

## OPPORTUNITIES, CHALLENGES, AND DIRECTIONS FOR AN INTERNATIONAL ENGLISH LANGUAGE EDUCATOR IN CHINA AMIDST EDUCATIONAL INTERNATIONALISATION.

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### ABSTRACT

China's educational system has changed in response to the nation's growing involvement in the world economy and the manner in which globalisation has changed institutional objectives and teaching strategies. The educational system is adjusting to these developments. This shift results in different objectives for English as a Foreign Language (EFL) teachers working in Chinese colleges. Examining how English as a Second Language (ESL) courses have changed in China over time might help one understand pertinent trends, issues, and solutions within the larger context of educational globalisation. First-person stories, document analysis, and semi-structured interviews help one to do this. Examining the everyday responsibilities of international English teachers in China helps one to see the value of student involvement, institutional support, intercultural communication, curriculum development, and flexibility. Participation of foreign teachers in curriculum development, cooperative research projects, and growing need of English competency has created a universe of opportunities. The present problems stem from a variety of educational strategies, linguistic barriers, changing immigration laws, and poor participation in institutional governance. Results imply that one must grasp the nuances of Chinese culture and apply innovative approaches of instruction if one wishes to achieve in China's educational system. Advice and views provided by overseas researchers who have worked in China would be much appreciated by politicians, companies, and instructors. As such, the worth of more education would expand globally. China wants to be an intellectual powerhouse; so, international academics have to assist in creating diverse classrooms honouring local ethical standards as well as global ones.

**Keywords:** Educational internationalisation, English as a foreign language, educational strategies, China.

### INTRODUCTION

China's educational system is currently positioned to be a significant player in the worldwide academic scene following decades of successful internationalisation. This change has been expedited by national projects such the "Double First-Class

Initiative" and the growth of international alliances, hence raising demand for data from other nations. In English language instruction, this is particularly true. At all levels of Chinese schools, English language training now forms a regular component of the course. This reflects the fact that English is still extensively utilised in industry, academia, and international correspondence. Teachers of English as a second language from all across the globe are greatly helping to advance things. Language teachers also serve as agents of educational reform and cultural mediators. Working with foreign teachers in China has advantages as well as disadvantages (Trent, 2020). China's educational goals gain from the presence of foreign teachers in several respects, including the encouragement of cross-cultural understanding, the facilitation of international cooperation, and the offering of a broad array of teaching methodologies. But variations brought about by language, culture, institutions, and laws might make it challenging for people to go over obstacles. Many people find teaching English as a second language difficult for a variety of reasons, including having to adjust to hierarchical academic institutions, negotiating classroom standards that vary greatly from their home countries, and negotiating politically complex and often erratic environments (Fang, 2021). Repositioning English and English language education in East Asia: A critical review. These developments have many people questioning whether and how foreign teachers may succeed at China's colleges. Scholarly debates on educational internationalisation have not fully represented the complicated reality of international educators' experiences. This is still true even with the always rising count of foreign teachers. These issues demand immediate attention given China's aim of creating internationally competitive institutions and training students to engage in a world growingly connected by means of technology. The main objective of this project is to learn more about the life of foreign ESL teachers working in China. The researcher would go over possible strategic routes that can further their professional growth and contributions as well as the challenges resulting from structural and cultural barriers and the chances presented by globalisation (Jin & Cortazzi, 2021). The study provides a thorough view of how local and worldwide elements interact to affect institutional participation and teaching strategies. Using a qualitative method helps us to do this. The main objective of the research is to guide improved institutional policy and practice on internationalisation of education in a way that advances more equity and collaboration. This underlines the importance of seeing overseas teachers as long-term collaborators in China's global academic success instead of only as transient foreign specialists. This highlights the need of appreciating foreign professors (Braine, 2020).

## 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 (Galloway & Rose, 2023). 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 Butcher (Garton & Burns, 2020).

### **PURPOSE OF THE RESEARCH**

The purpose of this research is to explore how the internationalisation of education in China impacts the professional experiences of international English language educators. It aims to examine both the opportunities—such as increased demand for English-medium instruction and cross-cultural collaboration—and the challenges, including cultural adjustment and institutional constraints. By analysing these dynamics, the study seeks to provide a clearer understanding of the evolving role of international educators within Chinese higher education. The findings aim to inform policy decisions, enhance institutional support mechanisms, and contribute to the broader discourse on international education and global academic mobility.

### **LITERATURE REVIEW**

The internationalisation of education in China has created new opportunities for English language educators from around the world. These include professional development, exposure to diverse student populations, and the chance to contribute to the globalisation of academic standards. Many educators are involved in curriculum innovation, cross-cultural teaching, and enhancing students' global communication skills. However, the transition is not without challenges (Hu, 2022). International educators often face cultural differences, limited classroom autonomy, language barriers, and unclear institutional expectations. Administrative issues, such as complex visa processes and inconsistent contract terms, further complicate their experience. Despite these challenges, there is a growing need for support systems that can help educators adapt and thrive—such as intercultural

training, clearer communication from institutions, and collaborative teaching models. Moving forward, the successful integration of international English educators in China depends on aligning global teaching approaches with local educational values, creating environments where both educators and students benefit from the exchange (Wang, 2024).

## **RESEARCH QUESTIONS**

What is the influence of Educational Internationalisation on the Opportunities of English language educators?

## **RESEARCH METHODOLOGY**

### **RESEARCH DESIGN**

The quantitative data analysis was conducted using SPSS version 25. The odds ratio and 95% confidence interval were used to ascertain the strength and direction of the statistical link. The researchers developed a statistically significant criterion at  $p < 0.05$ . A descriptive analysis was performed to determine the key characteristics of the data. Quantitative approaches are often used to evaluate data obtained from surveys, polls, and questionnaires, as well as data modified by computational tools for statistical analysis.

### **SAMPLING**

Research participants filled out questionnaires to provide information for the research. Using the Rao-soft programme, researchers determined that there were 630 people in the research population, so researchers sent out 730 questionnaires. The researchers got 700 back, and they excluded 30 due to incompleteness, so researchers ended up with a sample size of 670.

### **DATA AND MEASUREMENT**

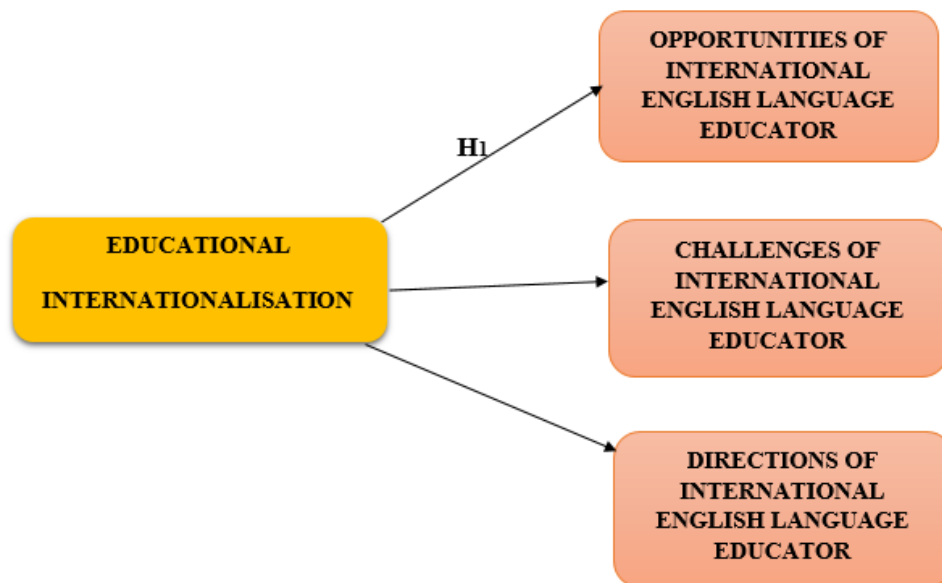
A questionnaire survey served as the principal tool for data gathering in the study. The survey had two sections: (A) General demographic information and (B) Responses on online and offline channel variables assessed using a 5-point Likert scale. Secondary data was obtained from many sources, mostly on internet databases.

### **STATISTICAL SOFTWARE**

The statistical analysis was conducted using SPSS 25 and MS-Excel.

### **STATISTICAL TOOLS**

To grasp the fundamental character of the data, descriptive analysis was used. The researcher is required to analyse the data using ANOVA.



## CONCEPTUAL FRAMEWORK

## RESULT

**Factor Analysis:** One typical use of Factor Analysis (FA) is to verify the existence of latent components in observable data. When there are not easily observable visual or diagnostic markers, it is common practice to utilise regression coefficients to produce ratings. In FA, models are essential for success. Finding mistakes, intrusions, and obvious connections are the aims of modelling. One way to assess datasets produced by multiple regression studies is with the use of the Kaiser-Meyer-Olkin (KMO) Test. They] verify that the model and sample variables are representative. According to the numbers, there is data duplication. When the proportions are less, the data is easier to understand. For KMO, the output is a number between zero and one. If the KMO value is between 0.8 and 1, then the sample size should be enough. These are the permissible boundaries, according to Kaiser: The following are the acceptance criteria set by Kaiser:

A pitiful 0.050 to 0.059, below average 0.60 to 0.69

Middle grades often fall within the range of 0.70-0.79.

With a quality point score ranging from 0.80 to 0.89.

They marvel at the range of 0.90 to 1.00.

Testing for KMO and Bartlett's

Sampling Adequacy Measured by Kaiser-Meyer-Olkin .670

The results of Bartlett's test of sphericity are as follows: approx. chi-square  
df=190

sig. =.000

**Table1: KMO and Bartlett's Test.**

<b>KMO and Bartlett's Test</b>		
<b>Kaiser-Meyer-Olkin Measure of Sampling Adequacy.</b>		.670
<b>Bartlett's Test of Sphericity</b>	<b>Approx. Chi-Square</b>	3252.968
	<b>df</b>	190
	<b>Sig.</b>	.000

This substantiates that assertions on the execution of a sample are valid. Researchers used Bartlett's Test of Sphericity to evaluate the importance of the correlation matrices. The Kaiser-Meyer-Olkin metric deems the sample satisfactory when the value is 0.670. The p-value obtained from Bartlett's sphericity test is 0.00. The statistically significant findings of Bartlett's sphericity test indicate that the correlation matrix differs from an identity matrix.

## INDEPENDENT VARIABLE

**Educational Internationalisation:** In the context of this study, the independent variable is the international English language educator, defined as a professionally trained, often native or near-native English speaker who is employed in China to teach English within diverse educational settings, ranging from primary schools to higher education institutions. These educators typically operate under the influence of cross-cultural dynamics and pedagogical expectations that reflect both their home countries' educational norms and the policies of the host country. Their presence is central to the discourse on educational internationalisation in China, serving as catalysts for linguistic and cultural exchange, as well as contributors to curriculum development aligned with global standards. The role and identity of these educators shape, and are shaped by, their interactions within Chinese academic environments, thus positioning them as the focal point for examining the effects of internationalisation on language education (Song, 2023).

## DEPENDENT VARIABLE

**Opportunities of International English Language Educator:** In the field of educational globalization in China, there are many chances for international English

language teachers that significantly affect their career routes. Thrilling are chances like English-medium instruction (EMI) programs, which are growingly popular in Chinese universities. Two objectives of these initiatives are raising world competitiveness and drawing international students. Furthermore, there is institutional support accessible to teachers meant to incorporate global points of view into different courses. This thus makes conditions ideal for the implementation of fresh ideas for classroom learning. The rising number of Chinese students eager to raise their English competency makes foreign English-speaking professors highly sought for. The larger processes of educational internationalization in China affect the options available to foreign language teachers, therefore highlighting a crucial dependent variable in this often-shifting environment. Together, these elements help to define the range of possibilities open to students from different nations (Qiang, & Wolff, 2020).

**The relationship between Educational Internationalisation and Opportunities of International English Language Educator:** It is very evident that there is a relationship between the expansion of international education and the chances that are available in China for instructors who are native English speakers and who come from other countries. When it comes to their academic standing, Chinese colleges are exerting a considerable amount of work in order to improve their position in the academic community of the rest of the world. They are contemplating the possibility of requesting assistance from other nations in order to obtain guidance about the creation of a curriculum, the recruitment of instructors, and the participation of students. As a consequence of the program's extension of the standards for intercultural competency, globalization of curriculum, and (EMI), new possibilities are made accessible to educators who are not native speakers of English. These options include teaching programs that are taught in English. For a number of reasons, foreign teachers play a very important role in the process of contributing to the transfer of global knowledge (Marginson, 2021).

This is because they simultaneously work as cultural mediators and language instructors (also known as "language instructors"). They establish their home at the intersection of the educational systems of the local community and those of the global community to which they belong. Foreign academics who are employed at academic institutions are receiving aid from government initiatives and worldwide rankings that encourage globalization. This is done with the goal of achieving a greater impact and strategic relevance in their respective fields of study. Globalization is more than just a background; rather, it is a powerful catalyst that has an influence on the breadth, depth, and progress of their one-of-a-kind professional duties. This is because globalization is a broader idea than merely a background. Evidence that globalization involves more than just any backdrop is shown by the fact that this connection is persistently undergoing change (Jin & Cortazzi, 2021).



On the basis of the above discussion, the researcher formulated the following hypothesis, which was analyse the relationship between Educational Internationalisation and Opportunities of International English Language Educator.

**H<sub>01</sub>: There is no significant relationship between Educational Internationalisation and Opportunities of International English Language Educator.**

**H<sub>1</sub>: There is a significant Educational Internationalisation and Opportunities of International English Language Educator.**

**Table 2: H<sub>1</sub> ANOVA Test.**

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
<b>Between Groups</b>	39588.620	136	5655.517	1055.921	.000
<b>Within Groups</b>	492.770	533	5.356		
<b>Total</b>	40081.390	669			

This investigation yields remarkable results. The F value is 1055.921, attaining significance with a p-value of .000, which is below the .05 alpha threshold. This signifies the “**H<sub>1</sub>: There is a significant relationship between Educational Internationalisation and Opportunities of International English Language Educator.**” is accepted and the null hypothesis is rejected.

## DISCUSSION

The globalisation of education in China has given foreign English language teachers various chances to have a major influence on worldwide intellectual interaction and cross-cultural communication. Given that Chinese institutions are approaching conformity to global norms, one of the most exciting opportunities is the growing requirement for mastery of English. Chinese schools are able to respond to this need by using creative pedagogical approaches and increasing students' degrees of intercultural competency—two traits that would be more crucial in a workforce internationally united. Since it exposes them to several teaching strategies, teachers of English typically find themselves in classrooms with students from a range of cultural backgrounds—great for cooperation and professional growth. These opportunities have several drawbacks even if they provide several benefits. Among the possible challenges that restrict the autonomy and effectiveness of foreign teachers are language limitations, cultural variations, and accepted educational approaches. In Western countries sometimes use communicative strategies that go against institutional norms, which could give memorising and test-taking first priority. One's capacity to express themselves professionally and to keep employment security can all be affected by issues with censorship, shifting political dynamics, and immigration laws. Teachers from different nations should keep their



professional growth in accordance with local standards and adopt future teaching strategies approved by their culture. This would help those to overcome the complexities this circumstance offers. Working with Chinese teachers and authorities would help one to create a more all-encompassing curriculum design that considers both local and international educational standards. English instructors in China must show adaptability and innovation as China's educational system is becoming more international and calls for this. This would help them to encourage understanding among students and significantly influence the academic community all around.

## CONCLUSION

Working with students from a range of language backgrounds and adjusting to the evolving educational globalisation scenario, English teachers in China find new opportunities and challenges. All told, these are the two traits that define this area most usually. Making environmental preservation a major concern would help us to establish an atmosphere that supports us to develop professionally, increases the degree of cultural awareness, and welcomes fresh ideas for education and learning. In this context, educators' efficacy would rely on their understanding of cultural variations, their capacity to modify their methods of instruction, and their knowledge of institutional frameworks perhaps quite different from their own. Notwithstanding challenges like language barriers, varying academic standards, and political restrictions, foreign teachers significantly influence how ready their pupils are for the international scene. Building ties with local stakeholders, using culturally relevant teaching strategies, and supporting honest inquiry help one to adapt to changing surroundings. Given how fast China's educational system is developing, teachers from other nations working in Chinese classrooms must see themselves as cultural ambassadors as well as language teachers. Broad in focus If English teachers in China wish to make a significant impact on education and the world at large, they have to become masters at modifying worldwide criteria for success to fit the particular demands of their pupils. This helps us to comprehend the reasons behind the successes of these remarkable people.

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