

## A GLOBAL ENGLISH LANGUAGE EDUCATOR'S PATHWAYS, OBSTACLES, AND PROSPECTS IN THE CHINA REGION AS IT RELATES TO EDUCATIONAL INTERNATIONALISATION.

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### ABSTRACT

China's growing engagement in global education is creating demand for those with exceptional English language ability. This emphasises the need of keeping current for English language teachers all around. Under China's aspirations to internationalise its educational system, this research academic mobility the experiences, opportunities, and challenges of English language instructors in China from several angles. This study employs a qualitative and interpretative approach to examine how teachers manage the pressures of satisfying growing expectations as well as completing rigorous academic criteria. Most individuals can make advantage of publically supported programs, private language schools, or relationships with foreign universities if they have to visit. One has to consider the benefits and disadvantages of every decision. Among the everyday challenges instructors must face are red tape, changing visa policies, language and cultural issues, and institutional support missing for creative teaching strategies. Intercultural Communication moreover probable are language and cultural challenges. Educational Internationalisation Education notwithstanding these obstacles, there is still reason for hope as the Belt and Road Education Plan and other Chinese projects place more importance on international academic cooperation and bilingual education. The study highlights how English Second Language (ESL) instructors beyond their daily obligations as teachers to act as cultural mediators and participate in intellectual exchanges all around, therefore promoting globalism Crucially also is our ability to show cultural sensitivity and environmental adaptation. It is stressed that language instruction is essential for China to raise its intellectual ranking worldwide.

**Keywords:** English Language Education, Educational Internationalisation, English Second Language, Intercultural Communication, Academic Mobility.

### INTRODUCTION

Over the past few years, demand for English language classes has exploded. This event shows how English has progressively become a global language in various fields, including academia, diplomacy, and international trade, in many years. Particularly in view of China's growing prominence as a significant hub for international education in this exciting subject, English language teachers are much sought after worldwide. This is so because China now serves as a major centre for the globalising of education. Through several programs, the Chinese government has freely supported the aim of increasing educational levels to satisfy international standards (Kirkpatrick & Liddicoat, 2022). Two independent projects comprising the Belt and Road Initiative and the Double First-Class University Plan are those ones. Learning English as a second language in China is an adventure with rewards and demands equally. Given China's high student population, rising educational expenditure, and openness to include ideas from other global educational systems, these processes might provide many opportunities. On the one hand, China offers unmatched potential compared to any other nation. Conversely, teachers have to overcome cultural standards, legal restrictions, institutional expectations, and shifting opinions on Western educational methods. Here our point of view differs. The ability to adapt, the degree of professional development, and the long-term consequences on the globalisation of education all depend much on the experiences and career decisions taken by English teachers all around. This paper aims to investigate the advantages and drawbacks of China's fast changing educational environment and the several possibilities accessible to foreign English teachers seeking employment there. With this project, the researcher seeks to increase our knowledge of the worth of ESL teachers and foreign education generally. All of this is carried out considering China's goals for world education. Considering this, the researcher would investigate the current policy in great detail together with trends in internationalisation and teachers' experiences (Răciun, 2021).

## 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. As a consequence, many regional variations of English that are spoken across the world have evolved. The growing use of English as a medium of global communication among speakers of a great range of other languages and cultures puts the conventional approach of teaching the English language in jeopardy as it has always concentrated on generating native speakers who are fluent in the language. There are many more regional versions of English than only British and American English; they are also under consideration for incorporation into English language education initiatives (Hu, 2023). Notwithstanding this, many surveys asking students about their opinions on the language learning process have shown that many would rather study English from a native speaker (Wang, 2022). Non-native speakers of a language have proved

to be as resistive to appreciating natural diversity as native speakers of that language. Therefore, it is essential to look into the causes of certain people's resistance to learning from the given choices. This study using many research techniques aimed to compare the points of view maintained by English language teachers Chinese Education (CE) and Chinese college students. Given approximately 400 million individuals in mainland China are studying or using English, this study may have broad implications for the localisation of English education in China and other analogous environments (Jooste, 2021).

### **PURPOSE OF THE RESEARCH**

Given the increasing globalization of education, this study is to explore the experiences of non-Chinese English language instructors employed in the China region and acquire understanding of their lived reality. China is keeping and even growing its academic presence all around as part of its attempts to boost global educational standards. Teachers of English as a second language who themselves reflect a varied spectrum of languages and cultures are thus very important in this change. This study aims to find more about the routes these instructors follow in both their personal and professional lives, the difficulties they encounter, and the opportunities this particular classroom offers.

This study seeks to provide a forum for teachers to express their views and opinions thereby illuminating the complicated reality underlying educational institution regulations and worldwide trends. This study would investigate several aspects of cultural adaptation, language barriers, institutional expectations, and instructional change. The research is motivated by learning about how foreign teachers approach such sorts of issues. It also explores the opportunities they come across—that of worldwide collaboration, professional development, and the drafting of a global curriculum. This study is a component of a bigger project aiming at clarifying the reciprocal consequences of China's educational globalization on society at general and on its trailblazers. The results should provide academic institutions, governments, and teachers themselves with insightful analysis by stressing effective strategies and flagging up areas for development. Within the context of Chinese higher education, The Researcher wish to promote more sustainable and inclusive approaches of international engagement as well as contributing to the ongoing conversation on global mobility in education.

### **LITERATURE REVIEW**

Above all, everyone who want to teach Chinese has to be carrying a current Z-Visa. The Researcher would not be allowed legally to work inside the country without this particular visa. One's visa situation obviously influences whether they could teach

English in China. In this sense, acquiring a teaching license in China is quite simple. The Researcher would have plenty of chances if The Researcher meet the requirements to teach English in China. This is the reason native English speakers are always in demand to teach numerous Chinese institutions English. The Researcher should schedule for studying around fifteen hours a week. Apart from the usual Mandarin courses given by Chinese teachers, The Researcher are supposed to provide supplementary English speaking exercises (Knight, 2021). Teaching in China comes with difficulties, the most prominent one being the possibility of fifty students or more in public school classes there. Though the local variant is seldom noticed or even debated, English has exploded throughout China. Though it's not a topic of much discussion, the local English dialect has evolved. English's rapid climb to popularity may be mostly attributed to Chinese speakers' growing desire for a global language. Aspects of motivation include goals for further travel, professional development, and educational background. This is the reason many Chinese parents urge their children start English classes right away, despite the great expense and general belief on the advantages of a head start. Learning English is highly appreciated in Chinese culture for many different reasons. One element driving this is the growing number of Chinese students seeking chances to pursue higher education overseas. For ESL, for example, the researcher have looked into CE's linguistic traits and evaluated its feasibility as a model. The author found that because they saw language differently, many teachers and students were reluctant to apply CE as a teaching tool. This resistance raises numerous questions about the future of CE in China and whether the Chinese embrace it (De Wit, 2021).

## RESEARCH QUESTIONS

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

## 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.

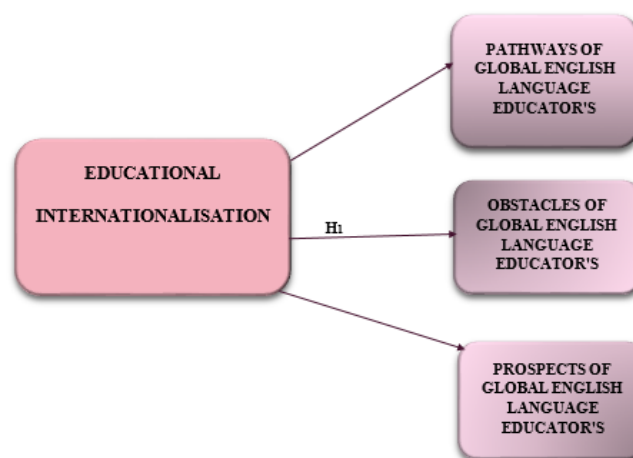
#### Data and Measurement:

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.

Table1: KMO and Bartlett's Test

Testing for KMO and Bartlett's

Sampling Adequacy Measured by Kaiser-Meyer-Olkin .870

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

DF=190

sig. =.000

**Table: KMO and Bartlett's Test**

<b>KMO and Bartlett's Test</b>		
<b>Kaiser-Meyer-Olkin Measure of Sampling Adequacy.</b>		.870
<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 0.870. 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**

The movement toward incorporating more global, multicultural, or international viewpoints into accepted educational frameworks and pedagogical approaches is known as "educational internationalization. "The researcher call this phenomena globalization (Răciun, 2021). This covers a broad spectrum of operations, including developing and applying worldwide academic standards, enabling teachers' and students' mobility, and promoting international research cooperation. In higher education, internationalization usually entails creating courses in English, forging alliances with colleges abroad, and hiring teachers and students from other nations. The objectives of this initiative are to raise children' cultural awareness, improve their education, equip them for a world growingly linked by means of technology. Thus, internationalization is both a cause of and a reaction to the present situation on the academic scene (Ryan, 2021).

#### ❖ DEPENDENT VARIABLE

- **Obstacles Of Global English Language Educator's**

As the researcher investigate, the researcher focused especially on the continuous challenges ESL teachers all over confront in the classroom. Long-standing institutional standards, the globalization of educational institutions, and the cultural dynamics of the nation hosting the event are some of the basic structural problems generating this occurrence. The Researcher never know the possible manifestation of these challenges. Overcoming language barriers, adjusting to changing educational standards, challenging cultural prejudices, and managing insufficient institutional support can assist one to implement these approaches (Deca, 2023). To be clear, not many situations fit what may be regarded as comparable. Visa limitations, job security concerns, and little training and growth opportunities would surely lower workers' morale and production. Globally improving the effectiveness of institutions and the quality of living for teachers depends on a comprehensive awareness of the present issues. This information helps one to achieve both goals.

- **The relationship between Educational Internationalisation and Obstacles of Global English Language Educator's:**



Though it offers many difficult challenges to English language teachers in the China region, the trend of educational internationalization brings about worldwide academic integration and cross-cultural interaction. Teachers typically have to negotiate the institutional, cultural, and structural challenges associated with worldwide changes. China is under increasing relevance in the global education sector as it aggressively searches overseas teachers to assist with worldwide courses and language learning initiatives. The great discrepancy between the standards of local institutions and the educational goals of global society is a main cause of strife. Chinese educators might come across an inclination toward test-based training, conventional teaching methods, and sometimes overly limited curricula. This is the case even if globalization is encouraging approaches of teaching expressive language that are highly regarded all around. This discrepancy makes teachers under strain in their employment as they cannot appear to balance classroom practice with their official education. This difference might cause problems for them. Language and cultural obstacles complicate daily contacts both within and outside of the classroom. Teachers could have trouble connecting with school administrators, students, and peers even if they speak English fluently. Depending on the details, these communication gaps might lead to misunderstandings or alienation of sentiments. Furthermore difficult for instructors used to either cooperative or independent working environments are changes in corporate culture. Two probable results of these developments are decreased agency in decision-making and hierarchical communication structures. Every process of internationalization has several administrative and legal challenges. Among the several things that could make overseas teachers uncomfortable and worried are Visa rules, vague job contracts, and variations in institutional support systems. Although the aim of educational internationalization is to promote inclusion and cooperation, these institutional obstacles usually reveal policy implementation errors that impede the job of the educator. This occurs even if the objective of educational internationalizing should be increasing inclusivity. One must have a thorough awareness of this relationship if one wants to design more fair and long-lasting forms of educational internationalization. These models must persuade teachers from all across the world to guarantee their success and happiness in the host nation for the long run (Zha, 2022).

On the basis of the above discussion, the researcher formulated the following hypothesis, which was analyse the relationship between Educational Internationalisation and Obstacles of Global English Language Educator's.

“H<sub>01</sub>: There is no significant relationship between Educational Internationalisation and Obstacles of Global English Language Educator's.”

“H<sub>1</sub>: There is a significant relationship between Educational Internationalisation and Obstacles of Global English Language Educator's.”



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

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	39588.620	137	5652.517	1055.954	.000
Within Groups	492.770	532	5.353		
Total	40081.390	669			

This investigation yields remarkable results. The F value is 1055.954, 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 Obstacles of Global English Language Educator's.” is accepted and the null hypothesis is rejected.”

## DISCUSSION

There are many chances for English language teachers all around in the dynamic setting of educational internationalisation in China. China's strategic relevance in the world has driven demand for English competency in all levels of Chinese educational institutions to rise. Driven by government initiatives, economic globalisation, and a growing middle class eager to search for possibilities abroad, an active centre for international education has lately developed in China. Apart from providing a vibrant teaching atmosphere, the region provides instructors from all across the world the opportunity to create extensive networks of intellectual and cultural contact. China offers one of the finest opportunities for development given its large expenditures in foreign universities. Strong funding from national and provincial governments for partnerships with overseas institutions makes programs for bilingual education, faculty exchanges, and curriculum innovation feasible. Through these activities, English as a second language teacher's would have greater opportunity to lead, design multidisciplinary projects, and inspire invention in their classrooms. This surroundings are ideal for developing one's profession and for creating intellectual contacts with effects considerably beyond their local region. Tier-two and metropolitan areas have fast expanded opportunities for bilingual and international education instructors, thereby generating more teaching roles. The concerned institutions are searching for skilled English language teachers who can enhance Western educational approaches. Teachers shouldering the responsibility of raising students' global skills by means of cultural engagement and language

acquisition are in the driver's seat of this trend. These environments allow teachers to influence educational theory and practice, therefore there is a certain type of professional fulfilment they might discover. Driven by technology, the educational sector offers an increasing spectrum of possibilities. Thanks to the explosion of online resources such hybrid courses and virtual learning groups, there are now more choices for flexible education than ever before. English is taught by teachers all throughout the world in a range of environments, including internet platforms. This allows students additional chances and lets them participate in China's educational system without needing to be physically there all year long. This digital transformation makes professional autonomy, scalability, consultancies or personal education brands feasible, thereby enabling teachers to undertake entrepreneurial activities in their sector. Technology and institutional policies have helped China's cultural curiosity to display a more nuanced and people-centered potential. More and more individuals are considering English as a means of opening their horizons, travel the globe, and have greater employment possibilities wherever in the world, not as only a subject to study. Parents as well as the children are going through a paradigm shift. By developing an open mind, teachers may create an exciting environment that motivates students to actively engage, strengthens bonds among themselves, and promotes worldwide communication. Participating in these conversations directly affects teachers' students' educational pathways, hence they typically report great degrees of both personal and professional contentment. At last, internationalisation as a tactic in higher education motivates academics to collaborate and operate free inside their particular domains. For English language instructors with research experience or advanced degrees, possibilities to teach academic English, support the development of academic writing, and engage in worldwide research initiatives might present themselves. Using this forum, more and more Chinese scholars are disseminating their research worldwide, forming international alliances, and thus strengthening China's knowledge economy. For ESL teachers worldwide, the China area has several possibilities. Those who are eager for change and development have many opportunities to assist China reach its goals regarding international education. These chances might occur from institutional cooperation, network expansion, digital platform utilisation, effective cross-cultural communication, and active academic participation.

## CONCLUSION

The findings indicate a significant relationship between the obstacles faced by global English language educators and the broader process of educational internationalisation. As institutions pursue internationalisation to enhance global competitiveness, educators often encounter challenges such as cultural adjustment, institutional limitations, and inconsistent policy support. These obstacles are not isolated, but rather shaped by the very systems that promote global engagement.

Therefore, addressing these challenges is crucial to the success of internationalisation initiatives. By recognizing and responding to the needs of international educators, institutions can create more inclusive, supportive environments that align with their international goals.

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