

# College English classroom environment, motivated strategies, and engagement among Chinese EFL learners in provincial college

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## ***Abstract***

The study tried to explore the relationships among college English classroom environment, motivated strategies, and engagement in learning English of Chinese EFL students. It proposed an English learning enhancement program to improve these areas. The researcher adopted the descriptive research method. In the survey research conducted at Suihua University in northeastern China, 356 first- and second-year students participated by responding to the adopted questionnaires. Results showed that college English classroom environment, motivated strategies, and engagement in learning English are closely related. The study revealed that the better the college English classroom environment is, the better the motivated strategies for learning English, and the better the classroom engagement is. In addition, the better the motivated strategies for learning English are, the better the classroom engagement is. Therefore, an English leaning enhancement program was put forward to help Chinese EFL students improve their college English classroom environment, motivated strategies and engagement for learning English in Comprehensive College English Course.

***Keywords:*** College English classroom environment, motivated strategies, engagement, college English course

## **College English classroom environment, motivated strategies, and engagement among Chinese EFL learners in provincial college**

### **1. Introduction**

English is the most widely used language in the world and an important tool for international communication. There are nearly 500 million native speakers of English in the world, and there are 171 English-speaking countries in the world. Statistics in 2022 show that the language with the largest number of speakers in the world is English, with 1.5 billion people using English as their mother tongue or second, third, or even higher language. English is the most popular language in the world, spoken in more than 100 countries or regions around the world. From the perspective of the scope of use, more than 70 percent of the world's mail is written in English; 60 percent of the world's broadcast programs are conducted in English; most of the world's scientific and technological materials are published in English. Most international conferences use English as the first common language, and English is one of the official working languages of the United Nations.

Educators in China have always attached great importance to English education. English has been listed as one of the three main subjects in elementary school. Many schools have strict requirements for English. Learning English at the university level is also a compulsory course for all college students. For four-year undergraduate universities, college English courses are generally set for freshmen and sophomores. There are a total of 128 class hours of classroom teaching in two academic years, each class hour is 45 minutes. For example, the college English courses at Suihua University account for one-third of the basic class hours of college students, and its importance is self-evident.

The "College English Teaching Guide" proposed in the "Curriculum Setting" section that the college English curriculum setting should be based on the fundamental task of cultivating people through morality, with the improvement of course quality as the starting point, and the requirements for first-class course construction, reflecting high-level, innovative and challenging, the ideological and political concepts and content of the course are organically integrated into the course. The teaching requirements of the "Guide" are partly integrated into the relevant content of the "China English Proficiency Scale", and three levels of teaching requirements are proposed for college English teaching: basic, improvement and development. However, the current Chinese college English classroom teaching is heavily exam-oriented, and practical education is hard to see. The teaching method of "full classroom teaching" in college English classroom teaching is common. Classroom teaching is simply to complete the teaching tasks, and seriously neglects the cultivation of students' practical ability to use English. Learning and using English is completely out of touch, walking into the dead end of exam-oriented education, wasting time, money, and energy, and have not yet received the desired effect. Secondly, in the teaching of college English courses, due to the large number of students in college English classes and the single teaching method, it is difficult to realize personalized teaching. Teachers follow the scriptures, and the "cramming" teaching mode makes it difficult to arouse students' interest in learning, and it is also difficult to achieve the expected results. Thirdly, the English proficiency of non-English major students in local undergraduate colleges is generally not high, and their grades are uneven. Some students have a serious lack of basic English knowledge, and a lack of learning interest and learning beliefs, which has brought huge challenges to college English classroom teaching. Fourth, the one-sided emphasis on English practicality and communicative competence in junior and senior high school English education has led to a decline in the status of grammar teaching in middle school English teaching and learning.

College English classroom teaching is a place where students receive high-quality English language input, and it is also a place for English language drills and practices. Teachers should use classroom teaching to mobilize students' enthusiasm for learning, help students discover and use language planning, guide students to practice language skills through interaction between classmates and teachers and a large number of

extracurricular reading listening, and speaking exercises, and learning to learn independently. This study tries to study the College English class teaching and learning through three variables: college English classroom environment, engagement, and motivated beliefs for learning English, in order to improve the efficacy of Chinese College English class teaching and learning. The classroom is not only the place where students learn but also the platform where teachers teach. A positive classroom environment benefits emerge from the accomplishment of the teaching objectives to students' well-being. It has already been a long time since human beings began their study of the relationship between men and environments. For example, there is a very famous Chinese story called "Mencius' mother moved three times", and also "The theory of occasions" from Aristotle. These two historical stories have already convinced people of the mutual relations and the important role the learning circumstances played in the process of human development. In the mid-1930s, psychologist Kurt Lewin's field theory is the first time in the history of psychology to do an in-depth study of the relationships between environments and human behaviors from the perspective of psychology. It opened the prelude to the study of environmental psychology.

As one of the most important learning environments, the classroom is not only the primary venue and an important factor for teaching, but it also directly restricts the teaching process and the teaching results. It is a complex system, which includes all circumstances and conditions that would probably impact learning activities and students' study results. Classroom is valued highly as a significant point for students' interpersonal and educational development, for any kind of learning activity is processed in certain learning environment. According to this point, classroom is the most important learning environment. Classroom learning environments can be investigated from two perspectives: physical and psychological.

Each of the factors is crucial for an effective and supportive learning environment for college English students. Student cohesiveness examines how students relate to each other in the classroom and whether they feel a sense of belonging and community. A cohesive classroom environment can foster positive relationships among students, encouraging them to collaborate, share ideas, and support each other's learning. Teacher support refers to the degree to which teachers provide encouragement, guidance, and resources to students. A supportive teacher creates a positive learning environment, recognizes students' efforts, and provides timely feedback to help them improve. Involvement assesses the level of student participation and engagement in classroom activities. An involved student is actively participating in discussions, completing tasks, and seeking to expand their knowledge and understanding. Task orientation focuses on the clarity of learning goals and the structure of learning activities. A task-oriented classroom has well-defined objectives and tasks that align with the course curriculum, helping students understand what they are learning and why it is important. Cooperation examines the extent to which students work together to achieve common goals. In a co-operative classroom, students collaborate on projects, share ideas, and provide constructive feedback to each other, fostering teamwork and communication skills. Equity refers to ensuring that all students have equal access to learning opportunities and resources. An equitable classroom environment recognizes individual differences and provides appropriate support to ensure that all students can succeed. Innovation in the classroom environment involves introducing new teaching methods, technologies, and materials to enhance the learning experience. An innovative approach can engage students, motivate them to explore new ideas and prepare them for the changing demands of the future.

Motivated strategies for learning as a hot topic in the field of second language education, have arrested increasing attention from both overseas and domestic scholars. Motivation is viewed as a critical determinant of students' classroom learning and achievement in part because students who are more highly motivated tend to provide greater effort and persist longer at academic tasks than do less motivated students.

As a complex construct, student engagement has been defined in various ways. Some scholars (Hughes et al., 2006; Kuh, 2009) conceptualized student engagement with an emphasis on behavior. Kuh (2009), for example, regarded student engagement as the time and effort that students dedicate to activities that are linked to desired learning outcomes and what schools or institutions do to induce students to participate in these activities. Hughes

et al. (2006) considered student engagement as effort, attention, persistence, and cooperative participation in learning.

Classroom environment, motivated strategies for learning and engagement research is relatively rich, but there is less research on college English classroom environment, motivated strategies for learning and engagement for Chinese ESL students. Inadequate attention has been paid to college English classroom environment, and motivated strategies for learning and engagement, especially for Chinese EFL students in provincial colleges, despite their significant role in college English teaching and learning (Ren, 2021). Although several studies have tried to examine the role of demographic characteristics (gender, major, and grade) on the variables, it largely remains uncertain how the three variables are manifested in students of different genders, majors, and grades.

There is a lack of studies on the relationship between classroom environment, motivated strategies for learning, and engagement in Chinese EFL teaching and learning in China. Previous studies in English language and education have yielded inconsistent results concerning the associations between classroom environment, motivated strategies for learning, and engagement. The relationship between the college English classroom environment, motivated strategies for learning, and engagement, as well as the differences in stratification by gender, major, and age in Chinese local undergraduate colleges and universities, has not been sufficiently analyzed. In short, the study has theoretical and practical significance. Theoretically, it supplements studies that are mainly conducted in the fields of education and psychology. It was noted that foreign language researchers have not paid due attention to classroom environment, or motivated strategies for learning and engagement. This research expands the predecessors' research results, supports the predecessors' research conclusions, and expands the object of theoretical research. Practically, this study provides teachers with practical suggestions to improve the efficacy of college English classes. It will provide support for building an efficient college English class and improving the English learning of Chinese EFL students.

**Objectives of the Study** - This study aimed to contribute to the enhancement of College English classes for non-English majors in China based on the results of the survey of English classroom environment, motivated strategies for learning and engagement, to enhance Chinese non-English major students' English performance and their interest and confidence in English class and make College English classes in colleges and universities more efficient and effective. More specifically, the study identified the English classroom environment in terms of student cohesiveness, teacher support, involvement, task orientation, cooperation, equity, and innovation; determined their motivated strategies with regard self-efficacy, intrinsic value, extrinsic value and test anxiety; identified the respondent's engagement when classified into affective engagement, compliance, effortful class participation, cognitive engagement and disengagement; analyzed the significant relationships among English classroom environment, motivated strategies for learning and engagement; and proposed an English learning program for Chinese College English course.

## 2. Methods

**Research Design** - The study aimed to analyze the significant relationships among English classroom environment, motivated strategies for learning and engagement, and propose a curriculum enhancement plan for Chinese College English course. Therefore, in this study, the researcher used a descriptive research design to conduct the study. Descriptive research was a research method that attempted to collect quantifiable information for statistical analysis of the population sample. It was a popular research tool that allows researchers to collect and describe the demographic segment's nature. In this study, descriptive research was used by the researcher in examining the relationship among variables: English classroom environment, motivated strategies for learning and engagement. In the survey research, respondents answered through questionnaires. Questionnaires were a popular research tool for collecting feedback from respondents.

**Participants of the Study** - The target respondents of the study were freshman-year students and

sophomore-year students from Suihua University in the northeastern part of China. The majors in the university were very different, so the researcher classified the students into two categories: liberal arts and science majors. There were 2345 first-year students, including 1245 students in liberal arts and 1100 students in science. There were 2475 sophomore-year students, including 1450 students in liberal arts and 1025 students in science. The total number of respondents was 4,820. The number of people the researcher calculated using the Raosoft online sample size calculator was 356 (The margin of error is 5 percent, and the confidence level is 95 percent). Therefore, a total of 356 questionnaires were distributed to the target respondents. Participants at the university were selected randomly by the researcher using a random sampling technique. Students willing to participate received the questionnaire via Wenjuanxing, accessible through WeChat or a website link. Ultimately, a total of 390 responses were collected. After thorough review, 356 records were deemed valid, while 30 records were found to be invalid and subsequently removed from the data set.

***Instruments of the Study*** - The study wanted to determine whether Chinese college English classroom environment, motivated strategies for learning and engagement can be measured reliably, what the Chinese college English classroom environment is, the level of motivated strategies for English learning, the level of engagement Chinese college students have, and how college English classroom environment, motivated strategies for learning and engagement relate to one another. The questionnaire included four parts: Personal Data Information, College English Classroom Environment Questionnaire, Motivated Strategies for Learning Questionnaire, and Student Engagement Questionnaire. It had 79 items. These were in the form of a 4-point Likert scale: strongly disagree, disagree, agree, and strongly agree.

The first part of the questionnaire included the respondents' profiles: gender, major, and grade level. The second part was the College English Classroom Environment Questionnaire adapted from: What Is Happening This Class (WHICH), developed by Fraser (Zhu 2022). It had seven subscales: student cohesiveness, teacher support, involvement, task orientation, cooperation, equity, and innovation, consisting of 28 statements. The third part was the Motivated Strategies for Learning questionnaire adapted from the motivation scale revised Chinese version of the Motivated Strategies for Learning Questionnaire (MSLQ), developed by Tong et al (2020). It had four subscales: self-efficacy, intrinsic value, extrinsic value, and test anxiety, consisting of 24 statements. The fourth part was the Engagement questionnaire adapted from: The Classroom Engagement Inventory (CEI), developed by Wang et al. (2014). It had five subscales: affective engagement, behavioral engagement, behavioral engagement-compliance, behavioral engagement-effortful class participation, cognitive engagement, and disengagement, consisting of 24 statements.

The questionnaire was pilot tested using 30 college students and modified for the current study. All the modified questionnaire indicators had the result of Cronbach  $r > .787$ . As reflected in the result, the Cronbach Alpha coefficient of the seven subscales of the class environment were 0.830, 0.840, 0.858, 0.951, 0.898, 0.938, and 0.803, respectively, all greater than 0.7, i.e. ( $\alpha > 0.7$ ), which showed that the reliability result is good or excellent for this scale. The Cronbach Alpha coefficient of the four subscales of motivated strategies were 0.855, 0.943, 0.847, 0.818, and 0.933, with reliability results of good, and excellent. The Cronbach Alpha coefficient of the four subscales of engagement was 0.933, 0.855, 0.787, and 0.910, with a verbal description of acceptable, good, or excellent. From the reliability result, it could be seen that in the pilot testing stage, the test result of the Chinese College English classroom environment, motivated strategies for learning and engagement of college students in China was reliable and consistent.

***Data Gathering Procedures*** - The creation of the questionnaire at the outset of the study involved extensive literature review and consultation with advisors and instructors. Initially developed in English, the surveys were then translated into Chinese by the author. To ensure the accuracy of the translation, three professors were consulted for verification. After rigorous modifications, the questionnaire underwent thorough testing and refinement. The finalized questionnaire items were then uploaded to the Wenjuanxing online survey platform and meticulously reviewed to ensure precision and accuracy. Before launching the extensive survey, a pilot test was conducted to ensure the reliability of the questionnaire. The results indicated a high level of dependability,

confirming that the questionnaire was suitable for data collection. Following the pilot test, a comprehensive survey was carried out. The questionnaire was distributed via Wenjuanxing to various majors at selected Chinese college. The initial step involved contacting instructors from different departments. They received the survey in the form of a Quick Response (QR) Code and a website link, both of which were accessible and convenient for completing the survey. The instructors were thoroughly briefed on the specific objectives of the questionnaire. Several teachers were then tasked with referring eligible students within their departments. They had to explain the survey's purpose, format, and total number of questions to the participants, ensuring the content of the questionnaire was clearly communicated to obtain accurate responses. Due to the study's scale, patience was required to address all inquiries. It was anticipated that students who could provide thoughtful responses would significantly contribute to the research.

After receiving the QR code or link, interested and willing students could scan the QR code on WeChat or click the link to access and complete the survey on their phones. This method ensured that students who participated would play a crucial role in the investigation. The next phase involved data collection using Wenjuanxing. The researcher needed to evaluate the collected questionnaires to determine their validity. Excluding invalid surveys was crucial to ensure the reliability of the conclusions. The guidelines and standards for identifying invalid responses were as follows: First, questionnaires with an excessive number of missing answers were excluded. Second, surveys in which the same option was ticked throughout were considered invalid. Finally, the time taken to complete the questionnaire was used as a criterion for validity. The researcher determined the average response time needed for each question. If a respondent's completion time was significantly shorter or longer than the average, it was assumed that the questionnaire was not fully or accurately completed. After meticulous review, 390 responses were collected, with 360 deemed valid and 30 identified as invalid and subsequently removed. The response times for the 360 valid questionnaires were analyzed for normal distribution, and the results confirmed consistency with a normal distribution. The researcher analyzed the significant relationships among Chinese College English classroom environment, motivated strategies for learning and engagement, and proposed how to enhance the efficacy of College English classroom teaching and learning for Chinese EFL students in provincial college.

**Data Analysis** - After the data were collected, each questionnaire was examined individually, and incomplete questionnaires were discarded. The data for the 356 usable questionnaires were coded for statistical analysis to answer the research questions. The Statistical Package for Social Science (SPSS) was used for the statistical analysis of the data. Quantitative data analyses were performed in this study. The quantitative analysis involved descriptive statistical procedures, including frequencies, percentages, weighted mean, and ranking, which were computed to evaluate the student's responses to items - Chinese college English classroom environment, motivated strategies for learning and engagement. Spearman rho was used to test the significant relationship between the three variables.

**Ethical Considerations** - Various ethical considerations were taken into account throughout the survey process. This study was conducted as an anonymous survey to protect the privacy and confidentiality of the participants, with respondents not being required to provide their names. Before the survey began, all participants were thoroughly informed about the study's objectives and data collection procedures, and their informed consent was obtained. Participants were assured that their privacy would be maintained, and that the information collected would be used solely for academic purposes. They were also made aware that they could withdraw their consent or choose not to participate at any time. Ensuring the participants' full consent was a fundamental requirement for the study. The privacy of all research participants was rigorously protected, and the confidentiality of the collected data was strictly maintained. Additionally, the confidentiality of the individuals and organizations involved in the study was safeguarded. Ethical approval for the study was granted by the research center of the Lyceum of the Philippines University-Batangas.

### 3. Results and discussion

Table 1 presents the overall assessment of college English classroom environment. The composite mean of 3.10 indicates that the respondents agreed on the above indicators. The highest score in the teacher support dimension is 3.18, indicating that students strongly feel the support and encouragement from the teacher. The positive attitude and behavior of teachers can stimulate students' learning motivation, enhance their self-confidence, and thus learn more effectively. The equity score is 3.17, second only to teacher support. This means that students believe that teachers treat every student fairly in the classroom and do not favor any party. Fair treatment helps to enhance students' trust and create a harmonious classroom environment (Ma et. al.,2021).

**Table 1**  
*Summary Table on College English Classroom Environment*

Indicators	Weighted Mean	Verbal Interpretation	Rank
1.Student Cohesiveness	3.08	Agree	4.5
2.Teacher Support	3.18	Agree	1
3. Involvement	3.04	Agree	7
4.Task Orientation	3.08	Agree	4.5
5.Cooperation	3.08	Agree	4.5
6.Equity	3.17	Agree	2
7.Innovation	3.08	Agree	4.5
Composite Mean	3.10	Agree	

*Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree*

The student cohesiveness score is 3.08, indicating that students believe there is a certain degree of cohesion among classmates in college English classrooms, and they can feel a sense of collective belonging. This helps to create a positive classroom atmosphere, promote student interaction and learning (Ni et. al.,2022). The score for task orientation is 3.08, indicating that students believe that the tasks in the classroom are clear and have a positive guiding effect on learning. This helps students concentrate and improve learning efficiency. The score for coordination and student cohesion is the same, at 3.08. This indicates that in the classroom, students can collaborate effectively and work together to complete tasks. Collaboration can promote communication and knowledge sharing among students, enhancing learning outcomes. The innovation score is 3.08, indicating that students believe that in the classroom, teachers have tried some new teaching methods or activities to stimulate students' innovative thinking. Innovative teaching methods can stimulate students' interest in learning and enhance their learning motivation (Ma et al, 2021). The score for involvement is 3.04, although it also indicates agreement, it is slightly lower compared to other dimensions. This may mean that in some classrooms, the level of student participation is not high enough, or some students are not fully integrated into classroom activities.

Overall, students have a positive overall evaluation of the college English classroom environment. They generally believe that there is good cohesion, teacher support, task orientation, cooperation, fairness, and innovation in the classroom. However, there is still room for improvement in terms of participation. In order to further optimize the classroom environment, teachers can consider adopting more diverse teaching methods and activities to increase student participation and learning interest. Attention should also be paid to individual differences among students to ensure that each student receives sufficient support and attention in the classroom.

**Table 2**  
*Summary Table on Motivated Strategies for Learning*

Indicators	Weighted Mean	Verbal Interpretation	Rank
Self-Efficacy	3.03	Agree	4
Intrinsic Value	3.11	Agree	2
Extrinsic Value	3.13	Agree	1
Test Anxiety	3.04	Agree	3
Composite Mean	3.08	Agree	

*Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree*

Table 2 presents the summary table on motivated strategies for learning. The composite mean of 3.08 indicates that the respondents agree with all the above indicators.

Among the items cited, extrinsic value got the highest composite mean score of 3.13 and was assessed as agreed. Students have the highest recognition of the value of external rewards and recognition, which reflects that in the current educational and social environment, grades, rewards, and external recognition are widely regarded as key indicators of success. This emphasis on external values can provide students with a clear goal and source of motivation, motivating them to work hard to achieve good grades and recognition. However, there are also potential issues with excessive reliance on external value. Firstly, when students have a strong desire for external rewards, they may overlook the fun and value of learning itself, thereby weakening their intrinsic learning motivation. Intrinsic motivation is a key factor in long-term learning outcomes, as it stems from students' interest and enthusiasm for learning content. Secondly, excessive attention to external values may also lead to students engaging in negative learning behaviors, such as cheating or pursuing superficial good grades while neglecting a deep understanding and mastery of knowledge. This behavior is not only detrimental to the personal growth of students but may also have a negative impact on the entire educational environment. Education workers should pay more attention to cultivating students' intrinsic learning motivation while paying attention to their external values. By providing interesting and meaningful learning content and activities, guide students to discover the joy and value of learning and help them establish a positive learning attitude and values. At the same time, educators can also combine external rewards with internal motivation by setting reasonable reward mechanisms to promote the comprehensive development of students (Hu, 2023).

It is followed by intrinsic value with the composite mean of 3.11 and was assessed as agreed. From the given scores, it can be seen that students largely agree with the value and enjoyment of learning itself. They enjoy the process of exploring new knowledge and solving problems, and this intrinsic learning motivation provides them with the motivation for continuous learning. This is a very positive signal, as intrinsic motivation is a key factor driving students to learn and explore in the long term. The importance of intrinsic value lies in enabling students to spontaneously engage in learning without the need for external pressure or rewards. When students become interested in learning content, they become more proactive in seeking learning resources, solving problems, and continuously improving themselves throughout the process. This positive learning attitude not only helps to improve students' academic performance, but also cultivates their creativity and critical thinking abilities. However, although students have shown some intrinsic learning motivation, educators still need to continue to inspire and cultivate this motivation in students. This goal can be achieved by designing interesting and challenging learning tasks, providing abundant learning resources, and creating a positive and supportive learning environment (Wang, 2023). In addition, educators can encourage students to share their learning outcomes and experiences to enhance their learning confidence and sense of belonging.

As shown in table 2, test anxiety got the composite mean of 3.04 was assessed as agreed. From the given scores, it can be seen that students generally have a certain level of exam anxiety. This anxiety can stem from fear of failure, pressure on self-expectations, and concerns about the evaluation of others. These psychological factors work together to form exam anxiety, which not only affects the psychological state of students, but may also have a negative impact on their exam performance. Exam anxiety is a problem that needs to be taken seriously, as it may lead to students not being able to fully utilize their abilities during the exam and may even make mistakes. In addition, long-term exam anxiety may also have adverse effects on students' mental health, such as reducing self-confidence and increasing stress (Chang, 2021).

Self-efficacy got a score of 3.03 and the lowest rank and was assessed as agreed. Based on the given scores, students to a certain extent believe that they have the ability to complete learning tasks, that is, they have a certain degree of self-efficacy. However, this score ranks lowest among the four indicators, which suggests that students may have some shortcomings in terms of self-confidence. Self-efficacy is an important psychological structure that directly affects students' learning motivation, perseverance, and ability to cope with difficulties. When students believe they can successfully complete a task, they are more likely to put in effort and persevere in facing challenges. On the contrary, if students have low self-efficacy, they may develop a fear of learning difficulties and lack confidence, which can affect their learning outcomes and growth (Shi, 2021).



**Table 3**  
*Summary Table on Student Engagement*

Indicators	Weighted Mean	Verbal Interpretation	Rank
Affective Strategies	3.00	Agree	4
Behavioral Engagement	3.11	Agree	1
Behavioral Engagement–Effortful Class Participation	3.05	Agree	3
Cognitive Engagement	3.10	Agree	2
Composite Mean	3.07	Agree	

*Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree*

Table 3 presents the summary table on student engagement. The composite mean of 3.07 indicates that the respondents agree with all the above indicators. Among the items cited, behavioral engagement got the highest composite mean score of 3.11 and was assessed as agreed. This shows that students exhibit very positive behavior in the classroom. They not only actively participate in classroom activities, but also demonstrate high efforts and dedication. The score in this dimension indicates that the teacher may have adopted effective teaching strategies, such as group discussions, role-playing, etc., to stimulate active student participation. It is followed by cognitive engagement with the composite mean of 3.10 and was assessed as agreed. The score of cognitive engagement is second only to behavioral engagement, indicating that students also exhibit high levels of engagement at the cognitive level. They not only actively participate in classroom activities, but also engage in cognitive processes such as thinking, analyzing, and solving problems. The score in this dimension indicates that teachers may focus on cultivating students' thinking abilities, stimulating their thinking through questioning, discussion, and other means.

Behavioral engagement–effortful class participation got the weighted mean of 3.05 was assessed as agreed. The score of Effortful Class Participation is slightly lower than Behavioral Engagement, but still within the range of "Agree". This indicates that although students actively participate in the classroom, there may be differences in the level of effort they invest. Teachers can motivate students to put in more effort by setting more challenging learning tasks and providing timely feedback. Affective strategies got a score of 3.00 and the lowest rank, and was assessed as agreed. The score of Effective Strategies shows that students have a positive attitude towards learning emotionally, but the score is slightly lower compared to other dimensions. This may mean that although students are interested in learning content, there is still room for improvement in emotional strategies such as managing emotions and stimulating learning motivation. Teachers can further stimulate students' emotional participation by creating more attractive learning contexts and providing emotional support.

Effective strategies focus on the emotional participation and engagement of students in the learning process. According to attribution theory, students' attribution of learning tasks can affect their emotional engagement. Therefore, in order to enhance students' emotional participation, teachers need to help them establish positive attribution patterns, encourage them to attribute success to internal factors such as effort, thereby stimulating learning motivation and positive emotions (Zhang 2022). Behavioral engagement reflects the behavior of students in the classroom, such as participating in discussions, completing tasks, etc. Behavioral participation is closely related to reinforcement theory, where teachers encourage students to engage in positive behavior through positive reinforcement (such as praise and reward), while appropriately using negative reinforcement (such as reminders and guidance) to correct negative behavior. This strategy can maintain high levels of behavioral engagement among students (Appleton et al., 2006). Behavioral engagement - effortful class participation emphasizes the level of effort students put into the classroom. This dimension is not only related to reinforcement theory, but also closely related to internal attribution (such as effort) in attribution theory. In order to enhance students' participation in effort oriented classrooms, teachers need to encourage them to see the results of their efforts and help them establish the belief that "effort leads to success" (Gunuc, 2014). Cognitive engagement focuses on students' cognitive processing and deep understanding of knowledge during the learning process. This dimension is related to cognitive engineering and schema theory. In order to improve students' cognitive participation, teachers should provide challenging learning tasks, stimulate their curiosity and thirst for knowledge, and focus on cultivating their thinking and problem-solving abilities (Liu et al.,2023).

Table 4 illustrates the association between college English classroom environment and motivated strategies for learning. The computed r-values indicates a strong direct correlation and the resulted p-values were less than the alpha level. This means that there was significant relationship exists and implies that the better is the college English classroom environment, the more motivated for learning.

**Table 4**  
*Relationship between College English Classroom Environment and Motivated Strategies for Learning*

Student Cohesiveness	r-value	p-value	Interpretation
Self-Efficacy	.515**	0.000	Highly Significant
Intrinsic Value	.546**	0.000	Highly Significant
Extrinsic Value	.432**	0.000	Highly Significant
Test Anxiety	.205**	0.000	Highly Significant
<b>Teacher Support</b>			
Self-Efficacy	.542**	0.000	Highly Significant
Intrinsic Value	.675**	0.000	Highly Significant
Extrinsic Value	.612**	0.000	Highly Significant
Test Anxiety	.236**	0.000	Highly Significant
<b>Involvement</b>			
Self-Efficacy	.645**	0.000	Highly Significant
Intrinsic Value	.726**	0.000	Highly Significant
Extrinsic Value	.630**	0.000	Highly Significant
Test Anxiety	.234**	0.000	Highly Significant
<b>Task Orientation</b>			
Self-Efficacy	.747**	0.000	Highly Significant
Intrinsic Value	.704**	0.000	Highly Significant
Extrinsic Value	.585**	0.000	Highly Significant
Test Anxiety	.115*	0.000	Highly Significant
<b>Cooperation</b>			
Self-Efficacy	.580**	0.000	Highly Significant
Intrinsic Value	.733**	0.000	Highly Significant
Extrinsic Value	.575**	0.000	Highly Significant
Test Anxiety	.330**	0.000	Highly Significant
<b>Equity</b>			
Self-Efficacy	.610**	0.000	Highly Significant
Intrinsic Value	.760**	0.000	Highly Significant
Extrinsic Value	.691**	0.000	Highly Significant
Test Anxiety	.364**	0.000	Highly Significant
<b>Innovation</b>			
Self-Efficacy	.717**	0.000	Highly Significant
Intrinsic Value	.769**	0.000	Highly Significant
Extrinsic Value	.658**	0.000	Highly Significant
Test Anxiety	.240**	0.000	Highly Significant

*Legend: Significant at p-value < 0.01*

First and foremost, a profound positive correlation emerges between student cohesiveness and diverse facets of motivation strategies, underscoring the pivotal role of camaraderie among peers in fostering a heightened sense of learning motivation. When students perceive a strong bond within their classroom community, their innate drive to learn undergoes a commensurate surge, creating a conducive atmosphere for academic progress. Moreover, teacher support stands as a vital catalyst in enhancing student motivation, as evidenced by the robust positive correlations spanning various motivational strategies. This underscores the profound impact that teachers' encouragement and guidance have on igniting and sustaining students' enthusiasm for learning. By nurturing a supportive learning environment, educators empower their students to overcome challenges and thrive academically. Additionally, the study underscored the significance of active student involvement, task orientation, collaboration, equity, and innovation in fostering robust learning motivation. Each of these elements within the classroom environment exhibits a high positive correlation with various motivational strategies, reinforcing the notion that a holistic and engaging learning setting is instrumental in bolstering students' intrinsic desire to learn. While test anxiety does exhibit a positive, albeit modest, correlation with classroom environment factors, it is noteworthy that its primary influencers may extend beyond the classroom, encompassing individual personality traits and exam preparation strategies (Liu et al., 2024). This highlights the need for a multifaceted

approach to addressing student anxiety, integrating both classroom interventions and individual support systems.

Overall, the table data clearly show a significant positive correlation between the college English classroom environment and motivated strategies for learning. This means that in order to enhance students' learning motivation, teachers should strive to create a positive, supportive, highly participatory, task oriented, collaborative, fair, and innovative classroom environment. At the same time, teachers should also pay attention to and help students alleviate exam anxiety, in order to improve their learning experience and effectiveness.

**Table 5**

*Relationship between College English Classroom Environment and Student Engagement*

Student Cohesiveness	r-value	p-value	Interpretation
Affective Strategies	.414**	0.000	Highly Significant
Behavioral Engagement	.416**	0.000	Highly Significant
Behavioral Engagement–Effortful Class Participation	.460**	0.000	Highly Significant
Cognitive Engagement	.473**	0.000	Highly Significant
<b>Teacher Support</b>			
Affective Strategies	.557**	0.000	Highly Significant
Behavioral Engagement	.530**	0.000	Highly Significant
Behavioral Engagement–Effortful Class Participation	.584**	0.000	Highly Significant
Cognitive Engagement	.585**	0.000	Highly Significant
<b>Involvement</b>			
Affective Strategies	.633**	0.000	Highly Significant
Behavioral Engagement	.609**	0.000	Highly Significant
Behavioral Engagement–Effortful Class Participation	.696**	0.000	Highly Significant
Cognitive Engagement	.654**	0.000	Highly Significant
<b>Task Orientation</b>			
Affective Strategies	.623**	0.000	Highly Significant
Behavioral Engagement	.612**	0.000	Highly Significant
Behavioral Engagement–Effortful Class Participation	.629**	0.000	Highly Significant
Cognitive Engagement	.640**	0.000	Highly Significant
<b>Cooperation</b>			
Affective Strategies	.575**	0.000	Highly Significant
Behavioral Engagement	.587**	0.000	Highly Significant
Behavioral Engagement–Effortful Class Participation	.662**	0.000	Highly Significant
Cognitive Engagement	.604**	0.000	Highly Significant
<b>Equity</b>			
Affective Strategies	.591**	0.000	Highly Significant
Behavioral Engagement	.640**	0.000	Highly Significant
Behavioral Engagement–Effortful Class Participation	.642**	0.000	Highly Significant
Cognitive Engagement	.637**	0.000	Highly Significant
<b>Innovation</b>			
Affective Strategies	.668**	0.000	Highly Significant
Behavioral Engagement	.592**	0.000	Highly Significant
Behavioral Engagement–Effortful Class Participation	.711**	0.000	Highly Significant
Cognitive Engagement	.732**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 5 shows the association between college English classroom environment and student engagement. The computed r-values indicate a strong direct correlation and the resulting p-values were less than the alpha level. This means that a significant relationship exists and implies that the better the college English classroom environment, the more that they are engaged.

In college English classrooms, teacher support has a significant positive impact on improving student engagement. The research results show that various participation indicators, including emotional strategy, behavioral participation, effort classroom participation, and cognitive participation, are highly significantly positively correlated with teacher support. When teachers provide students with sufficient emotional support, they are more likely to form a positive learning attitude, and possess stronger learning motivation and emotional regulation ability. This emotional support can help students build self-confidence, reduce learning anxiety, and become more engaged in learning. Teacher support is also highly correlated with student behavioral participation. When students feel the support and encouragement of the teacher, they are more likely to actively participate in

classroom activities, such as classroom discussions, group activities, and homework completion. Positive feedback and timely guidance from teachers can motivate students to participate more actively in the learning process. With the support of teachers, students are not only willing to participate in classroom activities but also willing to put in more effort to deepen their learning and thinking. They are willing to actively speak up in the classroom, raise their own opinions and questions, and engage in in-depth communication and discussion with teachers and classmates (Chai et al., 015). Teacher support also has a positive impact on students' cognitive engagement. When teachers provide clear learning goals and tasks, students can have a clearer understanding of their learning direction and strive for deep thinking and problem-solving. Heuristic teaching and guided learning by teachers can help students cultivate critical thinking and innovative abilities (Chi, 2017). When exploring the relationship between student engagement and their emotional strategies, behavioral engagement, effort classroom engagement, and cognitive engagement, the author found a highly significant positive correlation between these aspects. This reveals that students' own willingness to participate has a crucial impact on their learning outcomes. The engagement of students is closely related to their emotional strategies (Guo, 2018).

When students have a positive attitude towards learning, they are more likely to develop effective learning strategies, such as developing study plans, managing study time, and regulating learning emotions. This positive emotional state helps students maintain motivation when facing learning challenges, thereby improving learning outcomes. The participation of students is directly related to their behavioral participation. Students who actively participate in classroom discussions, group activities, and homework completion can not only consolidate their knowledge in practice, but also improve learning efficiency and depth through interaction and cooperation. The improvement of behavioral participation helps to cultivate students' practical ability, cooperative spirit, and innovative ability. The participation of students is also reflected in their efforts to participate in the classroom. Students who are willing to actively think, ask questions, and engage in in-depth discussions in the classroom can gain a deeper understanding of the knowledge they have learned, forming a more solid knowledge system. At the same time, this attitude of active participation can also stimulate students' interest and curiosity in learning, promoting their continuous exploration and learning (Zhang et. al.,2021). The level of student engagement is closely related to their cognitive engagement. Among students with high cognitive engagement, they are able to apply their learned knowledge for deep thinking, problem-solving, and innovative practice. This increase in cognitive engagement helps cultivate students' critical thinking, innovation, and self-learning abilities, laying a solid foundation for their future development (Guo, 2023).

In the educational environment, task orientation has been proven to be a key factor that can effectively promote student engagement. Research has shown that task orientation is highly positively correlated with all engagement indicators, including emotional strategies, behavioral engagement, effort classroom participation, and cognitive engagement. This discovery highlights the positive impact of clear learning goals and task orientation on student participation in the learning process (Cao, 2023). When learning tasks are clear and challenging, students are more able to stimulate their internal learning motivation and emotional engagement. They will develop a stronger interest in learning and actively use emotional strategies to manage learning emotions, such as developing learning plans and regulating learning pace. Task orientation can encourage students to actively participate in various learning activities. Clear learning objectives enable students to know what they need to do and how to do it. Therefore, they are more likely to actively participate in classroom discussions, group collaboration, and extracurricular activities, and practice the knowledge they have learned through practical actions. Driven by task orientation, students are more willing to put in effort in the classroom. They will listen attentively, think actively, ask questions proactively, and strive to have in-depth communication and discussion with teachers and classmates. This attitude of hard work and participation can not only improve the efficiency of classroom learning, but also cultivate students' ability for self-directed learning and lifelong learning habits. Task orientation also helps to improve students' cognitive engagement. Clear learning tasks can guide students to engage in in-depth thinking and exploration, encouraging them to apply the knowledge they have learned to solve practical problems. This increase in cognitive engagement helps cultivate students' critical thinking, innovation, and problem-solving abilities, laying a solid foundation for their future development. In

summary, there is a highly positive correlation between task orientation and student engagement. Clear learning objectives and task orientation can promote students to better participate in the learning process, improve their learning effectiveness and overall quality (Wang, 2018).

When exploring various influencing factors of student engagement, cooperation is particularly prominent. Research has shown a significant positive correlation between cooperation and participation indicators, which means that a good cooperative atmosphere can significantly improve student engagement, especially in terms of behavioral and cognitive participation. In a collaborative environment, students tend to actively participate in classroom discussions, group activities, and other forms of interaction (Chang, 2023). They are willing to work together with their peers to complete tasks, share ideas and perspectives. This interaction not only enhances their social skills, but also encourages them to be more proactive in the learning process. Through cooperation, students can learn and apply knowledge in practice, thereby deepening their understanding and mastery of knowledge. Collaboration also has a significant impact on students' cognitive participation. In the process of cooperation, students need to constantly think, analyze, and solve problems. They need to understand and absorb the opinions of others, while also expressing their own ideas and solutions. This kind of deep communication and thinking can encourage students to explore knowledge more deeply, improve their cognitive ability and problem-solving ability. In addition to behavioral and cognitive participation, cooperation can also have a positive impact on students' emotions and motivation. In an environment full of cooperation and support, students are more likely to feel the joy and sense of achievement of learning. They are more willing to invest time and energy in learning and exploration, thus forming a virtuous cycle and promoting further improvement of learning outcomes (Guo, 2023).

Fairness plays a crucial role in the learning environment of students, and its impact on student engagement cannot be ignored. Research has shown a significant positive correlation between fairness and student engagement, which means that a fair learning environment can greatly stimulate students to participate more actively in the learning process. In a fair learning environment, every student feels respected and treated equally. This atmosphere encourages students to actively participate in classroom discussions, group activities, and other learning activities. They believe that their voices will be heard and their viewpoints will be valued, so they are more willing to contribute their efforts and share knowledge and experience with others. Fairness also has a positive impact on students' cognitive participation. In a fair learning environment, students will not be discriminated against or excluded due to personal background, abilities, or grades. This atmosphere enables students to express their opinions more confidently, propose problems and solutions, thereby promoting deep learning and thinking. In addition, fairness also helps cultivate students' critical thinking and innovative spirit, encouraging them to think about problems from different perspectives and find new solutions. In addition to behavioral and cognitive participation, fairness also has a significant impact on students' emotional engagement. In a fair learning environment, students feel cared for and supported, and their learning motivation and interest are stimulated. This positive emotional state helps to enhance students' confidence and self-esteem, making them more willing to invest time and energy in learning and exploration. Fairness also affects student participation by promoting social interaction. In a fair environment, communication and cooperation between students are smoother and more effective. They are willing to share resources, experience, and knowledge, support and help each other. This positive interaction helps to cultivate students' spirit of cooperation and teamwork, laying a solid foundation for their personal growth and career development (Liu, 2017). Fairness has a significant positive impact on student participation.

In the field of education, innovation is not only an important driving force for promoting knowledge progress, but also a key factor in inspiring students to deeply participate in learning. There is a significant positive correlation between innovation and participation indicators, especially in terms of cognitive participation. This discovery clearly reveals that a learning environment that encourages innovation can greatly promote students to engage in deep thinking and problem-solving. When the learning environment encourages innovation, students are more willing to propose innovative ideas and perspectives. This free thinking atmosphere encourages them to engage in deep knowledge exploration, challenge traditional concepts, and seek

new solutions. The thinking, exploration, and practice in the process of innovation not only exercise students' critical thinking ability, but also enhance their knowledge integration and transfer ability, thereby greatly improving cognitive participation. The innovative atmosphere also has a positive impact on student behavioral participation. In the pursuit of innovation, students need to actively participate in various practical activities, such as experiments, surveys, projects, etc. These activities not only provide students with opportunities to apply theoretical knowledge to practice, but also allow them to constantly try, revise, and improve their ideas in practice. Through behavioral participation, students can not only deepen their understanding of knowledge, but also cultivate their practical abilities and teamwork spirit. Encouraging innovative learning environments helps students form positive emotional strategies. In the process of pursuing innovation, students may encounter setbacks and failures, but it is precisely this challenge that teaches them how to adjust their emotions and attitudes, and maintain a positive learning state. They value every opportunity to try and fail even more, because these experiences are valuable assets for their growth. The positive adjustment of this emotional strategy helps students better cope with difficulties and challenges in learning. (Ma et al., 2021).

In summary, there is a close positive correlation between the classroom environment of college English and student participation. In order to improve student participation, educators should pay attention to and optimize the classroom environment, including enhancing class cohesion, providing teacher support, promoting student participation, clarifying task orientation, encouraging cooperation, maintaining fairness, and stimulating innovation.

**Table 6**  
*Relationship between Motivated Strategies for Learning and Student Engagement*

Self-Efficacy	r-value	p-value	Interpretation
Affective Strategies	.666**	0.000	Highly Significant
Behavioral Engagement	.609**	0.000	Highly Significant
Behavioral Engagement–Effortful Class Participation	.662**	0.000	Highly Significant
Cognitive Engagement	.693**	0.000	Highly Significant
<b>Intrinsic Value</b>			
Affective Strategies	.736**	0.000	Highly Significant
Behavioral Engagement	.730**	0.000	Highly Significant
Behavioral Engagement–Effortful Class Participation	.769**	0.000	Highly Significant
Cognitive Engagement	.767**	0.000	Highly Significant
<b>Extrinsic Value</b>			
Affective Strategies	.653**	0.000	Highly Significant
Behavioral Engagement	.659**	0.000	Highly Significant
Behavioral Engagement–Effortful Class Participation	.658**	0.000	Highly Significant
Cognitive Engagement	.671**	0.000	Highly Significant
<b>Test Anxiety</b>			
Affective Strategies	.171**	0.000	Highly Significant
Behavioral Engagement	.300**	0.000	Highly Significant
Behavioral Engagement–Effortful Class Participation	.253**	0.000	Highly Significant
Cognitive Engagement	.227**	0.000	Highly Significant

Legend: Significant at  $p$ -value < 0.01

Table 6 presents the association between motivated strategies for learning and student engagement. The computed r-values indicates a strong direct correlation and the resulted p-values were less than the alpha level. This means that there was significant relationship exists and implies that the more motivated for learning, the more that they are engaged.

Self-efficacy, which refers to students' beliefs and judgments about their ability to complete learning tasks, has been widely studied and confirmed to have a significant positive correlation with student engagement. It is highly significantly correlated with affective strategies. This indicates that the stronger the self-efficacy of students, the more likely they are to adopt positive emotional strategies to manage emotions during the learning process. These strategies may include maintaining optimism, actively responding to challenges, effectively managing stress, etc., in order to maintain a good learning state.

Intrinsic value refers to students' interest and identification with the learning task itself, and their level of participation. When students realize the intrinsic value of learning, they become more engaged in emotions, behavior, and cognition. The stronger a student's sense of intrinsic value in learning, the more likely they are to adopt positive emotional strategies to manage the learning process. This positive emotional state can encourage students to enjoy the learning process more, thereby maintaining a good learning attitude and motivation. The higher the intrinsic value identification of students towards learning, the higher their participation in behavior. They are more likely to actively participate in various learning activities, such as classroom discussions, group collaboration, self-directed learning, etc., because these activities can make them feel the joy and sense of achievement of learning. When students realize the intrinsic value of learning, they will also put in more effort in the classroom. This kind of effort not only helps to improve their learning effectiveness, but also cultivates their self-learning ability and lifelong learning habits. Students' recognition of the intrinsic value of learning can promote their deep learning and thinking. They are more likely to actively explore new areas of knowledge, challenge their thinking limits, and seek new methods to solve problems. This increase in cognitive engagement not only enhances their learning outcomes, but also cultivates their innovative and critical thinking abilities. In summary, intrinsic value is one of the important factors affecting student engagement (Zhang et. al.,2021).

Although the driving force of external values, such as grades and rewards, and student engagement is different from that of internal values, they still play an important role in motivating students to actively participate in learning. Although external value mainly focuses on external incentives and rewards, students may still develop positive emotional responses and adopt positive emotional strategies to manage learning (Zhang et al., 021). Students' expectations of achieving good grades or rewards may stimulate their enthusiasm for learning, making them more actively engaged in learning. External values motivate students to actively participate in various learning activities. Students may work harder to participate in classroom discussions, complete assignments, and participate in group collaborations in order to achieve good grades or rewards. The increase in participation helps them acquire knowledge and skills, and cultivate their learning habits and sense of responsibility. External values can also motivate students to put in more effort in the classroom. Students may focus more on classroom content, actively participate in classroom interactions, and strive to think and answer questions in order to achieve excellent grades or win rewards. This kind of effort to increase classroom participation can help students better understand and master classroom knowledge. External values can also promote deep learning and thinking among students. When students realize that they can achieve good grades or rewards through hard work, they may be more proactive in exploring new areas of knowledge, challenging their thinking limits, and seeking new methods to solve problems. This increase in cognitive engagement not only enhances students' learning outcomes, but also cultivates their innovative and critical thinking abilities (Xu et. al., 2019).

The relationship between exam anxiety and student engagement is complex. Although research has found a significant positive correlation between them, the  $r$  value is relatively low, indicating that this relationship may not be direct or linear. This phenomenon may indicate that a certain level of exam anxiety can indeed encourage students to study harder and participate in classroom activities, but excessive anxiety may have a negative impact. Exam anxiety may prompt students to adopt specific emotional strategies to cope with stress (Cheng, 2023). These strategies may include seeking help, adjusting mindset, and developing learning plans. However, if the level of anxiety is too high, students may feel unable to cope, leading to the failure of emotional strategies. A certain degree of exam anxiety may encourage students to increase their behavioral engagement, such as studying harder, participating in extracurricular tutoring, and doing more practice questions. These behaviors all contribute to improving students' exam scores. However, when the level of anxiety is too high, students may avoid participating in certain activities due to fear of failure, or be unable to participate effectively due to excessive tension. Exam anxiety may motivate students to participate more actively in the classroom to better understand and master knowledge. However, excessive anxiety may lead to students being overly nervous, unable to focus on classroom content, or afraid of making mistakes in class and avoiding participating in discussions. Moderate exam anxiety may encourage students to think more deeply and explore problems to

achieve good results in exams. (Zhao, 2023).

**Table 7***Proposed English Learning Enhancement Program for Chinese College English Course*

Key Result Area	Objectives	Strategies/ Activities	Success Indicator	Persons Involved
1. College English Classroom Environment  - Involvement  I ask the teacher questions in class.	To enhance student engagement by promoting a culture of curiosity and active participation in the college English classroom.;  To empower students to feel confident and comfortable asking questions during class sessions.	“Active Learning Workshops” - Host interactive workshops that emphasize the value of asking questions and participating in class discussions. - Train students on effective questioning techniques and how to engage in meaningful dialogues with teachers and peers. - Facilitate group discussions and peer-to-peer teaching sessions to create a supportive and collaborative classroom atmosphere. - Present case studies of successful student-teacher interactions to illustrate the positive impact of active involvement. “Engagement Incentive Program” -Develop a reward system to acknowledge and incentivize students who frequently participate and ask questions in class; -Implement a feedback mechanism where students receive constructive comments on their participation, along with suggestions for improvement; -Display motivational quotes and success stories related to classroom involvement around the campus to inspire students to engage more actively.	90 percent of students have recognized the importance of active involvement in the classroom and will show increased participation by asking questions and engaging in discussions during class sessions;	English teachers; College authorities Students
2. Motivated Strategies for Learning  - Self-Efficacy  My study skills are excellent compared with others in the English class.	To enhance students' belief in their ability to learn and apply effective study skills;  To identify and address the factors that contribute to self-efficacy in learning English.	“Effective Study Skills Workshops” -Conduct interactive workshops that focus on various study techniques and time management strategies specifically tailored for English learning. -Provide hands-on activities where students can practice and apply different study methods. -Share case studies of students who have successfully improved their study skills and academic performance in English  Self-Efficacy Enhancement Program - Deliver lectures on the concept of self-efficacy and its importance in academic success; -Facilitate discussions and personal reflections where students can identify their strengths and areas for improvement in their study habits; - Post motivational quotes and success stories about effective study skills and self-efficacy around the campus or classroom to inspire students.	90 percent of students have understood and implemented effective study skills and demonstrate increased self-efficacy in their English learning process;  90 percent of students have reported higher confidence in their study skills and perceive them as excellent compared to others in the class.	English teachers; Students
3. Student Engagement  - Affective Strategies  I feel proud in the English class	To foster a sense of pride and emotional connection in students towards their English learning experience;  To help students recognize and celebrate their progress and achievements in English class.	English Pride Club -Establish a club where students can share their English learning experiences, achievements, and challenges; Organize regular meetings where members can present their work, receive feedback, and celebrate milestones; -Include activities such as peer recognition awards and showcasing student projects to promote a sense of accomplishment; English Achievement Forum -Host forums where students can discuss their learning journeys and the emotional aspects of their English studies; -Invite guest speakers, such as successful alumni or motivational speakers, to share their experiences and inspire students; -Facilitate group discussions that allow students to express their feelings about their progress and set personal goals for improvement.	90 percent of students have reported feeling a sense of pride and emotional connection to their English class.  90 percent of students have actively participated in club and forum activities, showcasing their achievements and progress.	English teachers; College authorities; Students



#### 4. Conclusions and recommendations

The college English classroom environment is generally perceived in a favorable light by students, as evidenced by their agreement with the current conditions. Among the various factors, teachers' encouraging and supportive approach stands out as the most crucial element, fostering a nurturing learning atmosphere. Furthermore, innovation, student cohesiveness, task orientation, and cooperation are also highly valued, further contributing to a positive classroom culture. Collectively, this positive environment is instrumental in fostering learning and engagement among Chinese EFL learners in provincial colleges. Chinese EFL learners in provincial colleges generally agree with the motivated strategies for learning in their English classes. Extrinsic Value was significant in motivating students. Both external and internal factors play an important role in motivating learning. Students tend to be moderately confident in their learning abilities but may experience some anxiety when facing assessments. Overall, students generally agree with the motivated strategies implemented in their English classes. Chinese EFL learners in provincial college show a high level of engagement in English classes, characterized by active participation, meaningful cognitive processes, and satisfactory affective strategies and class participation. A supportive and stimulating college English classroom environment enhances motivated learning strategies and student engagement, with intrinsic motivation being particularly important. Fostering self-efficacy, appreciating learning's intrinsic value, and reducing test anxiety are key to promoting engagement and improving learning outcomes. The researcher proposed an English learning enhancement program for the Chinese college English students to motivate learning strategies, encourage active engagement, and improve language proficiency and academic performance.

College administrators may focus on creating a supportive environment that enhances student engagement through resources like workshops and incentives. By promoting active participation and regularly assessing these efforts, they can ensure continuous improvement. Curriculum designers may integrate active learning strategies to boost student engagement and motivation. This involves including study skills training to build self-efficacy and creating content that fosters an emotional connection with English studies, enhancing the overall learning experience. English teachers may use interactive methods like multimedia tools and group activities to engage students. Providing constructive feedback that builds confidence and creating a supportive classroom environment will encourage active participation. Students may take an active role in their learning by participating in class discussions, asking questions, and applying effective study techniques. Additionally, they may engage with peer support groups, such as clubs and forums, to share experiences, celebrate achievements, and strengthen their connection to their English studies. Future researchers may expand the sample size to include more diverse and representative students from different universities and grades to gain a more comprehensive understanding of the phenomenon. English language teachers may try to implement the proposed program for trial and improve it according to the results of the try out.

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