

## Local Governance and School-based Approaches to English Language Acquisition: A Comparative Analysis

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**Abstract** In order to improve the effectiveness of English acquisition, it is necessary to discuss it in conjunction with local governance policies. Local governments should conduct an analysis of English acquisition from the aspects of policies, systems, and social participation. This paper puts forward three hypotheses: local policies and systems can improve the effectiveness of English learning, which are related. Public attention can promote the improvement of English acquisition effect and play a supervisory role; Laws and regulations can ensure the foundation of basic conditions for English acquisition and promote the improvement of school infrastructure. The results show that local policies and institutions are the conditions for improving English acquisition methods, social attention is the condition for verification, and school infrastructure is the key condition. Social issues, local policies and institutions all play an indirect role in promoting English language acquisition, while infrastructure plays a direct role. Therefore, local governments should improve English acquisition policies and systems, promote the introduction of English acquisition laws and regulations, and guide the public to supervise.

**Keywords:** • local governance • school foundations • English language • acquisition • policy

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## 1 Introduction

### 1.1 Background

In today's globalized world, English has become one of the important languages of international communication. As China continues to integrate into the world, the use of English becomes more and more important (Alanazi & Alsager, 2023). However, English education currently faces a series of problems, one of the key issues being the relationship between local governance and school-based approaches to English language. How to promote English language under the framework of local governance policies and how to use the advantages of school infrastructure to improve the effectiveness of English education are urgent problems to be solved (Alhammad, 2023), as shown in Table 1.

**Table 1:** Ranking of English-speaking universities in China

Rankings of universities for English majors	Name of the school
1	Beijing University of Foreign Chinese
2	Peking university
3	Shanghai Wai Chinese University
4	Nanjing University
5	Amen University
6	Fudan University
7	Nanjing Normal University
8	Shandong University
9	Dalian University of Foreign Chinese
10	East China Normal University
11	Sichuan University of Foreign Languages
12	Southwestern University
13	Hunan Normal University
14	Beijing Normal University
15	Hust
16	China University of Political Science and Law
17	Beijing Language and Culture University
18	Southwestern University of Finance and Economics

Source: CNKI and Extranet survey results

With the continuous innovation and improvement of China's national governance system, local governance, as a key force in promoting social development, has a far-reaching impact on the development of various fields. The guiding role of local governance policies is significant in terms of English language. The rationality and effectiveness of the policy directly affect the allocation of English education resources, the construction of teachers (Alshangiti, Evans, & Wibrow, 2023), and the environment for students to learn. Therefore, an in-depth study of the role of local governance policies in English language is of positive significance for formulating more scientific and reasonable English education policies. At the same time, as the main place of English education, improving the

school's infrastructure is directly related to students' learning effect. School infrastructure includes aspects such as classroom equipment, library resources, laboratory conditions, etc., which are essential to provide a good learning and environment. However, there are large differences in the level of school infrastructure in different places, which can lead to uneven English education (Angelovska, Roehm, & Weinmüller, 2023). Therefore, how to improve the utilization efficiency of English education resources by optimizing school infrastructure has become an important topic in current research. With the increasing number of university graduates in China, improving the competitiveness of English education and majors is a complex issue. In this context, this study aims to explore local governance and school-based English language methods deeply, and through a comprehensive analysis of local government policies and school infrastructure, it aims to find out the relationship between local governance policies and school infrastructure in the English language and provide theoretical support for the formulation of more scientific and reasonable English education policies.

## 1.2 Research implications

The significance of this study is mainly reflected in the following aspects: First, this study will deeply explore the relationship between local governance policies and English language methods, which will help comprehensively understand local governments' guiding role in English education. Through the analysis of policies, we can provide suggestions for local governments to improve English education policies and promote the development of English education. Secondly, through the study of school infrastructure, it can be found that the direct impact of infrastructure on English education can be discovered. The enthusiasm and effectiveness of students' learning can be effectively improved by improving the school infrastructure and improving the quality of the environment. Therefore, the results of this study will provide a reference for schools to improve their infrastructure and optimize their teaching and learning environment. Finally, this study has certain guiding significance for promoting the innovation of English language methods. Through in-depth analysis of the relationship between local governance policies and school infrastructure, we can provide more fileable and innovative methods and approaches for English education and explore new ways to improve the effectiveness of English language. In general, the significance of this study is not only reflected in the theoretical research, but also related to the improvement and promotion of practical English education, which has a positive role in promoting the sustainable development of English education.

## 1.3 Research objectives

In view of the poor level of English acquisition, the low utilization rate of social resources, and the poor effect of social supervision and government intervention,

From the perspective of social governance, it provides informed opinions for the government's policies, laws and regulations, laws and regulations and the effective guidance of the public, and finds the impact of policies, laws and regulations and public supervision on English acquisition and the relationship between the two through statistical software, deeply analyzes the effect of social governance on English scholars and the objective basis for the improvement of English learners' level, and at the same time maximizes the social conditions of English scholars, effectively uses social governance resources, and improves the level of social governance in the region.

## **2 Literature review**

### **2.1 A comprehensive analysis of local governance and English language**

Local governance plays an important guiding and driving role in English language. First of all, local governments have provided institutional guarantees for English education by formulating relevant policies. The rationality of the policy is directly related to the allocation and utilization of English education resources, and some local governments adopt incentive policies to increase the guidance of English education, but it will lead to unreasonable resource allocation, vicious competition for talents, and is not conducive to the long-term development of English education, so it is necessary to build a policy system based on the orientation and general direction (Cheng, 2023), combine the actual situation of English education and local autonomy, and form a multi-level and multi-angle policy practice, so as to improve the development sustainability of English education, and secondly (Defina et al., 2023), local governments have problems such as unreasonable system construction and excessive content management in English education, which is not conducive to the integration of social supervision and laws and regulations, and affects the structure of English education, so an effective evaluation mechanism should be established. And the participation mechanism is the basis to ensure the development of English education, English education should be related to the situation of local autonomy (Ding & Wan, 2023), how to carry out language teaching and training under the guidance of the government, and provide support for local governance and the creation of a social environment, improve the level of English education and learning knowledge of the public, provide support for the overall economic development and social governance of schools and local governments (Everett & Schwartz, 2023), there is a coupling relationship between local governance and schools, and there is a coupling relationship between the two through policies, mechanisms and laws and regulations, and play a corresponding role under the role of social supervision, so the quality of English education and the rationality of local government intervention is closely related, and local governments should be clear about their responsibilities and status. Through education policy and financial support to improve the infrastructure, dwarf classroom equipment, library resources,

language resources, multi-level, multi-angle and comprehensive social and educational environment, under the role of collaborative system and departmental cooperation, English education institutions should meet the needs of the society for English education, improve the overall level of English education, and give full play to the role of English education in social governance, so the study of the relationship between English education and local governance is a hot issue. On the one hand, improving school infrastructure will help improve local English education and provide strong support for local governments to achieve the goal of English popularization. On the other hand, the inadequacy of school infrastructure may make it difficult for local governments to implement policies effectively. Therefore, the synergy between local governance and school infrastructure is a factor that cannot be ignored in English language. Social concern is an important participatory factor in local governance and directly and positively impacts the English language. First of all, the high level of social concern reflects the status of English education in the public's minds. If there is a higher level of attention to English education from all walks of life, local governments will have more motivation and pressure to improve English education. This feedback mechanism helps local governments pay more attention to the development of English education, thereby promoting and improving the English language (Gottardo et al., 2023). Secondly, social concerns are also directly involved in the actual process of English education. Social organizations, enterprises, etc., can provide more resources and support for schools by sponsoring English education programs and providing practical opportunities. This diverse form of support helps expand English education's impact and improve students' practical language skills. Therefore, the reflection and influence of social concern in local governance is a major driving force in English language.

In summary, a network of comprehensive influences has been formed between local governance, school infrastructure, and social concerns. Local governments are guided by policies and systems to improve school infrastructure and at the same time attract widespread attention at the social level, which interact and promote each other, and jointly promote the progress of English language. In future English education reforms, more attention needs to be paid to the synergy of these factors to achieve the goal of a more comprehensive and sustainable English language.

In view of the above analysis, this paper puts forward two hypotheses: 1) local government intervention and policy guidance to promote the improvement of English learning levels and rational distribution of teaching resources; 2) Laws and regulations are the basis and premise for ensuring the utilization of teaching resources and improving the level of English at a lesser level.

## 2.2 The combined effect of school infrastructure

Local governments lack effective guidance on the use of school infrastructure, which plays a vital role in English, so the intervention policies and systems on infrastructure directly affect the effectiveness of English acquisition. Perfect guidance policies can promote the improvement of the utilization rate of school infrastructure and create good conditions for social governance. Intervention policies should involve the use of classrooms, library resources, laboratory equipment, etc., and should be directly related to English language learning. The intervention policy of the prefecture government can balance the transaction resources of the society, avoid the waste of resources, and improve the rational distribution of resources to better promote the development of English learning (Kimura, 2023). Secondly, the direct impact of local policies on school infrastructure also indirectly affects the improvement of English teaching methods. For example, the facility management approach can promote the equipping of modern language labs and multimedia classrooms, and more schools will gravitate towards advanced English teaching techniques to improve the development of listening, speaking, reading and writing skills. Direct policy interventions, such as the English Language Learning Examination System, can help students acquire more comprehensive English language skills better to meet the requirements of modern society for English proficiency. In addition, the direct impact of local governments on school infrastructure also involves the training of teachers, such as regular training mechanisms and random assessment mechanisms. In order to avoid excessive concentration of infrastructure, the government guides schools to attract high-level education professionals through policies reasonably, and uses the "Supervision and Reporting Mechanism" to guide English learning to adopt scientific educational methods and means to guide the public better to learn English. Therefore, the government's intervention policies and systems can guide the use of school infrastructure, directly improve the level of English education, and provide stronger support for English acquisition. The effect of government intervention on school infrastructure plays an important role in local governance, and its governance results are directly related to the feasibility and effectiveness of the local English education environment. The local government has introduced intervention policies to balance and improve school infrastructure, directly improving the overall level of English education. Local government interventions in infrastructure can help improve students' English language skills and lay the foundation for more high-quality local talent with English proficiency. Second, the governance of school infrastructure by local governments is also reflected in the balanced distribution of educational resources, and resource mobilization is carried out more comprehensively. When formulating education policies, local governments should take into account the differences in infrastructure between different schools, strive to achieve a balanced distribution of resources, narrow the resource gap between urban and rural areas, and improve the facilities of rural English education, so as to lay the foundation for improving local English

governance. In addition, the improvement of school infrastructure is also directly related to the governance capacity of local governments, and the completeness and balance of school transaction equipment is more likely to attract educational programs and exchange activities, and strongly support the development of local talent. In general, the local government's management policies on school infrastructure directly shape a good English learning environment, and affect the local English teaching level and teacher training. In local governance, policy intervention plays an essential role in promoting the overall improvement of English education, and also makes the public fully aware of the strategic position of school infrastructure, strives to supervise the management of local infrastructure, and promotes the rational development of local science policies. Therefore, this paper proposes the following assumptions: 3) the public is the basis and premise for supervising and promoting the improvement of English learning levels, and can ensure the effective implementation of government policies.

### **2.3 A comprehensive examination of social concerns and English language**

Social attention profoundly impacts the English language, and its role is reflected in both validation and promotion. First, society's focus on English can validate the importance of English language proficiency in modern society. This verification comes from the society's recognition of English as an international lingua franca and its irreplaceable status in international exchanges and economic cooperation. Society's concern makes individuals more motivated to learn English because they realize that mastering it will open a wider space for their development. Social attention to English is also a driving force. This push comes not only from the needs of the individual but also from society's expectations for English education. With the deepening of globalization, the demand for internationally competitive talents is increasing, and English (Thao et al., 2023), as an important international common language, has become an essential skill for individuals to enhance their competitiveness. Therefore, the driving role of social concern is to encourage individuals to integrate more actively into English learning, not only to meet the needs of individual development, but also to meet the requirements of the overall development of society. On the other hand, the recognition and encouragement of society also affect the atmosphere of English learning to a certain extent. Social attention to English often increases social investment in English education resources and promotes schools to provide better English education services. Through various channels to pay attention to the society, such as the media and social platforms to create a social atmosphere for English learning, the formation of an English learning habit, the society to discuss the facilities and personnel in English learning, increase the public's attention to English learning, and establish and provide feedback channels, encourage the public to participate in English learning and infrastructure construction, first add English learning and

infrastructure issues to form an important issue, encourage the public to actively participate in and enhance their attention, increase newspaper news publicity and rational guidance, and secondly, establish an effective feedback mechanism and supervision mechanism, encourage the public to participate in school infrastructure construction and English learning, and strengthen In addition (Martínez Vera et al., 2023), laws and regulations and other relevant departments have actively introduced a guarantee system for English learning, such as teacher training methods, facilities use and maintenance regulations, etc., to ensure that metal facilities can be built smoothly and reasonably, to provide hardware conditions for English learning and English education, and the public can make local governments understand the key to English learning problems and the shortcomings of existing mechanisms and policies through feedback mechanisms, and adjust them in a timely manner to form a multi-angle and multi-level policy system to provide mechanisms and policy conditions for the construction and learning of English facilities. The continuous improvement of school infrastructure to meet the public's demand for English language, on the whole, social concern and the participation of laws and regulations can promote local governments to better carry out measures and system construction, form a mechanism conducive to the improvement of policies and laws, and better support the formation of a good social governance environment for English teaching and English services.

#### **2.4 A comparative analysis of local policies**

Public participation, laws and regulations and schools are the basic conditions for the construction of English infrastructure, and the rationality between the three is directly related to the English teaching environment and the impact on social governance, so it is necessary to comprehensively and deeply analyze the relationship between the three. First, local policy is directly and closely related to English language. Local policies usually cover all aspects of English education, including curriculum design, teacher training, and the selection of teaching materials. The positioning and advocacy of local policies will directly impact the content and methods of teaching and learning in schools (Polakova & Klimova, 2023). The high emphasis on English in local policies may prompt schools to improve the level of English teaching, increase the training of English teachers, and formulate a more scientific and reasonable curriculum system. On the contrary, lax or inadequate policies may lead to lagging and inadequate English education. To a certain extent, social concern can affect the formulation and implementation of local policies. The level of public concern may encourage local governments to pay more attention to English education and increase related investment and policy support. Society's interest in English education may also convey expectations for local policies through different channels, prompting the government to be feebler in adjusting and improving relevant policies. School infrastructure is a tool for implementing local policies and a concrete



manifestation of social concerns. The government provides good school infrastructure through funding and planning, including classrooms, laboratories, libraries, etc. The perfection of these facilities is directly related to the development of English education and students' learning experience. One of the manifestations of social concern is the concern about school infrastructure, and the public's expectations of school facilities also affect the direction of government investment to a certain extent. The relationship between the three has an impact on English teaching and the creation of an English environment (Pontecorvo et al., 2023), so it is necessary to make reasonable use of the relationship between the three and adjust the corresponding policies and laws and regulations, so as to promote the effective integration between the three and provide support for English teaching (Kong, 2023). In addition, the school itself should make reasonable use of the government's policies and conditions to form a more comprehensive and comprehensive English education program, so as to form a good English teaching process and provide positive support for English teaching and social governance. Improving school infrastructure also indirectly reflects society's importance to English education, strengthening the competitiveness of the entire education system. The interrelationship between the three forms a synergistic system. Local policies set the rules and frameworks, social concerns provide the impetus for policy implementation, and school infrastructure embodies policies and concerns. These three complement each other to create an educational environment conducive to English language. Overall, local policy, social concerns and school infrastructure are three inseparable aspects of English language. Together, they have shaped a positive English education ecosystem, providing students with a better learning environment and a broader space for development.

### **3 Methodology**

#### **3.1 Descriptive analytics**

In this study, random sampling was used to select respondents from 1000 respondents randomly. The results of the survey were analysed by 25 civil servants, 30 school teachers and 55 community members. A total of 110 questionnaires were distributed, with a recovery rate of 98%, of which 1 was incomplete and 1 was lost. The questionnaire is divided into 3 dimensions, namely "Government Intervention Policy", "Legal and Regulatory Guarantee of English Learning" and "Public Supervision", with a total of 10 questions, each question is divided into 4 options and 1 self-answer, so the total score is 1~5 points, the higher the score, the more obvious the problem. The questionnaire is scored and assigned by experts, and the questions with a score of less than 2 points are screened and the questionnaire is revised. The basic content of the questionnaire is mainly based on the relevant domestic literature and self-adjustment. In addition, self-selected questions can be used as a reference for the survey. The results of the analysis of the 110 questionnaires are shown in Table 2.

**Table 2:** Reliability and validity analysis

Number of items	Sample size	Cronbach $\alpha$ coefficients	Validity
10	101	0.710	0.822

As can be seen from Table 2, the reliability and validity of the indicators investigated in this paper are greater than 0.6, and the overall performance is relatively good, which can be analyzed and studied in the later stage.

### 3.2 Description of the survey score

Based on these results, this study finds that there are significant differences in the impact of local governance policies, school infrastructure and social concerns on English language. These differences are reflected not only in the overall perception of the participants, but also in the evaluation of specific aspects. This has implications for further research and improvement of English language policies and practices, the results of the survey are shown in Table 3.

**Table 3:** Descriptive statistics

Options	Representative code	N	Minimum	Maximum	Mean	Standard deviation
What impact do you see local governance policies have on improving English language?	GP	110	1	5	3.03	1.444
How well do you think local governance policies have performed in creating an environment conducive to improving English language methods?	PI	110	4	6	4.98	.819
How important do you think local governance policies are in ways to improve English language ?	LW	110	1	5	3.48	1.400
How much do you think school infrastructure contributes indirectly to English language?	SE	110	1	5	3.37	1.327
What role do you	VE	110	1	5	3.35	1.322

Options	Representative code	N	Minimum	Maximum	Mean	Standard deviation
think school infrastructure plays in validating and reinforcing the impact of English language methods?						
How important do you think is the direct role of school infrastructure in the English language process?	EL	110	1	5	3.17	1.404
What direct role do you think social concerns play in driving English language?	PE	110	1	5	2.92	1.426
What role do you think social concerns play in validating and strengthening efforts to improve English language methods?	SP	110	1	5	3.37	1.378
How much do you think social attention directly affects improving English language methods?	SD	110	1	5	3.26	1.438
Number of valid cases (in columns)	VC	110	1	3	4.23	0.562
The validity of the questionnaire = 0.86, the reliability = 0.83, and the correlation between the questions < 0.05						

Participants' perceptions of the effectiveness of local governance policies in improving English language showed large differences. The mean value was 3.03 and the standard deviation was 1.444, reflecting the wide divergence of views among participants on this issue. Some believe that local governance policies play a positive role in this regard, while others may believe that the effect is more limited. Participants generally felt that school infrastructure contributed to indirectly promoting English language. The mean is 3.37 and the standard deviation is 1.327. This suggests that most people have a consensus about the positive role of school infrastructure in providing a good environment for learning.

Compared to other aspects, school infrastructure is less varied in terms of the impact of methods for validating and enhancing English language. The mean is 3.35 and the standard deviation is 1.322. This could mean that participants are relatively unanimous in their views on this aspect of school infrastructure. However, there are some differences in the evaluation of the direct role of school

infrastructure in the English language process. The mean is 3.17 and the standard deviation is 1.404. This suggests that some people believe that school infrastructure's importance in directly affecting language is controversial. There were also significant differences in participants' perceptions of social concerns about promoting English language. The mean is 2.92 and the standard deviation is 1.426. This may reflect participants' misaligned perceptions of the direct role of social attention in language. Social concerns appear to have played a positive role in validating and strengthening efforts to improve English language. The mean is 3.37 and the standard deviation is 1.378. This suggests that many participants believe that social concerns play a role in this. There were differences in participants' perspectives on the direct role in improving English language methods. The mean value is 3.26 and the standard deviation is 1.438. This suggests that there are different views on the role of social concerns in directly improving language.

## 4 Results

### 4.1 Identify the main influencing factors

To do a better analysis, it is necessary to analyze the factors that affect English learning from the government, law and social perspectives, and the specific results are shown in Table 4.

**Table 4:** Linear regression analysis of multiple indicators (n=101)

	Non-normalized coefficients		Normalization factor	<i>t</i>	<i>p</i>	Colinearity diagnosis	
	<i>B</i>	Standard error	<i>Beta</i>			BRIGHT	Tolerance
Constant	2.773	0.671	-	4.134	0.000**	-	-
PI	0.136	0.092	0.158	1.478	0.143	1.124	0.889
LW	0.046	0.099	0.050	0.463	0.644	1.129	0.886
HERSELF	-0.007	0.099	-0.007	-0.066	0.948	1.081	0.925
AND	0.039	0.108	0.038	0.364	0.717	1.047	0.955
THE	-0.186	0.104	-0.190	-1.782	0.078	1.121	0.892
ON	0.006	0.099	0.006	0.061	0.952	1.053	0.950
SP	-0.110	0.108	-0.110	-1.020	0.310	1.133	0.882
SD	-0.016	0.090	-0.019	-0.180	0.858	1.081	0.925
VC	-0.100	0.100	-0.110	-0.999	0.320	1.184	0.844
<i>R</i> <sup>2</sup>	0.074						
Adjust <i>R</i> <sup>2</sup>	-0.018						
<i>F</i>	<i>F</i> (9, 91)=0.806, <i>p</i> =0.612						
D-W values	2.213						
Dependent variable: GP							
* <i>p</i> <0.05; ** <i>p</i> <0.01							

From the results in Table 4, it can be seen that SE, EL, SP, SD, and VR are negatively correlated, indicating that there are serious deficiencies in the above indicators, and local governments should strengthen the analysis of the above identification, and actively introduce laws and regulations to guide the public to participate in supervision actively, give full play to the intervention of local governments, and promote social development.

## 4.2 Regression results

For the data in Table 4, the overall regression results were counted to find out the differences between different indicators, and the results are shown in Table 5.

**Table 5:** Coefficient

Hypothesis	Factors not normalized		Normalization factor	T	Distinctiveness
	B	Standard error	Beta		
Constant	2.063	.667		3.093	.002
How well do you think local governance policies have created an environment conducive to improving English language methods?	.108	.100	.061	1.085	.279
How important do you think local governance policies are in improving English?	.116	.059	.113	1.951	.052
How much do you think school infrastructure contributes indirectly to English language?	.057	.061	.052	.922	.357
What role does school infrastructure play in validating and reinforcing the impact of English language methods?	-.050	.063	-.046	-.795	.427
How important do you think the direct role of school infrastructure is in the English language process?	-.066	.059	-.064	-1.128	.260
What direct role do you think social concerns play in driving English language?	.076	.057	.075	1.324	.187
What role do you think social concerns play in validating and strengthening efforts to	.026	.060	.025	.436	.663

Hypothesis	Factors not normalized		Normalization factor	T	Distinctiveness
	B	Standard error	Beta		
improve English language methods?					
How much do you think social attention directly affects improving English language methods?	-0.028	.058	-.028	-.495	.621

In terms of local governance policies, the unnormalized coefficient was 0.108 and the normalized coefficient was 0.100. This indicates that when there is a change in the unit of local governance policy, the environment for improving English language methods will also change accordingly, with a change of 0.108. However, the t-value was 1.085 and the significance was 0.279, indicating that the relationship was not statistically significant. That said, we cannot be confident that local governance policies significantly impact the environment for improving English language methods.

For the importance of methods to improve English language, the unnormalized coefficient was 0.116 and the normalized coefficient was 0.059. This means a change of 0.116 units per unit of change in local governance policies versus the importance of English language methods. A higher t-value (1.951) and a lower significance level (0.052) indicate that the relationship is statistically significant. Therefore, we can confidently say that local governance policies significantly impact the importance of ways to improve English language. In terms of school infrastructure, the unnormalized coefficient was 0.057 and the normalized coefficient was 0.061. However, the t-value was 0.922 and the significance was 0.357, indicating that school infrastructure did not significantly affect indirectly promoting English language. Even if there is an impact, statistically speaking, we cannot be sure the effect is real.

Regarding methods for validating and enhancing English language, the unnormalized coefficient for school infrastructure was -0.050 and the normalized coefficient was -0.046. The t-value was -0.795 and the significance was 0.427, suggesting that school infrastructure did not play a significant role in validating and enhancing the impact of English language methods. For the direct role of school infrastructure in the English language process, the unnormalized coefficient was -0.066 and the normalized coefficient was -0.064. The t-value was -1.128 and the significance was 0.260, indicating that the direct role of school infrastructure in the English language process was also not significant. The unnormalized coefficient for the direct effect of social attention on English language was 0.076 and the normalized coefficient was 0.075. The t-value was 1.324, and the significance was 0.187, indicating that social concern directly promoted the

English language, although it was not statistically significant. Regarding efforts to validate and strengthen methods for improving English language, the non-normalization coefficient of social concern was 0.026 and the normalization factor was 0.025. The t-value was 0.436, and the significance was 0.663, indicating that social concern did not play a significant role in this aspect. Finally, the unnormalized coefficient for the direct effect of social attention on improving English language methods was -0.028 and the normalized coefficient was -0.028. The t-value was -0.495 and the significance was 0.621, indicating that the direct effect of social attention in improving English language methods was also not significant. Based on the above analysis, it is found that many of the indicators proposed in this paper basically meet the actual requirements, and the assumptions proposed in this paper are valid, as shown in Table 6.

**Table 6:** Summary of the research results in this paper

Hypothesis	Outcome
1) local government intervention and policy guidance to promote the improvement of English learning levels and rational distribution of teaching resources.	Establish
2) Laws and regulations are the basis and premise for ensuring the utilization of teaching resources and improving the level of English at a lesser level.	Establish
3) the public is the basis and premise for supervising and promoting the improvement of English learning levels, and can ensure the effective implementation of government policies.	Establish

## 5 Discussion

### 5.1 Propose laws and regulations to ensure learning

Local governments enact laws and regulations to provide diverse learning opportunities. Local governments should encourage legal institutions to enact laws and regulations that provide assurance for diverse pathways to learning English. This includes, for example, the provision of free or low-cost English language training, the establishment of English corners or English internship opportunities. At the same time, education laws and regulations will encourage local colleges and universities to hold English speech contests, English performances, and other activities to provide schools with opportunities to speak and express English. Local regulations should establish a sound talent introduction process, strengthen the construction of the teaching team, and strengthen the protection of the legitimate rights and interests of English teachers. The measures for the procurement of teaching materials and equipment stipulate that teaching training is provided on a regular basis, and international English teaching materials and

resources are introduced to improve the teaching level and teaching quality of teachers. Local governments improve English proficiency by improving laws and regulations, and establishing a good learning environment. For example, the introduction of teaching equipment and technology, the review process, and the process of improving the hardware of the English classroom, such as projectors, computers, etc. In addition, laws and regulations should ensure the rights and interests of learning, and organize English corners, English salons and other activities to create an atmosphere of English immersion. In terms of teaching projects, the interim management measures may stipulate that English linguistics should be combined with practical projects to deepen interest in learning and practical ability, and that English role-playing, English speech contests and other projects should be organized regularly to improve English skills in practice, provide project resource support for local governance, and encourage the development of English course learning.

## **5.2 Develop multifaceted intervention policies**

In terms of improving local policies, social participation and school infrastructure, the following suggestions are put forward for the government to formulate and improve policy documents on English education, and clarify the importance and development goals of English education. At the same time, we should increase funding for English education, ensure that local governments have sufficient resources to support improving English education, and guide policies. Local governments have introduced an evaluation mechanism for the quality of English teaching to evaluate schools and teachers and to motivate teachers and schools to carry out English activities. The policy includes encouraging parents and the community to actively participate in English education activities, such as volunteer teachers, planning and organizing English corners, etc. Establish a cooperation mechanism between schools, parents, and communities to create a good English learning environment jointly. Encourage enterprises and social organizations to provide resources and support for English learning, such as sponsoring English activities and providing learning materials. Increase investment in school infrastructure construction to ensure that schools have a good teaching environment and facilities. Updating teaching equipment and technology, providing advanced teaching tools, such as smart whiteboards, electronic libraries, etc. Regularly inspect and maintain school infrastructure to ensure proper functioning and safe use of facilities.

## **5.3 Encourage the public to participate in supervision**

In order to further study the relationship between English language and local governance, local governments should strengthen guidance in the field of English education. Encourage the public to participate in the actual process of English teaching, give full play to the role of the public in supervising, monitoring and



feedback on English teaching, promote the effective implementation of local policies and interventions, in addition, strengthen the enthusiasm and guidance of the public, give full play to the supervision and resource allocation power of the public, through the combination of supervision and policy, can be more perfect, comprehensive guidance programs and guidance strategies, effectively promote the reasonable distribution of English resources, create good and objective conditions for English learning, and at the same time, the objective feedback of the public can improve part of the content of English teaching, so that the public can better understand English and create a good social governance environment.

## 6 Conclusion

In summary, the improvement measures for English language include providing diversified learning and opportunities, strengthening the teaching staff, creating an English learning environment, and introducing project-based learning. Recommendations for local policies, community participation, and school infrastructure enhancement include policies to support English language education, encourage community participation, and increase investment in infrastructure. Prospects for future research include exploring the relationship between English language and local governance, the impact of school infrastructure, the effectiveness of social engagement, and the application of project learning. These efforts will help improve the effectiveness and quality of English language.

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