

**KAJIAN KOMPREHENSIF PENGKOMERSILAN PENDIDIKAN BAHASA
INGGERIS DI CHINA: IMPAK TERHADAP MOTIVASI PEMBELAJARAN
PELAJAR DAN PERANCANGAN KERJAYA**

**A COMPREHENSIVE STUDY OF THE COMMERCIALIZATION OF ENGLISH
LANGUAGE EDUCATION IN CHINA: ITS IMPACT ON STUDENTS' LEARNING
MOTIVATION AND CAREER PLANNING**

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ABSTRACT

With the rapid development of globalization and technology in recent years, China's English language education industry has demonstrated a growing tendency of commercialization. The purpose of this research is to look at the current problem of excessive commercial expansion in China's English language education, assess the reasons behind it, and the impact on students' learning motivation and career planning. The paper gathered pertinent data through an empirical study at a certain university utilizing approaches such as surveys and interviews. The study demonstrates that, in the context of China's exam-oriented school system, the English discipline has seen excessive development. First of all, with lots of developmental potential, the number of English language training institutions is growing. Second, the variety of educational forms makes students obtain more knowledge than they did previously, such as individualized educational customization, online English learning platforms, yet the

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knowledge they are learning is shallow and fragmented. These changes have an impact on students' learning motivation and career planning in both positive and negative ways. On the one side, commercialization expands learning possibilities and channels, piquing the interests and motivation of some students. Excessive commercialization, on the other hand, may lead to a utilitarian inclination, reducing intrinsic desire for learning. Furthermore, market-oriented education may have an impact on students' career planning, encouraging them to prioritize work prospects and remuneration over their own interests and holistic development. Finally, this research calls for a balanced approach to dealing with over-commercialized English language education, stressing the substance of education rather than economic growth in order to better suit the learning demands and holistic development of college students.

Keywords: *English language education industry; commercialization; learning motivation; career planning; training institutions; utilitarianism; holistic development*

Introduction

The history of Chinese education is rich and spans thousands of years, reflecting the profound cultural and societal development of China. In ancient China, Confucius thought about education emphasized the cultivation of knowledgeable people with high moral standards and strong thinking ability, and it has influenced the development of countless people, and has had a profound and lasting impact on modern society. In the development of modern China, education still occupies an unparalleled position. Our country's development is more in need of higher education, scientific knowledge and outstanding talents than ever before. The education landscape has seen considerable shifts as a result of technological breakthroughs and shifting educational paradigms on a global scale. In this environment, there has been a noticeable trend towards commercialization in the field of English language teaching in China.

In an increasingly interconnected world, English language proficiency has become a sought-after skill, leading to an increase in educational institutions offering English language courses. The commercialization of education, especially in the realm of English language, is a phenomenon of profound importance that merits rigorous investigation. As China seeks to enhance its global competitiveness, the demand for English language proficiency has spurred a rapid growth in commercial language training institutions, online platforms, and various market-driven approaches to teaching English. This phenomenon holds far-reaching implications for both education and society at large. The research will look into how the commercialization of English education affects students' learning motivation and career plans. The results can help educators and policymakers reshape the scientific concept of education, reduce competition in the English market, and create a healthier English learning environment. Also, it can help educators and policymakers align education with evolving

career demands and facilitate more holistic student development.

Given the evolving nature of the commercialization of education, there is a gap in empirical research that investigates its impact, particularly in the context of English language education in China. This paper conducts a thorough investigation into the numerous repercussions of the commercialization of English language education in China. It seeks to investigate the nature and the causes of commercialization in the English language training industry. The research intends to shed light on the effects of commercialization on students' learning motivation and career planning by analyzing the consequences of commercialization. Finally, the study aims to provide useful recommendations that strike a delicate balance between the imperatives of commercialization and the preservation of essential educational ideals, thereby promoting students' holistic development.

The comprehensive study aims to investigate the multifaceted impact of the commercialization of English language education in China on students' learning motivation and career planning. Based on the research objectives, the paper seeks to address several critical questions related to this phenomenon. 1) What factors have contributed to the growth and development of commercialized English language education institutions in China? 2) To what extent does the commercialization of English language education affect students' intrinsic motivation to learn? 3) How does the commercialization of English language education in China impact students' learning motivation and career planning? 4) What strategies can adopt to balance the commercialization of English language education with the preservation of educational values and holistic student development?

Literature Review

In the process of promoting China's modernization, China has always placed education in a strategic position of priority development, and at the same time, it has continuously promoted the world's largest education system to modernization. China's economy is constantly evolving, and China's various industry systems are experiencing the challenges brought by the market. This also puts China's education system to the various tests in the market. Therefore, some domestic scholars have done some research on the trend of China's education reform, the problem of education and market, and the problem of capital invasion in education development.

According to a report on the education industry, the period around 2010 was a driving factor in the rise of the education sector due to rapid innovations in education (Liu Tao, 2011), particularly the spread of private education. By the end of 2009, China's education industry was facing socialization and marketization issues, limiting its ability to meet a wide range of educational demands. Schools acquired autonomy, but there was insufficient public money to support long-term growth. Disparities in resources increased supply-demand mismatches. Organizational inefficiencies and a lack of standards slowed progress even more. In education, developed countries use market-driven approaches, whereas China's emphasis on nonprofit orientation limits economic influence. Since WTO membership, there has been a trade deficit in educational services. The paper documents policy measures aimed at addressing these concerns and promoting balanced development in the education system (Liu Tao, 2011).

A dissertation investigates the relationship between China's capitalist market and its education industry. Despite growing investment, the industry is confronted with obstacles. The author investigates the possible benefits and hazards of capital market participation in education. The research looks at unique traits, risks, and investment opportunities (Li Junjie, 2018). It also investigates the influence of education policy reforms on China's capitalist market and makes specific recommendations.

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Furthermore, experiences from the US education market influence proposals for the growth of China's education market. This approach yields practical insights into the capitalist market's symbiotic interaction with China's education industry.

However, Zhao Mengcheng and Ma Leiming demonstrate how capital infiltration into the education industry has had a negative impact on the growth of education in China (Zhao Mengcheng & Ma Leiming). Encouragement of private sector involvement in education was an early reform and opening-up policy. However, the excessive participation of capital and market operations in education, combined with the rapid growth of this industry, has compromised the integrity of education to some extent. The extension of off-campus training facilities, the disorderly rivalry and development of private schools, and the increasing frequency of "individual laborers" engaged in educational tutoring activities are all manifestations of capital's influence in education. The study delves into how capital pervades the education industry, progressively weakening and distorting the essence of traditional classroom instruction. This deterioration eventually undermines educational aim and public nature. The prominence of capital in the education industry can be linked to the fact that the ubiquitous exam-oriented education system creates an environment suited to its profit-making model.

From the perspective of economics, Gong Zhen explains the rational explanation of China's education towards marketization. Marketization of education is the inevitable result of human capital theory (Gong Zhen, 2002). Since education is an industry, there will be an investment, output, supply, and demand, and the return rate of investment in education is generally much higher than that of investment in other industries. So the education industry is developing rapidly. At the same time, the author also points out that China's education marketization is the basic direction. In essence, education is different from other industries in that its primary social mission is to cultivate and develop people's knowledge, skills and values. However, the education industry also participates in the operation of the market and has inputs, outputs and benefits like other industries. So there will also be property rights, efficiency, monopoly, competition, resources and other allocation problems. Therefore, after the supply and production of other production factors are market-oriented, there will be serious problems in education such as short supply, exam-oriented education, and excessive competition. Therefore, the author encourages private schools, uses the market to mobilize education, reduces the financial pressure and enables more people to benefit from education, thereby maximizing utilization of social resources (Gong Zhen, 2002).

The paper "The Trend of Education Reform in China on the Turning of the New Century: The Problems of the Relation between Education and the Market" mentions non-governmental social forces' education services have steadily become an essential component of education development since the 1990s. Education relations and new consumer groups in educational market are also growing, which changes the condition of school education. The market is critical in developing a new paradigm of educational resource allocation and talent development. There is no doubt that education is both public and private in nature. The open exchange of education has also increased the number of people willing to learn, allowing them to obtain an education in a way that suits them outside of the pathways provided by public education. It also stressed selectivity in the knowledge learning process, reflecting learner-centered thinking and the novel idea of user dominance. People's perceptions of education are altering as a result of market intrusion, and education has acquired the divisibility and exclusivity of commodities through some metamorphosis (LAO Kaisheng, 2003). Education reform has demonstrated

that if education realizes consumerization, education will be deconstructed and progressively take on some features of commodities, resulting in a series of transformations.

The “Double Reduction” policy seeks to alleviate students’ academic obligations while also encouraging holistic development and improving educational quality. The policy restricts the availability of subject-based training facilities and advanced courses, thus reducing tutoring capital. “Double Reduction” reduces academic pressure, but it may increase the importance of home-based education. The “Double Reduction” policy, as explained by Hao Wenwu in “Striving to Promote Equity in Family Education Through the ‘Double Reduction’ Policy,” seeks to limit excessive commercialization of extracurricular education while promoting educational fairness. However, it may unintentionally aggravate educational gaps (Hao Wenwu, 2023). This strategy emphasizes the significance of family education in light of social, political, economic, and cultural concerns. While the emphasis is shifting from academic pressure to family-based education, regulating its methods and quality remains difficult. Family education is based on financial and cultural contributions, which has the ability to perpetuate educational inequities. Overall, the “Double Reduction” aims to create a more equitable educational environment, while unforeseen consequences may deepen educational disparities (Hao Wenwu, 2023).

David Y. Aharon examines the role of education in capital market liquidity, where capital liquidity itself serves to facilitate economic growth, investment, and savings. (Aharon et al., 2023) Consequently, an enhancement in the level of education would yield benefits for individuals, businesses, institutions, and the nation at large. This underscores that education is not merely a public endeavor; rather, it spawns numerous advantages that extend far beyond its surface implications. In “Commercialization of education in Russia in the first decade of the 21st century,” Sergey Shirin focuses on commercial competition and corruption in European education from the perspective of law and policy, thus leading to the commercialization degree of the Russian education system before the passage of the Education law (Shirin, 2013).

Adam Davinson-Harden and Suzanne Majhanovich investigate the concept of neoliberalism in their study “Privatisation of education in Canada: a survey of trends,” calling for market freedom and less government intrusion. Neoliberalism advocates for the privatization of economic sectors, including education, in order to increase efficiency and creativity. The study dives into privatization efforts in Canada, from K-12 to higher education, with an emphasis on how it commodifies and markets education, affecting the public system. Concerns have been raised, notably about school privatization, which may result in diminished state spending and government involvement in public services. Privatization has the potential to consolidate authority, and hamper government resource allocation and social program development (Adam Davinson-Harden & Suzanne Majhanovich, 2004).

The government plays a role in higher education expansion as well as the potential impact of wealth disparities on individuals’ future expectations and career choices, emphasizing the importance of a balanced approach to education commercialization to avoid negative effects on societal values and attitudes. Authors Liu Chang and Pu Guangbo emphasizes the government’s crucial involvement in the development of widespread higher education. People’s aspirations of education changing their destinies serve as the foundation for the expansion of higher education. It might be argued that China has a societal context in which higher education is viewed as a tool of improving economic problems. Their research adopts social psychology, employing college students as subjects to scientifically assess and research the impact of economic disparities on individuals’ future expectations. However, the existence of wealth inequality complicates matters. Capital infiltration into the education industry can have an

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impact on government resource allocation and intervention in education. Excessive commercialization of the education industry can have an impact on young people's perceptions about their future employment (Liu Chang and Pu Guangbo, 2012). In terms of career planning awareness, the majority of young people enter society with the common goal of accomplishing life goals and ideals. Their employment choices not only reflect societal evolution and transformations, but also have a substantial impact on their future. If the education industry becomes overly commercialized, it will almost certainly have a negative impact on value choices and societal views.

Several studies have been conducted on China's educational policy, examining the delicate interplay between the education industry and marketization, as well as the impact of capital markets on education. This relationship, which combines public and private parts, is complex and dynamic. Market pressures have an impact on societal conceptions of education, as seen by programs such as "Double Reduction," which tries to relieve academic pressure while limiting excessive capital involvement. A study examines the impact of international education on capital market liquidity and assess levels of commercialization in foreign education systems. A foundation for educational privatization is being laid in the context of globalization and liberal ideology. Scholars also investigate the consequences of economic inequality on education, noting both its potential to improve economic opportunities and the hazards of over-commercialization. This broader perspective considers the global impact and liberal ideals that shape educational systems worldwide.

The literature review provides a wide range of perspectives on China's educational landscape, ranging from policy evolution to the delicate balance between education and the market, highlighting the complex relationship between education and marketization and elucidating potential consequences, particularly in terms of capital intrusion.

The commercialization of the education industry has an effect on students' learning careers, influencing their learning motivation and career plans. In "An Interpretation of Gardner's Motivation Model," the author gives an outline of Gardner's motivational model in second language learning. The article explains how attitude and motivation are important aspects determining individual learning accomplishment, with a focus on motivation as an inherent process that helps learners attain their desired goals. Goal-setting, internal drive propulsion, and maintaining an acceptable effort level are part of this model. The urge to learn a language is critical in enabling or impeding cultural exchange. Furthermore, motivation is made up of three parts: effort, a desire to learn a language, and an attitude towards language acquisition (Du Zhengxue, 2008).

Liu Wenjia's study explores the topic of academic disengagement among contemporary university students using the Achievement Motivation Theory. The increasing prevalence of this problem among students has gotten a lot of attention. Academic disengagement among university students is mostly caused by poor goal-setting, a slow conversion of intrinsic and extrinsic motivation, an insufficient emphasis on individual study, and a lack of stimulating education. As a result, students' academic performance and motivation suffer. It is critical to guide them in raising their expectations and establishing realistic goals. The value of incentives should be considered in order to enhance their achievement motivation.

The article "The Overview of Second Language Learning Motivation Theories" discusses Gardner's Social-Educational Model" introduces various theories about people's learning and growth within a social framework. Gardner, best known for his Multiple Intelligence Theory, expanded

education beyond traditional measurements such as academic success, emphasizing the development of skills across multiple areas. Atkinson's Achievement Motivation Theory emphasizes individuals' fundamental motivation for success while avoiding failure. He divides achievement motivation into two types: task-oriented and self-oriented, with an emphasis on task completion and personal progress. According to Weiner's Attribution Theory, people ascribe events or outcomes to internal or external variables, changing perceptions of ability and control and hence impacting emotions and motivation. Bandura's Self-Efficacy Theory stresses individuals' judgment of their confidence and competence for specific activities, which influences behavioral performance and achievement motivation. Satisfying autonomy, competence, and relatedness demands fosters positive growth and intrinsic motivation, according to Deci and Ryan's Self-Determination Theory. These theories shed light on basic themes in the field of learning motivation, providing a comprehensive historical overview of second language learning motivation.

Hypothesis

The importance of English as a worldwide language has grown significantly in today's globalized and market-driven environment. Commercialization has an impact on education systems in many nations, which has both beneficial and negative consequences for English education.

It is assumed that Commercialized English-language teaching benefits students in the following ways. 1) Commercialized English teaching has the potential to pique students' interest in learning. Recognizing the importance of English in the professional world, students may aim to improve their language abilities to achieve future career success. This practical orientation can increase motivation and drive for success. 2) A commercialized system may emphasize the practical use of English in enterprises, encouraging university students to associate their English skills with job chances. 3) Increased competitiveness: commercialization forces educational institutions to adjust curriculum to commercial demands, increasing student competition. Strong English abilities provide a considerable edge in the employment market, motivating pupils to study more. In conclusion, commercialized English education has the ability to favorably impact students' motivation to learn in the context of globalization and marketization.

It is assumed that commercialized English-language teaching has potential drawbacks on students in the following ways. 1) decreased intrinsic motivation: exam-centered education, along with a competitive climate and the employment implications of English competence, can diminish students' innate desire to learn. This utilitarian approach may overwhelm the inherent worth of information, resulting in a loss in learning passion. 2) Narrowed learning objectives: commercialization may place an overabundance of emphasis on English's practical utility in the professional sector, potentially ignoring broader language acquisition and cultural exchange. This limited viewpoint may limit students' educational possibilities. 3) Elevated learning stress: the demands of China's test-driven school system, along with a marketed environment, might heighten the need to constantly improve English proficiency. This increased stress may reduce students' motivation to learn, producing worry and pressure. To summarize, while commercialization can improve practical application and professional orientation, it is critical to achieve a balance that protects students' inherent desire for knowledge.

The commercialization of English language education has a significant impact on university students' career preparation, with both positive and negative consequences: 1) The commercialized education system pushes students to combine their gained English language abilities with real-world

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workplace applications. This promotes a greater appreciation for the utility of English, encouraging students to actively apply their knowledge in future work. 2) Increased career opportunities: students may feel more confident in getting professions requiring English abilities, as commercialization promotes increased demand for English language ability across numerous industries. 3) Market-oriented curriculum: because of the influence of commercialization, educational institutions are designing courses that are closely matched with market demands.

However, there are some drawbacks to commercializing English education: 1) limited professional alternatives: an overemphasis on lucrative English-related careers may lead to students narrowly focusing on specific fields, potentially eliminating alternative, academically oriented options. 2) Loss of passion: Over-commercialization may cause some students to consider English merely as a method to excel in tests or obtain high-paying employment, rather than as a real love of the language. This could result in a scarcity of passionate educators and specialists in the industry. 3) Job decision pressure: in a marketed atmosphere, students may be pushed to make fast job decisions, potentially avoiding full study of many options.

To summarize, the commercialization of English language education has a substantial impact on the career planning of university students. While encouraging students to connect their language skills with practical applications might be advantageous, a balance must be struck. It is critical for a well-rounded professional trajectory for students to have opportunity to follow their hobbies and talents alongside market-driven demands.

Theoretical Framework

The research applies education commercialization ideas to address the shift towards business-oriented practices in educational institutions. The conceptual framework incorporates commercialization in English education, shedding light on the transformation of education from a public service to a market-driven commodity, particularly in English language education.

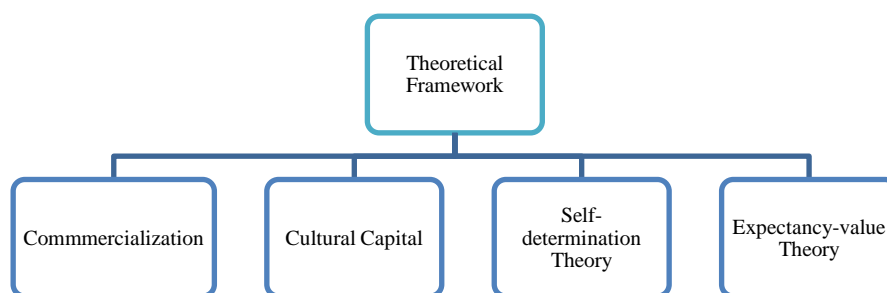


Figure 1

Furthermore, the study makes use of sociologist Pierre Bourdieu's "Cultural Capital." According to this view, current social culture pervades all aspects of society, influencing the economics and politics. Knowledge, skills, education, and cultural background obtained through schooling, familial environment, and cultural experiences are all examples of cultural capital. It can be improved through education, eventually becoming "embodied cultural capital." This capital, like material riches, can be

invested in a variety of areas, including education. The higher the investment in education, the bigger cultural and educational capital available to profit reinvestment. Economic capital influences the allocation of educational resources. If English education is commercialized and prioritized, it may favor economic capital disproportionately.

Self-Determination Theory (SDT) and Expectancy-Value Theory (EVT) are two prominent motivation theories that provide insights into how the commercialization of education affects students' intrinsic and extrinsic incentives. Autonomy, competence, and relatedness assist us comprehend the effects of this transition on students' eagerness to study. Over-commercialization of English education may place too much emphasis on external rewards such as scholarships, certifications, or exam results, potentially diverting attention away from true interest and intrinsic motivation. This may reduce students' feeling of learning autonomy. The commercialization of English teaching tools, resources, and courses has transformed them into commodities, forcing students to invest in specific materials or pay for professional coaching to succeed. Some students may avoid official education channels in search of alternative resources, thereby interrupting traditional learning and hurting teacher's enthusiasm. This loop can result in learning anxiety, dispersed interests, lost perceptions of competence and autonomy, and ultimately a decrease in total learning motivation.

Commercialized English education may place an emphasis on exam results while ignoring broader learning objectives such as language application and cultural awareness. This emphasis may cause students to favor exam skills and external rewards over actual learning satisfaction and intrinsic interest. Furthermore, commercialization may cause an emphasis on external rewards, thereby overshadowing the intrinsic value of the learning process. Students may prioritize competitiveness over understanding the intrinsic charm of the English language and culture. This tendency may direct learning motivation towards external validation, compromising deeper learning objectives. As a result, their satisfaction with their autonomy requirements may decrease. In essence, the emphasis on exam preparation and external rewards may divert students' attention away from true learning delight and deeper goals, affecting their motivation and fulfilment of autonomy and competence demands.

Over-commercialized education may increase students' competition, putting comparison ahead of actual learning satisfaction. Societal expectations to reach prescribed "success" may trump intrinsic motivation and interests. External commercialization expectations may lead students to seek external validation like top marks and prizes, often at the price of their real learning enthusiasm. This competitiveness and pressure may reduce the meaningful connections with peers, thus impeding collaborative learning experiences. Finally, commercialization may increase student competitiveness by emphasizing comparison with peers rather than focusing on the essence of learning. This may lead students to pursue externally acknowledged "success" at the expense of intrinsic motivation and learning interests.

Applying these theories to China's English education system reveals how commercialization influences students' motivation and career choices. This comprehensive approach sheds light on the relationship between commercialization and students' academic and professional pathways, providing a nuanced perspective within Chinese education system. This paper contributes to the educational discourse and informs initiatives aimed at improving English language teaching in China.

Research Methodology

Research Design

The overall framework of the research design will employ a mixed research method to comprehensively explore the topic of commercialization of English language education in China and its impact on students' learning motivation and career planning. The mixed research method seamlessly integrates qualitative and quantitative approaches to achieve a more comprehensive and multi-dimensional research objective. The impact of commercialization on English education goes beyond students' learning motivation and career planning; it extends to encompass learning environments, educational policies, familial factors, and other dimensions. The mixed research method is well-suited to delve into the relationships among these factors, offering richer insights for the research.

This study will use qualitative methods to gain a deeper understanding of students' attitudes, experiences, and the nuances of how commercialization affects their learning motivation and career planning. Through interviews or focus group discussions, the research will be able to explore how students perceive the impact of commercialization on them and uncover the underlying mechanisms that drive this impact.

Quantitative methods, on the other hand, will primarily involve conducting large-scale surveys with the goal of collecting data that quantifies the varying degrees of impact of commercialized English education on students' learning motivation and career planning at various stages and phases of their academic journey. We can uncover variations, trends, and correlations across different student groups across different learning stages using quantitative analysis. This integrated method enables us to conduct more exact assessments of the effects of commercialization by leveraging the considerable data support. This approach aids in thoroughly exploring the multifaceted aspects of the issue, resulting in research outcomes that are more comprehensive and reliable. Consequently, it will provide more valuable recommendations for educational decision-making and practice.

Research Findings

The research findings were gathered a questionnaire of 400 students from Guangdong Technology College, 200 of whom were engineer majors(non-English) and 200 of whom were English majors, using a mixed research technique, which are outlined in the following stages:

A) Pre-college phase: the effects of over-commercialization on students' learning motivation

1)The majority of students participated in English training classes or on-line education platform, which excessively emphasized test-taking techniques, leading students to focus more on exam performance rather than genuine language acquisition. 2)Students experienced the influence of commercialization in their school English classes, where teachers emphasized exam-oriented teaching at the expense of deep language comprehension and cultural understanding; An advanced English course affects classroom participation, decreasing enthusiasm and engagement during classes. 3)Within the commercialized educational environment, students' learning motivation tended to revolve around pursuing high scores and rewards rather than intrinsic interest. Over-commercialization fostered a negative learning atmosphere, resulting in mechanical and perfunctory studying approaches, which in turn affected students' enjoyment of learning and their motivation.

B) Continuation of effects in university years:

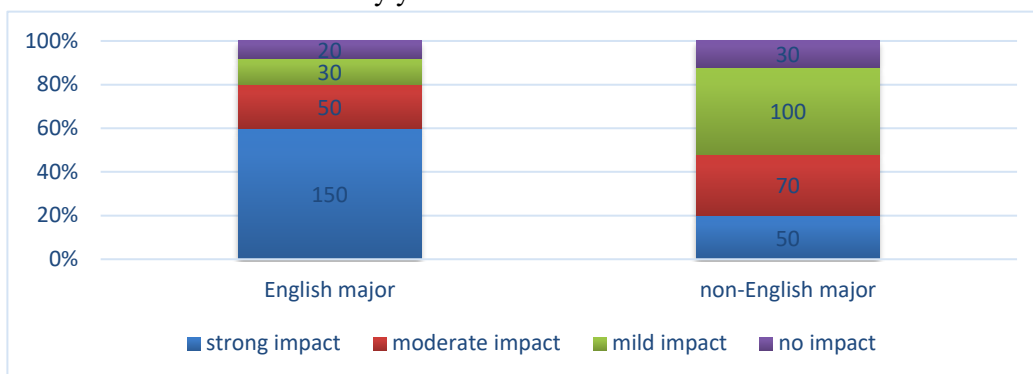


Figure 2

1)The negative impacts of commercialization extended to university levels, as students still demonstrated a tendency towards exam-oriented learning in their English studies. 2)Due to persisting habits and motivational issues from earlier stages, students found it challenging to genuinely cultivate interest and intrinsic motivation in their English learning during their university years. 3)Students’ perspectives on college English course and teaching approaches reflected the continued influence of commercialization on their learning attitudes and interests.

Two key criteria emerge from questionnaire answers and in-depth conversations with individual students: (1) Uncertainty about their own interests, impacted heavily by early evaluations and developments when choosing English for the college admission exam. This frequently leads to insufficient exploration and knowledge of the course. As a result, the initial curiosity in learning English does not always turn into a passion for the English major. 2)Personal knowledge and proficiency levels in the selected discipline influence students’ identification with it, which in turn influences career planning. Many students’ perceptions of English learning are limited to exam preparation and excellent test scores. They are unable to develop a true interest and passion in their chosen subject due to a lack of relevant knowledge and cultural background.

It is evident that over-commercialization has generated significant and enduring adverse impacts on English education, particularly throughout their entire learning journey. Over-commercialized model has led to a shift towards exam-driven, utilitarian learning attitudes, diminishing students’ intrinsic motivation and interest, and dampening the positive side of the learning environment.

Over-commercialization of English education can also lead to a loss of identity with one’s subject among English majors, affecting their career planning. A lack of identity, on the other hand, may result in hazy career goals, difficulty making career decisions, and an increased risk of career burnout.

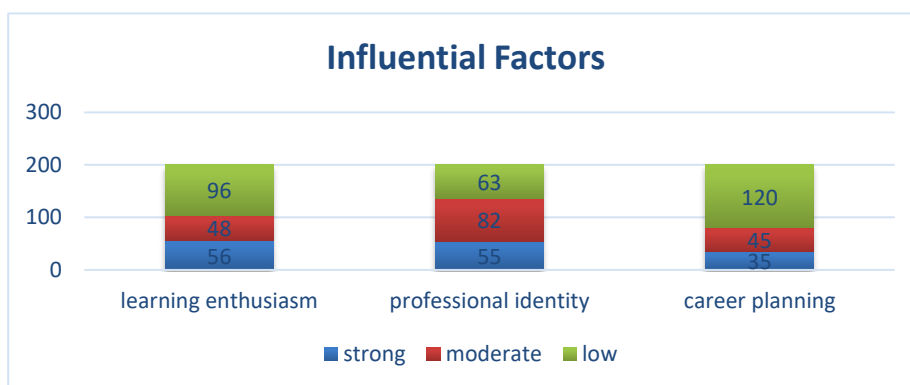


Figure 3

Based on these features, the following are the effects of over-commercialization of English education on college students majoring in English: 1) learning motivation (low learning enthusiasm): the majority of students lack learning passion and excitement. External advantages such as scholarships and family or instructor approbation drove their first interest in English. As a result, intrinsic motivation is insufficient to give a clear developmental path or to pique a significant interest, particularly in specialist sectors of English such as linguistics, translation, or literature. 2) Learning motivation (low professional identity): the majority of students are unaware of the larger context and changes related to the English major. Their understanding of English is restricted to the language itself, without diving into the field's theoretical and specialized knowledge. 3) Ambiguous career planning: their inclination to actively engage with the major is low, resulting in hazy interests, decreased drive, and a sense of bewilderment and doubt about their future job prospects. Compared to students who are enthusiastic about their majors and more likely to investigate its social relevance, value, and professional demands, as well as to be aware of job market prospects and constraints, Students with ambiguous career goals regularly change their majors, resulting not only in the abandonment of their former fields of study but also in the failure to highlight their competitiveness in the labor market, resulting in yet another kind of waste of educational resource.

The research investigates the impact of commercialization of English education on students' learning motivation and career planning in depth, which acquired multi-angle, comprehensive data by using a hybrid study approach, revealing the continued impact on students' educational experiences. The following are the study's main findings and contributions:

A) During the middle and high school stages, the impact of excessive commercialization on English language education has significantly complex effects on students' learning motivation. Applying the perspective of the theory of learning motivation, we can delve into a more detailed analysis of these effects: 1) For students who initially had an interest in English: within the commercialized environment, students gradually shift towards a test-oriented learning attitude, placing external rewards above intrinsic interest. They strive for high scores and rewards as these become the recognized measures within the commercialized context. In this scenario, learning motivation shifts from intrinsic interest to external rewards, aligning with the influence of external incentives on learning as proposed by the theory of learning motivation. 2) For students lacking interest in English: the utilitarian learning attitude driven by commercialization leads to obvious resistance among students. They may perceive learning as tool and driven by the need to simply cope with exams, rather than nurturing language curiosity and understanding. Such students might experience frustration and discontent, further diminishing their intrinsic interest and learning motivation.

The outcomes of this stage underscore the significant impact of commercialization on students' learning motivation. The theory of learning motivation emphasizes the roles of intrinsic motivation and external rewards in learning. Commercialization alters the balance between these factors, gradually shifting the main objective of learning from intrinsic interest to external rewards. As a result, learning loses some of its positive atmosphere, with students focusing more on test performance and external validation rather than genuine interest in learning. This trend not only affects students' learning attitudes but also has adverse implications for the English learning in university stage.

(B) During the university stage, the impact of commercialization on English language education

persists, closely linked to career planning. Students in this phase need to prepare for their future careers, yet the excessive commercialization of English education emphasizes test-taking skills and profit-oriented target of career needs rather than practical language usage. This leads to students focused on achieving high scores and rewards rather than truly comprehending and mastering practical English application. A negative perception of English learning being reinforced due to the early influence, viewing it merely as a means to cope with exams and to make money, this “embodied cultural capital”, and like any material wealth, can also be invested in the school market and the labor market, which will encourage more people to pursue and invest in education (Zhu Weiyu, 2007). This phenomenon will lead to further commercialization of the education industry.

In conclusion, the impacts of commercialization on English education are far-reaching, encompassing multiple facets including learning motivation, career planning and others. This not only offers valuable insights for ongoing educational reforms and policy-making but also guides future research and comprehensive strategies to address the challenges posed by commercialization in education. Consequently, this study aims to underscore the importance of implementing measures to mitigate the negative influence of commercialization on students’ learning attitudes and interests, ultimately fostering a healthier and more constructive learning environment.

Limitation

However, despite delving into the impacts of commercialization on English education, this study also possesses several limitations. Firstly, the research sample is primarily focused on students from specific college in a specific region in China, potentially restricting the universality of the findings. As differences in regions and cultural backgrounds can exist, careful consideration is needed when applying the results to other areas.

Secondly, the study’s focus is concentrated on the effects of commercialization on students’ learning motivation and career planning, without accounting for other potential influencing factors. For instance, social environments, development of network technology might also play significant roles in shaping students’ learning motivation and career planning. Future research could incorporate more variables for a comprehensive analysis.

To overcome these limitations, future research could explore the following directions in greater depth. Firstly, expanding the scope of the sample to encompass students from diverse regions and cultural backgrounds would help validate the universality of the research findings. Secondly, to obtain more precise results, studies should focus on specific groups of people from various regions and cultural backgrounds and compare the same elements one by one. Thirdly, rather than simply summarizing the surface, both quantitative and qualitative methodologies should be employed to delve deeper into the other elements at work, as well as the intersections between distinct variables.

In conclusion, despite the study’s shortcomings, a comprehensive awareness of these limitations, as well as efforts to resolve them in future research, will help us better understand the effects of commercialization on English teaching. As a result, educational reforms and programs may receive stronger backing.

Conclusion

The paper explores the phenomenon of commercialization in English language education in China and

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its effects on students' motivation and career planning. It delves into the growing trend of English language education being treated as a market-driven commodity, analyzing its implications on students' attitudes towards learning and their future career choices.

The study focuses on the core theme of commercialization, revealing how English language education has evolved into a profit-driven enterprise, resulting in countless examples of privatization and market-oriented practices. It highlights the main causes behind this commercialization, such as economic possibilities and globalization-related pressures. Education commercialization has the ability to affect government allocation of educational resources as well as shape students' attitudes and trust in the educational system. As a result, students' faith in education may suffer, especially if they are forced to study in a competitive testing setting. This circumstance, paradoxically, exacerbates the predominance of excessive commercialization in English education. Over-commercialization may have far-reaching repercussions, including monopolization and privatization of the education industry. This, in turn, might tighten the government's grip on education, limiting its scope and effect.

The study's findings paint a complex picture. On the one side, it responds that, in essence, educational policies and social development have led to the emergence and development of commercialized English-language education premises in China. The advancement of science and technology has resulted in an increase in the demand for English education, and the advancement of society has resulted in more and more diverse channels for English access. Education policy support is another aspect that promotes commercialization, and China's exam-oriented education system has offered fertile ground for commercialization. However, it also emphasizes negative implications, such as an overemphasis on exam-oriented learning, decreased intrinsic motivation, and a deterioration of the true desire to learn. On the other side, the study gives a complete review of the commercialization of English language instruction in China, as well as insights into how it affects students' learning motivation and career planning, besides it contributes to a better understanding of the complex dynamics of commercialization in education and its broader societal effects by analyzing both good and negative effects.

Although China's education business has a strong potential for returns and growth, it also confronts dangers associated with rapid expansion, over-commercialization, and excessive capitalization. This merits the attention of political organizations, regulatory authorities, and investors in the education industry. To ensure that educational institutions' operations are legal and acceptable, the government and market regulators must build a more comprehensive regulatory framework. They should also adopt policies to guide the education industry's ongoing development. To protect consumers' rights, the government should implement a clear policy for educational training institutions and requests that training institutions offer detailed information on educational services, such as program content, teaching faculty, and cost structures. Institutions should devote greater resources to improving teachers' professional ability, prioritizing high-quality instruction over profits. Social organizations and nonprofit organizations should participate in education to encourage public education growth, and reduce societal inequality.

To summarize, China's education business balances strong returns and development potential with inherent dangers. Sustainable development of the education business can be achieved by government control, market self-regulation, institutional modifications, and public regulation, ensuring educational quality and societal benefits.

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