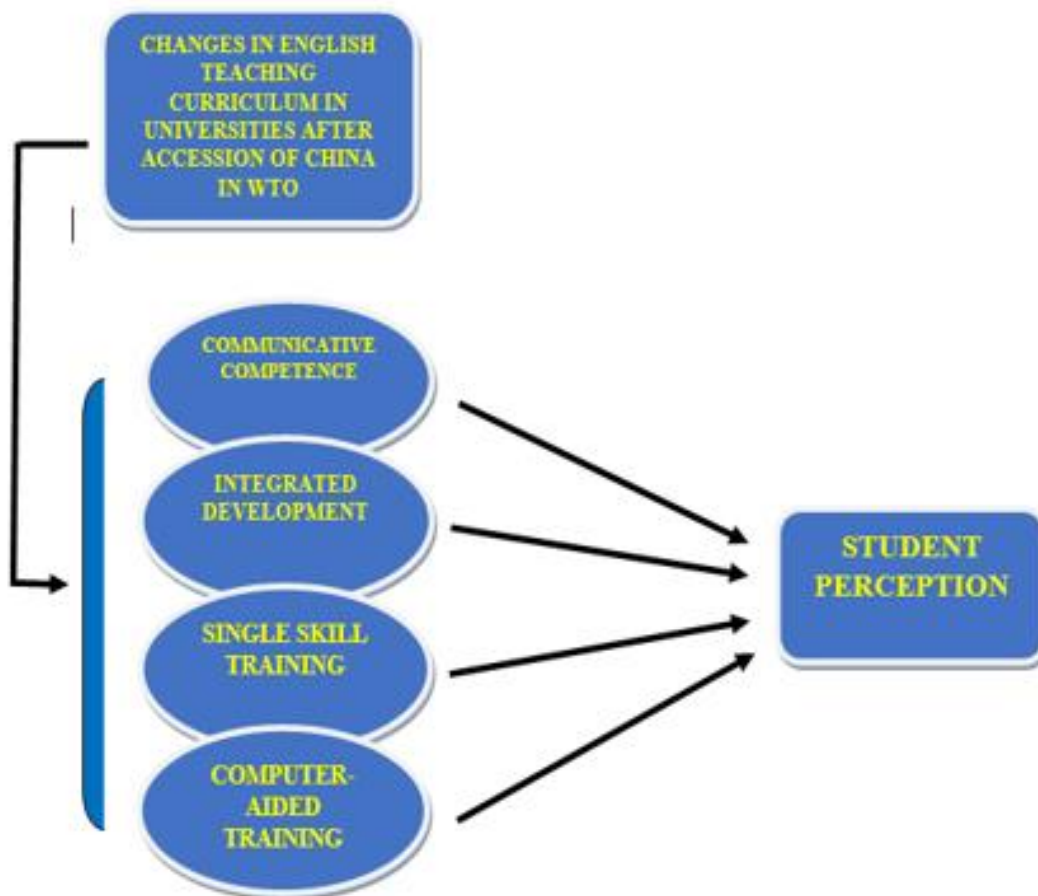
The goal is to provide a conceptual groundwork for future research on the determinants of curriculum implementation in schools generally and language classes in particular. Curriculum Studies on all levels, from theoretical foundations to implementation, are not new. Researchers and teachers alike have mulled over several curricular issues for decades. The definition of a curriculum continues to be the subject of the most intense discussion. There is not one single, agreed-upon definition of the word "curriculum," and its meaning varies depending on the topic at hand (**Connelly & Lantz, 1991**).

The importance of the interdependence of the global historical, political, social, cultural, and economic settings is placed front and centre in China's English as a Foreign Language (EFL) curriculum. This intricate setting can be seen in the socially constructed environments of classrooms and schools in the immediate area. In addition, the method that the expatriate teachers use to teaching English as a foreign language within the context of a culture of learning in China is shaped by their own personal experiences, most notably their own educational experiences, and is based on perspectives that are unique from those of their students. As a consequence of these differences, teachers of English as a Foreign Language in China encounter a variety of difficulties in their daily work. "English is treated as a most important foreign language in China, and it has been taught in most Chinese public schools and has accompanied each Chinese student on a daily basis," Zhang writes in his assessment of China's plan for the instruction of foreign languages. The growing number of Chinese students enrolling in language programmes in other countries has attracted attention to the need for English teachers in other countries.

## **5. RESEARCH OBJECTIVE**

- 1 To investigate the change in teaching methodology of English language.
- 2 To understand the student's perception towards English learning.
- 3 To study the dominant University trends for English teaching.

## **6. CONCEPTUAL FRAMEWORK**



## 7. RESEARCH METHODOLOGY

It is possible to examine data using a variety of statistical tests using SPSS software, version 25. As part of this study, SPSS will be used to analyse data from the survey questionnaire.

- 1. Descriptive Statistic Method** – For scientific research, this is the most straightforward approach of analysing data and guaranteeing that all of the important data is accessible for comparison and analysis. They were the foundation for almost any quantitative study of data, along with basic pictorial analysis.
- 2. Reliability Test** – Each individual item on a scale is compared to the total of the remaining elements in order to determine how well each item correlates. It assesses the degree of consistency and dependability among the various factors on a scale. Cronbach's alpha coefficient is a measure of internal consistency and trustworthiness. If the Cronbach's alpha is higher than or equal to 0.700, then the strength data may be accepted.
- 3. Independent t-Test** – With parametric and regularly distributed data, the independent-test is a strong but limited test. It is used to determine whether the means of two unrelated groups or circumstances are statistically different.

- 4. One-Way Analysis of Variance (ANOVA)** – If two or more independent variables have statistical significance, one-way ANOVA is performed (unrelated group). One-way ANOVA was performed in this study to assess whether there was a significant connection between age, gender, and occupation level with various domains of surveillance and awareness of brand equity. At 5 percent and 95 percent confidence intervals, the researcher will utilise the statistical significance threshold to estimate statistical significance. As long as the p-value is greater than 0.05, the null hypothesis is accepted. Although one-way ANOVA is an omnibus test statistic, it does not tell the researcher which individual groups were statistically significantly different from one other; it just informs researcher that at least two groups were different. As a result, if the significance threshold is less than 0.05, and an alternative hypothesis is accepted showing that the data is abnormally distributed, then a post-hoc test is necessary. It was discovered via the use of a post-hoc test which groups were statistically distinct from one another.
- 5. Data analysis Software** – Data may be analysed with the help of SPSS version 25.

## **8. RESULTS**

In the portion of the report titled "Results," an investigation's findings are given, along with the research procedures that were used to acquire those findings. These findings are laid forth in an organised manner, devoid of any bias or interpretation on the part of the author, and serve as a foundation for the discussion section's subsequent assessment and examination. The primary purpose of the results section is to provide the data in language that emphasises how they relate to the research issue that was investigated in the study (s).

The findings of the research should be included in the results section, and only the findings of the study should be included there. The following are the findings:

- Information provided in the form of tables, charts, graphs, and other figures
- A contextual analysis of this data that explains its significance in sentence form
- Every piece of information that is relevant to the primary research topic (s).

- **QUALITATIVE ANALYSIS:**

It is possible to notice and record qualitative information. Unlike numbers, this data type does not have a numerical value. Observations, individual interviews, focus groups, and other similar procedures are used to get this information. Statistics also refer to qualitative information as categorical data if it can be sorted in a certain way according to the characteristics of whatever it is being studied. Exploratory in nature, qualitative data collecting entails extensive investigation. In contrast, qualitative research approaches dig deeper into topics by focusing on eliciting explanations, justifications, and motivations from participants. Because of the impossibility of quantifying qualitative information, quantitative data collection methods and technologies are typically preferred.

KMO returns values between 0 and 1. When performing an analysis of the statistic, a useful rule of thumb to keep in mind is that the sample is adequate if the KMO values are in the range of 0.8 and 1, respectively.

- If the KMO values are less than 0.6, this indicates that the sampling was insufficient, and it is imperative that corrective action be made as soon as possible. Some authors have suggested that this value should be treated as 0.5; however, you should use your own judgement for values that fall between 0.5 and 0.6. Some authors have suggested that this value should be taken as 0.5.
  
- KMO When the values are relatively close to zero, this implies that the number of partial correlations is considerable in contrast to the total number of correlations. [Case in point:] To put it another way, correlations are quite widespread, which creates a considerable obstacle for factor analysis because of the nature of the question being asked.

For reference, Kaiser put the following values on the results:

- 0.00 to 0.49 unacceptable.
- 0.50 to 0.59 miserable.
- 0.60 to 0.69 mediocre.
- 0.70 to 0.79 middling.
- 0.80 to 0.89 meritorious.
- 0.90 to 1.00 marvelous.

Evaluating whether or not the data has the necessary qualities is the first stage in factor analysis. Not all data sets are suitable for factor analysis; in particular, those with weak or nonexistent correlations between the variables. For the purpose of determining whether or not the data are appropriate for factor analysis, the researcher will apply the following criteria: Each independent variable's Bartlett and KMO

With the KMO and Bartlett test, we look at everything at once. Strong correlation is shown when the KMO value is greater than 0.5 and the significance level of the Bartlett's test is less than 0.05. As an additional option, KMO measurements can be computed for each variable. We accept values greater than 0.5.



**KMO and Bartlett's Test<sup>a</sup>**

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

- **Integrated development**

Integrating programme planning, implementation, and assessment across sectors and fields with the goal of making a greater, more long-lasting influence on people's lives. This strategy seeks to improve development efforts by capitalising on the possibilities presented by cost reductions and improvements in systems, services, and products brought about by initiatives that cut across sectors.

. “**H<sub>2</sub>**: *There is a significant relationship between integrated development and student perception.*”

**ANOVA test (H<sub>2</sub>)**

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	75207.347	135	4700.459	572.417	.000
Within Groups	681.563	513	8.212		
Total	75888.910	648			

In this study, the result is significant. The value of F is 572.417, which reaches significance with a *p*-value of .000 (which is less than the .05 alpha level). This means the “**H<sub>2</sub>**: *There is a significant relationship between integrated development and student perception*” is accepted and the null hypothesis is rejected.

## 9. CONCLUSION

There is no denying the effect that continuous socioeconomic globalisation has on the formulation of educational policy. The effects of globalisation on the economy, information, technology, and cross-cultural exchange are all diminishing the significance of national boundaries. Talking to one another, etc. Education is affected and influenced by cultural globalisation since it is a component of the larger process of globalisation. Educational pedagogies, policy, and politics are intertwined with conflict, cohesiveness, and consent. This means that as societies become more interconnected and global, so does the need for educational reform. Many changes have occurred in many aspects of Chinese society, including the economy, culture, and politics, since the country joined the World Trade Organisation in 2001. There are new challenges and opportunities in education and other fields as a result of China's membership in the WTO. These days, educational officials and classroom instructors alike think about their job in a global light. Modern higher education can only carry out its mission with a regulatory framework that balances market forces with public interest and concern. Foreign academic exchanges, internal market reforms, or China's expanding economic linkages to the rest of the world are rapidly influencing tertiary education, the final or highest level of China's public education system. The Chinese government has restructured the country's English education system in the era following the World Trade Organisation. The future of English as a major language of communication in China is uncertain, but the development of communicative ability is quickly becoming the highest priority in English language education. Therefore, it is vital for both EFL teachers and students in Chinese universities to actively engage with questions about the nature of the challenges they face and the strategies they could use to overcome them. Globalisation has a significant influence on the English language or its users, which complicates the relationship between the two. The most recent and noteworthy events in the history of the English language would have to do with the globalisation of the language after WWII and the increasing influence and strength of the United States in many areas of the contemporary globe. Consequently, English has emerged as the de facto international language for cross-cultural communication. As a result of China's membership in the World Trade Organisation, there will be more opportunities for anyone interested in working with China to use English. This will place more difficulty on students learning English. Since the Reform and Open-up started in 1978, English education and teaching has been a major focus in China. English is gaining popularity in China, even though the majority of native speakers speak Mandarin (Putonghua). There are also a lot of English users and speakers who are speaking the language. Chinese people use English to communicate with individuals of different Asian and non-Asian backgrounds, as well as with native English speakers from the United States, the United Kingdom, Australia, and elsewhere. It's no secret the Chinese people have embraced English as a language for communication and learning about the outside world. Discussing how effectively China's university ELT system meets the needs of economic and cultural globalisation in the WTO era becomes even more important in this perspective. The research problem was examined in this study using a mixed-methods approach. The information needed to answer the research issues was acquired using a mix of classroom studies, interviews, and questionnaire surveys. To collect primary data for analysis, systematic

observations of classrooms were conducted to examine actual practises. As part of the data collection method, national curricula and other resources relevant to ELT policy & curriculum development in China were explored extensively. To look for hints regarding the study subject or the answers to the research questions, qualitative as well as quantitative techniques were used to the analysis of the collected data.

## **10. LIMITATION**

The results of the poll on teaching English as a foreign language in China should not be extrapolated to other countries or contexts. If the study is not limited to the country of origin, the results, even with the right research technique and criteria, will be misleading. Data from a small subset of the institutions under examination served as the foundation for this thesis' investigation and conclusion. It's tempting to draw broad generalisations from a small number of occurrences, but keep in mind that this isn't how the whole picture looks. This research is helpful since it identifies the scope of generalizability and helps to improve ideas by highlighting any obstacles that may require more study. The objective of the research is not to offer an exact portrayal of College English as a whole; rather, it tries to provide an accurate depiction of the issue that is being examined. Research criteria that generate valid generalisations will need to be adjusted to allow place for the pursuit of successful specialisation. Both ELT professionals and policymakers may benefit from this study since it increases the depth of the existing research. On the other hand, this study's results might serve as a benchmark for future research. To what extent the research's results may be extrapolated to other contexts is seen to be related to how well the people in the study are typical examples of their kind. This is one case when specificity is more valuable than generality. Connected communities may include people who are better able to identify issues and, perhaps, understand viable solutions.

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