



ASSESSING THE IMPACT OF LEARNING CAPACITY ON ENGLISH LANGUAGE ACQUISITION BY NON-NATIVE SPEAKERS IN CHINA

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Article History: Received: 12.05.2023

Revised: 25.05.2023

Accepted: 05.06.2023

Abstract

China is one of the largest populated nations with native language as Mandarins. English is a second language which is only spoken in the country during the need of any professional and educational management. Students and professional individuals face difficulties in learning English and proficiency as in cases of non-native speakers. The study has included survey-based analysis of 100 participants using SPSS tool and regression analysis has been done. As per the findings of the study, it is seen that there is a strong relationship of non-native speakers in China and English learning proficiency and motivation among the participants. In this regard the alternative hypothesis has been accepted. Non-native speakers in China have an impact on the psychological process connecting L2 learners' proficiency based on motivation to learn English.

Keywords: *English, Proficiency, learning, education, policy, non-native.*

Introduction

In the modern world of business and professionalism, it is important to understand that English language acquisition has become more advanced and has become increasingly important among individuals in most countries. China is considered to be the world's most populated nation and includes people of different cultures and backgrounds. However, the acquisition of the second language is influenced by different factors which do include learning capacity. The impact of learning capacity on the process of learning the English language for non-native speakers in China is examined in

this paper, which is backed up by relevant examples, statistical information, and expert content.

Aim

The aim of this study is to evaluate the impact of learning capacity on English language acquisition by non-native speakers in China with the use of statistical data. The main objectives of the research is to explore the relationship between learning capacity and English language acquisition among non-native speakers in China and to identify the individual differences in learning capacity and their influence on the English language acquisition process

Background

Learning capacity refers to an individual's cognitive abilities to learn and acquire new knowledge like languages or skills. In the consideration of learning language, it involves the cognitive ability to understand the process of linguistic patterns and vocabularies with grammar. In China, the non-native speakers have higher learning capabilities and are likely to achieve efficiency and effectiveness in

the English language. As per the views of Xu *et al.* (2023), individual differences vary with learning capacities and affect their language learning skills. For instance, Zhang and Wu's study from 2019 indicated that students with higher learning capacities made more progress towards English proficiency than those with lesser capacities. This shows that learning ability is a key factor in picking up the English language.

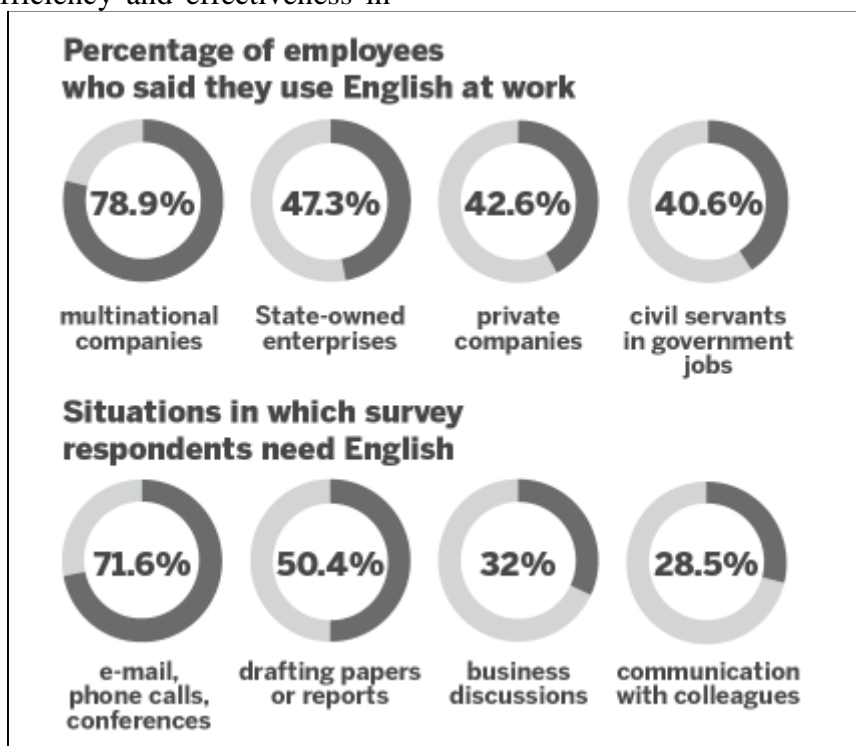


Figure 1: Percentages of people speaking professional English and have learning capability

(Source: Chinadaily.com.cn, 2023)

As per the views of Gong, Gao, &Lyu (2020), demand for learning English in professional sectors of China has increased for the non-native speakers as well as native people. As per the above graphical presentation provided through China Daily, it is seen that multinational companies operating worldwide have high demand for English speakers in professional sectors. Analysis of Qiu& Fang (2022), states that in China it is noticed that people working in professional, private, government and self-employed managements need to have the

peculiar skill of communicative English. Almost 70% of colleagues, workers and other individuals need to have indirect and direct communication skills in English through emails, phones and texts. With a population of 1.4 billion, only 6% of native population speaks English and 10% of non-native people speak English (Abdullaev & Isanova, 2023). Rest of the population relies on local languages such as Mandarin. This has had an impact on the professionalism of non-native speakers in China in the necessity of learning the English language. Understanding how

learning capacity affects the acquisition of the English language, it is critical for policymakers and educators in China to put individual differences into practice (Norton & Pavlenko, 2019).

Methodology

Primary data collection has been conducted for this study through a survey conducted on 100 people in China who are non-native speakers of English. Other than that quantitative data analysis on the

Data analysis

Descriptive Analysis

results or the survey outcome is done through statistical processing by using IBM-SPSS as the tool. In the survey 15 open ended questions have been provided through social links where 3 demographic questions were included and rest were hypothetical based on the research scope with five-point likert scale in each question. Analysis such as descriptive test, regression analysis, t-test and ANOVAs test has been done for the data analysis and interpreted in the discussion.

Age				
	Frequency	Percent	Valid Percent	Cumulative Percent
	18-25	32	32.0	32.0
	26-35	29	29.0	61.0
Valid	36-45	24	24.0	85.0
	46-55	15	15.0	100.0
	Total	100	100.0	100.0

Table 1: Age

(Source: Created by learner)

As per the analysis age of the participants, it is seen that there are 100 participants and most of them are in the age group of 18-25 as they are young generation in China. These people are in need of learning English due to their education and professional career. Other

than that as the frequency shows those 26-35 age groups are the professional individuals in corporate sector and educational institutions making English as one of the second language importance in China.

Gender				
	Frequency	Percent	Valid Percent	Cumulative Percent
	Female	59	59.0	59.0
Valid	Male	41	41.0	100.0
	Total	100	100.0	100.0

Table 2: Gender

(Source: Created by learner)

As per the table, it is seen that most of the participants are female in China and these female individuals are mostly in the age group of 18-25. In the table, 59% of

female states that in China are education learners and professional individuals are English speakers rather than 41% of male.

Years of teaching

	Frequency	Percent	Valid Percent	Cumulative Percent
0-5	28	28.0	28.0	28.0
11-15	33	33.0	33.0	61.0
Valid 15-20	16	16.0	16.0	77.0
6-10	23	23.0	23.0	100.0
Total	100	100.0	100.0	

Table 3: Years of teaching

(Source: Created by learner)

In this table, participants have educational experiences where most of them have 11-15 years' experience in teaching and are almost 33%. Other than that, it is important to understand that the selected experience group belongs to the age category of 26-35 due to professional knowledge and experiences.

Null hypothesis: There is no significant relationship between learning capacity and language acquisition by non-native speakers

Alternative hypothesis: There is a significant relationship between learning capacity and language acquisition by non-native speakers

Regression Analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.837 ^a	.701	.698	.709

a. Predictors: (Constant), English language acquisition

ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	115.475	1	115.475	229.664	.000 ^b
Residual	49.275	98	.503		
Total	164.750	99			

a. Dependent Variable: Independent learning capacity

b. Predictors: (Constant), English language acquisition

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	-.002	.147		-.012	.991
	English language acquisition	.904	.060	.837	15.155	.000

a. Dependent Variable: Independent learning capacity

Table 4: Regression analysis

(Source: Created by learner)

As the table shows that R value is 0.837 which is nearer to the value of 1 and shows that there is significant relationship between impact of learning English proficiency and non-native speakers. On the other hand the sig value show 000 which is below .005 and is considered significant due to the value tally and shows strong relations. Lastly the English language acquisition shows .000 which is also a strong significance of the relation. As the F value is 229.664 and is greater than p value 0.05 it shows a strong relation and null hypothesis is rejected and alternative hypothesis is accepted.

Discussion

The results of the study show that there is a positive relationship between the language proficiency and learning motivation among the non-native speakers. Other than that the participants in the survey provide knowledge about self-perceived learning and actual performance management with the influence of English language and proficiency in the professional sectors of China or in the education management. As said by Chen *et al.* (2022), it was found that young students conducting higher studies in Chinese universities and being the non-native speaker were on ideal self and substantial and their English learning was limited and negligible during the early education (Hsu *et al.* 2019). Concerning

the self-perceived proficiency, it is seen that listening and reading at the early education stage was done in class 5 and writing and reading of English was done in class 6 which made them late for language.

As per the survey results, it is seen that some of the participants have stated about the implication of education policies and procedures in China. As per the views of Muir, Dörnyei, & Adolphs (2021), English became a required subject in primary and secondary schools in China in 2001. This approach sought to provide early exposure to the English language and the development of fundamental language abilities in kids. A common English proficiency test called the CET is given to college students in China. It is used for both job applications and university admissions as a standard for evaluating English language proficiency (Zhang & Roberts, 2019).

Core findings show that most of the participants in the survey stated that educational implications made by institutions at an early learning period have affected the scope of having English language knowledge. As opined by Calafato (2019), China is placed 36th out of 100 nations in the EF English Proficiency Index (EF EPI) 2020, which rates the level of English proficiency in various nations. Comparing this to other years, it shows an improvement in English

competence. According to the findings of Coppet *al.* (2021), the Chinese government's initiatives to encourage English study have aided in this growing trend. In China, the use of technology in the classroom to teach English has become more popular. Setting classroom tasks and providing prompt feedback promotes the sense of control over the learning process (Yang, 2019).

In China, there were more than 1.4 billion mobile internet users as of 2021. The use of English learning apps and online platforms has been encouraged by the growing use of mobile devices, making it easier for students to practice and advance their English language skills (Chen, Dewaele, & Zhang, 2021). In professional institutions and MNC companies in China, the L2 learners as participants provide information that most of these bodies do belong to courses and sessions where English learning such as communicative learning's is implemented for professional development. Ethnic minority youths in different regions of China have been seen to be more involved in learning English (Xie & Curle, 2022).

Considering the impacts found through the results it is seen that, Cognitive abilities: Learning a second language in China requires special cognitive skills and memory strength. As per the survey outcome, it is seen that there is a challenge for students and professionals in making a relationship between cognitive skills and English proficiency (Liu & Brantmeier, 2019). However, this is a negative correlation working between memory capacity and proficiency.

Learning styles: as opined by Dewaele, Bak, & Ortega (2021), in China, learning styles are different from the rest of the world where visual, written and spoken management is used. The findings indicate that students prefer a combination of vision and auditory aid to learn English proficiency better than reading and

writing. Phonological processing: The term "phonological processing" describes the capacity to recognize and work with a language's sounds. It is essential for learning how to pronounce words and other phonetic aspects of a new language. As said by Zhang & Roberts (2019), better pronunciation and listening skills are frequently attributes of those with superior phonological processing ability. The findings highlighted the significance of this ability in language learning by showing a positive association between phonological processing skills and English proficiency (Araíz-Carrillo, 2022).

Conclusion

Through the above analysis it can be concluded that the study has provided a proper outcome of the topic with statistical analysis. The regression analysis and the descriptive analysis provides comprehensive results in evaluating the correlation outcome of the non-native people in China with learning English language. Other than that, non-native English speakers in China have different levels of individual learning capacity, and a number of additional factors such as financial, economic and social background based on motivation and access can affect how learning capacity affects language acquisition.

Future scope

This study has a proper future scope as the topic provides the opportunity for more investigation and findings in future stages. Other than that the data analysis and the outcome made have the reliability to be used in future research processes such as findings on language management in China.

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