

# Opportunities, Challenges, and Directions for an International English Language Teacher in China Within the Context of Educational Internationalisation

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Internationalisation has risen from the status of a peripheral concern to that of a primary reform agenda item in the field of higher education throughout the past thirty to forty years. As it has evolved and progressed in new ways, some of its earlier principles and goals have been supplanted. Despite the increasing weight of economic factors, internationalisation need to be steered by the Sustainable Development Goals (SDGs), a set of objectives put out by the United Nations that describe the most critical problems and hopes that the globe is experiencing right now. The design used quantitative and qualitative approaches into its framework to help overcome these difficulties. To kick off the process of collecting quantitative data on the adoption of CE in educational contexts, a survey instrument was constructed based on CE features identified in the literature (see the Appendix). In order to gauge the perspectives of both English instructors and their students on CE, the survey utilised 18 linguistic examples spanning a wide range of topics.

**Keywords:** International language, Teachingenglish in China, Opportunities, Challenges and directions, Context of educational internationalization.

## 1. Introduction

Concentrated reading and extended reading are the two most popular reading strategies used to teach English as a second language. Almost everyone agrees that reading a lot is the best way for Chinese students to acquire other languages, therefore that's where most of their study time goes. Even though it is sometimes combined with other approaches like audio-lingual and audio-visual techniques, the usually used strategy is grammar-translation. Despite its frequent usage in conjunction with the other methods already described, this remains the case. The following is an example of the conventional method in action:

1. students read new words and expressions listed in the gloss following the text along with either a teacher or a tape-recording before the teacher starts to explain the lexical items;
2. the text is presented to exemplify grammatical items, accompanied by the translation from English to Chinese;

3. pattern drills on linguistic items are assigned;
4. grammar is presented and consolidated through illustrative sentences and specially designed exercises; and 5. finally, syllabification is introduced and practiced (Theodoridis, 2015)

The majority of the class looks directly at the teacher. The instructor and students go through the text line-by-sentence, with the instructor asking students questions here and there about things he thinks might be confusing so that they fully grasp the material. The purpose of the analysis is to make sure that the pupils fully grasp all of the concepts covered in the book. It is common practise for teachers to spend an entire class period elaborating on a single grammatical concept or spelling out an example of how to properly use a set of vocabulary terms on the board. It is crucial to employ this strategy since it has the potential to greatly impact the students' reading tendency. Actually, it encourages students to focus on minutiae rather than the overall meaning of the material they are reading. Regardless matter how well students grasp the content, they will not feel comfortable until they can articulate the meaning of each word, phrase, and its Chinese translation. More and more, language classes are concentrating on teaching students how words work and basic grammar rules. The grammar-translation approach has been under constant scrutiny since the late 1970s, when English first gained widespread use in China. This is due to a number of factors, including the rising quality of secondary school English education, the widespread popularity of English, and the fast expansion of China's international, scientific, and cultural exchange with the rest of the world. A number of schools have recently introduced experimental courses to test out different approaches with non-English majors. Some English language schools have used the communicative strategy with the more traditional grammar-translation approach. Class time spent having students rehearse using the target language has increased significantly. Students' expectations have risen, and the English education system is struggling to meet them, despite significant reforms to the teaching method. Teachers are often held responsible when students' English competence does not improve. Consequently, theoretical explanations for the goals and practises of education are in high demand among educators (Jooste, 2017).

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

The expanding use of English in different linguistic and cultural settings is being influenced by the language's rising popularity around the globe. It has resulted in the development of a number of regional variants of English that are spoken in various parts of the globe. The traditional method of teaching the English language, which has traditionally focused on producing native speakers who are fluent in the language, is in jeopardy as a result of the increasing use of English as a medium of global communication among speakers of a wide variety of other languages and cultures. The teaching of British and American English aren't the only two varieties of English that are being considered for inclusion in English language education programmes; there are many more regional variants of English as well. Despite this, a number of studies that asked students about their thoughts on the process of language learning have shown that students would rather learn English from a native speaker. It has been shown that non-native speakers of a language are just as resistant to accepting natural variation as native speakers of that language. Thus, it is essential to investigate the reasons why certain individuals are resistant to acquiring knowledge via the aforementioned options.

The goal of this study using a variety of research methods was to contrast the points of view held by Chinese college students and the English language instructors who taught them (CE). This research may have far-reaching consequences for the localization of English education in China and other settings that are comparable, given that over 400 million people in mainland China are learning or using English (Altbach, 2020).

### **3. PROBLEM STATEMENT:**

" In recent years there has been a growing recognition of English as an international language teaching in China, and little is known about opportunities, challenges and directions in the context of educational internationalization as an international language teaching english in china".

There has been a domino effect on the linguistic and cultural uses of English as a result of the growing need for native speakers in many nations. As a result, several regional variants of English have emerged and are today spoken in various parts of the globe. With more and more people from all over the world using English as a medium of global communication, the old way of teaching English, which centred on creating native speakers who were fluent, is starting to fall apart. The goal of conventional English language instruction has always been to turn out students who are proficient in the language, ideally native speakers. There are a plethora of regional varieties of English that are being considered for incorporation into English language education courses, not limited to the teaching of American and British English. Notwithstanding this, several surveys that polled students on their views on language learning found that the vast majority of them would rather study English with a native speaker. Natural variation is just as hard to accept for non-native speakers of a language as it is for native speakers. The same holds true for Japanese and English. Research understanding the issues that may be blocking some people from accessing information through the routes mentioned before is, thus, critical. In order to better understand the viewpoints of both Chinese college students and their English language instructors, this study employed a variety of research approaches. With over 400 million people in mainland China using or learning English, this research might potentially have significant consequences for the localization of English education in China and similar contexts (Răciun, 2018).

### **4. RESEARCH OBJECTIVE:**

- I. To analyse the impact of an international language teaching English in China.
- II. To examine the purpose of the study of opportunities, challenges and directions in the context of educational internationalization as an international language teaching English in China.
- III. To determine the effects of opportunities, challenges and directions in the context of educational internationalization in China.

## **5. LITERATURE REVIEW:**

Possession of a valid Z-Visa is the single most critical need for every prospective Chinese instructor. This specific type of visa is necessary for legitimate employment in the nation. So, it seems like the visa is the deciding factor for who can teach English in China and who can't. The procedure for obtaining a teaching licence in China is surprisingly simple in this regard. If you can teach English in China, you'll have plenty of chances. Consequently, there is a persistent need for qualified native English speakers to instruct Chinese students in English in China's many educational institutions. On a weekly basis, you should plan to devote about 15 hours to your studies. You are expected to provide extra speaking exercise for the English language alongside the regular lessons, which are taught in Mandarin by Chinese instructors. Becoming a teacher in China could be difficult because public school classrooms there can contain fifty kids or more. The English language has skyrocketed in China, despite the fact that the local form of the language is hardly acknowledged or even contested. Despite the rarity of discussions on the local variant of English, this growth has taken place. The increasing need for a worldwide language among the Chinese people has contributed to English's meteoric rise in popularity. The desire to further one's education, advance one's career, and travel to different places is fueling this need. This is why, despite the huge expense and the myth of gaining a head start, many Chinese parents insist that their children start learning English as soon as possible. There are a number of reasons why learning English is highly valued in Chinese culture. Some of these reasons are related to the increasing number of Chinese students pursuing higher education opportunities outside of the nation. For example, we have examined the feasibility of implementing CE as a paradigm for teaching English to speakers of other languages and performed a study of its linguistic features. Because of their differing views on language, the author discovered that many college students and faculty were hesitant to adopt CE as a teaching method. Many are concerned about CE's future in China and whether or not the Chinese people will ever recognise it because of this reluctance (De Wit, 2019).

## **6. RESEARCH METHODOLOGY:**

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

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

was considered for the study and any incomplete questionnaire will be rejected by the researcher.

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

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

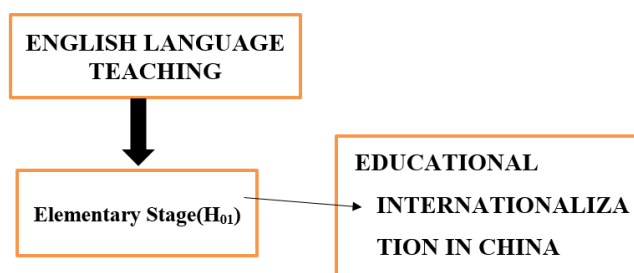
**Statistical tools:** Descriptive analysis was applied to understand the basic nature of the data. Validity will be tested through factor analysis. It was mandatory for participants to take part in this interview, and it was anticipated that those taking part would be students who had just graduated from the relevant educational establishment during the relevant academic year. This interview was conducted with the goal of gaining a more in-depth understanding of the experiences that the students have been through in order to obtain a more comprehensive understanding of their perspectives. The purpose of the interview was to get a more profound understanding, thus that is why it was conducted. In addition, continuous classroom observations began in the year 2003 and lasted until the year 2005 at Dalian Maritime University. These observations began in 2003 and continued until 2005. The beginning of these observations was in 2003, and they lasted until 2005. The first of these observations was carried out in 2003, and they continued all the way through 2005. The first one of these observations was carried out in the year 2003, and they continued right up to the year 2005. The very first of these observations was performed in the year 2003, and they continued all the way up to the year 2005. In addition, as a direct result of the collecting and analysis of educational policy papers, a significant amount of work has been spent on the one national course requirement, which is known as the Common English Course Requirement (CECR), as well as the three national syllabi. The earliest of these sightings can be traced all the way back to the year 2003, and they continued all the way up to the year 2005. This has been done in order to address the immediate repercussions that have arisen as a result of the collection and examination of educational policy papers. This work has also been finished, in addition to the significant amount of effort that was put into finishing the Common English Course Requirement (CECR). The task that is now being worked on was necessitated as a direct result of the fact that educational policy documents needed to be collected and analyzed in order to fulfill their intended purpose. This was done to ensure that each of the children receives an education of the same quality as the others and to fulfill the requirements of the law. In addition, this was done to ensure that the requirements of the law were met. The efforts that have been put forward have directly led to the acquisition and investigation of more materials that are connected to the formulation of curriculum and language policy in China. This has taken place in the business sector as well as the public sector. This task was finished as a part of the larger project that was being worked on at the time. It was a component of the overall endeavor. The questions that were connected with the research subject and the general problem of the study were evaluated utilizing both qualitative and quantitative approaches on the data that were collected in order to discover how the questions that were connected with the data that were obtained related to the general problem of the study. This was done in order to identify how the questions that were related to the research issue as well as the general problem

of the study connected to the data that were acquired. This was done so that we could determine how the questions linked to the overall subject of the investigation. As a consequence of this, it was possible to determine how the questions that were linked with the research issue and the general problem of the study related to the data that were gathered as a result of the inquiry that was carried out. Because this was the situation, it was not difficult to establish a connection between the questions that were asked and the data that was gathered. This was made possible by the fact that this was the case. This was the result that was obtained due to the fact that the questions that were asked were pertinent to the information that was compiled. On the basis of this data analysis, some preliminary findings have been arrived at about possible solutions to the problem that is the topic of the research as well as answers to the questions that are the subject of the inquiry. provides a more in-depth introduction in addition to an expansion and refining of the technique of doing research, which covers the methods for sampling, data collection, and analysis, as well as ethical issues that should be taken into account while conducting research. offers a more in-depth introduction as well as an expansion and refining of the methodology of conducting research in addition to the methodology of conducting research. provides not just a more in-depth introduction but also an extension and refinement of the approach of doing research.

#### Sampling and Selection of Data Sources:

The most straightforward and time-consuming aspect of my investigation will most likely be the selection of participants for the research population. Students, out of all the stakeholders that are engaged with ELT, are without a doubt the ones who are quickly and directly impacted the most by English Language Teaching (ELT) in Chinese educational institutions. College students who are not majoring in English are the ones who have been most influenced by the current College English Curriculum, and they are also the ones who are the most active with English education as a group. This is because university students who are not majoring in English are the ones who are teaching English to younger students. It is anticipated that this population will number in the millions of individuals. In addition, the concept of learner-centered teaching and learning indicates that the students should be the focus of attention rather than the teacher or the subject matter. As a consequence of this, the population of this inquiry was limited to students who were enrolled in non-English major universities, and the population that will serve as the primary focus of this investigation will be the 5,000 students who were enrolled in Dalian's three major universities in the year 2000 and who took the CET-6 examination.

## 7. CONCEPTUAL FRAMEWORK:





## 8. RESULTS:

The methods that were used in this investigation were selected on the basis of the research questions that were presented; after considering all of the available options, it was determined that student surveys focusing on their points of view were the most appropriate method to apply. In order to address the research questions, it was essential to collect first-hand information from university students studying English about their knowledge, evaluations, and expectations about English Language Instruction in higher education settings. Concerning the English Language Instruction that takes place at universities, these students were going to be questioned. The results of using several attitude measurements were studied and interpreted through the lens of critical thinking, and the scales themselves were put to use in the research. The use of questionnaires in this research may be justified for a variety of reasons, including the following: To get things rolling, we started by developing key questions in advance so that we could ensure we gathered all of the information we need. Second, the exact identical set of standardized questions was posed to each and every member of the population that was represented in the sample. Thirdly, they produced bits of information that were both qualitative and quantitative in nature. We used questions with both closed and open-ended forms, and we built each question in such a manner that it would link to the study concerns that were being investigated. In addition, the researchers were able to carry out this study with the use of questionnaires, which meant that the participants were not required to take time off from their usual employment in order to take part. The process of producing the survey questionnaire included the following stages being completed. In December of 2002, a decision was reached on the amount and kind of questions that were to be deployed. This choice was based on a well-established questionnaire research called English 2000 that was undertaken by the British Council. A preliminary version of the questionnaire was drafted and then presented for review to a panel of four EFL professors and researchers from Dalian Maritime University who are also well-versed in applied linguistics. The panel's verdict will be communicated to those who participated in the survey. The preliminary version was amended with reference to the feedback that was obtained from the EFL teachers at Dalian Maritime University as well as the researchers and specialists of applied linguistics at that institution. In May of 2003, a preliminary study was conducted, and the participants were given the chance to provide feedback on the organization of the report as well as the information it included. The following inquiries are the primary impetus for the need to carry out a pilot study: a) How feasible is it, from a methodological point of view, that the questionnaire design will be successful? To be more explicit, how effectively will the data collection instrument be able to meet the purpose of data collecting? Is there adequate depth throughout the spectrum? / Existe-t-il une variété suffisante? b) From a theoretical point of view, to what extent will the results of the data analysis be related to the conceptual framework of social theory as well as the body of literature that was discussed in the preceding chapters? c) In what specific methods should the process of assessing quantitative and qualitative data be carried out in order to more effectively achieve validity and reliability, in addition to other research criteria? This pilot study made use of the strategy of collecting data from ten participants on their perspectives regarding the usage of English in China and the teaching of English as a foreign language in China, more specifically in Chinese universities, by means of a questionnaire. After that, follow-up interviews were conducted with those participants in order to collect data regarding their feedback on the instrument's design. After putting together the questionnaire, the researcher

began looking for participants to participate in the pilot study. There were a total of ten persons present. They all started their studies at the Dalian Maritime University Navigation College in the same year, 2001, yet not a single one of them is familiar with the researcher. This number and variability is sufficient to examine the research problems and to offer vital indications on the stratification criteria that will be used to pick participants for the main study. Moreover, this quantity and variability are sufficient to investigate the research concerns. These participants were chosen because they had just concluded the fourth iteration of the national English proficiency test (CET-4) and had successfully completed a two-year course in English. This is the minimal length of time that is mandated by the national College English curriculum for completion of an English course. These participants are the most recent cohort of college students to have been covered by the national College English curriculum that was implemented in 1999 and to have obtained the whole formal learning experience that was essential with respect to general English. Additionally, they are the group that is the most recent to have been included in the study of general English. These participants are representative of the most recent group of students to enroll in college, despite the fact that they were not selected via the use of a methodical random sampling procedure. Another key aspect that was taken into account during this pretty arbitrary choosing process was the fact that the features of these participants were nearly similar to those of the students who would be requested to take part in the main study. This was a component that was taken into consideration since it was a rather arbitrary selecting procedure. The Faculty and University Human Research Ethics committees both granted their prior authorization for the use of any equipment or procedures that were utilized in this inquiry. This was done in the same way as was done in the original research that was being conducted. In addition, before the actual execution of the study, a formal approval was requested from the administration of the institution where the participants were from in order to have access to the students who were enrolled there. This was done in order to conduct the research. The ten individuals who took part in the study were each given a questionnaire that was produced in a bilingual fashion, which means that it was composed in both English and Chinese.

There was no need for the participants to complete the surveys on the spot, and the rate of return was fairly high: nine persons handed back their completed questionnaires four days later, which resulted in a response rate of ninety percent. At this stage in the process, none of the participants are aware that they are taking part in a pilot research, nor are they aware that their involvement is meant to aid with the possible improvement of a future primary study. Neither of these pieces of information is known to the participants since they are not aware that they are taking part in a pilot research. They were not informed that the study was a pilot project until the group interview that took place many weeks after the return of the questionnaire forms. During the course of the interview, eight of the nine participants were present. The following follow-up questions relevant to the survey questionnaire were first brought up throughout the course of the interview:

1. How long did it take you to complete?
2. Were the instructions clear?
3. Were any of the questions unclear or ambiguous? If so, will you say which and why?
4. Did you object to answering any of the questions?



5. In your opinion, has any major topic been omitted?
6. Was the layout of the questionnaire clear/attractive?
7. Any other comments?

During the second session of the interview, participants were requested to submit their feedback on a number of broad subjects relating to English education and teaching. This was done despite the fact that a variety of written comments had been obtained in a previous session of the interview. The purpose of these questions was to serve as a supplement to the open-ended question that was positioned at the end of the questionnaire

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#### Survey Questionnaire Analysis:

The closed-ended questions were responsible for the development of the great bulk of the quantitative data, despite the fact that the open-ended questions did result in the creation of some qualitative data. The information that was gained not only from the replies that were given to the questions that had predetermined answers but also from the responses that were supplied to the questions that had open-ended responses was where the majority of the attention of the study was put. The last portion of the assignment ended up being the one that required the student to put in the most amount of effort into completing it. Despite this, in *Nanotechnology Perceptions* Vol. 20 No. S16 (2024)

order to come to a conclusion about the research, we devised analytical categories and based them on the replies and comments that were provided in the survey. As a direct result of this, it eventually developed into patterns that could be linked to the fundamental theoretical concepts that were being investigated. It is common knowledge that one of the key benefits of closed questions is that they yield replies that can easily be monitored and assessed, but this is only one of many advantages that may be gained by using this kind of question. Another benefit of closed questions is that they limit responders from voicing their ideas. This is an advantage that closed questions provide. This is especially important to keep in mind in situations when the researcher has access to several computerized statistical analysis tools. Because of the scope of the survey, it was not necessarily necessary to make use of a piece of software such as SPSS, which is effective for the processing of huge amounts of data based on corpora. This was due to the fact that the survey was not conducted on an individual basis. Despite this, it was highly suggested that you do so. Instead, Excel performed an outstanding job carrying out the responsibilities that were given to it. Excel 2000, a piece of software, was utilized so that the information that was collected from the surveys that were filled out and submitted could be managed. Since Excel 2000 was first made available to the public, a great deal of progress has been made in the area of charting and spreadsheet data management capabilities. Excel 2000 is one of the tools that is among the most capable of them. Excel was chosen because of its capacity to do calculations and chart the data, making it simple to review the spreadsheet data straight immediately. This was a major factor in the decision. Excel was selected as the platform of choice for a broad range of reasons, including this functionality, amongst a great many others. Excel was seen to be a useful tool for displaying the data that was obtained while the pilot project was being carried out, and the results of the pilot research verified that this perception was warranted. The responses to the questionnaire.

## **9. CONCLUSION:**

The manner in which research is carried out can be understood in terms of the research philosophy that is adhered to, the research strategy that is implemented, and the research instruments that are therefore utilized in the pursuit of the research goals – as well as the search for the answer to the research issue. The purpose of this study was to analyze the process of developing English Language Teaching (ELT) in China, a country in which English is not the native language. China is one of the countries in which this research was conducted. During the course of the investigation into the social and economic circumstances that were brought on by these shifts, the modifications that were made to the regulations that regulated the national College English curriculum were brought up as a point of reference. This investigation focused on the Curriculum from 1999 as well as the CECR from 2004, which is the version of the national curriculum that is the most up-to-date at the moment. As a part of this study, a collection of documents that were related with China's language policy and the establishment of its curriculum were also investigated. These documents were obtained as part of this project. For the purpose of collecting data that was essential to the examination of the research issue, this study used a multi-pronged approach to research strategy in order to do so. In the classroom settings where the study was carried out, questionnaires and case studies were carried out in order to gather the information required to address the research issues. In order to evaluate whether or not the data that had been gathered was pertinent to the study subject

and the research questions that were associated with it, it was necessary to do an analysis on them using both qualitative and quantitative approaches. A pilot study was conducted with the datagathering instruments in order to determine how long it takes recipients to complete them, to ensure that all questions and instructions are understandable, and, after examining the results of the data collection and analysis, to modify the design and specific items for the main study in order to yield more data that can be used. It was anticipated that carrying out such piloting would aid in identifying ambiguities, misunderstandings, or other challenges in both the structure and the substance of the document. In addition to finding out how participants responded to the items in the questionnaire, this would be an additional step to do. The piloting phase involved searching for ambiguities, confusion, and other forms of challenges in both the content and the structure of the study. As a consequence of this, the validity and reliability of the research were both enhanced, which was a significant contribution to the overall quality of the study. In addition, data triangulation and cross-method triangulation were used so that the results might have a higher level of credibility and could be confirmed more easily. We used strategies such as extended engagement, persistent observing, triangulation, and peer debriefing in order to increase the credibility of both the data collection and the analysis. The accomplishment of the aim of effectively creating valid and reliable data gathering instruments required an important step that was the process of refining the data collecting instruments via peer conversation and evaluation, extended involvement, and the pilot study. This step was vital to the completion of the goal. When it comes to the research questions, the results and discussion that were collected as a result of employing the procedures that were presented in this chapter will be addressed in the subsequent three evidential chapters that will follow. In Chapter Five, the viewpoints of Chinese college students about the role that English would play in China in the era after the WTO are discussed.

## **10. LIMITATION:**

Insights into the underlying causes or processes that are involved in the events that are being researched may be very challenging to get for a number of different reasons. This is without a doubt one of the most important drawbacks of using this method. In addition to this, there are a number of other potential causes of bias, such as the likelihood that respondents are self-selecting, the point in time when the survey is done, and the researcher himself or herself via the design of the survey itself. Each of these variables carries with it the possibility of producing erroneous findings. The relatively low number of people who agreed to take part in this particular study means that the sample size for this investigation is restricted in several ways. This is a huge disadvantage when considering the millions of students that are enrolled at those universities and the hundreds of institutions that make up those colleges. Because of this, neither the representativeness of the samples nor the generalizability of the findings made from this research can be guaranteed. Rather, both of these aspects are dependent on the results of the study itself. It is likely that the findings of this study are only applicable to the participants and the settings that were analyzed in this research. Another essential thing to emphasize is the fact that the CECR in the year 2004 is still a completely novel system that is undergoing evaluation. My research on the CECR in 2004 did not provide sufficient information for me to make an answer that was adequate to the question of whether or not the CECR in 2004 would be acceptable for China's post-WTO CE standards. Despite the fact that

China intends to make big advancements in the field of CE, this is how things now stand.

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