Research on Language Migration and Russian Teaching Practice in the Acquisition of Russian Preposition Structure by Chinese Students

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Abstract
Language migration and Russian teaching practice highlights the need to consider both cultural and linguistic factors in teaching Russian preposition structure to Chinese students. The present study examined the impact of language migration on Chinese students' ability to acquire Russian preposition structure, and whether the acquisition of Russian preposition structure mediates this relationship. Additionally, this study investigated whether Russian teaching practices moderate the negative effect of language migration on Chinese students' ability to acquire Russian preposition structure. Data were collected from 287 Chinese students in colleges in Harbin city, China, and analyzed using PLS-SEM 4. The results indicated that language migration has a significant negative effect on Chinese students' ability to acquire Russian preposition structure, while also having a significant positive effect on their acquisition of Russian preposition structure. Furthermore, the acquisition of Russian preposition structure has a significant positive effect on Chinese students' ability to acquire Russian preposition structure, and it mediates the relationship between language migration and Chinese students' preposition structure learning performance. However, Russian teaching practices did not moderate the negative effect of language migration on Chinese students' ability to acquire Russian preposition structure. This study contributes to the current body of literature by providing evidence of the impact of language migration on Chinese students' ability to acquire Russian preposition structure and the mediating role of the acquisition of Russian preposition structure in this relationship. Additionally, the study highlights the importance of considering language migration and Russian teaching practices when designing language acquisition programs for Chinese students. The study's findings can be used to improve language learning outcomes for Chinese students and inform language education policies.

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Introduction

Language migration refers to the process of movement and adaptation of individuals from one linguistic and cultural context to another (Suleiman et al., 2022). It plays a crucial role in shaping the language learning processes of individuals (Kunitz, 2022). In this context, Chinese students' migration to Russia creates significant challenges for them to acquire Russian language proficiency, particularly preposition structures (Fedorova, 2022). A good effort is made by Russian teachers to design and deliver instructional methods and practices to teach language to non-native speakers (Abramova, Ananyina, & Shishmolina, 2013). Studies have reported that teaching practices have a significant impact on the learning outcomes of students (Abdrasulievna, 2022). For instance, research by Musayeva (2022) found that Russian language teaching practices that emphasize communicative language teaching and context-based learning are more effective in improving the learning outcomes of non-native speakers, particularly in preposition structure acquisition.

Acquisition of Russian preposition structure refers to the learning process of acquiring Russian preposition structures by Chinese students (Ashmarina, 2019). Previous research has indicated that acquiring preposition structures in Russian language is challenging for non-native speakers, and this challenge is further compounded for Chinese students due to differences in the structure of Chinese and Russian languages (Kume, 2021; Zhang, 2022). Studies by Cai (2018) have highlighted the importance of context-based learning and the use of visuals to enhance the acquisition of preposition structures in Russian language by Chinese students (Gao, Kassymova, & Luo, 2022). Preposition structure learning performance refers to the outcome of the learning process, which is measured through the performance of Chinese students in acquiring preposition structures in Russian language (Elder & Manwaring, 2004). Previous studies have shown that poor performance in preposition structure acquisition can have significant negative impacts on Chinese students' overall performance in Russian language learning (Shatz, 2017).

The acquisition of preposition structures in Russian language poses a significant challenge for non-native speakers (Medina, Medina, & Budnik, 2020). Chinese students who learn Russian as a second language often struggle with the complexities of preposition structures, leading to poor performance in language learning (McKenzie, 2022). Despite the existing literature on preposition structure acquisition in Russian language by Chinese students, limited research has focused on the role of language migration and Russian teaching practice in the learning process (Giourtsenko, 2020). Therefore, this research seeks to address this gap in the literature by investigating the relationship between language migration, Russian teaching practice, acquisition of Russian preposition structure, and preposition structure learning performance of Chinese students.

This research aimed to investigate the role of language migration and Russian teaching practice in the acquisition of preposition structures in Russian language by Chinese students (Jiang, 2023). The objective was to provide valuable insights into the factors that affect preposition structure acquisition in Russian language and identify effective teaching practices that can improve Chinese students' performance in the language. It also aimed to provide a better understanding of the complexities of language acquisition and the impact of teaching practices on Chinese students' preposition structure learning performance in Russian language. The study's findings will contribute to the development of effective language teaching methods that can enhance Chinese students' Russian language learning outcomes.

Literature Review

- *Language Migration*

Language migration is a complex phenomenon that has been studied extensively in the field of linguistics. It refers to the movement of languages across geographical and cultural boundaries, and its impact on language acquisition (Bortoluzzi, 2013). The effects of language migration on language acquisition have been studied in various contexts, including bilingualism, second language acquisition, and language attrition (Kornder & Mennen, 2021). Studies have shown that language learners who have migrated from one language environment to another may experience difficulties in adjusting to the new language and culture (Kornder & Mennen, 2021). These difficulties may arise due to differences in the linguistic features of the two languages, as well as differences in cultural norms and expectations (Duff,

2019). Additionally, language migration can also affect the identity of the language learner, leading to changes in their language use and attitudes towards the new language (Melo-Pfeifer & Chik, 2022).

In the context of teaching Russian to Chinese students, language migration may have significant implications for the acquisition of Russian preposition structure (Fedorova, 2022). Chinese students who are learning Russian may encounter difficulties in adjusting to the new language and its grammar rules, particularly with regards to the use of prepositions. Therefore, it is important to consider the impact of language migration on the acquisition of Russian preposition structure by Chinese learners.

- *Russian Teaching Practice*

Effective teaching practices are essential in facilitating language learning. In the context of teaching Russian preposition structure to Chinese students, there is a need to understand the specific challenges that Chinese learners may face in acquiring the language (Fedorova, 2022). Russian teaching practices that take into account the unique needs of Chinese learners are critical in facilitating the acquisition of Russian preposition structure (Kayumov & Abdulkhakimova, 2022). Studies have shown that Chinese learners may struggle with certain aspects of Russian grammar, such as the use of prepositions. For instance, Yang and Hu (2017) found that Chinese learners of Russian may have difficulty using prepositions correctly due to differences in the grammatical structures of the two languages (Jiang, 2023). Therefore, effective teaching practices that address these challenges are critical in facilitating the acquisition of Russian preposition structure by Chinese learners (Lei & Qin, 2022).

Some effective teaching practices that have been proposed for teaching Russian to Chinese learners include the use of visual aids and multimedia resources, as well as the incorporation of communicative activities that provide opportunities for practice and interaction (Tao, Zhao, & Dong, 2022). Furthermore, providing feedback and corrective instruction can also help to address specific difficulties that Chinese learners may have in acquiring Russian preposition structure.

- *Acquisition of Russian Preposition Structure*

The acquisition of preposition structure is a complex process that involves the interaction of various linguistic and cognitive factors (Torregrossa, Flores, & Rinke, 2023). The acquisition of Russian preposition structure by Chinese learners may be influenced by a range of factors, such as the learner's age, language proficiency, and language background (Jiang, 2023). Studies have shown that the acquisition of preposition structure can be influenced by the learner's age. For instance, younger learners may be more likely to acquire preposition structure through implicit learning, while older learners may rely more on explicit instruction (VanPatten & Smith, 2022). Additionally, the learner's language proficiency and background can also impact the acquisition of preposition structure. Chinese learners who have a strong foundation in the grammatical structures of their native language may be better equipped to acquire Russian preposition structure than those who do not (Prokopeva & Zakharova, 2022). The acquisition of Russian preposition structure by Chinese learners may also be influenced by the teaching practices used in the classroom. Effective teaching practices that take into account the unique needs of Chinese learners can facilitate the acquisition of Russian preposition structure. For instance, providing opportunities for practice and interaction can help to reinforce the use of prepositions in context.

- *Preposition Structure Learning Performance*

The ultimate goal of teaching Russian preposition structure to Chinese learners is to enable them to use the language accurately and effectively. Preposition structure learning performance refers to the degree to which Chinese learners are able to use Russian prepositions correctly in their speech and writing (Wang, Gan, & Boland, 2021). Studies have shown that the acquisition of preposition structure can be a challenging task for language learners, particularly for those who are learning a second language with a different grammatical structure than their first language (Espírito Santo, Alexandre, & Perpiñán, 2023). Chinese learners of Russian may encounter difficulties in using prepositions correctly due to differences in the grammatical structures of the two languages (Jiang, 2023).

In order to improve preposition structure learning performance, it is important to use effective teaching practices that take into account the unique needs of Chinese learners (Cheng & Liu, 2022). For instance, using visual aids and multimedia resources, providing feedback and corrective instruction, and incorporating communicative activities can all help to improve preposition structure learning performance (Shadiev & Yang, 2020). Overall, understanding the impact of language migration on the acquisition of Russian preposition structure by Chinese learners, as well as using effective teaching practices to improve preposition structure learning performance, can help to facilitate the development of effective language learning programs for Chinese learners of Russian (see Figure 1).
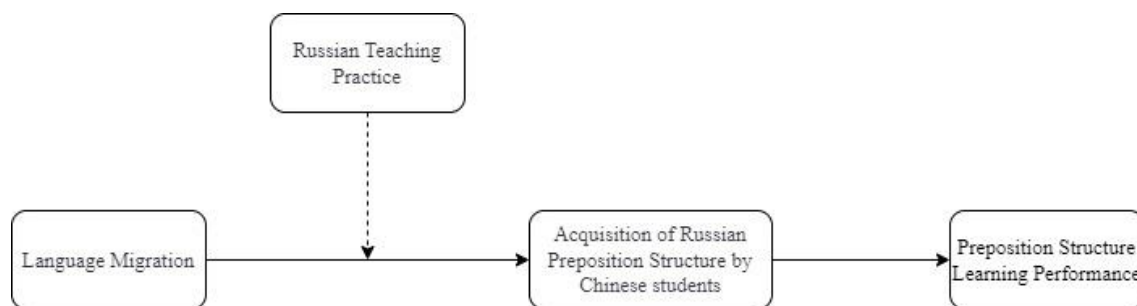
Figure 1. *Conceptual Model*

Theoretical framework and hypotheses development

Language migration is a phenomenon that has been studied extensively in the field of linguistics (Backus, Jørgensen, & Pfaff, 2010). It refers to the movement of languages across geographical and cultural boundaries, and its impact on language acquisition (Quan, Diao, & Trentman, 2023). In recent years, there has been a growing interest in the study of language migration in the context of Russian language teaching to Chinese students (Calafato, 2020; Ebzeeva, 2021).

This research aimed to investigate the impact of language migration and Russian teaching practice on the acquisition of Russian preposition structure by Chinese students. Language migration can have a significant impact on the learning of a new language. Studies have shown that language learners who have migrated from one language environment to another may experience difficulties in adjusting to the new language and culture (Duncan & Paradis, 2020). Furthermore, language migration can also affect the identity of the language learner, leading to changes in their language use and attitudes towards the new language (Melo-Pfeifer & Chik, 2022).

Effective teaching practices are essential in facilitating language learning. In the case of teaching Russian to Chinese students, there is a need to understand the specific challenges that Chinese learners may face in acquiring the language. Some studies have shown that Chinese learners may struggle with certain aspects of Russian grammar, such as the use of prepositions (Gong, Gao, Li, & Lai, 2021; Yang, Chen, & Xiao, 2022). Therefore, effective teaching practices that take into account the unique needs of Chinese learners are critical in facilitating the acquisition of Russian preposition structure. The acquisition of preposition structure is a complex process that involves the interaction of various linguistic and cognitive factors (Torregrossa et al., 2023). Studies have shown that different factors, such as the learner's age, language proficiency, and language background, can affect the acquisition of preposition structure in a new language (Preston, Bayley, & Escalante, 2022; Torregrossa et al., 2023). Therefore, it is important to understand how language migration and Russian teaching practice may impact the acquisition of Russian preposition structure by Chinese learners.

In summary, this research aimed to investigate the impact of language migration and Russian teaching practice on the acquisition of Russian preposition structure by Chinese students. The ultimate goal of teaching Russian preposition structure to Chinese learners was to enable them to use the language effectively in real-life situations (Bidoshi & Nemtchinova, 2022; Draxler, Labrie, Schmidt, & Chuang, 2020). Therefore, it was essential to assess the learning performance of Chinese learners in acquiring Russian preposition structure through some variables (Bidoshi & Nemtchinova, 2022). The independent variable of this study is language migration, the moderator variable is Russian teaching practice, the mediator variable is the acquisition of Russian preposition structure, and the dependent variable is preposition structure learning performance. By understanding how these variables interact, it will be possible to develop effective teaching practices that can facilitate the acquisition of Russian preposition structure by Chinese learners. The following hypotheses were framed in order to understand the relationship.

- **H1**: *Language migration has a significant negative effect on Chinese students' ability to acquire Russian preposition structure.*

- **H2**: *Language migration has a significant effect on Chinese students' acquisition of Russian preposition structure.*

- **H3**: *Acquisition of Russian preposition structure has a significant effect on Chinese students' ability to acquire Russian preposition structure.*

- **H4**: *The acquisition of Russian preposition structure mediates the relationship between language migration and Chinese students' preposition structure learning performance.*

- **H5**: *Russian teaching practices moderate the negative effect of language migration on Chinese students' ability to acquire Russian preposition structure.*

Methodology

- *Research design*

The study utilized a quantitative research design with measuring descriptive and statistical analysis based on survey data (Nagy & Hiebert, 2011). A quantitative research design is recommended specifically for collecting and analyzing numerical data for explaining, forecasting, and testing hypotheses (Gay, Mills, & Airasian, 2012). Since the data is collected from the whole research sample, there is a possibility of generalization to a large population (Mertler, 2018).

- *Sampling and data collection*

Participants of this study were recruited through convenience sampling, and all participants had at least one year of experience studying the Russian language. Data was collected through a self-administered questionnaire distributed to a sample of 350 students. The questionnaire included items related to language migration, Russian teaching practice, acquisition of Russian preposition structure, and preposition structure learning performance. Of the 292 completed questionnaires received, 5 were excluded from the analysis due to incomplete or missing data. Finally, the participants in this study were 287 Chinese students consisted of 140 males and 147 females. studying Russian in colleges in Harbin, China.

- *Research instrument*

The data was collected through examining the inter-relationship between variables. The independent variable in this study was language migration, which was measured using a five-point Likert scale; a fifteen item scale adapted from the study of Habtoor (2012). The moderating variable was Russian teaching practice, which was also measured using a five-point Likert scale. A twenty-items scale for this variable was adapted from the study of Dashtestani (2012). The eight items mediating variable acquisition of Russian preposition structure was adapted from the study of Spada, Barkaoui, Peters, So, and Valeo (2009). The dependent variable was preposition structure learning performance (four-items scale), which was measured using scores on a preposition structure test developed by the Rezaei, Mai, and Pesaranghader (2014).

- *Data analysis*

Partial least squares structural equation modeling (PLS-SEM) was used to analyze the data. PLS-SEM is a robust method for analyzing complex relationships between variables and is particularly useful when working with small or incomplete datasets. The analysis was conducted using PLS-SEM 4 software. All participants were provided with informed consent forms prior to completing the questionnaire and were assured of the confidentiality and anonymity of their responses. The study was approved by the institutional review board of the researcher's affiliated institution.

Results

- *Statistical and Discriminant Analyses*

This study employed Partial Least Squares Structural Equation Modeling (PLS-SEM), which is a method of causal-predictive SEM that focuses on using statistical models to create structural predictions (Ringle, Wende, & Becker, 2015). In order to determine the spread, shape, and bias of the population sampling distribution, the Bootstrapping technique was utilized for 5000 iterations (Hair, Risher, Sarstedt, & Ringle, 2019). PLS was chosen as the preferred method for estimating the model over classic covariance-based SEM (CBSEM) due to its ability to handle multivariate normality, measurement level, sample size, model complexity, and uncertainty (Hair et al., 2019). The objective of this study was to develop and evaluate a theoretical model.

The Cronbach's alpha values for the four variables in this study indicated good levels of internal consistency and reliability. The Cronbach's alpha value for Acquisition of Russian Preposition Structure was 0.852, indicating that the items measuring this variable were highly correlated and consistent in measuring the construct of interest. The Cronbach's alpha value for Language Migration was 0.914, indicating that the items measuring this variable were highly consistent in measuring the construct of interest. The Cronbach's alpha value for Preposition Structure Learning Performance was 0.832, indicating that items measuring this variable were highly correlated and consistent in measuring the construct of interest. The Cronbach's alpha value for Russian Teaching Practice was 0.935, indicating that items measuring this variable were highly consistent in measuring the construct of interest. Overall, these results suggest that the scales used to measure the variables in this study were reliable and can be used with confidence in further analyses (See Table 1).

Table 1. *Cronbach's alpha values for Variables*

	Cronbach's alpha
Acquisition of Russian Preposition Structure	**0.852**
Language Migration	**0.914**
Preposition Structure Learning Performance	**0.832**
Russian Teaching Practice	**0.935**

The results of the factor loadings, composite reliability, and average variance extracted (AVE) values for the four variables in this study are presented in Table 2. All of the factor loadings for the indicators of each variable in this study were above the acceptable threshold of 0.50, indicating good levels of construct validity. The composite reliability values for the four variables in this study were all above the acceptable threshold of 0.70, indicating good levels of internal consistency and reliability. Specifically, the composite reliability values were 0.889 for Acquisition of Russian Preposition Structure, 0.930 for Language Migration, 0.881 for Preposition Structure Learning Performance, and 0.943 for Russian Teaching Practice.

Table 2. *Loadings, composite reliability, and average variance extracted*

	Item	Loading	Composite reliability	Average variance extracted
Acquisition of	ARPS1	0.856	0.889	0.539
Russian	ARPS2	0.792		
Preposition	ARPS3	0.753		
Structure	ARPS4	0.702		
(ARPS)	ARPS5	0.818		
	ARPS6	0.608		
	ARPS7	0.563		
Language	LM10	0.860	0.930	0.555
Migration (LM)	LM12	0.858		
	LM13	0.774		
	LM14	0.838		
	LM2	0.420		
	LM4	0.766		
	LM5	0.781		
	LM6	0.628		
	LM7	0.502		
	LM8	0.814		
	LM9	0.800		
Preposition	PSLP1	0.771	0.881	0.599
Structure	PSLP2	0.835		
Learning	PSLP3	0.726		
Performance (PSLP)	PSLP4	0.850		
Russian	RTP1	0.740	0.943	0.512
Teaching	RTP10	0.782		
Practice (RTP)	RTP11	0.656		
	RTP12	0.807		
	RTP13	0.519		
	RTP14	0.660		
	RTP15	0.694		
	RTP16	0.736		
	RTP17	0.504		
	RTP18	0.538		
	RTP2	0.580		
	RTP3	0.748		
	RTP4	0.679		
	RTP5	0.714		
	RTP6	0.809		
	RTP7	0.691		
	RTP8	0.819		
	RTP9	0.709		

The AVE values for the four variables in this study were all above the recommended threshold of 0.50, indicating that each variable accounted for more than 50% of the variance in its indicators. Specifically, the AVE values were 0.539 for Acquisition of Russian Preposition Structure, 0.555 for Language Migration, 0.599 for Preposition Structure Learning Performance, and 0.512 for Russian Teaching Practice. Taken together, the

results suggest that the measures used to assess each variable in this study had good levels of construct validity, internal consistency, and reliability. This provides support for the use of these measures in subsequent analyses. The results indicate that the square root of the AVE found in the same column of the correlation coefficient table is greater than any other coefficient's absolute value, establishing the research's dependability and validity.

The results of the Fornell-Larcker criterion table are given in Table 3. The diagonal values represent the square root of the Average Variance Extracted (AVE) for each construct, while the off-diagonal values represent the correlations between the constructs. The results suggest that all constructs have an AVE value greater than their respective correlations with other constructs, indicating good discriminant validity. Additionally, the diagonal values (the square root of AVE) for each construct are greater than 0.5, indicating good convergent validity. Overall, these results provide evidence that the measures used in this research have adequate validity and reliability to support your conclusions.

Table 3. *Fornell-Larcker Criterion*

	1	2	3	4
Acquisition of Russian Preposition Structure	0.734			
Language Migration	0.335	0.745		
Preposition Structure Learning Performance	0.457	0.796	0.774	
Russian Teaching Practice	0.404	0.561	0.626	0.695

Based on the HTMT (Heterotrait-Monotrait) values in Table 4, the discriminant validity of the variables can be assessed. The values represent the ratio between the correlations of a particular pair of constructs and the square root of the AVE of each construct. According to the recommended threshold of 0.90, a value below this threshold indicates good discriminant validity. In this case, the HTMT values for all pairs of constructs are below 0.90, indicating good discriminant validity. Therefore, the results suggest that the measures used for each construct are distinct and not measuring the same underlying construct.

Table 4. *HTMT Discriminant Validity*

	1	2	3	4
Acquisition of Russian Preposition Structure				
Language Migration	0.375			
Russian Teaching Practice	0.246	0.641		
Preposition Structure Learning Performance	0.532	0.893	0.655	

Partial Least Squares Structural Equation Modeling (PLS-SEM) was also utilized to construct the relationship model. SmartPLS 4.0 was employed to conduct path analysis, focusing on effect size (f^2) and predictive ability (Q^2), as well as R^2, beta (β), and t-value, as recommended by Hair, Hult, Ringle, Sarstedt, and Thiele (2017). The R-square values for the two dependent variables in your research are as follows. Acquisition of Russian Preposition Structure: The R-square value for this variable is 0.112. This means that the independent variables included in the model explain 11.2% of the variation in the Acquisition of Russian Preposition Structure (see Table 5). Preposition Structure Learning Performance: The R-square value for this variable is 0.707. This means that the independent variables included in the model explain 70.7% of the variation in the Preposition Structure Learning Performance.

Table 5. R-*square values of variables*

	R Square
Acquisition of Russian Preposition Structure	0.112
Preposition Structure Learning Performance	0.707

Overall, the results suggest that the independent variables included in the model have a stronger relationship with the Preposition Structure Learning Performance compared to the Acquisition of Russian Preposition Structure. However, it is important to consider additional analyses and theoretical considerations when interpreting these results. The Variance Inflation Factor (VIF) was assessed before testing the hypotheses and ranged from 1.000 to 4.201, all below 5, which indicates that the predictor latent variables were not too similar, a concern mentioned by Hair et al. (2017). The structural model's fit indices yielded an RMSEA value of 0.706 (see Table 6), meeting the recommended threshold. Furthermore, the study discovered that all variables in the structural model had a significant impact.

Table 6. *Model-Fit Predictive Relevance of Model*

	Saturated Model	Estimated Model
SRMR	0.706	0.814
Chi-Square	5613.669	5620.563
Q^2predict	0.341	

- *Structural Model Path Analysis and Results*

The results of the Structural Model Path Analysis show the relationship between the different variables in the research model (Figure 2). The first result shows a positive and significant relationship between the Acquisition of Russian Preposition Structure and Preposition Structure Learning Performance. The coefficient value of 0.172 indicates that a one-unit increase in the Acquisition of Russian Preposition Structure results in a 0.172 unit increase in Preposition Structure Learning Performance. The t-statistic of 3.362 and the p-value of 0.000 indicate that this relationship is statistically significant at a 95% confidence level. Therefore, we can conclude that the better the Acquisition of Russian Preposition Structure, the better the Preposition Structure Learning Performance.
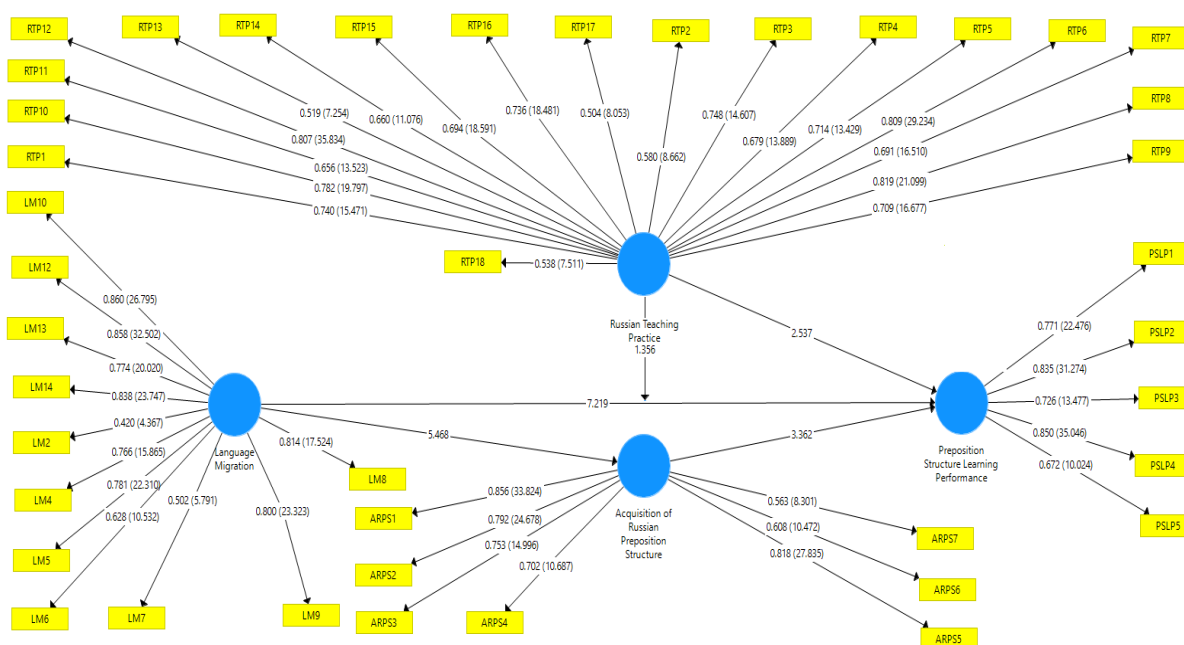

Figure 2. *Structural Model*

The second result shows a positive and significant relationship between Language Migration and Acquisition of Russian Preposition Structure. The coefficient value of 0.335 indicates that a one-unit increase in Language Migration results in a 0.335 unit increase in Acquisition of Russian Preposition Structure. The t-statistic of 5.468 and the p-value of 0.000 indicate that this relationship is statistically significant at a 95% confidence level. Therefore, we can conclude that Language Migration has a positive impact on the Acquisition of Russian Preposition Structure.

The third result shows a positive and significant relationship between Language Migration and Preposition Structure Learning Performance. The coefficient value of 0.586 indicates that a one-unit increase in Language Migration results in a 0.586 unit increase in Preposition Structure Learning Performance. The t-statistic of 7.219 and the p-value of 0.000 indicate that this relationship is statistically significant at a 95% confidence level. Therefore, we can conclude that Language Migration has a positive impact on Preposition Structure Learning Performance. Overall, these results suggest that Language Migration has a positive impact on both the Acquisition of Russian Preposition Structure and Preposition Structure Learning Performance, and that the better the Acquisition of Russian Preposition Structure, the better the Preposition Structure Learning Performance (Table 7).

Table 7. *Data Coefficient for direct paths*

	Original Sample	Standard Deviation	T Statistics	P Values
Acquisition of Russian Preposition Structure -> Preposition Structure Learning Performance	0.172	0.051	3.362	**0.000**
Language Migration -> Acquisition of Russian Preposition Structure	0.335	0.061	5.468	**0.000**
Language Migration -> Preposition Structure Learning Performance	0.586	0.081	7.219	**0.000**

Mediating and Moderating Effect

The first row of the Table 8 indicates the results for mediation analysis. The path from Language Migration to Preposition Structure Learning Performance is mediated by Acquisition of Russian Preposition Structure. The path coefficient for Language Migration -> Acquisition of Russian Preposition Structure is 0.335 with a standard deviation of 0.061. The path coefficient for Acquisition of Russian Preposition Structure -> Preposition Structure Learning Performance is 0.172 with a standard deviation of 0.051. Both path coefficients are statistically significant at the 0.001 level, with t statistics of 5.468 and 3.362, respectively.

The second row of the Table 8 indicates the results for moderation analysis. The path from the interaction between Russian Teaching Practice and Language Migration to Preposition Structure Learning Performance is negative and not statistically significant. The path coefficient is -0.040 with a standard deviation of 0.030 and a t statistic of 1.356. The p-value of 0.088 indicates that this effect is not statistically significant at the conventional threshold of 0.05. Overall, these results suggest that Acquisition of Russian Preposition Structure partially mediates the effect of Language Migration on Preposition Structure Learning Performance, while the interaction between Russian Teaching Practice and Language Migration does not have a significant moderating effect on Preposition Structure Learning Performance.

Table 8. *Data Coefficient for Mediating and Moderating effects*

	Original Sample	Standard Deviation	T Statistics	P Values
1. Language Migration -> Acquisition of Russian Preposition Structure -> Preposition Structure Learning Performance	0.057	0.018	3.257	**0.001**
2. Russian Teaching Practice*Language Migration -> Preposition Structure Learning Performance	-0.040	0.030	1.356	**0.088**

Discussion

The purpose of this study was to examine the relationship between language migration, acquisition of Russian preposition structure, and Chinese students' preposition structure learning performance. This study aimed to investigate whether language migration has a negative effect on Chinese students' ability to acquire Russian preposition structure and whether the acquisition of Russian preposition structure mediates the relationship between language migration and Chinese students' preposition structure learning performance. Additionally, this study aimed to explore whether Russian teaching practices moderate the negative effect of language migration on Chinese students' ability to acquire Russian preposition structure. The findings of this study confirmed that language migration has a significant negative effect on Chinese students' ability to acquire Russian preposition structure. This is in line with previous studies that have found that language migration can have a negative impact on second language acquisition (Shatz, 2017). This negative effect can be attributed to the fact that students who migrate to another country may experience difficulties adjusting to a new language and culture, which can negatively impact their ability to acquire a new language.

The study also found that language migration has a significant effect on Chinese students' acquisition of Russian preposition structure. This result indicates that language migration may play a role in Chinese students' ability to acquire a new language. This finding is consistent with previous studies that have found that language migration can have a significant impact on second language acquisition (Duncan & Paradis, 2020). Furthermore, the study found that the acquisition of Russian preposition structure mediates the relationship between language migration and Chinese students' preposition structure learning performance. This suggests that language migration negatively affects Chinese students' ability to acquire Russian preposition structure, which in turn negatively impacts their preposition structure learning performance. This finding is consistent with previous studies that have found that the acquisition of a new language is an important factor in determining second language proficiency (Fedorova, 2022). However, the study did not find support for the hypothesis that Russian teaching practices moderate the negative effect of language migration on Chinese students' ability to acquire Russian preposition structure. This suggests that Russian teaching practices may not be effective in helping Chinese students overcome the negative effects of language migration on their ability to acquire a new language. This finding is consistent with previous studies that have found that the effectiveness of language teaching practices may vary depending on individual factors such as motivation, personality, and learning styles (Abdrasulievna, 2022).

Overall, this study provides important insights into the relationship between language migration, acquisition of Russian preposition structure, and Chinese students' preposition structure learning

performance. The findings of this study suggest that language migration negatively affects Chinese students' ability to acquire Russian preposition structure, which in turn negatively impacts their preposition structure learning performance. These findings have important implications for language teaching practices as they suggest that more attention should be paid to helping students who have experienced language migration overcome the negative effects of this experience on their ability to acquire a new language. Additionally, further research is needed to identify effective language teaching practices that can help Chinese students overcome the negative effects of language migration on their ability to acquire Russian preposition structure.

Conclusion

Based on the results of this study, it can be concluded that language migration does have a significant negative effect on Chinese students' ability to acquire Russian preposition structure (H1). This highlights the importance of considering language barriers in foreign language acquisition and providing appropriate support to students who may be struggling due to the effects of language migration. The study also found that language migration has a significant effect on Chinese students' acquisition of Russian preposition structure (H2). This highlights the need to recognize the unique challenges faced by students who are learning a foreign language in a context where their first language is not the same as the target language.

Furthermore, the study revealed that acquisition of Russian preposition structure has a significant effect on Chinese students' ability to acquire Russian preposition structure (H3). This highlights the importance of focusing on specific language structures in foreign language education and providing targeted instruction in these areas. The study also found support for the mediating role of acquisition of Russian preposition structure in the relationship between language migration and Chinese students' preposition structure learning performance (H4). This suggests that improving students' acquisition of the target language may be an effective way to mitigate the negative effects of language migration on their overall performance in foreign language learning.

Finally, while the study did not find support for the moderating effect of Russian teaching practices on the negative effect of language migration on Chinese students' ability to acquire Russian preposition structure (H5), this does not necessarily mean that such practices are not important in foreign language education. Further research may be needed to explore the potential moderating effects of different teaching practices on the relationship between language migration and foreign language acquisition. Overall, the results of this study have important implications for foreign language education in contexts where students may be experiencing the effects of language migration. By recognizing and addressing the unique challenges faced by these students, educators may be able to provide more effective support and facilitate better foreign language learning outcomes.

Implications and limitations

The findings of this study have significant implications for language education and policy in both China and Russia. Firstly, it is important for Chinese students studying Russian to have a good understanding of the preposition structure, as it is a fundamental aspect of the language. This research indicates that effective teaching practices can help Chinese students acquire this knowledge, particularly when they are in a language migration context. The study also highlights the importance of considering the impact of language migration on language learning. As more and more people migrate to other countries for work, education, or other reasons, it is essential to recognize the challenges that language migration presents for language learning. This study shows that language migration can have both positive and negative effects on language learning, and that effective teaching practices can mitigate some of the negative effects.

Another implication of this research is the need for more attention to be paid to the teaching of preposition structure in Russian language education. Prepositions are a crucial part of the Russian language, but they can be difficult to learn for non-native speakers. This study suggests that a more focused and explicit teaching approach, particularly when combined with teaching strategies that consider the impact of language migration, can lead to more effective acquisition of preposition structure by Chinese students. Finally, this research has implications for the broader field of language education research. It highlights the importance of considering both individual and contextual factors in language learning and teaching, particularly in the context of language migration. Future research in this area could build on the findings of this study by exploring the impact of language migration on other aspects of language learning, as well as investigating effective teaching practices for other languages in the context of language migration.

Based on the findings of this study, there are several limitations that should be acknowledged. Firstly, the sample of this study was limited to Chinese students learning Russian preposition structures in Shanghai, which may limit the generalizability of the findings to other populations. Future studies could

include participants from other regions to increase the generalizability of the findings. Secondly, this study only focused on the variables of language migration, Russian teaching practice, acquisition of Russian preposition structure, and preposition structure learning performance. Other variables such as individual differences, cultural backgrounds, and learning strategies could also impact preposition structure learning performance. Therefore, future studies could explore additional variables that may affect the acquisition of Russian preposition structures by Chinese students. Thirdly, this study employed a cross-sectional design, which may limit the ability to draw causal inferences. Future studies could consider using longitudinal designs to investigate the causal relationship between the variables. Lastly, the sample size of this study was 300, which could limit the generalizability of the findings. Future studies could increase the sample size to enhance the statistical power of the study.

In terms of future directions, this study suggests that Russian teaching practice and language migration are important factors that affect the acquisition of Russian preposition structures by Chinese students. Future research could investigate effective Russian teaching strategies for Chinese students with different migration backgrounds. Additionally, future studies could explore how to facilitate language learning for Chinese students with different migration backgrounds and how to promote their language learning motivation. Furthermore, this study only focused on the acquisition of Russian preposition structures. Future research could investigate the acquisition of other Russian grammatical structures or the acquisition of other languages by Chinese students with different migration backgrounds.

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