

## **Research focused on how the World Trade Organization affects English language instruction at Chinese universities**

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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. This study explores students' perceptions of English language instruction (ELT) in Chinese universities as light of the ongoing globalisation trend in order to inform the ongoing reform of ELT. This study is innovative because it takes students' perspectives as the most important stakeholders and direct participants of English language education (ELT) in China and examines ELT within the backdrop of the rising relevance of English competence with advancing globalisation. 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 World Trade Organization is a global regulatory body tasked with promoting free trade (WTO). The United Nations (UN) formed the International Trade Organization (ITO) to replace the GATT, an international trade pact founded in 1947. (ITO). The ITO was succeeded by the WTO (ITO). Although the ITO never came to fruition, the GATT was remarkably effective in

liberalising global trade during the next five decades notwithstanding this. By the late 1980s, a stronger global organisation was required to monitor and resolve trade disputes. The Uruguay Round (1986–1994) of multilateral trade negotiations resulted in the establishment of the World Trade Organization (WTO) on January 1, 1995 (**Andreson, 2021**).

After the Uruguay Round Agreement, the WTO was founded on January 1, 1995, with 164 members. Since 1947, the GATT have helped create a robust, open global trade system. Its main tasks include managing agreements, negotiating trade reforms and standards, and settling disputes. WTO accords include tariff and nontariff trade barriers, goods, services, and agriculture. Trade remedies, TBT, IPR, and government procurement are examples. The MFN principle, local treatment, fair treatment, and openness in trade rule implementation incorporate non-discrimination, a key component of the accords. In the context of bilateral and regional agreements outside the WTO, developing nations may get preferential treatment. The GATT/WTO structure has simplified trade friction, reduced tariffs and increased trade and economic development. WTO difficulties are greater. Due to its members' failure to negotiate a substantial trade deregulation round since 1994, the Commission (WTO) may become outdated in the global economy. Members have recommended improvements to protect and strengthen the institution. Congress regulates WTO agreements as the "basis of the global commerce system" because it recognises the WTO. Others propose 2020 joint measures to withhold congressional ratification of WTO accords in favour of WTO changes and U.S. leadership. Legislators may be concerned in how WTO treaties influence the US economy, reform and negotiation results, and the value of US involvement and leadership. 2022 CRS Report (**CrsReport, 2022**).

## **2. PROBLEM STATEMENT:**

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

According to ma report found that, “Since teaching English is a top priority of China's education system, students their benefit from the globalisation of language that began with the advent of the World Trade Organization (WTO). China's present ELT emphasis seems to be on teaching those four macro competencies as a whole rather than on developing students' language abilities. Everybody, from students to teachers, is beginning to understand that the ability to speak clearly and fluently is more important than knowing a lot of words and phrases. Computer-based training, individualised teaching, group study, and hypertextual learning all place the power of learning squarely in the hands of students. Conversely, China's English language programmes have expanded internationally (ELT). Students' unhappiness led to widespread calls of ELT reforms in China's English-language institutions. Requirements for such College English Curriculum include several requirements that are challenging to implement in their final form.” (**Ma, 2018**).

### **3. BACKGROUND OF THE STUDY:**

Globalization is accelerating the transition of a public service sector into a market for large national and international enterprises. International commerce in education programs is not new, but it is evolving and growing rapidly. English-speaking universities sought overseas students. American, Australian, and British universities increasingly compete for overseas students in their own nations with a confusing array of joint projects and offshore branch campuses. By 2005, Nottingham University in Malaysia & Nottingham Ningbo from China established Asian campuses. Transnational students pursuing UK degrees are projected to outnumber foreign students in Britain. The new abroad campuses may attract regional students, creating an international intellectual atmosphere.

British universities increasingly compete for overseas students at home. By 2005, Nottingham University in Malaysia & Nottingham Ningbo of China established Asian campuses. Transnational students pursuing UK degrees are projected to outnumber foreign students in Britain. The new abroad campuses may attract regional students, creating an international intellectual atmosphere. The WTO established the new system of multilateral trade upon January 1, 1995, including the General Tariffs and Trade Treaty (GATT). The WTO's dispute resolution body, which adjudicates trade issues, and the Convention on Service Trade are the main differences (GATS). The WTO now has disciplinary authority over GATT. The WTO is “the most powerful instrument that the world community has disposal” since it is the sole global organisation that regulates trade. The WTO accords, signed by most trade countries and approved in their parliaments, form its foundation. These agreements govern international trade. Contracts provide member nations key trading rights. They also bind countries to restrict their trade policies for everyone's benefit. (Andreson, 2021).

### **4. LITERATURE REVIEW:**

Economic globalisation is a primary driving force behind the change of what was formerly considered a public service into a lucrative opportunity for large domestic and international enterprises. Although international commerce in education programs is nothing new (people have been travelling to other countries to study or work for quite some time), it is now taking on new shapes and growing at an unprecedented rate. Universities that taught in English made an effort to attract students from other countries. As American, Australian, and British universities compete for overseas students in their own nations, a confusing variety of joint projects and abroad branch campuses have replaced the expansion in conventional onshore offering. University of Nottingham, which is based in the United Kingdom, for instance, had two campuses in Asia around 2005: one in Malaysia and another in Ningbo, China. Transnational students pursuing UK degrees

via such initiatives are forecasted to outnumber foreign students coming to the country for higher education. Students from other parts of the area will undoubtedly flock to the new abroad campuses, enriching the diversity of thought at the institutions (**Paul, 2016**).

This article constructs ELT and globalisation discussions by presenting numerous concerns and concepts. This chapter summarises empirical studies on this subject from China and elsewhere. The form a large cites the leading researchers for whom research is reviewed. The main goal is to provide the theoretical resources employed in this thesis to guide the research methods, particularly data collecting and analysis. Social theories explain and justify essential notions that place current educational transformation in the context of globalisation. This chapter discusses the globalisation orientation of this study project to geopolitical, historical, economic, and social topics in education. This allows critical reflection on research and teaching. This chapter discusses globalisation of economics and culture, educational policy, the English language, and language and ideology. The worldwide cultural and linguistic homogenization and heterogeneity debate is highlighted. After that, cultural globalisation concepts were examined. This chapter discusses significant conceptual debates: worldwide English; educational transformation and models; language instruction policy; and communicative competency. Technology's time-space compression is affecting third-world cultures more and more (**Nataliya, 2018**).

Postmodernism—economic, technological, and social changes—has created a global culture that differs from late capitalism. Cultural studies' redefinition of "language" makes it so broad that it almost encompasses culture. Language grew increasingly inseparable to art because of its role in comprehending society. The popular view on economic globalisation, development, and education is that liberalising international markets and freeing capital and technology boosts economic progress. Producing for wealthy nations' markets helps poor countries find employment and revenue. The mobility of capital and products, paired with cheap labour in low-income nations, should allow capital & production to transfer to low-income countries, increasing output, exports, employment, and incomes. Asian tigers supported Stewart's hopeful view. These nations had varied human resource bases. The four tigers had universal primary enrolment and almost a third of their pupils in secondary education in 1970. Stewart said that globalisation has increased the value of education in growth in the economy. Education affects labour productivity and worldwide competitiveness. Globalization has increased educational rewards from leveraging the world's trade and increased educational failure penalties (**Poggensee, 2016**).

## **5. METHODOLOGY:**

This study was using the combination of quantitative and qualitative methods.

**Sampling:** Purposive sampling technique was applied for the study. In order to avoid making statistical generalisations outside the sample studied, non-probability sampling was used. Survey was conducted in the Chinese Universities.

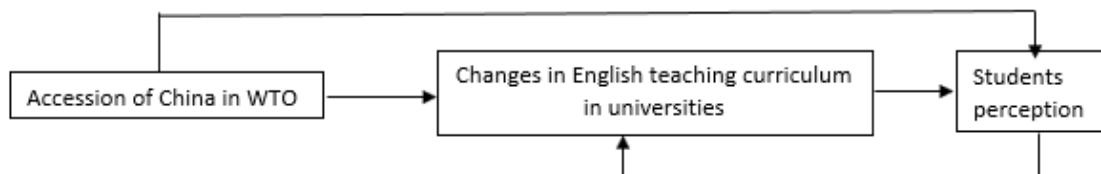
**Data and Measurement:** Primary data for the research study was collected through questionnaire survey (one-to-correspondence or google-form survey). The questionnaire was divided into two parts – (A) Demographic information (B) Factor responses in 5-point Likert Scale for both the online and non-online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

**Statistical Software:** SPSS 25 was used for Statistical analysis.

**Statistical tools:** The data was subjected to a descriptive analysis in order to determine their fundamental characteristics. Cronbach alpha, EFA, and CFA was used to assess the data's validity and reliability. We'll use quantitative methods to draw inferences about existing relationships from the data. When conducting surveys, researchers may examine a wide range of variables at once, which is impossible in laboratory or field experiments.

## 6. FRAMEWORK:

China's economy and education will change once it enters the WTO. English is the worldwide corporate "working language." English is "really, good or terrible, or both, their language franca" for "movers and shakers as well as those desire to get near them and families worldwide need it for their children". Many nations today use English for international communication, cooperation, and legal disputes via Huang. After China joined the WTO, experts in many fields need to speak English. China needs more experts who speak that language to fully integrate into in the global economy by embracing international standards centered on regulations. Chinese residents have long considered English crucial for their country's growing scientific and technical capabilities. Students and society need more English language teaching. College English courses and ELT classroom activities must reflect contemporary political and social conditions.



## 7. RESULT:

- **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 variables and the whole model are evaluated to see whether they were adequately sampled. The statistic measures the potential shared variation among many variables. In general, the smaller the percentage, the better the data was suitable to 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 your 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**

<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

EFA  
begins  
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validation of the data's appropriateness for factor analysis. Regarding this, Kaiser suggested that factor analysis only be conducted if the KMO (Kaiser-Meyer-Olkin) indicator of sample adequacy coefficient value was larger than 0.5. It has been determined that the KMO value for the data used in this investigation is .870. Additionally, a significance level of 0.00 was found using Bartlett's test of sphericity.

### 7.1 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 were predicted in a hypothesis. An unproven hypothesis is a response to the research question. Depending on the scope of study, may need to develop a series of hypotheses to investigate various facets of research issue.

## 2. Changes in English teaching curriculum in universities test

<u>Descriptives</u>								
Sum					95% Confidence Interval for Mean		Minimum	Maximum
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound		
1.00	120	20.0000	.00000	.00000	20.0000	20.0000	20.00	20.00
1.20	15	23.0000	.	.	.	.	23.00	23.00
1.80	30	39.0000	.00000	.00000	39.0000	39.0000	39.00	39.00
2.00	75	40.4000	.89443	.40000	39.2894	41.5106	40.00	42.00
2.20	15	48.0000	.	.	.	.	48.00	48.00
2.80	15	50.0000	.	.	.	.	50.00	50.00
3.40	15	59.0000	.	.	.	.	59.00	59.00
3.80	60	73.0000	6.05530	3.02765	63.3647	82.6353	66.00	79.00
4.20	255	81.1765	.39295	.09531	80.9744	81.3785	81.00	82.00
4.40	75	87.0000	2.00000	.89443	84.5167	89.4833	85.00	90.00
4.60	90	95.0000	2.36643	.96609	92.5166	97.4834	91.00	98.00
4.80	360	98.8750	.61237	.12500	98.6164	99.1336	96.00	99.00
5.00	375	100.0000	.00000	.00000	100.0000	100.0000	100.00	100.00
<b>Total</b>	1500	81.7000	25.79269	2.57927	76.5822	86.8178	20.00	100.00

For dependent variable (Changes in English teaching curriculum in universities), the descriptive output gives the sample size, mean, standard deviation, minimum, maximum, standard error, and confidence interval for each level of the (quasi) independent variable. In this study, respondents

who responded for Changes in English teaching curriculum in universities and Students perception, and their mean was 81.7000, with a standard deviation of 25.79269.

**Table 3: H<sub>1</sub> ANOVA test**

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	65692.704	496	5474.392	2829.974	.000
Within Groups	168.296	1003	1.934		
Total	65861.000	1499			

In this study, the result is significant. The value of F is 2829.974, which reaches significance with a p-value of .000 (which is less than the .05 alpha level). This means the “**H<sub>1</sub>- “There is a significant relationship between Changes in English teaching curriculum in universities and Students perception toward curriculum”** is accepted and the null hypothesis is rejected.

## 8. CONCLUSION:

English language teaching in Chinese universities affects education policy. Globalization makes boundaries less important in business, knowledge, technology, cross-cultural communication, etc. Cultural globalisation affects education as part of Chinese universities. Educational pedagogies, policy, and politics include conflict, coherence, and consent. Globalizing society constantly transform education. Since China joined the WTO in 2022, socio-economic, cultural, & political transformations have occurred nationwide. China's WTO participation has created problems and possibilities in several industries, including education. Educators and policymakers now perceive education globally. To effectively fulfil higher education's role in this new century, a market-oriented and public-focused regulatory framework is required. Global economic integration, internal market reforms, and foreign intellectual interactions significantly impact China's tertiary education, the highest degree of public education. In the WTO period, Chinese English language training has been reorganised to satisfy social needs. Communicative ability is becoming the most important aspect of English language training, regardless of whether English becomes a major language in China. Thus, EFL teachers and Chinese university students must discuss issues and solutions. The researcher must also acknowledge that globalisation has a multifaceted impact on English language usage and users. The most last several and significant occurrence in English language history is the post-WWII global variance of English due to growing China power and influence in numerous aspects of contemporary society. English has become the global language franca. Chinese WTO membership promises more English-related employment and worldwide connectivity.



## 9. LIMITATIONS:

Quantitative research doesn't offer a complete picture of what consumers want since it takes a very long time, a lot of money, and both of those things are quite expensive. Due to the fact that personal experience is the foundation of all qualitative data, qualitative research produces outcomes that are less definitive.

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