

The Performance Assessment of Chinese Students in College and the Role of English Language

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This research paper addresses the importance of investigating local students' perceptions on the effectiveness of English as a medium of communication in and out of the classroom. Interviews with semi-structured questions of intrinsic and extrinsic nature through five-Likert scale were conducted in 140 undergraduate students who have been pursuing a bachelor's degree at Zhengzhou Normal University in China. Descriptive analysis and factor component analysis (FCA) used for obtaining the results. The intrinsic and extrinsic nature of findings demonstrate that English considerably impacts their academic progress and performance. Furthermore, the findings show that students are eager to accept, support, and encourage their friends to adapt English to generate new knowledge and information. The findings also imply that local English instructors should be paid well and have a strong social position as teaching faculty. The findings suggest that curriculum improvement, content adjustment, and frequent use of English in exploration approaches to instruction, with the ultimate objective of opening up new avenues of knowledge, may significantly improve English effectiveness in student performance and career development.

Keywords: college English education, English as a medium of communication, descriptive analysis, factor component analysis, performance assessment

INTRODUCTION

In order to improve the standard of educational advantages, both inside and outside of the educational environment, as well as educational institutions generally, multiple facets, such as the contexts, interactions, independence, inspiration, and identities associated with English-language learning, have been emphasized through the lens of English as a universal language (Fang & Ren, 2018; Rose & Galloway, 2019). Diverse societal, socioeconomic, technological advancement and historical aspects, including colonization, have impacted English as an internationally recognized language. It is important to increase understanding of how it is learned and taught in countries lacking English proficiency. China puts an enormous value on fostering global economic and political links because it is one of the most populous nations globally and possesses a large economy. The way students and their instructors interact is affected by the cultural standards for acceptable behaviour, attitudes, and convictions (Watkins & Biggs, 2001).

The interactions between foreign English teachers and Chinese students can vary from those studied before since while foreign English instructors and Chinese learners enter a classroom, the kinds of teacher and student behaviour that are appreciated in all of their respective cultures can lead to misconceptions and possibly nonetheless differences in culture (Zhao, 2009). China contains the most English-language users

and instructors in the entire globe, with 400 million (Wei & Su, 2015). To gain a greater insight into how students of languages positioned themselves during the process of acquiring English, it is crucial to examine their views regarding English amid the context of globalization. From grade school to universities to various career industries, Chinese acquire and utilise English for various objectives and ambitions. In the Chinese setting, English is employed and considered an international language to certain extents.

There is an imperative for scholars and educators to comprehend whether and how teaching about writing may empower students to grow into successful writers in English, considering the relevance of English writing throughout worldwide research, academia, and enterprise (Guo & Bai, 2019). Professional scholars are skilled at adopting study techniques, maintaining a positive attitude towards challenging activities, and being prepared to tolerate obstacles while they achieve their objectives. Professionals exhibit key traits of self-regulated learning (SRL), including effective instructional techniques, high self-esteem, and determination (Sternberg & Williams, 2010). Self-controlled learning is linked with academic self-esteem, enthusiasm for learning, and diligence in learning (Fernandez-Rio, et al., 2017). These crucial characteristics also help students to perform better academically. As a result, there has been a lot of interest in the connection between self-regulated education and academic achievement (Li, et al., 2018; Pascoe, et al., 2018).

English is rapidly evolving into a worldwide language due to the simultaneous effects of globalization and internationalization. In light of that the demand for English-speaking workers has increased. At practically every stage of education in China nowadays, such as elementary and secondary schools, and institutions of advanced education, English primarily is taught as an integral topic of a Foreign Language (EFL). In addition, English language proficiency (ELP) is regarded to be among the most crucial factors in China when applying for jobs and admittance to universities (Liu & Wang, 2021).

Good psychology has the potential to significantly improve language acquisition and instruction since it may mitigate the adverse consequences of negative characteristics while maximizing positive feelings (MacIntyre, et al., 2016). Positive thinking has sparked a crucial demand to look into favorable characteristics that can improve language instructors' and students' welfare during the conversation (Dewaele, et al., 2019). Students' communicative performance, as well as development, are likely to be positively impacted by qualities like wellness, determination, perseverance, enjoyment, and emotion control (Wang, et al., 2021). This support frequently enhances language trainees' comfort and enthusiasm and determination to pick up and master a foreign language.

China possesses an illustrious history of conducting large-scale assessments, which is still widely accepted and recognized as a fair method of selecting the most talented people. The effectiveness of the balanced assessment framework in such a highly summative assessment setting will rely on an informed understanding of assessment tasks and the classroom assessment environment. Various academic institutions in China have carried out experimental research on inquiry teaching and made significant progress due to the active promotion of inquiry teaching methods. However, in China, the study of the English language as an efficient communication tool for students' academic achievements and performance is still in its early stages. Experts, scholars, and front-line educators all have their points of view. This research study is unique in investigating undergraduate students' perceptions to assess their academic performance and achievement, considering the role of English.

LITERATURE REVIEW

East Asian nations are not thought to have as sophisticated teaching practices as Western nations (Leung, et al., 2006). China, for instance, is frequently exam- and content-driven. Large class sizes are typical, and whole-class instruction is frequently used in the learning environment. It is perplexing that there is a correlation between strong maths performance and a dearth of cutting-edge teaching strategies (Leung, et al., 2006). Language attitudes are distinct from conceptions across fields, according to various scholars who have adapted the theory of mindsets to the study of learning new languages (Mercer & Ryan, 2010; Ryan & Mercer, 2012; Lou & Noels, 2016; Khajavy, et al., 2021).

According to Lou and Noels (2017), language mentality refers to how language learners perceive their capacity for language acquisition. People with a fixed language attitude believe language acquisition capacity is inherent and cannot be increased via effort. Contrary to popular belief, the capacity to acquire languages might be improved by hard work and dedication, according to individuals who subscribe to a developmental language perspective (Mercer & Ryan, 2010; Ryan & Mercer, 2012).

Many studies have indicated that having an attitude of growth offers a beneficial effect on student's academic achievements. A favorable correlation between children's success in computations and reading examinations as well as development attitude. Students' exam results in reading and maths both rose after the mindset improvement intervention. Similarly, Wang et al. (2020) found a strong correlation between a growth mindset and performance among Chinese adolescents. The research also demonstrated the moderating significance of self-confidence and the mediation role of capacity for reasoning regarding the connection across growth attitude and academic success.

Liu et al. (2019) used a doubly latent model. They investigated that extrinsic motivation was harmful to learning outcomes among learners who had strong intrinsic motivation, especially demonstrated by the multiplication relationship between extrinsic and intrinsic drives. Nevertheless, extrinsic motivation enhanced learning outcomes among learners who lacked motivation from within. Notable is the moderately beneficial impact intrinsic motivation also has on student performance. Enthusiasm isn't the only important driving force for learning for Chinese students. When pupils fail to participate in the topic, extrinsic factors may help them understand. Only students who are extremely driven by intrinsic factors suffer from extrinsic inspiration.

Zhang et al. (2020) used factor component analysis (FCA) on the five-Likert assessment of international language competency in seven Chinese universities. Through a survey, the research investigates the association between the respondents' motivation and language competency. Hierarchical linear regression analysis is used to analyze the data. The findings show that the participants' integrative and instrumental motivations had a favorable influence on their second language competence. Further investigation demonstrates that foreign language enjoyment acts as a mediator between participants' motivation and language competency. Our recommendations for the sustainable teaching and study of foreign languages in universities are based on these findings.

METHODOLOGICAL CONSIDERATIONS

Data Collection and Respondents

A convenience sampling method has been applied to collect data through a constructed field survey questionnaire (added in appendix after references). Convenience sampling enables researchers to conduct interviews or collect data in a cost-effective manner, although they may be criticized for selection bias due to the target population's diversity (Rahi, 2017). There are three primary goals for using survey questionnaires when doing research. Firstly, the research's findings are based on qualitative methodologies. Secondly, the instruments utilized in the study must be pre-defined. Third, the study's findings must be analyzed in relation to the entire population (Pinsonneault & Kraemer, 1993). This study was conducted in Zhengzhou University, China, and the respondents were bachelor students. The sample size of this research study consists of 140. According to Mark et al. (2009), the survey strategy is common in the social sciences and is connected to a deductive research methodology. Information is gathered in this research technique through interviews or questionnaires that have already been created. The five-Likert scale comprises numbers 1, 2, 3, 4, 5 representing "strongly disagree, disagree, neutral, agree, and strongly agree" respectively. Moreover, this research has included 18 intrinsic nature of questions and 10 extrinsic natures of statements to get responses from the bachelor students.

Method

A factor analysis is a crucial tool for the creation, development, and assessment of measurements, tests, and scales to construct dimensions (Williams, et al., 2010). Numerous researchers (Hang, et al., 2020; Wang, et al., 2020; Liu, et al., 2020; Ahmad, et al., 2021; Yang, et al., 2022; Hu, et al., 2022; Wu, et al.,

2022; Dewaele, et al., 2023). have employed this approach in their research works. Descriptive statistics and factor component analysis have been applied in SPSS this research study to analyse the results.

RESULTS AND DISCUSSION

Descriptives Analysis Intrinsic Attitude Towards the English Language

The gathered data has been further zed using descriptive techniques and presented (Table 1) to better comprehend the characteristics of the participants' intrinsic attitude towards the English language. The data in the Table 1 shows the results that the mean values of two factors (No. 14, 17) are less than 2.50 and the man values of the rest of the 16 factors are above 2.50. The findings tell the story that intrinsic attitude towards English Language significantly influences the performance of the Zhengzhou Normal University bachelor students. These results are consistent with the Liu et al. (2019) findings.

TABLE 1
DESCRIPTIVE ANALYSIS OF THE QUESTIONNAIRE DATA
(DIMENSION 1 FACTORS, N=140)

No.	Dimension 1 Factors	N	Min.	Max.	Mean	Std. Deviation
1	I feel English is a useful tool for communication.	140	1	5	3.89	0.994
2	feel comfortable while speaking English with teachers and colleagues.	140	1	5	3.67	1.202
3	feel comfortable or easily understand lectures when teachers use English while delivering their lectures.	140	1	5	3.61	1.290
4	I feel comfortable while reading English Books or English study material.	140	1	5	3.63	1.183
5	I feel comfortable while writing English for assignments, quiz, and other tasks.	140	1	5	3.63	1.219
6	English language proficiency is crucial for me because I wish to communicate with native English speakers more readily.	140	1	5	3.80	1.164
7	In the future, English will be indispensable for learning and communication in China.	140	1	5	3.69	1.240
8	I think students should learn to integrate their Chinese norms and values into their English study for both domestic and international communication.	140	1	5	3.65	1.252
9	I don't mind being recognised as a non-native English speaker when I speak the English language.	140	1	5	3.56	1.265
10	I want to be recognised as being Chinese when I speak English.	140	1	5	3.76	1.161
11	The most of my college teachers deliver lecture in English	140	1	5	3.62	1.147
12	I wish to sound like a native English speaker whenever I speak.	140	1	5	3.79	1.089
13	Chinese English professors ought to/ wish to instruct college students in the English language.	140	1	5	3.64	1.225

No.	Dimension 1 Factors	N	Min.	Max.	Mean	Std. Deviation
14	College English should be taught by only native English professor	140	1	5	2.27	1.105
15	The language of the text books is in English.	140	1	5	3.71	1.232
16	I support the current policy of compulsory College English education in university	140	1	5	3.64	1.248
17	I have little opportunity to use English	140	1	5	2.20	1.201
18	I like to be proficient in English speaking, writing, reading, and listening.	140	1	5	3.73	1.168
	Valid N (listwise)	140				

(Note: Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5)

Principal Component Analysis of Intrinsic Assessment

TABLE 2
RESULTS OF SAMPLING ADEQUACY TEST AND STRENGTH OF
RELATIONSHIP IN VARIABLES

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.924
Bartlett's Test of Sphericity	Approx. Chi-Square	1313.86
	Df	153
	Sig.	0.000

The Kaiser-Meyer-Olkin (KMO) Measures the sampling adequacy, and in Table 2 the value of KMO is 0.924. This sampling adequacy metric was first presented by Kaiser (1970), then Kaiser & Rice changed it slightly in 1974. This technique's range is 0 to 1, meaning that each variable's magnitude may be accurately predicted by the other variables in a data set close to one (Revelle, 2016). The statistically significant chi-square value for Bartlett's Test of Sphericity is 1313.86 (P= 0.000). KMO is used to determine the sampling efficiency (Hadi, et al., 2016; Kaiser, 1974); however, Bartlett's sphericity test is used to determine the strength of the relationships between the variables (Hadi, et al., 2016; Bartlett, 1954). Therefore, these results indicate that sample adequacy is perfect and the strength of the relationship among the variables is also good regarding the questions or the statement of "intrinsic attitude towards the English language".

Here are the one factor with eigenvalues closes to 1.0 that were obtained by the component analysis with varimax rotation by utilizing Principal Component Analysis and setting the factor loadings and communalities lower than 0.400 (Table 3). These factors accounted for 51.346 % of the total variance. The coefficients for the eighteen variables are between 0.276 and 0.939.

The loadings of the first eight factors, among others are shown in Table 4. The intrinsic value of the English language's usefulness for communication in the learning process, the necessity of using English as a language of instruction and speaking, the relevance of teaching content and teaching materials, etc. are all aspects in dimension one, which eighteen variables (the variables 1 to 18). It demonstrates that the students are receptive to and passionate about receiving lectures, obtaining instructions, exchanging values and norms and conversations with others while using English as a valuable tool. Students' enthusiasm in English as a teaching language may result in learning outcomes and knowledge advancement. Thus, variable 1 is named "English is a useful tool for communication". Curiosity among pupils in college about learning English can be stimulated, their active interest in learning can be developed, their learning potential can be mobilized, and as a result, learning efficiency can be smoothly improved, leading to an improvement in English learning performance (de la Fuente, et al., 2020).

TABLE 3
ANALYSIS OF VARIANCE AND RELIABILITY OF ALL FACTORS EXPLAINED

Component	Rotation Sums of Squared Loading			
	Total	% of Variance	Cumulative %	Coefficients
1	8.216	45.645	45.645	0.939
2	1.026	5.701	51.346	0.395
3	0.988	5.489	56.836	0.355
4	0.910	5.057	61.892	0.524
5	0.874	4.858	66.750	0.276
6	0.731	4.060	70.810	0.579
7	0.680	3.776	74.586	0.460
8	0.667	3.706	78.293	0.484
9	0.599	3.326	81.618	0.363
10	0.543	3.017	84.635	0.540
11	0.509	2.827	87.462	0.624
12	0.434	2.412	89.874	0.476
13	0.412	2.289	92.162	0.548
14	0.399	2.215	94.377	0.640
15	0.366	2.036	96.413	0.550
16	0.303	1.685	98.098	0.504
17	0.283	1.574	99.672	0.573
18	0.059	0.328	100.000	0.413

TABLE 4
INTRINSIC FACTORS' ROTATED FACTOR LOADINGS

Dimensions 1. Extrinsic assessment of English language	Factor load
1. I feel English is a useful tool for communication.	0.807
11. The most of my college teachers deliver lecture in English	0.747
13. Chinese English professors ought to/ wish to instruct college students in the English language.	0.731
6. English language proficiency is crucial for me because I wish to communicate with native English speakers more readily.	0.707
8. I think students should learn to integrate their Chinese norms and values into their English study for both domestic and international communication.	0.668
16. I support the current policy of compulsory College English education in university	0.660
12. I wish to sound like a native English speaker whenever I speak.	0.658
15. The language of the text books is in English.	0.622
4. I feel comfortable while reading English Books or English study material.	0.566
2. I feel comfortable while speaking English with teachers and colleagues.	0.539
3. I feel comfortable or easily understand lectures when teachers use English while delivering their lectures.	0.538
7. In the future, English will be indispensable for learning and communication in China.	0.504

Dimensions 1. Extrinsic assessment of English language	Factor load
18. I like to be proficient in English speaking, writing, reading, and listening.	0.493
5. I feel comfortable while writing English for assignments, quiz, and other tasks.	0.472
14. College English should be taught by only native English professor	0.121
17. I have little opportunity to use English	0.212
10. I want to be recognised as being Chinese when I speak English.	0.434
9. I don't mind being recognised as a non-native English speaker when I speak the English language.	0.276
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.	

In dimension one, the next four factors (4, 2, 37) give the view of second high importance to study material in English, Students comfortableness while adopting English and lectures in English. The third category is comprised of three factors (18, 5, 10) that emphasize students' interest in speaking, writing, reading, and listening English while the last category consists of four factors (14, 17, 10, 9) in dimension one that shows the least significance and importance is given to local English instructors, little opportunity of English usage and high value to English adoption despite non-recognition. These results have similarity with the findings of Gong et al. (2020) and Liu et al. (2021).

Descriptive Statistics of Intrinsic Assessment of English language

To understand the effects of the participants' extrinsic evaluation of the English language on the performance of the students, the collected data has been further evaluated using descriptive techniques and presented (Table 5). The information in Table 5 demonstrates that the mean values of the remaining 9 factors are above 2.50, while the mean values of only one factor (No. 10) are less than 2.50. The results illustrate that students' extrinsic disposition towards the English language greatly impacts how well they are successful as bachelor students at Zhengzhou Normal University. These findings are consistent with findings and results of researchers (Sternberg & Williams, 2010; Mercer & Ryan, 2010; Ryan & Mercer, 2012; Zhang, et al. 2020).

TABLE 5
DESCRIPTIVE ANALYSIS OF THE QUESTIONNAIRE DATA
(DIMENSION 2 FACTORS, N=140)

	Dimension 2 Factors	N	Min.	Max.	Mean	Std. Deviation
1	Speaking of English language environment is healthy and conducive.	140	1	5	3.66	1.143
2	Chinese English professors have high social status	140	1	5	3.54	1.266
3	Native English professor have high social status.	140	1	5	3.66	1.262
4	My colleague's company and parents encourage me to speak, listen, read, and write in English.	140	1	5	3.64	1.235
5	I think Chinese English professors should be paid more than Native English professors to promote English language understanding and learning.	140	1	5	3.74	1.185

	Dimension 2 Factors	N	Min.	Max.	Mean	Std. Deviation
6	I would like to encourage my colleagues and class fellows to learn English for more knowledge.	140	1	5	3.89	.994
7	I believe that English language is/will play significant role for students' careers.	140	1	5	3.58	1.200
8	I would like to help my colleagues to learn English for advance knowledge and skills.	140	1	5	3.81	1.097
9	I support the current policy of compulsory College English education in university.	140	1	5	3.60	1.186
10	The policy of College English as a compulsory course for everyone should be abolished.	140	1	5	2.36	1.176
	Valid N	140				

(Note: Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5)

Principal Component Analysis of Extrinsic Assessment

The Kaiser-Meyer-Olkin (KMO) measures the sampling adequacy, and its value in the Table 6 is 0.878. The range of this sampling adequacy measurement approach is 0 to 1, which means that the other parameters in a data set close to one might properly anticipate the magnitude of each variable. The statistically significant chi-square value for Bartlett's Test of Sphericity is 632.418 (P= 0.000). To calculate the sampling efficiency, KMO test has applied here. Therefore Table 6 shows sampling adequacy test and strength of relationship among variables in the dimension second "extrinsic assessment of English language". In light of the queries or the statement of "extrinsic assessment of English language," these results show that sample adequacy is flawless and that the strength of the association between the variables is likewise good.

TABLE 6
SAMPLING ADEQUACY TEST AND STRENGTH OF RELATIONSHIP AMONG VARIABLES

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	0.878	
Bartlett's Test of Sphericity	Approx. Chi-Square	632.418
	Df	45
	Sig.	0.000

The Principal Component Analysis generated the single factor (6) with eigenvalues close to 1.0. The factor loadings and communalities were set below 0.400. The results are shown in Table 7. This component was responsible for 49.371% of the variance overall. For the ten variables, the coefficients range from 0.346 to 0.904.

Table 8 displays the loadings for the ten factors. Aspects in dimension two, which has eighteen variables (variables 1 to 10) include the extrinsic assessment of the English language's usefulness for students to encourage, help, and guide other colleagues. The current policy of compulsory college English provides a healthy and conducive English language environment, the company of colleagues, and parental encouragement for English. It proves that students are open to and enthusiastic about adopting, supporting, and encouraging peers, as well as the university's current policies. It also suggests that local English teachers ought to have a high salary and high social status as teaching faculty. Therefore, the first factor in dimension second is "encourage colleagues and class fellows to learn English for more knowledge". The findings of these factors are similar and consistent with the other researchers as cited in the literature (Ryan & Mercer, 2012; Lou & Noels, 2016; Khajavy, et al., 2021).

TABLE 7
ANALYSIS OF VARIANCE AND EACH FACTOR'S RELIABILITY DEMONSTRATED

Component	Rotation Sums of Squared Loading			
	Total	% of Variance	Cumulative %	Coefficients
1	4.937	49.371	49.371	.482
2	0.836	8.365	57.736	.428
3	0.796	7.964	65.700	.346
4	0.699	6.993	72.693	.458
5	0.655	6.546	79.239	.388
6	0.552	5.517	84.756	.904
7	0.532	5.321	90.077	.382
8	0.449	4.492	94.569	.547
9	0.437	4.374	98.942	.533
10	0.106	1.058	100.000	.470

TABLE 8
EXTERNAL FACTORS' ROTATED FACTOR LOADINGS

External factors' rotated factor loadings	
Dimension 2. Extrinsic assessment of English language	Factor load
6. I would like to encourage my colleagues and class fellows to learn English for more knowledge.	0.951
8. I would like to help my colleagues to learn English for advance knowledge and skills.	0.740
9. I support the current policy of compulsory College English education in university.	0.730
1. Speaking of English language environment is healthy and conducive.	0.694
10. The policy of College English as a compulsory course for everyone should be abolished.	0.685
4. My colleague's company and parents encourage me to speak, listen, read, and write in English.	0.677
2. Chinese English professors have high social status	0.654
5. I think Chinese English professors should be paid more than Native English professors to promote English language understanding and learning.	0.622
7. I believe that English language is/will play significant role for students' careers.	0.618
3. Native English professor have high social status.	0.588
Extraction Method: Principal Component Analysis.	

POLICY SUGGESTIONS AND RECOMMENDATIONS

The findings above imply that English language application plays an essential role for educators who must reevaluate the requirements and preferences of their local students. Chinese students may have to enrol in English-taught programmes, and policymakers should grasp the realities of these students' perspectives in order to show appreciation for their requirements. Furthermore, the author argues that meeting the specifications of regional students will contribute to meeting the requirements of top educational institutions across the globe, in which the Chinese government has recently shown increased

interest. subsequently, it can also be argued that achieving a decent quality is necessary while quantity is a sufficient condition and a prerequisite for achieving higher goals. Policymakers at university must focus on the novel concept that “quality follows quantity” and attempt to offer a number of programmes that use the English-language instruction technique. The progress of local higher education institutions depends heavily on the opinions of its students. Thus, the authors of this paper advise the Chinese Ministry of Education government to move forward with expanding other EMI programmes and encouraging local graduates to register in already-existing EMI programmes.

CONCLUSION

The results derived from the students’ perceptions of English language assessment and effectiveness among bachelor degree students with English discipline participants in Zhengzhou Normal University. The descriptive analysis results show that undergraduate student’s intrinsic attitude towards English have a substantial impact on their academic performance and achievement. While extrinsic descriptive findings indicate that student’s perception towards the English language significantly impacts their success and class performance as bachelor students. The factor component analysis (FCA) of statements’ intrinsic and extrinsic nature also gives valuable insight and meaningful findings. The key results of this analysis (FCA) demonstrate that students are willing to embrace, support, and encourage their peers and the university’s present rules. It also implies that local English teachers should be paid well in addition to having a strong social position as teaching faculty.

Moreover, findings further indicate that learners are responsive to and enthusiastic about getting lectures in English, receiving directions in English, exchanging values and norms, and engaging in dialogues with others while using English as an effective communication tool. Students’ excitement for English as a teaching language may result in improved learning outcomes and knowledge. We acknowledge that this is the preliminary exploratory research of a small sample of Chinese graduate students from a university. A variety of the findings reveal novel perspectives into the nature of English language effectiveness and assessment for generating learning and knowledge while also highlighting characteristics of this setting that cannot be accessed through a survey study.

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APPENDIX

Title: The Performance Assessment of Chinese Students in College and the Role of English Language

A Questionnaire Regarding communicative role of English Teaching on College Students understanding and performance.

We urge you to respond anonymously to this survey in order to gather the thoughts of college students regarding English Teaching college. We acknowledge and appreciate your participation. We believe that your response to questions and statements will be according to your best knowledge and understanding. Our purpose of this research study is only education and we make assured that this information will never be misused.

University Name: -----**Date**-----**Length of Interview**-----

Section. 1: Identification

1.1 University Name: -----

1.2 Discipline: -----

1.3 Degree: -----

1.4 Gender: **A.** Male **B.** Female

1.5 Age: **A.** 15-20 **B.** 20-25 **C.** 25-30 **D.** 30-35 **E.** 34-40 **F.** above 40

1.6 Student Class/Grade-----

Section 2. Intrinsic attitude towards English language

Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5

Q. No	Intrinsic statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2.1	I feel English is a useful tool for communication.					
2.2	I feel comfortable while speaking English with teachers and colleagues.					
2.3	I feel comfortable or easily understand lectures when teachers use English while delivering their lectures.					
2.4	I feel comfortable while reading English Books or English study material.					
2.5	I feel comfortable while writing English for assignments, quiz, and other tasks.					
2.6	English language proficiency is crucial for me because I wish to communicate with native English speakers more readily.					
2.7	In the future, English will be indispensable for learning and communication in China.					
2.8	I think students should learn to integrate their Chinese norms and values into their					

	English study for both domestic and international communication.					
2.9	I don't mind being recognised as a non-native English speaker when I speak the English language.					
2.10	I want to be recognised as being Chinese when I speak English.					
2.11	The most of my college teachers deliver lecture in English					
2.12	I wish to sound like a native English speaker whenever I speak.					
2.13	Chinese English professors ought to/wish to instruct college students in the English language.					
2.14	College English should be taught by only native English professor					
2.15	The language of the text books is in English.					
2.16	I support the current policy of compulsory College English education in university					
2.17	I have little opportunity to use English					
2.18	I like to be proficient in English speaking, writing, reading, and listening.					

Section 3. Extrinsic assessment of English language

Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5

Q. No.	Extrinsic statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
3.1	Speaking of English language environment is healthy and conducive.					
3.2	Chinese English professors have high social status					
3.3	Native English professor have high social status.					
3.4	My colleague's company and parents encourage me to speak, listen, read, and write in English.					
3.5	I think Chinese English professors should be paid more than Native English professors to promote English language understanding and learning.					
3.6	I would like to encourage my colleagues and class fellows to learn English for more knowledge.					
3.7	I believe that English language is/will play significant role for students' careers.					
3.8	I would like to help my colleagues to learn English for advance knowledge and skills.					
3.9	I support the current policy of compulsory College English education in university.					
3.10	The policy of College English as a compulsory course for everyone should be abolished.					