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Integration of Technology in the Era of Information Enhancement in Advancing English Classroom Education

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<p>Article History</p> <p>Article Submission 12 June 2022</p> <p>Revised Submission 4 July 2022</p> <p>Article Accepted 8 August 2022</p>	<p style="text-align: center;">Abstract</p> <p>The degree of internationalization and openness has continuously increased along with the ongoing growth of the global economy. Higher-level English language instruction must also keep up with technological advancements and global growth. To significantly respond to the inclination of an improved English education system in the future, it is currently essential to construct a multi-source knowledge base on English methodology for education and assessment index system. The development of English teaching has been better facilitated by actively absorbing significant education perceptions from foreign successful teaching models. In the present English education and learning procedure, it is essential to modify the conventional teaching strategy, change the past educational ideas, contribute greatly to forming a global and versatile training course, and significantly gather thoughts for outstanding education from international examples for excellent teaching. The post-test average for the experimental class is 81.50 points, compared to 78.60 points for the control class; the excellence rate for the teaching method is 39%, and the pass rate is 100%, whereas the post-test average for the controlled group has an outstanding rate of 33%. An 88.8% pass rate was achieved. Further investigation reveals that the post-test outcomes of the experimental class have improved in both the passing and excellent rates. After the exam, the experimental class's kids' test results significantly outperformed those of the control group. The pupils' general performance has considerably improved.</p> <p>Keywords: Internationalization; Global Economy; Index System; English Education</p>
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Introduction

The interchange activities between professors and students are important to English classroom education. It is a social system with important social qualities. The teaching method and accompanying estimation network combined make up the education level considered by the higher index system, which is based on the assumption of merging pre-teaching arrangements and post-training significance (Wu & Zhang, 2018; Watanabe, 1990; Al-Harhi & Ani, 2023). The current basis for fostering the ongoing growth of contemporary information technology includes cloud computing, computer systems, big data analysis, and multimedia knowledge. They can provide English learners with virtualized and significant teaching approaches, and vast.

Large-scale data resource mining, digital learning platforms, and other data knowledge services can change previous attitudes and teaching methods of English in addition to considerably improving the environment of higher English education. The partnership between professors and students has emerged as the key to realizing the "structural reform" of higher English education because it allows higher education learning to be applied to the current era of information enhancement. The purpose of education is to develop excellent citizens who are beneficial to society. Teachers are at the center of traditional education. While teachers rule, students only engage inertly. Students that follow this style are typically dependent and submissive rather than creative thinkers.

While pupils only participate obediently, teachers rule. This type of training rarely produces creative thinkers in students. They are reliant and submissive. A lack of enthusiasm for learning and a lack of vivid imagination makes it necessary for the imagination to assist both scientific creativity and investigation. Therefore, the driving force behind and goal of our research is to develop students' creative thinking and imagination. Research has shown that traditional education was used for multimedia, which is undoubtedly better and can pique students' interests. It encourages students to take charge of their education and is enthusiastic about learning. We presume that the adversary is aware of the acceptance or rejection of a key during a key exchange protocol session. We expressly demand this attribute, but it is clear from the models of Chen (2006) and Alsuliman, Alasadi, Mouki, and Alsaïd (2019) that an adversary may discover when sessions accept or reject a key by sending a "Reveal" question after every "Send" query.

It is brimming with passion for learning and empowers students to take charge of their education, but it is also a conversion of contemporary education for the enhancement and restoration of learning techniques, which represents an improvement over conventional education in terms of quality. By developing an assessment composite index and higher English integrated learning model, this study examines the fundamental elements of global education structure in the modern information era. It examines the quality range of the worldwide English education system in universities and colleges and configures training skills from the view of English-based assessments.

English teaching information reform is about to happen, and it is a subject that Chinese colleges place a great deal of importance on Watanabe (1990). Teachers must be proficient in both practical skills and professional informationized knowledge to properly implement the change. They must continuously improve their teaching strategies, experiment with new ones, and flexibly alter their instructional plans (Altinay, Basari, Altinay, Dagli, & Altinay, 2019). To achieve a balance between advancing instructors' teaching ability and boosting students' learning ability, Shen contends that it is crucial for the growth of teachers' informationized teaching ability (Usman, 2017). Wang also put forth some significant guidelines for tutoring higher English in the age of machine learning, including developing students' ICT literacy, developing an environment for ICT-based language use, and enhancing knowledge based on pedagogical learning throughout the transformative procedure.

English teaching should fully utilize machine learning by continuously developing college English instructional techniques and providing customized learning instruction for students for practicing translation, oral, and writing skills to keep up with the evolution of the twenty-first century and aid students in developing critical skills. Only in this way can we effectively complete perfect explanation and collaboration in all circumstances, consistently improve student language levels, and provide greater support and guarantee for the area of language experts in the new era.

English teaching should fully utilize machine learning by providing innovative college English instructional techniques and bringing personalized teaching techniques for students' English writing, verbal, and translation practice to keep up with 21st-century advancement and aid students in learning critical skills. We can only do this if we want to complete effective expression and interaction in all circumstances, consistently improve student language skills, and provide greater support and guarantee for the development of language experts in the new era.

Literature Review

In the last two decades, EMI (English Medium Instruction) has become remarkably well-liked across all levels of education in the world, with tertiary education seeing the fastest rise (Dearden, 2014). The substantial amount of empirical research works on EMI, particularly after 2005, serves as an example of this increase (Macaro, 2018). Numerous research has examined topics relating to instructors concerning the necessity of English instruction, with the bulk of EMI studies done globally in European and Asian nations (Macaro, 2018; Cho & Bridgeman, 2012; Hu, Li, & Le, 2014). There is relatively little information on what specifically contributes to success in EMI, even though several studies highlight particular advantages and obstacles experienced by instructors and students (Macaro, 2018).

This work mainly aims at EMI success (both real and alleged), the degree to which these two characteristics correspond, and whether motivation and English competence contribute to this success. Interview data then reveals distinct definitions of success by examining the understudied EMI environment of China. This article places a lot of focus on offering university professors useful takeaways so they can help students succeed in their EMI studies. All levels of education have shown extraordinary development in EMI's popularity over the past 20 years, with tertiary education particularly displaying significant growth (Dearden, 2014; Macaro, 2018). Numerous research-based studies on instructions, particularly after 2005, provide evidence of this development (Macaro, 2018). Most EMI research has been done in European and Asian nations globally (Macaro, 2018), and many studies have looked at difficulties relating to instructors of EMI (Cho & Bridgeman, 2012; Hu et al., 2014).

There is relatively little information on what specifically contributes to success in EMI, even though several studies highlight particular advantages and obstacles experienced by instructors and students (Macaro, 2018). Inspired by Rose, Curle, Aizawa, and Thompson (2019), this study investigates numerous EMI success determinants. The fact that this study is set in the perspective of the Chinese education system and looks at slightly dissimilar factors than those previously looked at makes it a unique contribution to knowledge. Additionally, it includes suggestions for how university professors may assist students in thriving and succeeding in their EMI studies.

China is likewise seeing the rapid expansion of EMI (Gao & Ren, 2019). To raise the standing and reputation of higher education, the Ministry of Education (MOE) decided to implement EMI in that sector in the year 2000. (Hu et al., 2014; Wei & Su, 2015). Even though English-based learning is significantly unique when compared to other places on the globe, the MOE has pushed, subsidized, and reinforced Chinese institutions (particularly those that are seen as having a high level of prestige at home) to provide English learning and knowledge (Hu & Li, 2017).

Little is currently called about whether or how much Europeans discover- consisting of contentious conclusions concerning the efficacy of EMI in terms of content acquisition and language learning-apply to the Chinese setting. China has developed economically, socially, culturally, historically, and educationally quite differently from European nations. Therefore, our work answers the call for greater research on EMI in many contexts, notably in East Asia and China, made by Lei and Hu (2014) and Hu and Duan (2019).

Numerous research has examined the reasons for the elements that drive EMI's popularity because of its growing use and ubiquity across the world (Wilkinson, 2013). According to Wilkinson (2013), its popularity is a result of several macro variables, including the political, structural, and economic background. Additionally, globalization, the constant flow of resources, the need for internationalization in higher education, and the increasing international dominance of English have all been connected to the acceleration of this growth (Macaro, 2018; Hu & Duan,

2019).

Lastly, the possibility of EMI may improve English efficiency while also helping students learn complicated subject matter generally giving a promise of better employment possibilities (Krechetnikov & Pestereva, 2017; Hu et al., 2014). These are the elements that are all influencing the growth of EMI in higher education. As a gauge of EMI performance, this work aims at the content-based results in EMI (i.e., the acquisition of content acquaintance). Many scholars have looked at the relationship between academic success and English language competency since English is used in education more and more. This research sought to determine if academic learning is influenced by English proficiency, particularly among overseas students (Cho & Bridgeman, 2012; Oliver, Vanderford, & Grote, 2012). It has been shown that kids who are more proficient in the teaching language (English) generally perform better academically (Shareef, 2022).

Methodology

The meaning formation produced using collaboration activities amongst individuals is based on a specific English atmosphere, with the support of others. As a result, the four parameters in the learning platforms are "condition, cooperation, conversation, and meaning production" in this method, and Multimedia technology's features and capabilities make it possible to fully encapsulate the four facets. It establishes the necessary conditions for its efficient application in English classrooms to deliver a helpful educational strategy. The viewpoints offered above suggest that the constructivist learning theory is specifically applied in the systems that support the English education paradigm.

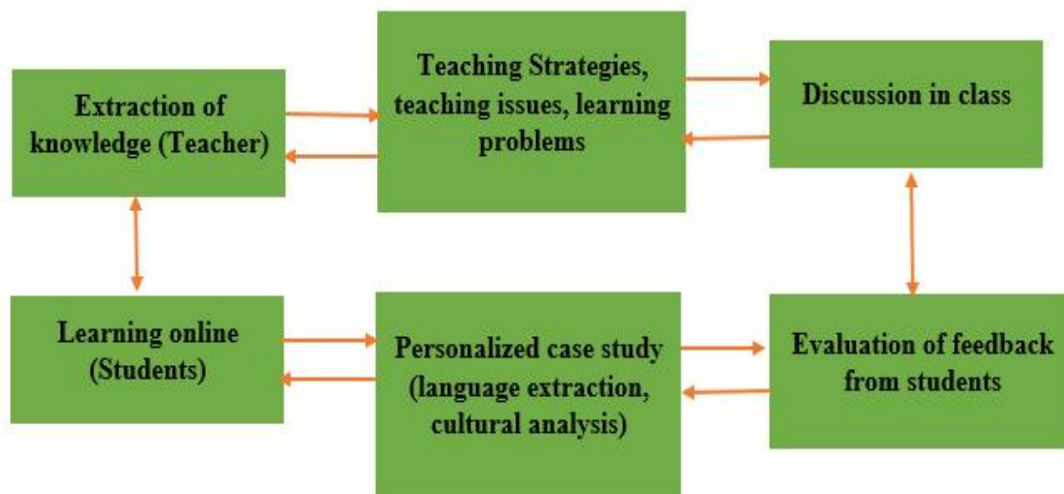


Figure 1. Multisource data association of English education in higher education

Inculcation of knowledge is the process of carrying out duties after the innovative set and then converting them to study classroom activities, whereas multimedia assistance education is the practice of communication processes before class in conventional classrooms. Together with the idea of education based on digital marketing, a four-stage model of educational planning, memory, applied examination, and significant assessment of education was developed. Consider university English, attempt the configuration, and build higher vocational learning. The pre-education and classroom phases of the college English digital teaching strategy are separated from the classroom phase. Figure 1 shows talks on the extraction of knowledge, online learning, and problem-solving in the classroom. The four assessment and feedback links are depicted in the picture. Figure 1 depicts the multisource data integration of English education.

Student development is separated into two stages. The first level involves students' differences. The outcomes are diverse. The secondary phase of enhancement is guided by teachers,

and pupils can choose their significant phase of enhancement. Use this to confirm. Some students with underachievement receive ordinary marks at the start of their studies. This pupil can make significant improvement as long as the teachers give significant instruction. As a result, the educational paradigm has a significant impact on student development. As a result, teachers should design instructional plans based on their students' learning environments.

Based on the student's knowledge level, educational foundation, aptitude, and learning habits, the instructor chooses the key concepts for each unit, decides on the objectives, challenges, and learning activities, and fine-tunes the illuminating and guiding queries in the knowledge discovery link. To learn the primary language, grammatical structures, cultural context, and text structure, students can view instructional films either in groups or on their own. Simultaneously, with the assistance of the group leader, they bring challenging information to the classroom and can fully understand the key knowledge aspects.

Students develop certain language skills and cultural aspects during the discussion issue link activity in the classroom. These aid the pupils in assimilating, internalizing, and applying their newfound information. The exercises in this link require students to perform a reading, structural dialogues, keynote lectures, and hot subject debates, in addition to exercises relating to online learning objectives. Additionally, teachers should arrange for pupils to work together to answer and outline common difficulties. Model and capability of higher English education internationalization A collection of nonlinear time series make up the constraint index parameters. The distribution prototype of higher English assessment and evaluation parameters is represented by building a high-dimensional functionality distribution space. Its primary index parameters limit the English language's ability to be taught internationally, the level of the teachers, the investment made in educational infrastructure, and the relevance of the policies. Create differential equations and a model of information flow that reflects the English international education grading ability's constraint parameters.

$$a_x = a(f_0 + x\Delta f) = g[w(f_0 + x\Delta f)] + \varphi_x \tag{1}$$

In this equation, g is the numerous value purpose of the estimation and analysis of the education system. φ_x is a measurement estimation of the error function. In higher dimensional parameters space distribution, the estimation and analysis of international education network are estimated by fusion techniques, and the parameter training subclass $T_j(j = 1, 2, \dots, M)$ of analysis and education system is gathered, and the below condition is given as:

The ① $\Sigma = \text{diag}(\gamma_1, \gamma_2, \dots, \gamma_t), \gamma_j = \sqrt{\alpha_j}, \forall j \neq i$

$$\textcircled{2} V_{j=1}^L T_j = U - u_t \tag{2}$$

Here, $U - u_t$ illustrates that the estimation index of education which adopts a couple of methodologies based on statistical analysis can finally reach a certain condition $V = \{v(i) | v(i) \in A, ||v|| \leq d, t \in I$ of the primary score, which among which $I_j)_{j \in M} = \{a_1, a_2, \dots, a_n\}$. To build an advanced English internationalization education methodology based on the estimated score of the prior teaching range, one can utilize the distinguishing distribution sequence $x(n)$ matching the assessment parameters of global education.

$$\begin{aligned} b_{1a}(\pi) &= F\{a(m)\} = 0, \\ b_{2a}(\pi) &= F\{a(m)a(m + \pi)\} = s(\pi), \\ b_{ja}(\pi_1, \pi_2, \dots, \pi_{h-1}) &= 0, \quad h \geq 3 \end{aligned} \tag{3}$$

When $W=2$, then $(2+1)$ information on digital letter writing criteria is satisfied in the intermediate English classroom evaluation, and the effectiveness of the instructor and the amount of resource deployment are also factors (Qi, Liu, Kumar, & Prathik, 2022). In other words, an investigation and assessment of the English globalization tutoring courses are necessary

$$\vartheta_a(\pi) = \ln \theta_a(\pi) = -\frac{1}{2} \pi^2 \sigma^2 \tag{4}$$

The unique model of English global education analysis and assessment data flow creates a

collection of scalar sampling series components and offers a reliable data input base for the training analysis and assessment of English worldwide education.

The evaluation index system and data management method for higher global education systems are analyzed using the multi-source data fusion algorithm, and the control objective function is used to build predictions and estimates of the higher English global education model's capability.

$$\max_{a_{x,y,z}} \sum_{x \in X} \sum_{y \in Y} \sum_{z \in Z} a_{x,y,z} W_Z \tag{5}$$

$$f.r. \sum_{y \in Y} \sum_{z \in Z} a_{x,y,z} W_Z \tag{6}$$

Consequently, a detailed analysis of the high school English instructors' health assessment index system in the technology learning environment is created.

Comparison of the Experimental Value

Prior and after Experimental Score Comparison. Table 1 demonstrates that following the experiment, there were more students in the experimental class scoring between 70 and 90, fewer individuals failing, and a greater concentration of students scoring around 70 and 90. The average post-test groove for the experimental class (81.50 points) is greater than the post-test score for the controlled group (78.60 points). The post-test results for the control class showed a pass rate of 84.7% and an excellent rate of 30%. A further study reveals that the post-test results of the experimental class showed an increase in the passing rate and excellent rate, respectively. By using flipped classroom technique for the experimental and control groups, a set of students are taught using conventional techniques, and their grades are then compared to see how well this approach is teaching. The student's capacity to respond in class, their level of excitement in class, and, most crucially, their performance on future tests are used to evaluate the success of our trials.

Table 1. Result of student's performance

	Class	M	Standard deviation	An error of mean standard
Pre-test outcome	Analysis class	30	68.8	2.55
	Control Class	29	68.6	2.54
Post-test	Analysis class	30	81.50	2.2
	Control Class	28	78.60	2.4

The categories and features of teaching actions are used to assess the higher English instructors' health index scheme, according to an investigation of the learning procedure among teachers and students. The higher English internationalization education approach focuses mostly on teacher preparation, classroom instruction in English, and specialized tutoring. Students learning with instructors and helping one another with teachers are examples of different student education activities. Teacher passion and teaching techniques can be used to enhance higher English worldwide teaching activities. The process's time consumption is gauged.

The student's excitement for studying and the amount of time they spend on studying may be used to illustrate the qualities of the learning model. The level of effort instructors put into their English teaching activities is measured by their passion for teaching, which is also a psychological activity that is active and employed as a teaching model in higher English teaching. Along with the two primary teaching models for instructors and students, the reason to enter the assessment method of higher teachers is the evaluation system's assessment found in the age of contemporary information. In the past, university education in English required a teaching approach that both professors and students could use. Modern informatization primarily employs informationized learning materials and improved global teaching as the teaching paradigm of the educational system.

The potential of the teaching assessment process to withstand external threats and keep its capacity to produce and operate normally is referred to as the English curriculum assessment system's resilience. The evaluation system can play a general adjustment function and increase the protective features to decrease risk to preserve the regular estimation of teaching. Higher English

teachers must be capable of conscious self-correction of the current risk factors and self-reflection during the process of teaching to achieve this. The key influencing variables in the assessment system are the English instructors' teaching weariness, the student's lack of enthusiasm, the information mismatch present in the context of globalization, and the external danger to the management structure of the teaching profession. This is brought on by instructors' exhaustion, the interaction between students' learning and teachers' activities, objectives, teaching materials, teachers' attitudes, and ineffective teaching strategies. It cannot be used in the context of contemporary information instruction. It must continually find solutions to the current issues.

Results and Discussion

Survey Based on Students' Interest

As illustrated in Figure 2 & 3, it is clear that 40.63% of participants like and have adapted to the knowledge approach that involves watching simulation movies, 43.75% of students feel that English class time goes by fast, and 56.25% of students believe that attending English lessons is a pleasurable experience.

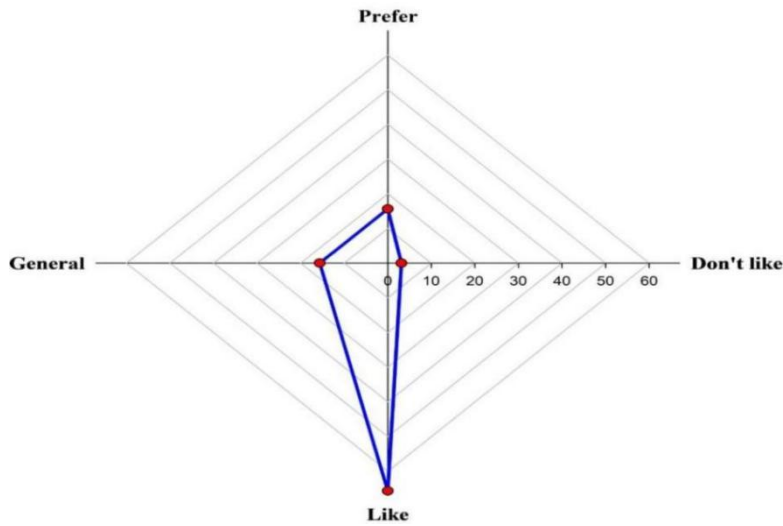


Figure 2. Degree of English listening skills of students

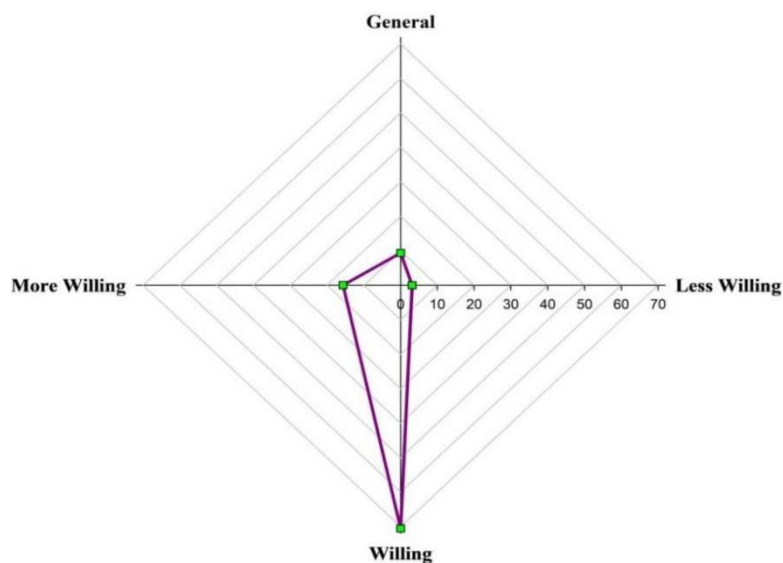


Figure 3. Student's willingness for English-based animated videos

The author discusses how learning resources should be prepared in advance of class and how

they should be given careful consideration. Design projects that are engaging and intuitive for students to do Wu (2022) while taking into account their learning styles mind.

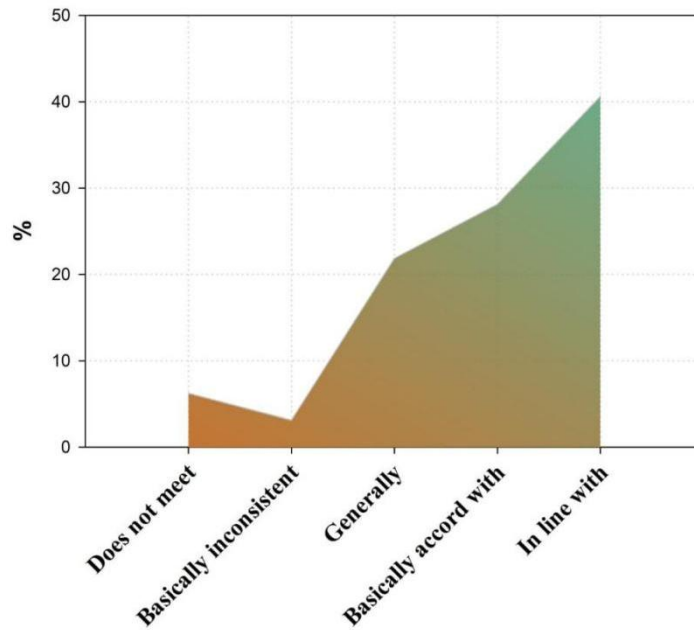


Figure 4. Degree of learning through videos

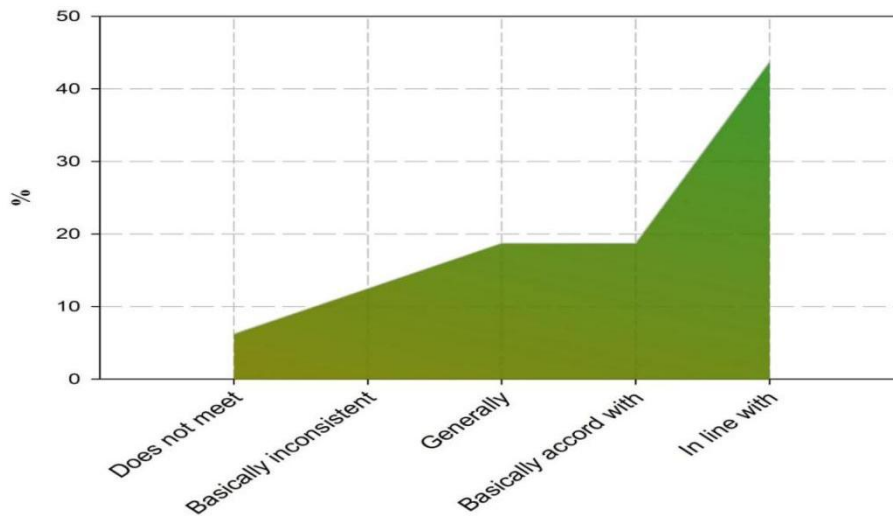


Figure 5. Learning after English classes

Responsiveness among Students

It can be inferred from the data that 50% of students enjoy group discussions and are enthusiastic to take part in group work, and 40.25% of students prefer to complete their tasks. Flip community conversation in class is boring, and cluster sessions in class also satisfy the requirements of students by allowing them to debate themselves and present the outcomes. It fosters a sense of community and collaboration among pupils (Longobardi, Ferrigno, Gullotta, Jungert, Thornberg, & Marengo, 2022). Figure 4 & 5 depict the student's opinion of learning English using video recordings and the experience after the lecture hours.

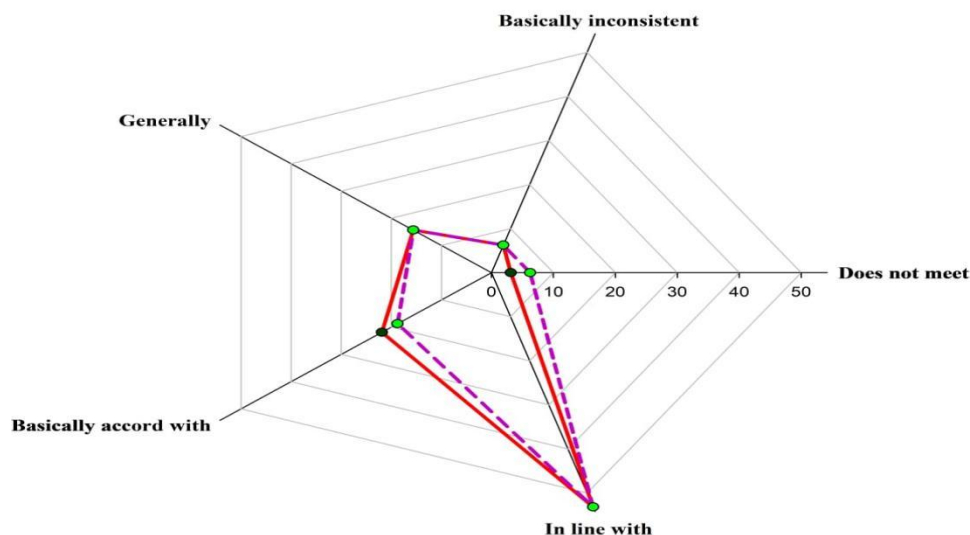


Figure 6. Degree to which students cooperate

Learning Effect of Students

The author mainly looks at whether the students' English listening skills have improved in the flipped classroom, as to if observing the video-based teaching process is helpful for learning if the English observing has enhanced, and whether the ability to listen to questions is incorrect. Figure 4 shows the students' learning effects. It is less than it was previously, and it is unknown if students can effectively acquire the relevant information from pre-class learning. The dotted line in Figure 6 illustrates the self-enhancement of students in learning and the continuous line depicts the highest rate of accuracy in the participants. (Rough data analysis reveals that more than 50% of students express themselves by the aforementioned questions, and self-learning before class suits the characters of the students. The learning impact has significantly enhanced (Mao, Cui, Chiu, & Lei, 2022).

Conclusion

In addition to being a necessary trend in the advancement of Internet information technology, modernizing the educational system is also a key strategy for advancing higher education reform and advancement. The fusion control algorithm for artificial intelligence makes classroom teaching smarter, enables them to deliver a more engaging and exciting classroom, may increase their enthusiasm for studying, and can then improve the student's English proficiency. However, the modeling approach of classroom instruction also addresses the idea of China's English curriculum reform in addition to China's education information technology.

It has been commonly recognized that educational circles exist all across the world. Advantages: Today's thriving large-scale open network initiatives offer a priceless opportunity to successfully change the classroom teaching style of the English academy. As a result, the execution of the two main phases of college English material knowledge introduction and knowledge internalization may be pointed in a new growth direction by using the flipped teaching model in English practice. Making up for the traditional teaching model's flaws and actively addressing the numerous dangers and difficulties that may arise throughout the teaching process are both essential practical implications of the effort to alter the classroom teaching model. The need for classroom reform and teaching reform is critical in the age of information technology. They must develop, learn, and take part in teaching for selling. Classroom teaching techniques are employed to encourage the optimum growth of classroom teaching, with an eye on the current state of each educational topic. Results from actual classrooms have demonstrated the validity and viability of this teaching strategy. This model's conception and use have, to some extent, elevated student interest in learning, autonomy in learning, cooperative awareness, and learning outcomes. The self-learning of pupils before class cannot be improved by this study.

The only things that can currently be controlled in the educational setting are the amount of time students spend studying individually and whether or not they do their pre-class assignments. To make classrooms more intelligent, the article applies artificial intelligence integration control algorithms. This aids in helping them create more vivid and entertaining classrooms, enabling them in turn to improve students' academic achievement.

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