FACTORS AFFECTING ENGLISH SELF-EFFICACY IN ENGLISH LEARNING OF HIGH

SCHOOL STUDENT IN CHINA

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FACTORS AFFECTING ENGLISH SELF-EFFICACY IN ENGLISH LEARNING OF HIGH
SCHOOL STUDENT IN CHINA

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BY

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This study aims to explore effect of experiential learning on learning motivation in the ideological and political education of first-year college students. In this study, 40 first-year college students from Jiuquan Vocational and Technical College were randomly divided into experimental group and control group, 20 in each group. Experimental group was given experiential learning, control group was not given experiential learning. This study adopts quasi-experimental design and quantitative data analysis. The influence of experiential learning on the learning motivation of first-year college students ideological and political education was investigated by using pre-test and post-test control group.The tools used in this study were as follows :1) Experiential learning program can improve the learning motivation of ideological and political education of college students through four components: concrete experience, reflective observation, abstract generalization and active practice; 2) The learning motivation scale had a total reliability of 0.96. The data were analyzed by using descriptive statistics, mean, standard deviation, percentage, and t-test for dependent samples and independent samples. After the experiment, it was found that the learning motivation in the ideological and political education of first-year college students of experimental group was higher than the control group and before the experiment, with statistical significance at 0.001 level.

Keyword : Learning Motivation, Experiential Learning, Ideological and Political Education

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CHAPTER 1

INTRODUCTION

1.1 Background

China has undergone significant societal changes, notably in the surge of English learners. The shift began in 1978 when China opened its doors to the world, highlighting the pivotal role of English in the country's development. Factors such as WTO accession, hosting major events like the 2008 Beijing Olympics and the 2023 Hangzhou Asian Games, have spurred Chinese citizens to learn English for global adaptation and employment prospects (Hu, 2005). Remarkably, 93.8% of Mainland China's foreign language learners focus on English, totaling 390.16 million out of 415.95 million learners (Wei & Su, 2012). English, being the most popular foreign language in China, is embraced across educational levels and industries, solidifying its status as a global language in the Chinese context (Liu et al., 2023).

The significance of English learning in China lies in its role in modernizing the country's image and creating opportunities for individuals (Chang, 2006). China's increasing global influence prompted President Xi Jinping to advocate for "telling China stories well" in 2013, emphasizing the use of China's communication channels to enhance international influence (Huang & Wang, 2019). Language skills have become a key indicator of education quality, reflecting personal details such as background, values, and intelligence when individuals represent China internationally. The

requirement for English proficiency is widespread across job positions in China, influencing career advancement and salary increases, with many people recognizing it as a prerequisite for professional success.

The importance of learning English in China is undeniable, while self-efficacy is one of the most influential factors for language learning. As articulated in Bandura's book title, "The Exercise of Control", scholars had explored the human's conviction of that significant life events can be controlled, the stress can be diminished, and motivation can be enhanced, life's challenges can be tackled (Skinner, 1995; Shapiro, Schwartz & Astin, 1996). If we were to represent self-efficacy on a coordinate axis, with

confidence on the vertical axis and ability on the horizontal axis, higher values on both dimensions would indicate a higher level of self-efficacy. This would signify a broader range of areas that a person feels they can control. This concept of a confidence-ability axis is applicable across various domains of human life, including work, studying, life skills, and even specific events. While English self-efficacy, as the individual's belief and confidence in their ability to various tasks related to English (Wang et al., 2017; Wang et al., 2023; Huang, 2008), thus has its significance role particularly on one's English learning and output process.

Many scholars have proved the importance of self-efficacy on English learning. Perceptions of self-efficacy significantly impact motivation, goal setting, effort, and persistence. High self-efficacy leads to more effective self-regulated learning, efficient goal-setting, mitigates language learning anxiety, and promotes class engagement (Meera & Jumana, 2015; Kitikanan & Sasimonton, 2017; Chen, 2020). High self-efficacy in English often correlates with better language performance. Studies also reveal strong links between self-efficacy and specific English skills. High self-efficacy in listening, speaking, reading, and writing positively influences performance in these areas (Chen, 2007; Asakereh & Dehghannezhad, 2015; Shehzad et al., 2019; Sun et al., 2021). Overall, self-efficacy is a critical factor in English language learning success, benefiting both academic achievement and the adoption of effective learning strategies, particularly for second language learners.

Chinese people commonly grapple with a pervasive challenge in their English language learning journey—lack of confidence. This struggle is particularly evident in spoken English proficiency, influenced by linguistic factors like vocabulary, pronunciation, and grammar, coupled with psychological elements such as anxiety, shyness, fear of errors, and diminished motivation (Amoah & Yeboah, 2021). Hengzhou Senior High School students in this study, especially those with weaker English proficiency, face a profound lack of self-assurance, often exhibiting resistance and test anxiety. Even high-performing students may struggle with confidence, especially in

speaking and conversing with native speakers. Various factors contribute to this, including the broader social environment in China, where English is not prevalent in daily life, and macro-level challenges, such as limited English communication opportunities due to tourist visa restrictions. Micro-level issues, like Hengzhou City's economic status and public schools' large class size setting, further compound English self-efficacy and motivation problems among students.

The factors affecting one's English self-efficacy are rooted from the sources of one's general self-efficacy. The sources of self-efficacy are performance accomplishments (past successes and task completions) (Bandura, 1977), vicarious learning (observing others like role models or peers successfully undertaking a task) (Bandura, 1986), or positive emotional and physiological states (Bandura, 1982), social persuasion (feedback, advice, and supportive comments from mentors or experts) (Pajares & Urdan, 2006), among others. With these theoretical base and the students' actual circumstances of English learning, factors affecting student's English self-efficacy could thus be predicted. It is considered that English language proficiency, foreign language anxiety, English learning motivation, peer influence, teacher-student interaction, parental educational involvement, and cultural attitude are the potential influence factors.

Language proficiency is one's effective language use across classrooms or daily scenarios. Language proficiency influenced English self-efficacy, and learners' English self-efficacy has a significant impact on their English performance. Proficient learners generally had high self-efficacy in language learning tasks, and this self-confidence played a significant role in their success in learning English, for example performing better in English test (Tilfarlioğlu & Cinkara, 2009; Rahimi & Abedini, 2009). Confidence in language skills seems to have a stronger connection in East Asian countries compared to Western countries (Wang & Sun, 2020). Other scholars suggests English self-confidence matters when predicting how well highly skilled interpreters

perform, but it doesn't matter as much for those who aren't very good in their second language (Ivars et al., 2014).

Foreign language anxiety refers to language-related unease. Foreign language anxiety can have a detrimental impact on one's English self-efficacy. Mutually, as English self-efficacy decreases, foreign language anxiety tends to increase, reducing the anxiety can boost one's English self-efficacy. Higher levels of language anxiety tend to lower self-efficacy in language learning and communication. Anxiety can make individuals doubt their ability to perform well in language-related tasks, such as speaking fluently in a foreign language. Anxious language learners may become passive in the classroom, avoiding activities that could improve their language skills or even skipping class (Horwitz, 2001; Gregersen & Horwitz, 2002). Studies have shown that foreign language anxiety can be a concern for students, particularly in language classes. This anxiety can lead to self-consciousness when speaking in class and concerns about their peers' language proficiency. Individuals with high self-efficacy are more resilient in the face of language anxiety, as they have confidence in their language skills and can persevere despite anxiety-inducing situations (Woodrow, 2006; Bandura, 1997). Research has also consistently demonstrated a negative link between foreign language anxiety and self-efficacy, emphasizing the need for effective methods to reduce anxiety and boost self-efficacy in language learners (Cubukcu, 2008; Torres & Turner, 2016; Zhou et al., 2022).

English learning motivation contains both intrinsic and extrinsic drives related to English activities. English learning motivation influence English self-efficacy, and one who has high English learning motivation tend to has high English self-efficacy. Lacking confidence tend to struggle with self-motivation and may give up easily when faced with English difficulties (Nurwendah & Suyanto, 2019; Roshandel, Ghonsooly, & Ghanizadeh, 2018). While students with a strong sense of self-efficacy tend to embrace challenging tasks, develop a keen interest in learning, and recover quickly from setbacks, which in turn fuels their motivation to excel academically (Bandura, 1997; Zimmerman, 2000;

Williams et al., 2014). Studies show a positive relationship between motivation and self-efficacy, with self-efficacy significantly affecting motivation (Torres & Alieto, 2019; Shin, 2018).

Peer influence refers to the social group impact on one's attitudes and decisions toward certain circumstances. Peer influence plays a crucial role in shaping students' self-efficacy (Bandura et al., 1996), students with high self-efficacy are less susceptible to negative peer influence. When students observe peers who are similar to themselves succeeding in a task, it can boost their self-efficacy and inspire them to attempt the task, especially if they believe in their potential for success (Schunk, 1987; 1989; Parajares & Schunk, 2001). On the other hand, if they witness others failing, it may lead to self-doubt and discourage them from trying the task. Research indicates a correlation between self-efficacy and engaging in academic dishonesty, with lower self-efficacy beliefs contributing to students being influenced by their peers' cheating behavior (Nora & Zhang, 2010).

Teacher-student interaction is the dynamic classroom communication process. Teacher-student interactions hold a significant influence on students' English self-efficacy, while an effectively interactive classroom setting cultivates student's English self-efficacy. Research has explored the link between teacher-student interactions and self-efficacy in various academic contexts. Studies have revealed that positive teacher-student interactions can enhance students' self-efficacy and their preference for specific teaching methods, like the flipped classroom (Wentzel, 2016; Klassen & Tze, 2014; Li & Yang, 2021). While not directly testing the relationship, it was observed that students with higher self-efficacy showed more engagement in class, and in classrooms with strong emotional support, students, regardless of their self-efficacy levels, reported similar levels of engagement (Martin & Rimm-Kaufman, 2015).

Parental educational involvement, as parents' active participation, engagement, and support on children's education, plays a role in shaping students' self-efficacy beliefs (Baumrind, 1966; Bandura, 1997). Studies emphasize the ongoing influence of

parental expectations, communication, and activities on students' motivation and confidence in academic endeavors. Notably, the greater the parental expectations, expressed appropriately, the higher the children's self-efficacy tends to be (Fan & Williams, 2009; Lv et al., 2018; Cross et al., 2019; Yi & Ko, 2013; Shih & change, 2018).

Cultural attitude refers to one's perception of his or her native and other cultures. Cultural attitude influence one's language achievement and thus indirectly influence his or her English self-efficacy. Research suggests that learners with positive attitudes toward the target culture are more likely to acquire the language effectively compared to those with less favorable attitudes (Gardner, 1985; Chambers, 1999; McKay, 2002; Nault, 2006). Studies focusing on affective variables in language learning have shown that learners' cultural attitudes significantly influence their language learning outcomes. Positive cultural attitudes lead to increased motivation, ultimately resulting in higher proficiency levels (Yan & Horwitz, 2008; Dewaele & Wei, 2013; Sharifian, 2017). Positive cultural attitudes lead to better language acquisition, while thus enhance learners' beliefs in their ability to master the language effectively.

Pajares and Schunk (2001) indicate that domain-specific self-efficacy beliefs are better predictors of performance in those specific domains than generalized self-efficacy beliefs, focusing on task-specific self-efficacy allows for targeted interventions. English self-efficacy is a domain-specific self-efficacy. Concurrently, the factors affecting it, base on the source of self-efficacy in the broad sense, but not entirely identical. Above all, personal factors, as individuals' previous language proficiency, foreign language anxiety, and motivation; social factors, including peer influence, teacher-student interaction, and parental educational involvement; cultural factor as cultural attitude, all have impact on how Chinese students perceive and develop their English self-efficacy. In this study, the 11th grade students have gone through a year of study, gradually adapting to the English learning requirements of high school. However, they are currently facing the challenge of transitioning to the crucial preparation period for the third year, which involves the most significant exam in their lives—Gaokao. This

exam, almost determining the fate of every Chinese student, not only assesses their English proficiency but also tests their psychological resilience. There is a need to explore and understand these factors affecting these students' English self-efficacy, and as educators, we could thus provide students guidance to perceive and shape their English self-efficacy to tackle such challenge. Over all, cultivating self-efficacy remains a timeless pursuit for educators and learners alike, as learning is an integral part of the human journey, and self-efficacy plays a vital role across all learning endeavors.

1.2 Research Question

The aim of this study research project was to explore the relationship between the educational psychology concept of English self-efficacy of senior high school students and the following.

RQ 1) What is the relationship between language proficiency, foreign language anxiety, English learning motivation, peer influence, teacher-student interaction, parental educational involvement, and English self-efficacy?

RQ 2) What are the factors that correlate with English self-efficacy?

1.3 Objectives of Research

1) To investigate the relationship between language proficiency, foreign language anxiety, English learning motivation, peer influence, teacher-student interaction, parental educational involvement, cultural attitude, and English self-efficacy.

2) To investigate the factors that affecting English self-efficacy of Hengzhou Senior High School students.

1.4 Significance of Research

This study may have significance on several levels. Firstly, for educational improvement, understanding the factors that influence English self-efficacy can lead to the development of more effective English teaching strategies and psychological interventions for high school students in China. Secondly, for the point of view of student outcomes, high self-efficacy in English learning is often associated with better academic

performance and language proficiency. Identifying these factors can help students achieve higher levels of English learning success. Thirdly, from the perspective of reducing language anxiety, by uncovering these factors that impact self-efficacy, the research may help in reducing negative emotions during learning among high school students, making English learning a more positive and less stressful experience. Further, this research will support English teachers and parents in understanding their roles in students' English education, encouraging reflection on their educating methods and thus provide better guidance to students, helping them to cultivate the students' positive attitude towards language learning and boosting their enthusiasm for it. Above all, academically, this study can serve as a supplementation for future research on self-efficacy in language learning, both in China and in other similar educational settings.

1.5 Scope of Study

1. Population

The population of this study consists 20 classes of students in the second year of Moli Campus of Hengzhou Senior High School, with a total number of 1,260 students. The school located in Hengzhou City, Nanning, Guangxi Zhuang Autonomous Region, China, is a school that provides full-time general high school education.

2. Sample

According to Krejcie and Morgan s table (1970), 333 students was selected by the simple random sampling approach out of the 1,260 population base as the study sample.

1.6 Research Variables

The independent variables of the study are 1) language proficiency, 2) foreign language anxiety, 3) English learning motivation, 4) peer influence, 5) teacher-student interaction, 6) parental educational involvement, and 7) cultural attitude. While the dependent variable is English self-efficacy.

1.7 Definition of Terms

1. English Self-Efficacy

English self-efficacy is an English learner's domain-specific belief and confidence that they are capable to effectively engage in various tasks related to English language proficiency, such as listening, speaking, reading, writing. For example having confidence on: understanding actual English conversations or English dialogue tape records; describing things or discuss things with others in English; understanding various English texts; producing various English texts, and so on.

2. Language Proficiency

Language proficiency is the comprehensive ability to effectively and accurately use a language in such as speaking, listening, reading, and writing across social or academic contexts, which can be evaluated through authoritative testing.

3. Foreign Language Anxiety

Foreign language anxiety is an emotional and psychological state characterized by feelings of unease or tension that emerge in learning or using the language, such as feeling extremely nervous when speaking English or in English test.

4. English Learning Motivation

English learning motivation refers to both internal motivation, driven by one's curiosity for English things and a desire for English competence, for example, one's enjoyment of learning English or one's persistence on English learning challenges; and external motivation influenced by objective English related factors, for example, the push of English exams or the push by the English teacher's praise.

5. Peer Influence

Peer influence is the encouraging power or coercion exerted by one's peers or social group, affecting their attitudes, behaviors, and decision-making processes. For example, those who aren't very good at English are motivated by the ones who do well and thus work harder on English learning; or on the contrary, the student looks up to

some of those who don't work hard on English because of the need for peer acceptance, and the student thus follow this pattern of slacking off in English learning.

6. Teacher-Student Interaction

Teacher-student interaction is a dynamic process in the classroom where educators and learners engage in active communication. The teacher guides and supports students' learning effectively, while the students are willing to react positively, which is a mutual, reciprocal process.

7. Parental Educational Involvement

Parental educational involvement is the parents' expectation, engagement, and support that parents provide in their children's educational experiences and academic pursuits. It involves setting academic expectations, assisting with homework, communicating with teachers, exhibiting a positive and supportive attitude towards the children's academic success, and so on.

8. Cultural Attitude

Cultural attitude is the perception of our native culture, and our willingness or unwillingness to accept things form other cultures, for example, either we are open to learning diverse cultures, or we believe that understanding history, economics, etc. from other cultures is inconsequential.

1.8 Framework of the Study
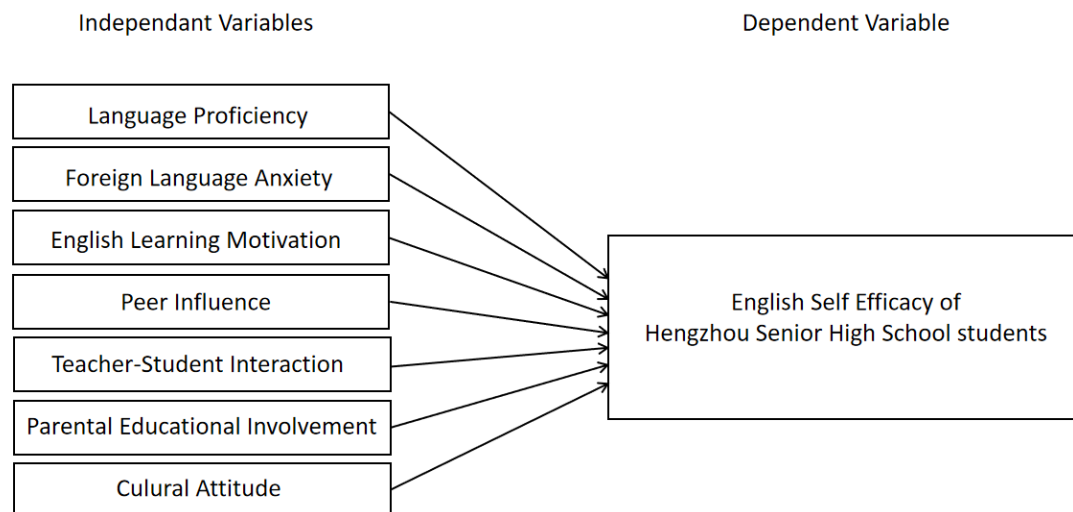
FIGURE 1 Framework of the Study

1.9 Research Hypotheses

1) Language proficiency, foreign language anxiety, English learning motivation, peer influence, teacher-student interaction, parental educational involvement, and cultural attitude were the factors related to the English self-efficacy of Hengzhou Senior High School students in China.

2) The effect of language proficiency, foreign language anxiety, English learning motivation, peer influence, teacher-student interaction, parental educational involvement, and cultural attitude were the factors contributed to the English self-efficacy of Hengzhou Senior High School students in China

CHAPTER 2
LITERATURE REVIEW

In this chapter, the dependent variable English self-efficacy, along with the seven independent variables representing the factors influencing English self-efficacy, will be thoroughly reviewed and expounded upon. Detailed explanation of each of these variables will be carried out combing with relevant theoretical literature, and the existing research on the correlations between these independent variables and the dependent variable will also be discussed in depth:

1.English Self-Efficacy

    1.1 Definitions of Self-Efficacy

    1.2 Definitions of English Self-Efficacy

    1.3 Sources of Self-Efficacy

    1.4 Importance of English Self-Efficacy

    1.5 Measurement of English Self-Efficacy

2. Language Proficiency

    2.1 Definitions of Language Proficiency

    2.2 Importance of Language Proficiency

    2.3 Measurement of Language Proficiency

    2.4 Language Proficiency and English Self-Efficacy

3. Foreign Language Anxiety

    3.1 Definitions of Foreign Language Anxiety

    3.2 Foreign Language Anxiety in China

    3.3 Reduce of Foreign Language Anxiety

    3.4 Measurement of Foreign Language Anxiety

    3.5 Foreign Language Anxiety and English Self-Efficacy

4. English Learning Motivation

    4.1 Definitions of Motivation

    4.2 Definitions of English Learning Motivation

2.1 English Self-Efficacy

     2.1.1 Definitions of Self-Efficacy

          The word "efficacy" comes from the Latin word "efficacia", which is the noun form of the adjective word "efficax". In this word, "ex" means "to get something from..."; while "facere" means "to do" or "to act". Over time, the word evolved from Latin to English, becoming "efficacy", which denotes ability, effectiveness, efficiency, or the ability to succeed.

          The concept of "self-efficacy" was firstly introduced by Albert Bandura in 1997, originating from his work on social learning (Bandura, 1977). According to him, *"peoples judgments of their capabilities to organize and execute courses of action required to attain designated types of performances"* (Bandura, 1986, p. 391). While perceived self-efficacy refers to beliefs in *"one's capabilities to organize and execute the courses of action required to produce given attainments"* (Bandura, 1986, p. 11).

          Base on the fundamental construction of Bandura (1986), Zimmerman (1989) and Pajares (1996) as well raise that self-efficacy is one's perceptions about his capabilities to plan and execute actions to achieve specified skill performance in specific tasks.

          More specifically, self-efficacy is the individual inclination to engage in behaviors of which they believe will help them achieve their goals, particularly those they highly value. It leads them to pursue actions that they anticipate will lead to desired outcomes and to prioritize strategies they believe are within their capabilities (Maddux, 2016).

          Playing crucial role in shaping students' educational experiences and outcomes, making the definitions of self-efficacy widely discussed in the field of education and personal development. Pajares and Schunk (2001) define the idea that self-efficacy is a learner's personal assessment or belief in their ability to successfully complete a particular task or achieve specific performance levels. Linnenbrink and Pintrich (2003) think self-efficacy pertains to students' confidence in their ability to accomplish tasks such as solving math problems, reading a book, riding a bicycle, or

tying their shoes. It involves their personal assessment of whether they can or cannot perform these activities, much like self-perceptions of competence or self-concept beliefs, which also reflect similar convictions (Linnenbrink & Pintrich, 2003). The term of "academic self-efficacy" is also a common topic in educational studies, and the term is described as an individual's confidence in their ability to excel academically and attain their educational objectives (Meece, 1991).

Overall, Self-efficacy is a fundamental concept in psychology and education that reflects an individual's beliefs in their own capabilities to plan, execute task-specific actions, and achieve specific goals or performance levels.

2.1.2 Definitions of English Self-Efficacy

The unique characteristic of the self-efficacy construct is its specificity to particular domains, contexts, and tasks, as pointed out by Zimmerman and Cleary (2006). It is essential to assess self-efficacy in a task-specific manner, or discipline-specific context, since it differs across various tasks (Raoofi et al., 2012). Given the unique nature of language learning compared to other forms of learning, it is crucial to explore how learners develop self-efficacy and identify the factors that influence it in second/foreign language contexts (Williams, 1994). Since self-efficacy is a highly context-specific construct that impacts various domains, including academic achievement and language learning. It is crucial to consider this specificity when assessing and understanding self-efficacy in different contexts.

Schunk and Swartz (1993) emphasize self-efficacy's role in academic settings, specifically in English classes, where students believe in their capability to effectively complete assignments.

Wang et al. (2017) described English self-efficacy as an individual's level of belief or confidence in their capacity on effective English communication, good comprehension on English conversation, engagement and proficiency in English writing.

According to Wang et al. (2023), they argue that self-efficacy within the context of learning primarily pertains to academic self-efficacy. They further assert that

English learning self-efficacy can be viewed as a subset of academic self-efficacy, specifically focusing on students' confidence in their capacity to accomplish academic tasks and fulfill English learning prerequisites (Huang, 2008).

In summary, English self-efficacy is a domain-specific confidence in one's ability to perform tasks related to English language proficiency.

2.1.3 Importance of English Self-Efficacy

The perception of self-efficacy not only shapes people's motivation but also determines the goals they establish, the amount of effort they invest to attain those goals, and their resilience in persevering despite failures (Bandura 1986). The level of self-efficacy significantly influences the way students engage with tasks, the strategies they employ, their motivation, and their willingness to tackle difficult assignments. Those who possess a high level of self-efficacy are capable of maintaining their efforts and have a greater likelihood of success, whereas students with a low self-efficacy tend to readily abandon challenging tasks (Hutzler, Zach, & Gafni, 2005).

A strong command of the English language often correlates with higher self-efficacy scores. Moreover, research consistently demonstrates a positive correlation between self-efficacy and English language performance. This suggests that students who believe in their ability to excel in learning English tend to perform better in the language(Chen, 2007). Since self-efficacy reflects one's belief in their ability to effectively plan, organize, and carry out actions to achieve specific goals. In the context of English language learning, self-efficacy plays a crucial role as it influences students' motivation and their control over their actions and learning environment. Those with high self-efficacy are more confident in facing challenges, managing situations, generating ideas, and solving problems, making them more proficient in using the English language (Anyadubalu, 2010).

According to Kim et al. (2015), compare to those who possess lower self-efficacy, students exhibiting strong self-efficacy are prone to utilizing self-regulated learning strategies more efficiently, resulting in superior performance in English

language learning. Bai and Wang (2023) also suggested that high English self-efficacy learners exhibit more effective self-regulated learning behaviors by exhibit more effective self-regulated learning behaviors. High self-efficacy is linked to effective goal-setting and the use of efficient learning strategies, both contributing significantly to academic success. Additionally, it serves as a valuable tool in mitigating English learning anxiety, providing students with the confidence to tackle language challenges (Omer & Duygu, 2021).

Additionally, self-efficacy is a crucial predictor of students' class engagement. Even when faced with challenging tasks, students with high self-efficacy and a genuine interest in English language learning tend to remain engaged in the learning process. This suggests that a belief in their competence and a genuine interest in learning the language can foster enjoyment even amidst challenging tasks (Bai et al., 2022, p.10).

Scholars have also discussed how self-efficacy shows its importance in specific English language tasks, including listening, speaking, reading, and writing.

Chen (2007) discovered a notable positive correlation between self-efficacy beliefs among EFL learners and their listening achievement. This suggests that EFL students who had higher self-efficacy beliefs in their listening abilities tended to perform better in listening tasks. Rahimi and Abedini (2009) also provided an example demonstrating the beneficial relationship between listening self-efficacy and listening achievement. They conducted a study investigating the influence of self-efficacy on the listening comprehension skills of 61 Iranian English learners during listening tests.

Asakereh and Dehghannezhad (2015) investigated the connection between Iranian EFL students' satisfaction with speaking classes, their English speaking self-efficacy, and their actual speaking skills achievement. Notably, speaking self-efficacy in were a stronger predictor for the students' speaking skills achievement compared to their satisfaction with speaking classes. This suggests that students' confidence and

belief in their own speaking abilities played a more significant role in determining their speaking skills performance.

Yusheng Li and Chuang Wang (2010) found a significant connection between self-efficacy and the utilization of reading strategies. They categorized these strategies into three important groups: meta-cognitive, cognitive, and social/affective strategies. The study highlights the importance of fostering reading self-efficacy beliefs in English language learners. It is also revealed that a positive and significant correlation between "reading self-efficacy" and the "reading comprehension" of Saudi EFL learners. In simpler terms, the study found that as Saudi EFL students' "reading self-efficacy beliefs" increased, their "reading comprehension" performance improved accordingly (Shehzad et al., 2019).

Hetthong and Teo (2013) found a strong positive relationship (r=0.71) between students' overall writing self-efficacy and their overall writing performance at the paragraph level. In summary, while sub-skill correlations varied, the correlation for overall paragraph writing was notably positive. Sun et al. (2021) founded that the connection between writing self-efficacy and English writing achievement was more pronounced among second language (L2) writers, with a correlation coefficient of .441. This suggests that self-belief in writing abilities is especially influential for L2 writers. Consequently, it is crucial for L2 teachers to recognize the importance of cultivating students' self-efficacy in writing. In conclusion, English self-efficacy plays a pivotal role in the success of language learners. Self-efficacy is a key determinant of students' English academic performance, and it also serves as a catalyst for the adoption of effective English learning strategies and can enhance students' enjoyment of the learning process.

2.1.4 Sources of Self-Efficacy

Bandura (1977) fundamentally present self-efficacy as a dynamic construct sourced from mainly seven interconnected components as Performance Accomplishments (Mastery Experiences), Vicarious Learning (Modeling), Verbal

Persuasion, Emotional and Physiological States, Imaginal Experiences (Visualization), Social Persuasion (Social Feedback), Situational Factors (Bandura, 1986). These components interact and influence one another to shape an individual's overall self-efficacy beliefs so similarly as a base to one's English self-efficacy. The degree to which each component affects self-efficacy can vary from person to person and from one task to another.

1.Performance Accomplishments (Mastery Experiences)

Mastery experiences refer to successful past performance or task completion. When individuals have succeeded in a particular task in the past, they are more likely to believe in their ability to perform similar tasks successfully in the future (Bandura, 1977). One of the central components of English self-efficacy is individuals' beliefs in their language proficiency, including their ability to understand, speak, read, and write in English (Bandura, 1997). For example, a student who could ever smoothly understood an English lecture or gave a presentation in class, or finished reading an English book, or completed an English thesis assignment in the past is likely to have higher self-efficacy for similar tasks in the future.

2.Vicarious Learning (Modeling)

Vicarious learning involves observing others, such as role models or peers, successfully performing a task. This observational learning process can boost one's self-efficacy by providing evidence that the task is achievable (Bandura, 1986). For example, a learner gains confidence in their English speaking skills by observing a classmate proficiently engage in a conversation. That is to say, If there are more English learning role models in one's English learning context, he or she are more likely to be encouraged and be given more English self-efficacy to strive for this success.

3.Verbal Persuasion

Verbal persuasion refers to the influence of verbal feedback and persuasive communication from others. Encouragement, positive reinforcement, or constructive advice can enhance an individual's belief in their ability to succeed

(Bandura, 1977). For example, an English teacher's praise and encouragement can boost a student's confidence in their writing abilities. In addition to teachers, family members' reinforcement on the learner's positive English learning behavior and encouragement for their English learning results are also important components in building students' English self-efficacy.

4.Emotional and Physiological States

Emotional and physiological states impact self-efficacy. High levels of stress and anxiety can reduce self-efficacy, while a positive emotional state and a sense of calmness can enhance it (Bandura, 1982). The research of Gregersen (2003) focused on the impact of anxiety on language learners offers insights into how teachers can address the anxiety-related challenges that affect self-efficacy. If a student feeling relaxed and confident before an English speaking exam is more likely to perform well due to their elevated English self-efficacy.

5.Imaginal Experiences (Visualization)

Imaginal experiences involve mentally rehearsing or visualizing successful task completion. This mental imagery can strengthen self-efficacy by providing a sense of preparedness and capability (Bandura, 1997). For example, a student envisions themselves giving a flawless English presentation before actually delivering it, which enhances their self-efficacy. To make a schedule to track the learners' completion of English learning progress, which can also promote students' persistence and execution. Success in the English practice tests, or the imagination of the learner' any own success in English learning, or the visualization of the completion of learning tasks when making a goal schedule are important components of English self-efficacy. Such positive imaginal and visualization measure will be able to drive students' sense of English self-efficacy.

6.Social Persuasion (Social Feedback)

Social persuasion encompasses feedback, advice, or opinions from others. Constructive feedback and supportive comments from peers, mentors, or

experts can positively influence self-efficacy (Pajares & Urdan, 2006). Teachers or classmates who provide constructive feedback and encouragement can boost students' confidence in their English language skills. Positive reinforcement and specific feedback on their English performance can enhance one's self-efficacy (Bandura, 1986). For example, a fellow student compliments another student's English essay, providing positive social persuasion that bolsters their self-efficacy.

7.Situational Factors

Situational factors refer to external circumstances, including task difficulty, available resources, and environmental conditions, that can impact self-efficacy by shaping individuals' perceptions of the challenge and their capability to meet it (Bandura, 1993). A learner may have higher English self-efficacy for practicing English conversation in a supportive and comfortable environment compared to a stressful and competitive one.

2.1.5 Measurement of English Self-Efficacy

Wang, Wang and Li (2007) designed questions to assess English self-efficacy in the context of learning English as a foreign language among Chinese students. It underwent modifications to align with the Chinese cultural context and lifestyle changes based on Wang (2004)'s questionnaire. The questions of this scale include: self-efficacy for listening (measures students' confidence in their ability to comprehend spoken English, with specific items related to listening skills); self-efficacy for speaking (assesses students' confidence in their speaking skills in English, including their ability to communicate effectively); self-efficacy for reading (languages students' self-efficacy in their reading abilities in English, including tasks related to reading comprehension); self-efficacy for writing (evaluates students' confidence in their writing skills in English, encompassing tasks associated with composing written content).

Kim, Wang, and Truong (2021) introduced the QESE scale, comprising 32 items, which was originally developed by Wang (2004) and subsequently refined by Wang and Bai (2017). It employs a 7-point rating scale, ranging from 1 (I cannot do it at

all) to 7 (I can do it very well). The items within assess students' self-assessed capabilities in using English in listening, speaking, reading, and writing.

2.2 Language Proficiency

2.2.1 Definitions of Language Proficiency

Chomsky (1965) provided a definition for language proficiency as known as "linguistic competence", describing it as the foundational knowledge possessed by an idealized native speaker of a language, and this knowledge was to be explained within the framework of grammar. Nowadays, language proficiency is refer to the ability to use the language effectively, appropriately, and accurately in various social and communicative contexts (Crystal, 2003). It involves not only a control of linguistic forms but also the ability to use language to accomplish a wide range of goals in diverse contexts (Richards & Rodgers, 2001), such as social, academic, and other professional contexts.

Language proficiency looks into one' skills in speaking, listening, reading, and writing with the language (TESOL, 2019). Language proficiency is also defined as the level of language ability required for an individual to function effectively and confidently in English in various personal, academic, and professional situations(Bax, 2003). Alongside, the level standard could be described into six of them as A1 (beginner), A2 (elementary), B1 (intermediate), B2 (upper intermediate), C1 (advanced), C2 (proficient) on the international stage (CE, 2001).

In summery, language proficiency refers to the level of skill and ability an individual has in using a particular language, encompassing their speaking, listening, reading, and writing capabilities in different settings such as daily life or academic studies.

2.2.2 Importance of Language Proficiency

In educational contexts, language proficiency is often linked to academic self-efficacy. Students who are proficient in the language of instruction tend to perform better academically and have higher confidence in their ability to succeed in their

studies (Zimmerman, 2000). Language proficiency is dedicating to a continuous English learning. Achieving and improving language skills will serve as a source of personal growth and accomplishment, contributing to an individual's overall self-esteem and self-efficacy (Bandura, 1993).

Besides, language skills are also highly valuable in the workplace, and proficiency in the language used in one's profession can lead to career advancement and job satisfaction. Employees who can effectively communicate with colleagues, clients, and superiors often have greater self-efficacy in their professional roles (Bandura, 1997). Correspondingly for high school students, English proficiency can increase certain students' confidence to enter the language field for further study in the future. From the perspective of socialization, language proficiency is crucial for building and maintaining positive interpersonal relationships. Effective communication fosters understanding and collaboration with others, which can enhance an individual's self-efficacy in social settings (Bandura, 2006).

Proficiency in a language allows individuals to express their thoughts, emotions, and intentions effectively. When people can articulate their feelings and ideas clearly, they are more likely to feel empowered and in control of their communication, leading to higher self-efficacy in social and interpersonal interactions (Bandura, 1986). Individuals who can communicate effectively within a certain cultural context are more likely to feel a sense of belonging and self-efficacy in that environment (Berry, 2006). Overall, language proficiency empowers individuals in their academic pursuits, professional endeavors, social interactions, and personal growth.

2.2.3 Measurement of Language Proficiency

China boasts the world's largest population of English as a foreign language learners (Crystal, 1985). Since the late 1970s, when China embraced international engagement, proficiency in English has been deemed essential for its modernization endeavors (Jiang, 2002). Research has uncovered that Chinese English users employ English to attain specific sociolinguistic and linguistic outcomes (Wu, 1985). Language

skills, regarded as a crucial aspect of human capital, have the potential to positively impact labor market results. However, acquiring these skills typically demands an investment of time, effort, and financial resources (Zhou et al., 2020).

The most basic functional test operates under the assumption that language proficiency can be defined as the capacity to accomplish specific tasks using language. This concept is both practical and theoretically appealing, yet it brings forth significant challenges that need to be addressed in order to grasp the constraints of such a test (Spolsky, 1989).

In China, the foundational level of language proficiency is commonly assessed through one's CET-4 scores. CET-4, which stands for College English Test Band Four, is a nationally administered English examination overseen by the Ministry of Education of the People's Republic of China. This comprehensive test evaluates various language skills, including writing, listening comprehension, reading comprehension, proofreading, and translation. Furthermore, CET-4 aligns with the Ministry of Education's test criteria regarding text types, skill assessment, item quantity, and difficulty levels, ensuring its scientifically sound design, high reliability, and validity (Zhang & Chen, 2015). Simultaneously, Chinese employers have placed significant importance on English proficiency, often considering CET-4 scores as an indicator. This emphasis has raised concerns within the National College English Testing Committee about the unintended utilization of the test for such purposes (Guo & Sun, 2014).

While For high school students, Chinese educators seem to take Gaokao (National College entrance examination) English test (consists with listening comprehension, reading comprehension, and writing) as one the most essential measures of English proficiency, accordingly, high school English practice tests are often designed based on the college entrance examination. Gaokao in China adheres to a centralized syllabus created by the Ministry of Education, with subjects and much of the format standardized nationwide, individual provinces within China retain some degree of autonomy when it comes to the content of the examination papers. In certain

instances, multiple provinces may collaborate and adopt identical Gaokao assessments (Zhang, 2016).

2.2.4 Language Proficiency and English Self-Efficacy

Study aimed to investigate the self-confidence (self-efficacy) of English as a Foreign Language (EFL) students at Gaziantep University's School of Foreign Languages and its relationship with their academic performance in English. The findings showed these proficient learners generally had high self-efficacy in language learning tasks, and this self-confidence played a significant role in their success in learning English (Tilfarlioğlu & Cinkara, 2009). Chen and Lin (2009) gave questionnaires to 120 students to explore their writing self-efficacy, English writing anxiety, and English proficiency. Demographic factors like program of study, years of English instruction, native language, and the number of English-speaking acquaintances etc. are also considered. It is found that high achievers of English proficiency tend to have high self-efficacy and low foreign language anxiety.

Rahimi and Abedini (2009) focused on how students' belief in their own abilities, as self-efficacy, when it comes to listening comprehension in English affects their actual listening test performance. The study found that there is indeed a significant relationship between students' self-efficacy in listening comprehension and their actual listening skills. In simpler terms, if students feel confident about their listening abilities, they tend to perform better on listening tests. Wang and Sun (2020) looked at people's self-efficacy about their language skills and how well they actually perform in language. It is found that there is a small to medium relationship between self-efficacy about language and how well you can actually speak or write in that language. It is also found that studies with students from East Asian countries tend to show a stronger connection between confidence and language skills compared to studies with students from Western countries.

However, Wang, Shen, and Yu (2021) found that students with high self-efficacy experienced more positive emotions (such as enjoyment and pride), fewer

negative emotions (like anger, anxiety, and shame), and performed better on language tests compared to those with low or medium self-efficacy levels. While students in the low and medium self-efficacy groups had differences in their academic emotions, but there was no significant difference in language proficiency. By comparing the interpreting work of students who aren't very good in their second language with those who are highly skilled, measuring how confident students feel about their interpreting abilities, Ivars et al. (2014) found that self-confidence matters when predicting how well highly skilled interpreters perform, but it doesn't matter as much for those who aren't very good in their second language. However, highly skilled interpreters who lack confidence tend to do worse.

2.3 Foreign Language Anxiety

2.3.1 Definitions of Foreign Language Anxiety

Horwitz et al. (1986) were among the first to define foreign language anxiety. Learning a foreign language is indeed a unique process, and foreign language anxiety involves how one perceive themselves, their confidence, feelings, and reactions during language classes. It's a complex emotional experience with its own distinct characteristics. Foreign langugage anxiety is also known as "xenoglossophobia", describing the discomfort, worry, nervousness, and apprehension one felt when learning or using a second or foreign language. These feelings can arise in any second language context, whether it's speaking, writing, reading, or listening (MacIntyre & Gardner, 1994).

Base on the two above scholars' and other researches, Young (1991) also treats foreign language anxiety as "a separate and distinct phenomenon particular to the context of language learning (p. 3)", and "it is complex, multidimensional (p. 10)".

In the 21st century, many scholars have begun to discuss more about the foreign language anxiety in context of speaking. Foreign language anxiety in speaking is defined as a feeling of tension and apprehension that arises from the perception of

speaking a foreign language in a variety of social contexts (Yashima, 2002). While being required to speak in the target language in the learning situation, the individual's reaction may involve negative feelings and avoidance behaviors (Cheng, 2002). MacIntyre and Gregersen (2012) suggested that it is a distinct emotional state characterized by apprehension about speaking in a second or foreign language.

Briefly, foreign language anxiety is an emotional and psychological state characterized by feelings of unease or tension that emerge in learning or using the language skills (such as listening, speaking, reading, writing) in the educational context, or using a second or foreign language in the social context.

2.3.2 Foreign Language Anxiety in China

In recent years, there has been a collective focus on addressing English speaking anxiety. In the past, the predominant teaching method for English learning at all educational levels in Taiwan was Grammar-translation (Tien, 2018). So as in mainland China, the teaching approach for English education primarily centered around grammar instruction and comprehension in reading, with minimal emphasis placed on nurturing students' communicative skills, particularly in the domains of speaking and listening. Furthermore, even though English as an independent subject runs through Chinese students' education from primary school and even kindergarten to higher education, still, it is not widely used in daily communication in China. For the above reasons, students anxious about their ability to use English both inside or outside of the classrooms.

Mak and White (1997) observed that Chinese ESL learners in New Zealand encountered higher levels of classroom speaking anxiety when compared to their American peers. Liu and Jackson (2008) also pointed out that there is a foreign language speaking anxiety problem exist in the students. Their study revealed a significant positive correlation between students' unwillingness to communicate and their foreign language anxiety. Furthermore, both their reluctance to communicate and their foreign language anxiety were significantly correlated with their self-rated English proficiency and access to English. Mak (2011) identified various factors contributing to

Chinese students' speaking anxiety in second language learning, including speech anxiety, fear of negative evaluation, discomfort with native speakers, negative attitudes toward the English class, self-doubt, fear of failure, unpreparedness, anxiety related to correction, limited response time, and restrictions on using one's native language. Woodrw (2006) indicated that Chinese, Korean and Japanese language learners were more anxious than other ethnic groups. One of the participant, Harry, in the interview, expressed experiencing anxiety when speaking English outside of the classroom. He attributed this anxiety to concerns about the correctness of his English, fearing that it might confuse native English speakers and that his conversations might not be interesting to them.

Research conducted by Butterfield (1986) has revealed that both Asian and Asian-American students exhibit a higher level of diligence and academic discipline in their educational endeavors compared to students from other nationalities or ethnic backgrounds. Anxiety usually originate from a fear of failure. For instance, students experiencing test anxiety often set unrealistic expectations for themselves and fret about their performance. Failure in performance often leads to negative evaluations from others, prompting anxiety regarding others' judgments, avoidance of evaluative situations, and anticipation of negative assessments from others (Horwitz, 1986). The pressure to excel in presenting oneself, combined with the fear of "losing face" ingrained in Chinese culture, where people are worry too much about making mistakes and feeling embarrassed or ashamed when demonstrating their language skills, might explain why Chinese students experience English anxiety .

2.3.3 Reduce of Foreign Language Anxiety

Young (1991) concludes certain potential sources of language anxiety can be identified, which associated with the learner, the teacher, and with the instructional practice.

For learners themselves, it is crucial that to set realistic goals by establishing achievable language learning goals, which can boost students' self-efficacy

by demonstrating progress (Bandura, 1997). Larger language learning objectives is necessarily to be Broken down into smaller, manageable tasks (Zimmerman, 2000).

As instructors of foreign and second languages, it is our duty to create a classroom setting that promotes efficient language acquision while nurturing a genuine enthusiasm and motivation within our students to excel in language mastery(Young, 1991). Teachers could share stories of successful language learners to inspire and motivate students, illustrating that language mastery is attainable (MacIntyre & Gregersen, 2012). It is also considered important that teachers should offer constructive feedback that focuses on improvement and effort, boosting students' self-efficacy (Pajares & Schunk, 2001).

A supportive learning environment could be promoted by creating a classroom atmosphere where mistakes are viewed as opportunities for learning rather than as failures (Horwitz, 1991), emphasizing that errors are opportunities for growth and learning, not reasons for embarrassment (Horwitz, 1986).

2.3.4 Measurement of Foreign Language Anxiety

The Foreign Language Classroom Anxiety Scale (FLCAS) is a well-recognized instrument utilized to assess anxiety experienced by individuals in foreign language educational environments. Comprising 33 items, the FLCAS comprehensively evaluates various dimensions of anxiety, the questionnaire items encompassing communication apprehension, test anxiety, fear of negative evaluation, listening and reading anxiety, as well as speaking and writing anxiety, and so on (Horwitz, 1986).

Another scale looks into more details about language speaking. The Speaking Anxiety Scale (SAS) assesses anxiety related to speaking in a foreign language. It includes questions about the fear of speaking in front of others, anxiety regarding making mistakes, performance anxiety during assessments or presentations, and self-evaluation concerns about how one is perceived while speaking in the foreign language (Young, 1990).

While The Foreign Language Test Anxiety Scale (FLTAS) assesses anxiety specifically in the context of foreign language testing. It encompasses fear of language tests, which relates to apprehension about taking tests in the foreign language, as well as test performance anxiety, which includes concerns about errors, vocabulary recall, and comprehension during language tests. Additionally, the scale addresses test preparation anxiety, which pertains to stress associated with studying and practicing language skills for tests. Finally, it evaluates evaluation anxiety, which focuses on concerns about grading or evaluation in foreign language tests (Wu & Lin, 2017).

2.3.5 Foreign Language Anxiety and English Self-Efficacy

It's important to note that the relationship between language anxiety and self-efficacy is reciprocal, inversely related. High self-efficacy can help individuals manage anxiety, while reducing anxiety can boost self-efficacy (Woodrow, 2006). Individuals with higher self-efficacy tend to be more resilient in the face of language anxiety. They have greater confidence in their language abilities and are more likely to persevere despite anxiety-inducing situations (Bandura, 1997).

On the other hand, higher levels of language anxiety tend to be associated with lower levels of self-efficacy in language learning and communication. Foreign language anxiety can erode one's belief in their ability to perform well in language-related tasks, leading to lower self-efficacy. For example, anxious language learners may doubt their capacity to speak fluently in a foreign language (Horwitz, 2001). Students studying a language who grapple with this anxiety often exhibit passive behavior in the classroom. They tend to refrain from participating in activities that could enhance their language proficiency and, in some cases, may even avoid attending class altogether (Gregersen & Horwitz, 2002).

Cubukcu (2008) utilized the Foreign Language Learning Anxiety Scale, and found that teacher trainees experience heightened tension and nervousness in language classes compared to other subjects, suggesting the presence of foreign language anxiety. This leads to self-consciousness when speaking in class and

concerns that their peers may exhibit greater proficiency in English. Notably, there was no significant difference in anxiety levels between girls (with a mean score of 101.16) and boys (with a mean score of 101.75), as confirmed by t-test results. Torres and Turner (2016) also discovered that students with elevated levels of skill-specific foreign language anxiety tended to rate their skill-specific foreign language self-efficacy lower. Zhou et al. (2022) indicated a strongly negative link between foreign language anxiety and self-efficacy (r = -0.704). This relationship appears consistent across various contexts and factors, emphasizing the importance of implementing effective instructional methods to reduce anxiety and enhance self-efficacy in language learners.

2.4 English Learning Motivation

2.4.1 Definitions of Motivation

The concept of motivation has been explored and discussed by scholars and philosophers throughout history, so it is challenging to attribute it to a single individual. Taking motivation as an Energetic State, some scholars view motivation as an energetic state that pushes individuals to engage in behaviors aimed at achieving desired outcomes. This perspective emphasizes the role of arousal and enthusiasm (Hull, 1943). Taking motivation as self-determination, the self-determination theory posits that motivation is influenced by an individual's basic psychological needs for autonomy, competence, and relatedness. It emphasizes the importance of intrinsic motivation and internalization of goals (Deci & Ryan, 1985). Considering motivation in terms of goal orientation, Vroom (1964) defines motivation as the willingness of an individual to expend effort toward achieving a particular outcome or goal. While McClelland (1987) would rather see motivation as the interaction between an individual's needs and goals. It involves the pursuit of goals that satisfy specific needs, such as physiological, psychological, or social needs. Motivation is also defined as the process that initiates, guides, and maintains goal-oriented behaviors. It involves the activation of cognitive and emotional processes to achieve specific goals (Deci & Ryan, 2000).

In educational psychology, motivation goes through the cognitive and emotional processes that drive students to work toward achieving desired outcomes(Locke & Latham, 1990). Motivation is often defined as the driving force behind students' engagement and persistence in learning activities. It encompasses factors like interest, goal orientation, and self-regulation (Pintrich & Schunk, 2002). It is a willingness of students to engage in academic tasks and activities, influenced by their goals, interests, and beliefs in their own capabilities (Eccles & Wigfield, 2002). Motivation involves students' self-regulation of their learning behaviors, including setting goals, monitoring progress, and adjusting strategies to achieve those goals (Zimmerman, 2002).

To summarize, motivation can be described as the inner spark that propels individuals to take action, persist in their efforts, and strive towards achieving their desired objectives.

2.4.2 Definitions of English Learning Motivation

Wang (2008) believes English learning motivation are students' intrinsic and extrinsic motivation. Students' intrinsic English learning motivation includes curiosity or interest in the subject matter, preference for tackling challenging or difficult tasks, desire to achieve competence and mastery. The extrinsic English learning motivation refers to the motivation driven by external factors such as teacher praise, examination outcomes, or graduation requirements.

Menggo (2018) believes English learning motivation includes having strong motivation to learn, actively responding to the learning environment, seeking out opportunities to acquire the English language, making the most of chances to practice the language, possessing analytical skills, being adaptable in the learning environment, having self-esteem, and being willing to take risks for their learning. The author believes that in the context of learning English, motivation is a key factor often used to explain success or failure.

Based on the ideas from Garner and Lambert (1972), Rahardjo and Pertiwi (2020) defines English learning motivation as either instrumental, driven by external factors and practical goals, or integrative, arising from genuine interest, intrinsic satisfaction, and curiosity in the language learning process.

In general, English learning motivation refers to the inner drive and external factors that inspire individuals to engage in the process of learning English. Intrinsic motivation arises from a genuine curiosity about the language and a strong desire to master it, while extrinsic motivation is fueled by external incentives, such as the prospect of passing English exams or receiving praise and rewards.

2.4.3 Classifications of Motivation

Scholars have developed various classifications of motivation to better understand and study its different facets and forms. Deci and Ryan (1985) divides motivations into Intrinsic and Extrinsic motivation. Intrinsic motivation refers to motivation that arises from internal factors, such as personal interest, enjoyment, or a sense of fulfillment. It involves engaging in an activity for the sheer pleasure or satisfaction it brings. Extrinsic motivation is driven by external factors, such as rewards, recognition, or avoidance of punishment. Individuals with extrinsic motivation engage in an activity to attain an external goal or outcome. According to self-determination theory, beside Intrinsic and Extrinsic Motivation, amotivation (lack of motivation) is also one of a kind (Ryan & Deci, 2017).

Motivation can also be also categorized as autonomous and controlled two different types. Autonomous motivation involves self-determined and self-regulated motivation, where individuals engage in activities willingly because they value them and perceive them as aligned with their personal goals and values. Controlled motivation refers to motivation that is driven by external pressures, demands, or constraints. Individuals may feel obligated or pressured to engage in an activity (Deci, 1991). More classifications are Mastery goal orientation & Performance goal orientation (Ames,

1992); or more specifically in goal theory: Mastery goals (learning-oriented) and Performance goals (ego-oriented) (Pintrich, 2000).

2.4.4 Importance of English Learning Motivation

Motivation boosts learners' confidence in their ability to learn and use English. When students are motivated, they are more likely to believe in their own capabilities to acquire language skills (Bandura, 1997).

Motivation can increased one's effort and persistence. Motivated learners are willing to invest more effort and time in English learning. This increased effort can lead to better language proficiency and, consequently, higher self-efficacy (Pintrich & Schunk, 2002). It can also help learners overcome obstacles and setbacks in language learning. When motivated, individuals are more likely to persevere and seek solutions to language-related difficulties, which can boost their self-efficacy (Usher & Pajares, 2008).

Considering the positive feedback loop, high self-efficacy can lead to increased motivation, creating a positive feedback loop. When learners believe they are capable of success, they are more motivated to engage in English learning activities (Schunk & Pajares, 2009). Since motivation is closely linked to goal setting and achievement. When learners set specific English language goals and are motivated to reach them, their self-efficacy for language learning tends to improve (Zimmerman & Cleary, 2006).

Engagement is also important in language learning. Motivated individuals are more likely to actively engage in language learning activities, such as reading, writing, speaking, and listening. This active participation contributes to language proficiency and, in turn, self-efficacy (Dörnyei, 2005).

2.4.5 Measurement of Motivation

The Self-Determination Theory (SDT) Scale, introduced by Deci and his colleagues in 1991, is a useful tool deeply rooted in the SDT framework. This scale helps researchers explore the intricate realm of motivation and its influencing factors. It measures different facets of motivation, like what drives us from within (intrinsic) or from external factors (extrinsic). Moreover, it delves into our psychological needs for

autonomy, competence, and connection with others (relatedness). Researchers often tweak or create specific scales based on SDT principles to study motivation in various situations, aligning with the theory's goal of understanding why we do what we do.

Mori and Gobel (2006), produced a motivation questionnaire based on the constructs proposed in SDT and SLA motivation was created by Wang (2008). The questionnaire scale was constructed to assess students' English learning motivation in a particular Chinese context. This questionnaire consists of 24 five-point Likert scale items exploring motivation for knowledge, which involves curiosity and mastery, as well as motivation to tackle challenging tasks and strive for competence and mastery, as intrinsic motivation. Extrinsic motivation is divided into two sub-scales: external utility regulation and internal fulfillment regulation.

2.4.6 English Learning Motivation and English Self-Efficacy

Bandura (1997) emphasizes that students with a strong sense of self-efficacy are more inclined to take on challenging tasks, develop a greater interest in these tasks, and quickly bounce back from setbacks. Hence, students' belief in their academic abilities plays a pivotal role in driving their motivation to excel (Zimmerman, 2000).

A study examined EFL students' motivation and self-efficacy using the ten sub-factors of the L2 motivational self-system. The results, analyzed through correlation and regression, indicated a significant and positive relationship between L2 motivation and L2 self-efficacy. Remarkably, sub-factors such as attitudes toward English learning, perception of the practical utility of L2, and idealized self-image of English proficiency were identified as the most influential predictors of L2 self-efficacy (Roshandel, Ghonsooly, & Ghanizadeh, 2018).

Williams et al. (2014) revealed a substantial connection between a self-efficacy construct, the motivation to change construct, and the overall intention to change. More precisely, the belief in one's ability to bring about change in the practice environment predicts a strong motivation to change, and this motivation, in turn, predicts

the formation of an intention to change practice patterns. Moreover, in a project-based English learning study, the data illustrated the connection between students' self-efficacy and their motivation after learning English. The table indicated a significant relationship between post-English learning motivation and self-efficacy (r= .304, p= .003 < .05). This suggests that students' belief in their academic abilities plays a crucial role in driving their motivation to succeed (Shin, 2018).

Nurwendah and Suyanto (2019) conducted simple correlation tests, confirming a significant relationship (0.000 < 0.05) between self-motivation and self-efficacy among 11th-grade students at SMA Negeri Yogyakarta. This suggests that students with self-confidence (self-efficacy) are more likely to see challenges as opportunities, maintaining their motivation. Conversely, those lacking confidence tend to struggle with self-motivation and may unwilling to continue making efforts when confronted with challenges. Torres and Alieto (2019) also found a significant positive relationship (p value= 0.514) between motivation and self-efficacy, indicating self-efficacy having a strong effect on motivation.

2.5 Peer Influence

2.5.1 Definitions of Peer Influence

According to Kandel (1978), peer influence is the process through which a person's values and behaviors are influenced by exposure to others who are, or are perceived to be, similar in age, status, and social group membership. Peer influence, in simple words, could be understood as the the direct impact peers have on individuals, leading them to conform to group expectations by adjusting their attitudes, values, or behaviors to align with those of the influencing group (Hartup, 1983; Borsari & Carey, 2001). Steinberg and Monahan (2007) emphasize peer influence as the pressure that people of similar age or status place on one another to conform to behavior, appearance, or attitude norms. Peer influence is formulated through peoples social interactions (Berk, 2022).

Crosnoe and Johnson (2011) discuss peer influence in the context of academic attitudes and behaviors, defining it as the effect of peers on students' academic attitudes, behaviors, and outcomes. In accordance with Johnson (2000), peer influence among students with physical and health impairments refers to the influence exerted by their peers, leading them to behave in a specific manner. It involves a direct influence from peers, setting it apart from broader social pressure. This kind of pressure prompts individuals to alter their behavior in response to perceived influence from peers or peer groups (Black, 2002).

To sum up, peer influence can be described as the persuasive force applied by one's peers or social circle, which shapes and guides an individual's attitudes, actions, and decision-making, covering various aspects of life, including social, academic, and even health-related areas.

2.5.2 Characteristics of Peer Influence

Peer influence is often described as having a dual nature, encompassing both positive and negative aspects. It can motivate individuals to conform to beneficial behaviors or lead them to engage in harmful actions (Borsari & Carey, 2001).

Berndt (1979) defines positive peer influence as the way peers can serve as role models and provide social support, which contributes to healthy development and well-being among adolescents. Positive peer influence often involves role modeling, where individuals are encouraged by their peers to emulate positive behaviors and values (Brown et al., 2002). Positive peer influence can be seen as a form of empowerment, where peers inspire individuals to take control of their lives, make responsible decisions, and achieve their goals (Fergus et al., 2005). Positive peer influence is described as the influence exerted by peers that motivates individuals to adopt behaviors and attitudes that contribute to their personal growth and well-being (Fletcher et al., 2008).

Negative peer influence, often involves conformity to unhealthy social norms and behaviors within a peer group, resulting in actions that may harm individuals' well-

being (Prinstein et al., 2001). Negative peer influence, is described as the coercive influence exerted by peers, compelling individuals to engage in risky or undesirable behaviors (Crosnoe et al., 2004). Negative peer influence can serve as a trigger for engaging in risky or self-destructive behaviors, as peers actively promote actions that individuals may not otherwise undertake when left to their own judgment (Steinberg & Monahan, 2007). Dishion and Owen (2009)describe negative peer influence as situations where adolescents engage in risky or delinquent behaviors due to the influence of their peers, which can lead to negative outcomes. Crosnoe and Johnson (2011) discuss peer influence as the role peers play in shaping adolescents' risk behaviors, such as substance use and delinquency, due to their desire for social acceptance.

2.5.3 Measurement of Peer Influence

Khodadady and Zabetipour (2013) suggested that given that top-performing students in English as a Foreign Language (EFL) tend to have higher language proficiency than their peers, they often take the lead in class activities and discussions. This dominance can influence the learning experiences of other students in ways that haven't been thoroughly investigated. They introduced the top peer pressure scale (TPPS), a tool comprising twenty-seven statements aimed at understanding how participants interact with their high-achieving classmates, gauging various aspects of peer influence. The TPPS adopts its five latent variables as five dimensions to measure peer influence: Debilitating, Motivating, Marginalizing, Referencing, and Inspiring. The participants used a scale from "strongly disagree" to "strongly agree" to share their responses, assigning numerical values from 1 to 5 for statistical analysis. Overall, the reliability of this scale is quite satisfactory following Salvucci et al. (1997).

The Peer Pressure Scale developed by Singh and Saini (2010) is an dimensional 25-item questionnaire designed to measure the extent to which individuals experience peer pressure in their lives. This scale includes a series of questions that participants respond to, allowing researchers to gauge the influence of peer pressure on

various aspects of a person's decision-making and behavior. They then produced a revised version of the PPSQ. Respondents rate their agreement on a 5-point scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The scale is divided into five sub-scales, and a higher score within each category indicates a greater level of peer pressure in that particular aspect of life (Singh & Saini, 2016).

1) School Pressure: This sub-scale measures the extent to which a person feels pressure from their peers in a school or educational setting. Higher scores here suggest that peer influence is more prevalent in the academic environment.

2) Friendship Pressure: This sub-scale focuses on how much pressure someone feels from their friends or social circles. It assesses how peer influence affects personal relationships and decision-making.

3) Behavioral Pressure: This aspect looks at how peers affect a person's behavior or actions. A higher score on this sub-scale indicates that one's friends have a more significant impact on their choices and conduct.

4) Recreational Pressure: This sub-scale evaluates the extent to which individuals experience peer pressure related to leisure activities and hobbies. It assesses whether friends influence one's recreational choices.

5) Identity Pressure: The identity pressure sub-scale examines how much a person's sense of self or identity is influenced by their peers. A higher score suggests that one's friends play a substantial role in shaping their self-concept and identity.

2.5.4 Peer Influence and Self-Efficacy

Bandura (1996) provides several sets of scales to assess various aspects of one's self-efficacy. The first one is the perception of academic self-efficacy, which encompasses beliefs related to managing one's learning, mastering academic subjects, and meeting academic expectations from personal, parental, and teachers' perspectives. The second one is the perception of social self-efficacy, which includes beliefs about capabilities in peer relationships, self-assertiveness, and engagement in

leisure-time activities. Lastly, the perception of self-regulatory efficacy, which is represented by beliefs related to resisting peer pressure to engage in high-risk activities. The relationship between peer influence and an individual's self-efficacy is intricately intertwined and inseparable.

Peers can impact one's self-efficacy in several ways, one of which is through the concept of model similarity. When students witness individuals similar to themselves succeed in a task, it can boost their own self-efficacy and inspire them to attempt the task, provided they believe in their potential for success (Schunk, 1987). Among low-achieving students who doubt their ability to reach the level of competence demonstrated by teachers, peer models might improve self-efficacy more effectively than teacher models (Schunk, 1989). Conversely, if the student observe others failing, it may lead them to doubt their own competence and discourage them from trying the task (Parajares & Schunk, 2001).

Nora and Zhang (2010) investigated the interplay between self-efficacy, peer influence, and cheating behavior. Although the exact causality remains uncertain, the findings indicate a correlation between self-efficacy and engaging in academic dishonesty. The researchers found that cheating was more prevalent among students with lower levels of self-efficacy, regardless of their actual performance level. Students with higher self-efficacy believe in their knowledge and abilities, making cheating unnecessary for them. In contrast, students with low self-efficacy may doubt their own strengths and focus solely on the outcome, leading them to cheat more frequently. Inefficacious students were less likely to take on challenging tasks and were more likely to imitate a friend's successful cheating.

2.6 Teacher-Student Interaction

2.6.1 Definitions of Teacher-Student Interaction

Vygotsky (1978), the prominent educational psychologist, emphasized the concept of "scaffolding" in teacher-student interaction. He viewed teacher-student interaction as a process where more knowledgeable individuals (teachers) support and

guide students in their zone of proximal development. Doyle (1986) discusses teacher-student interaction as a complex system of decision making and problem-solving in the classroom, where teachers make instructional decisions based on students' needs and responses.

Brophy and Good (1986) define teacher-student interaction as the patterns of behavior in which teachers and students engage as they work together in a classroom. According to Piantas et al. (2003), teacher-student interaction is described as the quality and nature of the social exchanges that occur between teachers and children in the classroom. Borich (2016) defines teacher-student interaction as the ongoing, dynamic, and multifaceted process by which teachers and students engage with each other in a learning context.

Dewey (1902), the well-known philosopher and educator, emphasized the role of teacher-student interaction in experiential learning. He viewed it as a process of active communication and reflection between teachers and learners. Mercer and Littleton (2007) explored teacher-student interaction as a key dimension of effective pedagogy. They emphasized the importance of dialogic teaching, where teachers engage in meaningful conversations with students. Teacher-student interaction is a dynamic, transactional, and reciprocal process of communication between teachers and learners (Mercer, 2010). Anderson (2016) defines teacher-student interaction as the dynamic communication and exchange of information, ideas, and feedback between educators and learners within a classroom setting.

Cobb (1994) discusses the idea of tutoring as intentional stance, emphasizing that teacher-student interactions outside of class, such as peer tutoring or online support, involve teachers taking on the role of a guide or facilitator to support student learning. Kennedy and Archambault (2012) explored the concept of teacher-student mentoring relationships in online learning environments. These interactions involve teachers providing guidance, feedback, and support to students in virtual settings. Wentzel (2016) indicates that teacher-student interaction is characterized as

the various ways in which teachers and students interact with each other, including both academic and socio-emotional exchanges.

To conclude, Teacher-student interaction is a dynamic process in the classroom where teachers and students engage in active communication, guiding and supporting students' development in a reciprocal manner.

2.6.2 Components of Teacher-Student Interaction

Effective communication helps convey information, concepts, and instructions from teachers to students. It aids in clarifying complex topics, making learning more accessible and comprehensible (Vygotsky, 1978). Effective communication supports inclusivity and equity in education. It ensures that all students, regardless of their background or abilities, have equal access to information and opportunities (UNESCO, 2019). Thus, the effective communication can boost teacher-students interaction.

Teacher support, including emotional and instructional support, has a significant impact on students' motivation and engagement in the learning process (Skinner et al., 2008). Supportive teachers build strong teacher-student relationships characterized by trust and respect (Roorda et al., 2011).

When students are engaged, they are more receptive to instruction and more likely to comprehend and retain the material. This leads to more productive interactions where teachers can gauge students' comprehension levels and adjust their teaching accordingly (Fredricks, Blumenfeld, & Paris, 2004). Engaged students are more likely to actively participate in classroom discussions, ask questions, and seek clarification. This active engagement fosters two-way communication between teachers and students, allowing for meaningful interactions (Appleton, Christenson, & Furlong, 2008).

Classroom dynamics influence the quality of teacher-student relationships. When the atmosphere is positive and respectful, it promotes trust and rapport between

teachers and students, creating a conducive context for productive interactions (Roorda et al., 2011).

Effective teaching strategies allow teachers to differentiate instruction to meet the diverse needs of their students. This means adapting teaching methods to accommodate various learning styles, abilities, and backgrounds, which can lead to more personalized interactions (Tomlinson, 2014).

2.6.3 Enhancement of Teacher-Student Interaction

There are various ways in which a high quality teacher-student interaction could be built up by providing models, guidance, support, motivation, and a conducive learning environment.

Effective teacher-student interaction provides students with models of proficient English communication and guidance on how to improve their language skills (Pajares, 1996). Through modeling, students can observe and learn from the successes and strategies, which can boost their confidence in English language skills (Bandura, 1986).

Teachers developing strong communication skills can facilitate clear and open dialogue with students. Active listening, asking open-ended questions are essential (Brophy & Good, 1986). To enhance their teaching skills and remain abreast of best practices in teacher-student interaction, teachers should actively pursue professional development opportunities, as recommended by Ingersoll and Strong (2011).

Constructive feedback from teachers fosters a positive self-assessment of language abilities, enhancing self-efficacy (Bandura, 1997). Feedback should be constructive and motivate students to enhance their self-efficacy (Hattie & Timperley, 2007).

Moreover, the interaction should be mutual, positive interactions from students to teachers can also increase students' motivation and engagement in English

learning, leading to higher English self-efficacy (Mercer & Dörnyei, 2020). Teacher should shift the focus from teacher-centered instruction to a student-centered approach. Encourage active participation, critical thinking, and problem-solving among students (Mercer & Littleton, 2007). Encouragement is also important. Encourage students to take ownership of their learning. Foster autonomy by allowing students to make choices, set goals, and self-assess their progress (Deci & Ryan, 2000). Encourage students to take ownership of their learning. Foster autonomy by allowing students to make choices, set goals, and self-assess their progress (Deci & Ryan, 2000).

Supportive teacher-student interactions can reduce language learning anxiety, which can hinder self-efficacy (Horwitz, Horwitz, & Cope, 1986). Create an emotionally supportive classroom by showing empathy and understanding towards students' challenges and emotions. Emotional support contributes significantly to student engagement (Roorda et al., 2011).

2.6.4 Measurement of Teacher-Student Interaction

Sun, Mainhard, and Wubbels (2018) developed an improved Chinese version of the Questionnaire on Teacher Interaction (QTI), drawing from previous research (e.g., Wubbels et al., 1985; Sivan & Chan, 2013; Xin & Lin, 2000; Wei et al., 2009). To ensure the questionnaire's relevance in the Chinese classroom context, the researchers conducted interviews with students and teachers to confirm the face validity of the translated items and dimension labels. These interviews aimed to verify whether the items effectively captured the intended balance of the teacher's guidance and teacher-student communication in real classroom settings. Furthermore, the team conducted a thorough, confirmatory evaluation of the circular structure of items and scales to bolster the questionnaire's overall validity. The questionnaire comprises several sub-scales, with items rated on a 5-point Likert-type scale, ranging from "Never" to "Always".

1) Directing: This sub-scale likely measures the extent to which the teacher provides clear guidance and instructions to students. Teachers who score high in this category may be seen as authoritative and assertive in their teaching approach.

2) Helpful: This sub-scale assesses the teacher's willingness and ability to assist and support students when they need help. Teachers with high scores on this sub-scale may be viewed as approachable and supportive.

3) Understanding: This sub-scale gauges the teacher's capacity to empathize and understand the students' needs and concerns. Teachers who score high here are probably seen as compassionate and empathetic.

4) Compliant: This sub-scale measures the extent to which students perceive the teacher as accommodating or willing to adapt to their preferences. High scores in this sub-scale may indicate a teacher who is open to students' suggestions and preferences.

5) Uncertain: This sub-scale reflects the teacher's level of confidence and decisiveness in their teaching approach. Teachers who score high in this category may be viewed as hesitant or unsure.

6) Dissatisfied: This sub-scale measures the teacher's level of dissatisfaction or frustration during interactions with students. High scores in this category could suggest a teacher who is often dissatisfied with their interactions.

7) Confrontational: This sub-scale assesses whether the teacher tends to engage in confrontations or disagreements with students. High scores in this category may indicate a teacher who is prone to conflict in interactions.

8) Imposing Agency: This sub-scale measures the extent to which the teacher asserts their authority and control in the classroom. Teachers who score high in this sub-scale may be seen as authoritative and dominant in their teaching style.

2.6.5 Teacher-Student Interaction and English Self-Efficacy

Teacher-student interactions play a certain role in shaping students' English self-efficacy. Wentzel (2016) discussed the importance of teacher-student relationships

in the context of motivation and self-efficacy. While some scholars had discovered the relationship between teacher-student interaction and English self-efficacy. Cheng (2002) focused on how teacher-student interaction can impact writing anxiety, which in turn can affect self-efficacy in English writing. While not focused solely on English, a meta-analysis examined the relationship between teachers' self-efficacy and teaching effectiveness, which can indirectly influence students' English self-efficacy through teacher-student interactions (Klassen & Tze, 2014).

Li and Yang (2021) investigated the influence of teacher-student interaction on the self-efficacy of undergraduate students from various academic disciplines at a Chinese university. Their study revealed a positive association between teacher-student interaction and students' self-efficacy, as well as their favorable attitude towards innovative teaching methods comparing to traditional teacher-centered teaching models. Notably, the teaching strategy serves as an effective mediator in the relationship between teacher-student interaction and students' self-efficacy.

Although a direct positive relationship between teacher-student interaction and self-efficacy was not directly tested by Martin and Rimm-Kaufman (2015), it was found that students with higher self-efficacy showed more emotional and social engagement in math class. In classrooms with strong emotional support, students, regardless of self-efficacy, reported similar levels of emotional and social engagement. Thus, high emotional support compensated for low self-efficacy, aligning with the person-environment fit theory and academic risk perspective.

2.7 Parental Educational Involvement

2.7.1 Definitions of Parental Educational Involvement

Epstein (1987), a prominent education researcher, proposed a comprehensive framework for parental involvement. She identified six types of involvement, one of which is "academic socialization" involving parents guiding their children's learning at home. This includes activities like discussing school experiences, setting expectations, and providing resources. In a more recent work, Epstein and her

colleagues (2018) revisited and expand upon their earlier framework of six types of parental support on children's education as parenting, communicating, volunteering, learning at home, decision-making, collaborating with the community. They emphasize the need for schools to collaborate with families in meaningful ways to support student success.

1) Parenting: parents create a positive home environment, set expectations, and assist with homework to support their children's learning.

2) Communicating: involves regular and meaningful communication between parents and teachers about a child's progress, school activities, and educational programs.

3) Volunteering: encourages parents to actively participate in school activities, such as volunteering in classrooms, participating in school committees, or assisting with extracurricular activities.

4) Learning at Home: parents engage in activities that promote and extend their children's learning outside of the classroom, such as reading together and discussing academic topics.

5)Decision-Making: parents participate in school decisions, governance, and advocacy, emphasizing their role in shaping educational policies and practices.

6) Collaborating with the Community: encourages partnerships between schools and community organizations to enhance resources and support for students, extending the network of support beyond the school environment.

Henderson and Berla (1994) emphasize the significance of parental involvement in children's education. They argue that effective family support includes creating a home environment that supports learning, communicating high expectations, and being actively engaged in school activities. Grolnick and Slowiaczek (1994) emphasize the importance of parental involvement in creating a supportive and autonomy-promoting environment for children. This involves providing appropriate assistance without taking over the child's tasks entirely. Dempsey (1997) emphasizes

parents' role in influencing their children's motivation and engagement in school. It includes three constructs: parental involvement, parental encouragement, and parental expectation. Parental involvement encompasses activities such as helping with homework and attending school events.

Fan and Chen (2001) propose a model of parental involvement that includes academic support. This involves parents providing a conducive home environment for learning, including resources like books and educational materials.

Deslandes and Bertrand (2005) highlight three dimensions of parental support: communication, supervision, and academic assistance. Academic assistance refers to parents helping with homework, supporting study habits, and discussing school-related matters. Robinson and Harris (2014) explore the influence of parental support on academic achievement. They identify parental support as activities including helping with homework, attending school events, and discussing school experiences with children.

In summary, parental educational involvement refers to parents' active participation, engagement, and support that parents provide in their children's educational experiences and academic pursuits. This involvement including but not limited to, setting expectations for educational achievement, assisting with homework and academic tasks, communicating with teachers, attending school events, fostering a positive attitude toward learning, and promoting a supportive home environment conducive to academic success.

2.7.2 Approaches to Effective Parental Educational Involvement

Family challenge affects students positive self-identity development (Yi & Ko, 2023), it is essential for parents to offer students both encouragement and support, empowering them to embark on a journey of self-improvement. To create a stable and nurturing family psychological environment conducive to learning, parents should maintain open lines of communication with students, consistently motivating them to explore new endeavors, so as to form positive parental educational involvement.

Many scholars recommend the authoritative parenting style, as a balanced and effective approach of parental involvement, characterized by warmth, support, and reasonable expectations, as it tends to lead to positive child outcomes (Baumrind, 1966). Open and effective communication between parents and children is also essential. Scholars highlight the importance of parents' active listening and clear, respectful dialogue with children. Parents should encourage children to make decisions and learn from their experiences (Erikson, 1963), and help children develop emotional intelligence and coping skills to manage their emotions effectively (Gottman & DeClaire, 1997), hence to fosters their independence and self-confidence.

It is notable that the importance of balanced parental involvement. Establishing clear and consistent boundaries helps children understand expectations and limits. Avoiding extremes (authoritarian or permissive) is recommended (Maccoby & Martin, 1983). As Bandura (1977) highlights in his social learning theory, the role of modeling in shaping behavior, parents should serve as role models by demonstrating the behaviors and values they wish to instill in their children. For example, parents' own proficiency in English can influence their child's self-efficacy. When parents are proficient in the language, they can provide more direct language support and modeling, enhancing self-efficacy (Liu & Jackson, 2008).

2.7.3 Measurement of Parental Educational Involvement

Mellon and Moutavelis (2009) developed the PCSB scale, a child-report tool, comprising 62 items designed to gauge the frequency of parental actions related to positive reinforcement, punishment, negative reinforcement in educational settings, and instances where intervention is lacking upon request. Children assessed each event's frequency using a four-point scale: 'never,' 'sometimes,' 'often,' or 'always.' Subsequently quantified on a scale of zero to three, the scale aimed to capture nuances in parental contingency management practices. The scale, generated through brainstorming and refined via interviews, demonstrated strong internal consistencies in measuring positive reinforcement, punishment/negative reinforcement, and parental

non-responsiveness. Professional behavior analysts confirmed the scale's theoretical dimensions, enhancing its reliability and validity for evaluating parental involvement in educational interventions.

1) Use of Positive Reinforcement Contingencies: encourages positive academic behaviors through praise, rewards, and acknowledgment, reinforcing desirable actions in education. Example items are *"My parents tell me to study hard to become better than my classmates" "My parents promise me big rewards or presents if I get good grades"*, among others.

2) Use of Punishment and Negative Reinforcement Contingencies: addresses undesirable academic behaviors through consequences, discouraging or eliminating actions that hinder educational progress. Example items are *"When I try to do something, my parents tell me that I am good at it" "After I study a subject with my parent's help, I like that subject more"*, among others.

3) Non-responsiveness to Requests for Parental Involvement: signifies a lack of active engagement or reaction when a child seeks parental support or involvement in educational matters, potentially impacting the child's academic experience. Example items are *"My parents don't have time to get involved with my schoolwork" "When I ask for their help, my parents have something else that they have to do"*, among others.

Duan, Guan and Bu (2018) assessed parental educational involvement through two dimensions: home-based involvement and academic socialization. Home-based involvement measured parental activities at home that enhance adolescents' school performance, including study supervision, daily behavior expectations, discussing various topics, and engaging in joint activities. Academic socialization gauged parents' expectations and confidence in their junior school students' education. For home-based involvement, four items were used, encompassing study supervision frequency, daily behavior expectations, frequency of discussing specific topics, and the frequency of engaging in various activities together. The mean values of these scales

were calculated and standardized. The reliability of the home-based involvement items was deemed acceptable with a Cronbach's alpha of 0.68. Academic socialization was measured by assessing parents' educational expectations and confidence levels using a four-point scale. The Cronbach's alpha for these items was 0.36, deemed appropriate for short scales. The inter-item correlation, despite being at 0.22, fell within the acceptable range for short scales.

Li et al. (2019) suggested that in the context of Chinese culture, home-based parental involvement takes precedence over school-based activities, as evidenced by studies in Hong Kong and mainland China (Lam, Ho, & Wong, 2002; Ho, 2003). In their paper, they measured parental educational involvement focusing on home-based parental involvement and parental educational aspirations.

1) Homework Supervision: this assesses whether parents are actively involved in supervising their children's homework during the semester. If parents indicate consistent supervision, it is coded as "with homework supervision" (coded as 1); otherwise, it is coded as "without homework supervision" (coded as 0).

2) Proactively Talking with Children: this gauges whether parents engage in proactive discussions with their children regarding school happenings, relationships with friends and teachers, as well as the children's moods, concerns, or troubles. It is coded as 1 if parents proactively talk with children; otherwise, it is coded as 0.

3) Time Spent with Children: this measures the quantity of time parents spend engaging in various activities with their children over the past year, such as having dinner together, reading, watching TV, exercising, visiting museums, and attending shows or sports games. It is a continuous variable representing the total time spent.

4) Financial Investment: this assesses the financial investment parents make in their children's education, specifically the cost of tutoring or interest classes for the current semester. It is measured as a continuous variable.

5) Tutoring: this indicates whether parents have tutored their children in schoolwork in the last week. It is coded as 1 if tutoring occurred and 0 if it did not.

6) Strict Discipline: this measures the level of discipline imposed on children in various aspects, including exams, school performance, social interactions, clothing, TV viewing time, and online activities. It is coded as 1 for strict discipline and 0 for not strict.

7) Educational Expectation: this indicates the highest level of education parents expect their child to achieve. It is coded as 1 for "College and above" and 0 for "High school and below".

2.7.4 Parental Educational Involvement and Self-Efficacy

During high school, parental involvement typically decreases in comparison to the level observed with younger students. High school students commence the journey toward greater independence (George, 1995; Simon, 2000). However, parenting continue to demonstrate its influence on students' self-efficacy. Baumrind (1966) has been widely cited in studies exploring the impact of parenting on various aspects of child development, including self-efficacy. Bandura (1997) also argued that parental involvement plays a significant role in the development of self-efficacy beliefs in children.

Fan and Williams (2009) analyzed data from the Educational Longitudinal Study of 2002 (ELS, 2002) to determine if various aspects of parental involvement could predict the motivation of high school students. They focused on dimensions such as the students' engagement, self-efficacy, and intrinsic motivation in math and English subjects. The results indicated that both parents' educational aspirations for their children and school-initiated communication with parents had significant positive impacts on all the researching motivational factors. When parents have high expectation for their kids' education, it strongly predicts positive outcomes for teens in math and English, like feeling confident, engaged, and interested. Essentially, when kids see that their parents value education and expect them to do well in school, it boosts their

motivation and confidence in their academic work. This highlights how parents' beliefs and involvement play a crucial role in shaping their children's motivation for success in school.

Lv et al. (2018) explored how parental involvement relates to adolescents' self-efficacy in academic, emotional, and social aspects.Through two multinomial logit models, they found that both parents' educational expectations and shared activities with their children significantly influenced adolescents' self-efficacy. Fathers' involvement was particularly important for boosting children's emotional self-efficacy. Mothers' involvemnt with their children were closely associated with higher levels of adolescents' general self-efficacy. Surprisingly, traditional forms of parental involvement like parent-school collaboration and academic assistance showed no significant impact on adolescents' self-efficacy, indicating the mixed effects of these forms of parental involvement. This research highlights the need for further exploration and optimization of parental involvement approaches to ensure comprehensive support for adolescents' self-efficacy development.

Cross et al. (2019) explored how parents' expectations for their kids' education directly relate to how confident adolescents feel about their academics. It also looked at whether the way parents talk about academics, specifically using messages of shame/pressure or emphasizing effort, influences this connection. The findings indicate that, even when considering parents' education and immigrant status, higher parental expectations positively correlate with adolescents' academic self-confidence. In the study, two hypothesis were confirmed. Firstly, young individuals who perceived higher parental expectations about their education reported greater self-efficacy. This aligns with the expectancy-value theory, suggesting that parents significantly shape their children's academic experiences, influencing their performance. Secondly, among those with higher parental academic expectations, those with parents reporting low levels of shame/pressure messages had notably higher academic self-efficacy

compared to those with parents reporting high levels of such messaging, suggesting that youth exposed to these messages may feel less personally efficacious in school.

Moreover, By gaining insight into how high school students perceive language learning, scholar provides a deeper understanding of the learners' inner thoughts and feelings. Yi and Ko (2023) focused on English education major students, exploring the relationship between academic self-efficacy, self-identity, and the psychological environments within families and schools. It was found that students born in urban areas, those with higher family income, positive parental involvement, and those with better academic performance displayed higher levels of academic self-efficacy and self-identity on English learning. Shih and Change(2018) highlighted the significant role of family involvement in shaping the Chinese high school students' L2 Motivational Self System. This, in turn, impacts the level of language learning anxiety and their individual's English self-efficacy.

2.8 Cultural Attitude
2.8.1 Definitions of Cultural Attitude

In the earlier stage, Kluchhohn and Strodtbeck (1961) defines cultural attitudes as the fundamental ideas and values shared by members of a culture, which influence their behaviors, perceptions, and relationships with others. Later on, Greertz (1973) defines it as the systems of inherited conceptions expressed in symbolic forms by means of which men communicate, perpetuate, and develop their knowledge about and attitudes toward life. It is suggested that cultural attitudes are the learned and shared patterns of perception, cognition, and behavior that distinguish one cultural group from another (Edward, 1976; Hofsteded, 1980).

John (1980) suggests that cultural attitudes are the cognitive and affective components of culture that influence an individual's thoughts, feelings, and behaviors in relation to their cultural identity and the world around them. Cultural attitudes involve the network of associations, meanings, and values that shape how individuals and societies perceive and interact with the world around them (Bruno, 2005). Amartya (2006)

indicates that cultural attitudes encompass the range of social norms, customs, and values that influence human behavior and choices within a given society.

In all, cultural attitudes can be understood as shared patterns and psychological orientations within a particular community, with concepts and ideologies that are transmitted, as well as cognitive, emotional elements, and social norms. It presents how we perceive our native culture, and it guides how we interact with all things form other cultures.

2.8.2 Cultural Attitudes toward English in China

Nowadays, English holds significant importance for the academic advancement, professional growth, and social upward mobility of Chinese students (He, Jiang, & Min, 2021).

While looking back to years ago, it was found that in in China, English is primarily learned in classrooms as a foreign language, and this has limited its practical use outside of educational settings. The use of English is mostly confined to elite colleges, research institutions, tourist hotels, and trading companies, with service industry employees typically having basic English skills. Only recent graduates from competitive universities are considered proficient users of English, capable of listening, speaking, reading, and writing in the language (Yang, 2006). However, more than a decade after, He (2017) explored the status and utilization of English in mainland China with collected data through questionnaires from 2,247 professionals employed in various workplaces such as government, public service units, and companies across China, suggesting that the overall frequency of English use in China's professional settings is still relatively low, only about a quarter of the participants consider English to hold significance in their work lives.

It's important to note that during the past decade between the above two studies, especially in conjunction with major international events like the 2008 Beijing Olympic Games, the 2010 Shanghai Expo, and the 2010 Guangzhou Asian Games, English learning has undergone a significant transformation. It has become a popular

and fashionable trend, leading to the growth of the English learning industry and cross-culture interaction in recent decades (Fang, 2018). Apart from educational limitations in China, what impedes the utilization of the English language, as a cultural output within this vast land?

One possible reason could be a cultural attitude that views English as a cultural invasion. A main study discusses concerns in China about English being a potential threat to local culture and society. These concerns arose in 1995 when some graduate students in Shanghai failed a Chinese exam, partly due to their excessive effort invested in intense English learning. This sparked debates about the role of English in Chinese education. Over the years, there has been continuous debate about whether learning English is necessary and if it might harm the Chinese language and culture. Some scholars questioned the widespread push for English learning, and others worried about Chinese language skills declining due to English's international dominance. Even though, later on, educational policies in China emphasize teaching cultural knowledge and raising awareness of Anglophone cultures while also focusing on appreciating cultural differences, the concern about "spiritual pollution" related to foreign cultures and languages has not been entirely eliminated, as the curriculum designed in China continues to highlight and promote the distinctions between Chinese and other cultures (Pan & Seargeant, 2012).

While Liu and Laohawiriyanon (2013) investigated the interest of Chinese non-English major university students in learning about cultural themes of different countries. Among the top five countries generating the greatest interest, it is evident that Chinese students displayed the highest level of interest in their own culture. The United States and Australia, both English-speaking countries by birth, were ranked second and fourth.

2.8.3 Measurement of Cultural Attitude

A Language and Culture Attitude Scale provided by Pan and Seargeant (2012) comprises three key dimensions. The questions investigates respondents' beliefs

concerning the impact of English on the Chinese language, particularly whether they think the popularization of English would diminish native language competence and potentially lead to the extinction of the Chinese language. What's more, it is also focusing on whether they perceive influences from English-speaking cultures on Chinese culture and whether they maintain confidence in the resilience of Chinese culture despite English's widespread use. Questions about students' negative perceptions of English, probing whether respondents view its popularization as a form of soft colonization or as analogous to a Trojan horse.

The Cultural Map of the World, a methodology that charts worldwide values and attitudes by utilizing surveys conducted by Inglehart and Welzel (2010), identifies two cultural dimensions: one concerning traditional versus secular-rational values and the other pertaining to survival versus self-expression values.

1) Societies with a prevalence of traditional values tend to prioritize traditional beliefs, authority, and adherence to established norms and institutions. These values often emphasize religion, family, and respect for authority figures. Change in such societies is typically slow and cautious.

2) In contrast, societies with a prevalence of secular-rational values prioritize secularism, rationality, and individualism. They tend to be more open to change, innovation, and questioning of traditional authority and beliefs. Secular-rational values often coincide with greater gender equality, individual rights, and social liberalism.

3) Societies with a prevalence of survival values prioritize the basic needs of survival and security. These values are often associated with high levels of economic and physical insecurity. In such societies, people tend to emphasize the importance of safety, economic stability, and law and order.

4) Societies with a prevalence of self-expression values have generally satisfied their basic survival needs and can focus on self-expression, individualism, and

personal autonomy. People in these societies tend to value freedom of choice, creativity, and self-fulfillment.

2.8.4 Cultural Attitude, Language Mastery and English Self-Efficacy

Culture learning and Language mastery are closely interconnected, an increasing number of educators now highlight the vital role of culture (McKay, 2002; Nault, 2006). It is suggested that learners who possess a favorable attitude towards the target culture and the people tend to acquire the target language more effectively compared to those who lack such a positive attitude (Gardner, 1985; Chambers, 1999).

Empirically, Yan and Horwitz (2008) built a research, focusing on the role of affective variables, including cultural attitudes, in language learning suggested that learners' attitudes toward the culture associated with the target language can significantly influence their language learning outcomes. Dewaele and Wei (2013) also examined the impact of cultural attitudes and motivation on language learning. They found that learners with positive attitudes toward the target culture tend to be more motivated and, subsequently, achieve higher proficiency levels. Further, Sharifian (2017) explored the impact of cultural conceptualizations on language learning and proficiency. It highlights how learners' cultural attitudes and cognitive flexibility affect their language acquisition.

While mastery, the acquisition of skills or expertise in a particular domain, has been closely associated with self-efficacy, individuals' beliefs in their ability to perform tasks effectively (Bandura, 1977; Zimmerman, 2000).

CHAPTER 3
RESEARCH METHODOLOGY

In this chapter, the methodological framework employed in our quantitative research study, which seeks to investigate the factors influencing English self-efficacy among high school students in China, is discussed. Building on the foundation laid out in the preceding chapters, a detailed overview of our research design, data collection methods, and analytical approach is provided.

3.1 Research Methodology

This research adopted a quantitative research method to explore the determinants impacting the English self-efficacy of students enrolled in senior high school students in China. Quantitative studies typically involve the analysis of data to elucidate various phenomena in students' English learning and using scenarios in classroom and in their daily lives. In this case, a questionnaire survey was utilized to acquire data pertaining to the assessment and factors affecting senior high school students' English self-efficacy.

3.2 Population and Samples

According to Krejcie and Morgan's table (1970), 333 students was selected as the samples by the simple random sampling approach out of the 1,260 population base as the study sample. This research initiative received strong support from the school's principals and several English teachers at Hengzhou Senior High School. It's worth noting that all the sample data provided for the study were meticulously collected and verified for accuracy and reliability.

3.3 Research Instruments

The present research developed a Likert 4-point scale questionnaire, namely English self-efficacy and factors affecting English self-efficacy questionnaire (ESEAFQ). The questionnaire was divided into eight sections based on the variables of this study,

with a total of 79 items. Drawing upon mature scales, the design of the items within each section were tailored to the actual English learning situations of Chinese high school students.

The content validity of the questionnaire was evaluated using the Index of Item-Objective Congruence (IOC), reviewed by three experts in the relevant field. The items that had scores higher than or equal to 0.5 were reserved. Based on the experts' IOC ratings, the items in the questionnaire were carefully revised. The complete questionnaire then underwent two pilot tests, demonstrating high reliability. Detailed results of the validity and reliability are described below (See Table 1).

TABLE 1 Validity and Reliability of ESEAFQ

Variable Scale	N of Items	IOC	Cronbach's Alpha	CITC
English Self-Efficacy	20	1.00	0.961	0.388-0.869
Foreign Language Anxiety	10	1.00	0.906	0.311-0.798
English Learning Motivation	8	1.00	0.774	0.286-0.585
Peer Influence	10	0.67-1.00	0.872	0.397-0.712
Teacher-Student Interaction	10	1.00	0.950	0.591-0.906
Parental Educational Involvement	10	0.67-1.00	0.963	0.634-0.928
Cultural Attitude	8	1.00	0.759	0.370-0.663
Overall	79		0.816	

In the questionnaire survey, students' responses were collected by choosing the corresponding options against with their opinion among "Strongly Agree" "Agree" "Disagree" or "Strongly Disagree". "Strongly Agree" means they very much agree with the description; "Agree" means they generally agree with the description, but they may reserve some other opinions of their own; "Disagree" means they disagree with the

description; "Strongly Disagree" means they strongly disagree with the description and they have your other their related thoughts and opinions. Statements with positive significance are scored as follows: Strongly agree: 4 points; Agree: 3 points; Disagree: 2 points; Strongly disagree: 1 point. On the other hand, statements with negative connotations are scored as follows: Strongly agree: 1 point; Agree: 2 points; Disagree: 3 points; Strongly disagree: 4 points. Following are some details of the questionnaire.

1) Section 1 (See Table 2) was to assess the students' English self-efficacy. The section was designed based on the reference to Wang, Wang and Li (2007); Wang (2004); Wang and Bai (2017); Kim, Wang, and Truong (2021); with four sub-scales as English self-efficacy for listening, English self-efficacy for speaking, English self-efficacy for reading and English self-efficacy for writing. Example items: *"I can understand stories told in English from my classmates" "I can answer my English instructor's questions in English" "I can understand new reading materials (e.g., news from China Daily) selected by my English instructor" "I can write English compositions assigned by my English instructor"*, among others.

TABLE 2 ESEAFQ Section 1 English Self-Efficacy

No.	Item	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I often feel that I can't keep up with the listening part of the English test.				

TABLE 2 (Continue)

No.	Item	Strongly Agree	Agree	Disagree	Strongly Disagree
2	It is difficult for me to comprehend what the English instructor saying if he/she teaches in English in class.				

       1) Section 2 (See Table 3) was to assess the students' English proficiency. base on Spolsky (1989); Zhang (2016), the factor language proficiency is assessed in this section by students' final exam score of last term, the exam was designed by experts in China, matching the standards of National College Entrance Examination (NCEE), ensuring its authority and credibility.

TABLE 3 Excerpt of ESEAFQ Section 2 English Proficiency

No.	Item	Answer Sheet
1	Fill in Your English Final Test Score of Last Term	

2) Section 3 (See Table 4) was to assess the students' Foreign Language Anxiety. The design of items related to foreign language anxiety drew inspiration from several foreign language scales as FLCAS (Horwitz, 1986); SAS (Young, 1990); FLTAS (Wu & Lin, 2017), example items are: *"I never feel quite sure of myself when I am speaking in my English class" "I get nervous when the English teacher asks questions which I haven't prepared in advance" "I am usually at ease during tests in my English class"*, among others.

TABLE 4 Excerpt of ESEAFQ Section 3 Foreign Language Anxiety

No.	Item	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I am afraid that the other students will laugh at me when I speak English.				
2	English class moves so quickly I worry about getting left behind.				

3) Section 4 (See Table 5) was to assess the students' English Learning Motivation. Items concerning English learning motivation were crafted based on the framework provided by Deci et al. (1991); Wang (2008); Mori and Gobel (2006), with two

sub-scales as intrinsic English learning motivation and extrinsic English motivation. Example items: *"I like learning English" "I will persist when facing difficulties in English learning" "I study English hard for the praise from the teacher" "I study English hard for my parents' expectation on me"*, among others.

TABLE 5 Excerpt of ESEAFQ Section 4 English Learning Motivation

No.	Item	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I study English diligently for potential development in the future.				
2	It would be nice to be able to communicate fluently with foreign speakers in English.				

4) Section 5 (See Table 6) was to investigate the peer influence among students in English learning. Peer influence items were formulated following the structure of Salvucci et al. (1997); Khodadady and Zabetipour (2013); Singh and Saini (2010; 2016), with two sub-scales as positive peer influence and negative peer influence. Example items: *"I ask my peer for help whenever I face English problems" "Whenever there is an English exam, I study hard like my peer does to get good score" "My peer's success success, English proficiency, and top marks make me jealous"*

"Teachers' exclusive attention to my peer who goods at English bothers me", among others.

TABLE 6 Excerpt of ESEAFQ Section 5 Peer Influence

No.	Item	Strongly Agree	Agree	Disagree	Strongly Disagree
1	My peers' attempts and motivation of English learning has made me study English more.				
2	I always wonder whether I will be able to speak and participate in English class activities as much as my peer does.				

5) Section 6 (See Table 7) was to investigate the interaction between English teachers and students.The items covering teacher-student interaction were aligned with the components outlined in Vygotsky (1978), Skinner et al. (2008), Roorda et al. (2011), Fredricks, Blumenfeld and Paris (2004), Appleton, Christenson and Furlong (2008), and Tomlinson (2014), and the scales of Sun, Mainhard and Wubbels (2018), example items are: *"I am satisfied with my English teacher's communication style in class" "My teacher effectively conveys the material in a way that is easy to understand and engaging" "My English teacher is supportive in helping me when I face difficulties with the subject"*, among others.

TABLE 7 Excerpt of ESEAFQ Section 6 Teacher-Student Interaction

No.	Item	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I am satisfied with my English teacher's communication style in class.				
2	The quality of instruction in my English class is effective.				

6) Section 7 (See Table 8) was to investigate Parents' involvement in their children's English education. Parental educational involvement items were developed in accordance with Mellon and Moutavelis (2009); Duan, Guan and Bu (2018); Li et al. (2019). Example items: *"My parents clearly express their expectations for my academic achievement in English" "At home, my parents actively engage in discussions about the importance of succeeding in English studies" "I receive assistance from my parents when facing challenges with English homework or assignments",* among others.

TABLE 8 Excerpt of ESEAFQ Section 7 Parental Educational Involvement

No.	Item	Strongly Agree	Agree	Disagree	Strongly Disagree
1	My parents celebrate my achievements in English, motivating me to excel further.				
2	My parents provide resources such as books, software, or online platforms to enhance my English learning.				

7) Section 8 (See Table 9) was to investigate students' attitude towards English culture. Items reflecting cultural attitudes were adapted from a questionnaire scale introduced by Pan and Seargeant (2012), in conjunction with insights from the Cultural Map of the World (Ronald & Christian, 2010), example items are: *"I think the popularization of English would reduce Chinese people's native language competence" "Generally, I think Western culture is superior" "I think part of the culture of English-speaking countries had already influenced Chinese culture"*, among others.

TABLE 9 Excerpt of ESEAFQ Section 8 Cultural Attitude

No.	Item	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I find the study of practical aspects of English culture that relate to economic and social survival to be somewhat significant.				
2	I believe it is valuable to explore the expressive and creative aspects of English culture, such as art, music, and literature.				

3.4 Data Collection

The questionnaire is handed out to the students by the teachers in each class at the school. The questionnaire is designed across eight sections: students' English self-efficacy perception, and the seven predictive factors influencing their English self-efficacy. A total of 360 questionnaires were distributed in the form of on-site surveys, and 333 questionnaires were randomly collected and retrieved.

3.5 Data Analysis

The completed questionnaires underwent a comprehensive analysis, employing various statistical methods.

1) Descriptive statistics such as means and standard deviations were calculated using the SPSS program.

2) The research explored the relationships among 1) language proficiency, 2) foreign language anxiety, 3) English learning motivation, 4) peer influence, 5) teacher-student interaction, 6) parental educational involvement, 7) cultural attitude and English self-efficacy of Hengzhou Senior High School students. This analysis employed multiple correlation techniques.

3) The study investigated the impact of 1) language proficiency, 2) foreign language anxiety, 3) English learning motivation, 4) peer influence, 5) teacher-student interaction, 6) parental educational involvement, 7) cultural attitude on English self-efficacy of Hengzhou Senior High School students through a stepwise multiple regression analysis

CHAPTER 4
RESEARCH RESULT

Combining previous literature research, this study identified seven factors influencing English self-efficacy. To comprehensively analyze the impact of these nine factors, the following research methods will be employed based on the results of the questionnaire survey using SPSS program:

1) Descriptive Statistic Analysis: Basic statistics will be conducted on the core variables, including minimum, maximum, mean, and standard deviation.

2) Correlation Analysis: The relationship between the the research dependent variables: language proficiency, foreign language anxiety, English learning motivation, peer influence, teacher-student interaction, parental educational involvement, cultural attitude and the independent variable English self-efficacy will be examined. The correlation coefficient's sign and magnitude will be used to determine the strength and direction of the relationship between each factor and English self-efficacy.

3) Multiple Linear Regression Analysis: The impact of dependent variables: language proficiency, foreign language anxiety, English learning motivation, peer influence, teacher-student interaction, parental educational involvement, and cultural attitude on the the independent variable English self-efficacy will be examined.

In the analyses mentioned above, various statistical indicators will be used. To better understand the meanings of these indicators, the following explanations are provided:

N is the number of samples;

Min represents the minimum value;

Max represents the maximum value;

M denotes the mean;

SD stands for standard deviation;

R is the coefficient of determination;

R^2 stands for coefficient of determination;

Y stands for English Self-Efficacy;

X_1 stands for Language Proficiency;

X_2 stands for Foreign Language Anxiety;

X_3 stands for English Learning Motivation;

X_4 stands for Peer Influence;

X_5 stands for Teacher-Student Interaction;

X_6 stands for Parental Educational Involvement;

X_7 stands for Cultural Attitude.

4.1 Descriptive Analysis

Each variable in the questionnaire utilized a Likert 4-point scale, with scores representing the average score of each item under the variable, ranging from 1 to 4 points. For scales "English self-efficacy (Y)", "Foreign Language Anxiety (X_2)", "English Learning Motivation (X_3)", "Peer Influence (X_4)", "Teacher-Student Interaction (X_5)", "Parental Educational Involvement (X_6)", and "Cultural Attitude (X_7)", the mean score are categorized as follows: 1.00-1.50 indicates a low level, 1.51-2.50 indicates a medium low level, 2.51-3.50 indicates a medium high level, and 3.51-4.00 indicates a high level. For variable "Language Proficiency (X_2)", the test mean score are categorized as follows: 0-60 indicates a low level, 61-90 indicates a medium low level, 91-120 indicates a medium high level, and 121-150 indicates a high level. The descriptive results of each variable in this study are presented in Table 10.

TABLE 10 Variable Description

	N	Min	Max	M	SD	Level
English Self-Efficacy (Y)	333	1.05	3.90	2.20	0.46	Medium Low
Language Proficiency (X_1)	333	25.5	132.5	69.74	20.71	Medium Low
Foreign Language Anxiety (X_2)	333	1.00	4.00	2.64	0.47	Medium High
English Learning Motivation (X_3)	333	1.00	4.00	2.57	0.45	Medium High
Peer Influence (X_4)	333	1.00	3.70	2.32	0.38	Medium Low
Teacher-Student Interaction (X_5)	333	1.00	4.00	2.77	0.47	Medium High
Parental Educational Involvement (X_6)	333	1.00	3.40	2.03	0.50	Medium Low
Cultural Attitude (X_7)	333	1.38	3.75	2.86	0.36	Medium High

Y English Self-Efficacy: Minimum value is 1.05 maximum value is 3.90, mean is 2.20, standard deviation is 0.46, indicating students' English self-efficacy levels are moderately low;

X_1 Language Proficiency: Minimum value is 25.5, maximum value is 132.5, mean is 69.74, standard deviation is 20.71, indicating students' Language proficiency levels are moderately low;

X_2 Foreign Language Anxiety: Minimum value is 1.00, maximum value is 4.00, mean is 2.64, standard deviation is 0.47, indicating students' foreign language anxiety levels are moderately high;

X_3 English Leaning Motivation: Minimum value is 1.00, maximum value is 4.00, mean is 2.57, standard deviation is 0.45, indicating students' English learning motivation levels are moderately high;

X_4 Peer Influence: Minimum value is 1.00, maximum value is 3.70, mean is 2.32, standard deviation is 0.38, indicating students' peer influence levels are moderately low;

X_5 Teacher-Student Interaction: Minimum value is 1.00, maximum value is 4.00, mean is 2.77, standard deviation is 0.47, indicating the teacher-student interaction levels are moderately high;

X_6 Parental Educational Involvement: Minimum value is 1, maximum value is 3.40, mean is 2.03, standard deviation is 0.50, indicating the parental educational involvement levels are generally low;

X_7 Cultural Attitude: Minimum value is 1.38, maximum value is 3.75, mean is 2.86, standard deviation is 0.36, indicating students' cultural attitude levels are moderately high.

From the analysis above, it is evident that the mean values of each variable range from 1.00 as the minimum to 4.00 as the maximum (apart from independent variable X_1, with a full mark of 150), indicating different levels of magnitude across variables. Furthermore, the standard deviations of all variables range from 0.36 to 20.71, suggesting a relatively low level of dispersion in the data and a concentration of data points.

4.2 Correlation Analysis

Pearson correlation analysis was employed to examine the correlation between the seven influencing factors and English self-efficacy. The degree of correlation between two variables is represented by the correlation coefficient, which ranges from -1 to 1. A negative correlation coefficient indicates a negative relationship between the

two variables, and the larger the absolute value of the correlation coefficient, the stronger the correlation between the two variables.

TABLE 11 Correlation Analysis

	Y	X_1	X_2	X_3	X_4	X_5	X_6	X_7
Y	1	0.522**	-0.503**	0.415**	0.194**	0.328**	0.216**	0.178**
X_1		1	-0.388**	0.256**	0.097	0.135*	0.047	0.144**
X_2			1	-0.046	0.155**	-0.157**	0.003	-0.141*
X_3				1	0.553**	0.402**	0.288**	0.214**
X_4					1	0.134*	0.216**	0.037
X_5						1	0.198**	0.246**
X_6							1	-0.09
X_7								1

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

In Table 11, the degree of correlation between two variables is represented by the correlation coefficient, which ranged from -0.503 to 0.553. Among the seven factors, factors "Language Proficiency (X_1)", correlation coefficient 0.522; "English Learning Motivation (X_3)", correlation coefficient 0.415; "Peer Influence (X_4)", correlation coefficient 0.328; "Teacher-Student Interaction (X_5)", correlation coefficient 0.194; "Parental Educational Involvement (X_6)", correlation coefficient 0.216; and "Cultural Attitude (X_7)", correlation coefficient 0.178, are positively correlated with "English Self-Efficacy (Y)". Conversely, "Foreign Language Anxiety (X_2)" exhibits a negative correlation

with "English Self-Efficacy (Y)", with a correlation coefficient of -0.503. The correlation coefficients between all seven factors and "English Self-Efficacy" exhibit significance at the 0.01 level.

4.3 Regression Analysis

Based on the correlation analysis above, significant correlations between the nine influencing factors and English Self-Efficacy were observed. X_1 to X_7, as independent variables, and Y as the dependent variable, were implied to establish a multiple linear regression model.

TABLE 12 Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.717[a]	0.513	0.503	0.32617

As shown in Table 12, the overall R value of the regression model is 0.717, indicating a moderate to moderately high degree of correlation between all independent variables (X_1 to X_7) and the dependent variable (Y). The coefficient of determination, R^2, performs 0.513, suggesting that all independent variables (X_1 to X_7) in the model can explain 51.3% of the variance in the dependent variable (Y). The adjusted R^2, which is a more accurate evaluation metric compared to R^2, performing 0.503.

TABLE 13 Regression Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	P-Value
		B	Std. Error	Beta		
1	(Constant)	1.393	0.237		5.874	<0.001***
	X_1	0.007	0.001	0.313	7.356	<0.001***
	X_2	-0.371	0.042	-0.380	-8.922	<0.001***
	X_3	0.201	0.055	0.195	3.683	<0.001***
	X_4	0.091	0.058	0.075	1.556	0.121
	X_5	0.111	0.043	0.112	2.557	0.011**
	X_6	0.100	0.038	0.109	2.644	0.009**
	X_7	0.022	0.053	0.017	0.405	0.686

*** $p<.001$

Table 13 presents the significance test of the regression coefficients of the model's independent variables. From the results, it was observed that there are 5 factors with p values corresponding to the t values of the regression coefficients that were less than the significance level of 0.05. These 5 factors, rank from most to least influential, are as following: Foreign Language Anxiety (X_2), English Learning Motivation (X_3),

Teacher-Student Interaction (X_5), Parental Educational Involvement (X_6), Language Proficiency (X_1). Based on these results, the following equations can be formulated.

The unstandardized regression equation can be formulated as:

$$\hat{Y}=1.393 - 0.371X_2 + 0.201X_3 + 0.111X_5 + 0.100X_6 + 0.007X_1$$

The standardized regression equation is as follows:

$$Z= -0.380X_2 + 0.195X_3 + 0.112X_5 + 0.109X_6 + 0.313X_1$$

CHAPTER 5

CONCLUSION AND DISCUSSION

5.1 Objectives of the Study

1) To investigate the relationship between language proficiency, foreign language anxiety, English learning motivation, peer influence, teacher-student interaction, parental educational involvement, cultural attitude, and English self-efficacy.

2) To investigate the factors that affecting English self-efficacy of Hengzhou Senior High School students.

5.2 Research Hypothesis

1) Language proficiency, foreign language anxiety, English learning motivation, peer influence, teacher-student interaction, parental educational involvement, and cultural attitude were the factors related to the English self-efficacy of Hengzhou Senior High School students in China.

2) The effect of language proficiency, foreign language anxiety, English learning motivation, peer influence, teacher-student interaction, parental educational involvement, and cultural attitude were the factors contributed to the English self-efficacy of Hengzhou Senior High School students in China.

5.3 Research Methods

The quantitative research method was adopted to explore the determinants impacting the English self-efficacy of students enrolled in the senior high school in China. Base on the data from a questionnaire survey that clarified various students' English learning conditions in certain educational settings, the students' perception of English self-efficacy and the influencing factors were quantified and assessed.

5.4 Conclusion and Discussion

      5.4.1 The Correlations between the Predictors and English Self-Efficacy

         The correlation analysis revealed that all seven influencing factors pertaining to the English self-efficacy of students at Hengzhou Senior High School are significantly associated at the 0.01 level. These factors includes 1) language proficiency, 2) English learning motivation, 3) peer influence, 4) teacher-student interaction, 5) parental educational involvement, 6) cultural attitude, and 7) foreign language anxiety.

         1) Language proficiency positively correlates with English self-efficacy, with a coefficient of 0.522 (p< 0.01). This is aligned with Tilfarlioğlu and Cinkara (2009), Chen and Lin (2009), indicating that proficient learners generally had high self-efficacy in language learning tasks. Language proficiency looks into one' skills in speaking, listening, reading, and writing with the language, which can be evaluated through authoritative testing (Spolsky, 1989). Proficient English learners typically experience extensive periods of learning and practice, which endow them with a strong linguistic foundation and substantial practical expertise. When confronted with challenges in their English learning, they can swiftly leverage their equipped knowledge and experience to devise effective solutions, thereby demonstrating high English self-efficacy. Conversely, students with lower proficiency often sense their own incompetence in English capabilities, feel uncertain about their progress, and maintain a pessimistic outlook on their academic outcomes, showing lower English self-efficacy.

         2) English learning motivation positively correlates with English self-efficacy, with a correlation coefficient of 0.415 (p< 0.01), which aligned to Roshandel, Ghonsooly, and Ghanizadeh (2018). English learning motivation contains both intrinsic and extrinsic sides. The former is regard as the personal curiosity for things related to English or a desire for English competence, while the latter is the pursuit towards rewards or recognition related to English from external sources (Rahardjo and Pertiwi, 2020). Students with intense motivation for English learning possess a stronger determination to transform their weaknesses in English learning. This is reflected in their

more positive learning attitudes, deeper understanding of the practical value of English, and stronger desire for proficiency in the foreign language. These factors contribute to their having a higher sense of English self-efficacy. Conversely, students lack of motivation for English learning tend to be less proactive in the learning process and may even have negative evaluations and a sense of boredom towards English learning itself, showing as poor learning outcomes and a lower sense of English self-efficacy. Meanwhile, English self-efficacy and English learning motivation are intertwine, the belief in one's ability to bring about change in the practice environment predicts a strong motivation to change, and this motivation, in turn, predicts the formation of an intention to change practice patterns (Williams et al., 2014).

3) Peer influence positively correlates with English self-efficacy, with a correlation coefficient of 0.194 (p< 0.01). Exhibiting a dual characteristic, peer influence in an English learning setting could be understood as the encouraging or discouraging performance exerted by one's learning peers. The role of English learning models, as well as encouragement from English learning partners, can be categorized as positive peer influence; conversely, a negative attitude towards English learning among friends or their cheating during English exams can be suggested as negative peer influence (Crosnoe & Johnson, 2011). When students experience positive peer influence, witnessing individuals similar to themselves succeed in an English task, they are provided with an inspiring force to attempt the task and a belief in their own potential for success, which can boost their English self-efficacy (Schunk, 1987). By contrast, if students experience negative peer influence, spotting others failing, lacking dedication, or cheating in English learning, they would doubt their own abilities and discourage them from attempting English tasks. They may even emulate these misbehaviors, and their English self-efficacy will decrease (Parajares & Schunk, 2001).

4) Teacher-student interaction positively correlates with English self-efficacy, with a correlation coefficient of 0.328 (p< 0.01), which consistent with Klassen and Tze (2014), Li and Yang (2021). High-quality teacher-student interaction in an

English classroom setting is distinguished by the engaging nature of the teaching style, the efficacy of the teaching methods employed, the inclusive and welcoming learning environment fostered, the teacher's dynamic communication with students, and the harmonious relationship established between the teacher and students (Sun et al., 2018). Positive and effective teacher-student interaction fosters frequent and friendly communication between the two groups, which further contributes to building a more intriguing and constructive classroom environment. Within such an environment, students are able to perceive both academic and emotional support from the English teacher, making them more receptive to learning guidance and feedback. In consequence, the interaction promotes students' greater engagement in English class, enhancing their self-efficacy in English learning. Students who experience one-way and ineffective teacher-student interaction are less likely to seek help from teachers when they encounter difficulties in English learning, fostering a negative attitude towards the subject and lowering their English self-efficacy.

      5) Parental educational involvement positively correlates with children's English self-efficacy, with a correlation coefficient of 0.216 (p< 0.01), which supported by Lv et al. (2018) and Cross et al. (2019). Parental educational involvement refers to parents' active engagement in various stages and aspects of their children's learning. In the specific context of English learning, this involvement includes assisting children when they encounter difficulties in English, showing concern, communicating expectations and encouragement throughout the learning process, as well as providing necessary learning resources for the children (Li et al., 2019). Parents, as the closest and most trusted family members, continuously shape their children's self-efficacy. Greater parental educational involvement, positively influence their children's perception of social expectations and either pratical or emotional support during English learning, which significantly contributes to enhancing children's English self-efficacy (Bandura, 1977). However, the lack of parental educational involvement, or inappropriate

involvement such as overly interfering, setting unrealistic expectations, or neglecting emotional needs, lower the children's English self-efficacy.

        6) Cultural attitude correlates with English self-efficacy, with a correlation coefficient of 0.178 (p< 0.01), reflecting a positive link. Cultural attitudes are the learned and shared patterns of perception, cognition, and behavior that distinguish one cultural group from another (Hofsteded, 1980). Cultural attitude in English learning could be understand as our confidence on our native culture, our willingness or unwillingness to accept or learning things form English speaking cultures. A Learner who possesses a enthusiastic and accepting attitude towards the target language culture tend to acquire the target language more effectively compared to those who lack such a positive attitude (Sharifian, 2017), the effective language acquisition, in turn, strengthens an English learner's self-efficacy. Whereas a lack of such a positive attitude can lead to lower motivation and engagement in the learning process, hinder effective language acquisition, and ultimately weaken the learner's English self-efficacy.

        7) Foreign language anxiety negatively correlates with English self-efficacy, with a coefficient of -0.503 (p< 0.01), which aligned with the previous study from Zhou et al. (2022), Torres and Turner (2016). Foreign language anxiety, as the feelings stemming from any second language context, whether it is associated with speaking, writing, reading or listening (MacIntyre & Gardner, 1994). The anxiety can manifest in several forms, as communication anxiety, task-specific anxiety, anxiety about language exams, and fear of negative evaluation (Horwitz, 1986; Wu & Lin, 2017). Students with elevated levels of foreign language anxiety usually experience a negative physical state, an excessive leves of lstress may brought by the anxiety, making it difficult for the students to regulate their emotions when dealing with English tasks, which will reduce the students' confidence and patience on English learning. In this case, they tend to rate their foreign language self-efficacy lower. Whereas moderate to lower levels foreign language anxiety enable students to maintain a relatively positive emotional state and a sense of calmness during English learning, which in turn makes

them more passionate and persistent to overcome the learning tasks, gaining higher English self-efficacy (Bandura, 1982).

5.4.2 The Effects of the Predictors on English Self-Efficacy

The regression analysis revealed that five factors influenced the English self-efficacy of Hengzhou Senior High School students, with three of them: 1) language proficiency, 2) foreign language anxiety, and 3) English learning motivation, exhibiting statistical significance at the 0.001 level; with two other factors: 4)Teacher-student interaction and 5) parental educational involvement maintained significance at the level less than 0.05.

1) The factor of foreign language anxiety affected the English self-efficacy of Hengzhou Senior High School students, with a bata value of -0.371 (p< 0.001), making it the most influential factor among five significant variables. Zhou et al. (2022) indicated a strong negative impact of foreign language anxiety on one's self-efficacy, emphasizing the importance of implementing effective instructional methods to reduce anxiety and enhance self-efficacy in language learners. In China, the National College Entrance Exam, tailored for the large population, has given rise to a pattern of high school education that heavily relies on exercises and exams. As students facing the crucial college entrance examination competing against millions of peers, they experience high levels of psychological pressure, which can lead to consistent English exam anxiety and even develop into learned helplessness if they do not perform well in various pre-tests. The anxiety gradually erodes their confidence and persistence in English learning, resulting in low English self-efficacy among the students. Additionally, due to staffing and resource constraints, English teachers at the current study school find it difficult to thoroughly assess each student's language proficiency, learning style, and design customized teaching plans that cater to individual needs. This often results in a lack of differentiated instruction, with some learning or exam materials being too challenging or overwhelming for certain students. Additionally, students at this high

school have a rigorous schedule, starting their morning study sessions from 6 to 7 am, attending eight 40-minute classes daily with only ten-minute breaks between each class. They continue their studies until almost 10 pm, and sometimes, their weekends are canceled for endless exam revisions. Such an intense schedule is common in China, and it leaves students physically unable to relax, let alone maintain a calm and balanced mindset. Moreover, for teachers, ensuring the timeliness of their lessons makes it challenging to incorporate engaging classroom activities such as collaborative learning, which allows students to practice English in a less formal setting, reducing their fear of making mistakes and fostering greater interest in English learning, thereby preventing resistance and anxiety towards English learning.

2) The factor of foreign language anxiety affected the English self-efficacy of Hengzhou Senior High School students, with a bata value of -0.371 (p< 0.001), making it the most influential factor among five significant variables. In China, the National College Entrance Exam, tailored for the large population, has given rise to a pattern of high school education that heavily relies on exercises and exams. As students facing the crucial college entrance examination competing against millions of peers, they experience high levels of psychological pressure, which can lead to consistent English exam anxiety and even develop into learned helplessness if they do not perform well in various pre-tests. The anxiety gradually erodes their confidence and persistence in English learning, resulting in low English self-efficacy among the students. Additionally, due to staffing and resource constraints, English teachers at the current study school find it difficult to thoroughly assess each student's language proficiency, learning style, and design customized teaching plans that cater to individual needs. This often results in a lack of differentiated instruction, with some learning or exam materials being too challenging or overwhelming for certain students. Additionally, students at this high school have a rigorous schedule, starting their morning study sessions from 6 to 7 am, attending eight 40-minute classes daily with only ten-minute breaks between each class. They continue their studies until almost 10 pm, and sometimes, their weekends

are canceled for endless exam revisions. Such an intense schedule is common in China, and it leaves students physically unable to relax, let alone maintain a calm and balanced mindset. Moreover, for teachers, ensuring the timeliness of their lessons makes it challenging to incorporate engaging classroom activities such as collaborative learning, which allows students to practice English in a less formal setting, reducing their fear of making mistakes and fostering greater interest in English learning, thereby preventing resistance and anxiety towards English learning. There is a strong negative impact of foreign language anxiety on English self-efficacy. Foreign language anxiety can hinder students' ability to perform well in English, resulting in lower academic grades and diminished motivation. Additionally, the anxiety affects students' self-perception, causing them to doubt their English abilities and avoid related activities, limiting their chances to enhance their English skills and undermining their English self-efficacy. The implementation of effective instructional methods to reduce anxiety should be a primary concern (Zhou et al., 2022).

3) The factor of English learning motivation affected the English self-efficacy of Hengzhou Senior High School students, with a beta value of 0.201 (p< 0.001), which was the second most influential factor among five significant variables. In the current study, over half of the surveyed students reported their interest in English learning, their persistence in English studies, their recognition of the importance of English for personal future development, and their aspiration for English fluency. These intrinsically motivated students are more likely to put in extra time and effort to improve their language skills. This improvement, in turn, helps them gain a stronger sense of English self-efficacy. Intrinsic English learning motivation arises from learner's personal interest, curiosity, or the satisfaction of learning English itself. It is often more enduring and stable because it is grounded in students' inner desires and needs. This long-term learning drive makes students more likely to continuously invest more time and effort in improving their English proficiency, resulting in long-term success. Such motivation prompts students to actively seek learning opportunities, encourages them to explore

and apply effective learning strategies more actively, and enhance their usage and refinement of these strategies, thereby improving their English learning efficiency and outcomes. Students' English self-efficacy constantly increases as they progress in their English learning driven by intrinsic motivation. In contrast, extrinsic English learning motivation stems from external factors such as rewards, punishments, or social recognition. These factors can provide students with short-term learning motivation, urging them to study English hard to achieve a certain goal or avoid negative consequences. Short-term academic achievements in English can also enhance students' sense of accomplishment and English self-efficacy. However, a lack of persistence due to low intrinsic motivation or an over-focus on external rewards or recognition caused by excessive extrinsic motivation can lead students to overlook the joy and value of learning itself, generating negative emotions or attitudes towards English learning, thereby reducing their English self-efficacy. English learning motivation significantly contribute to one's English learning self-efficacy. Passion for English learning, pursuit of English learning practical advantages, desire of proficient English skills, as the strongest motivational predictors, driving students to persist and succeed in English learning, indicating the pivotal role of motivation in promoting one's English self-efficacy (Roshandel, Ghonsooly, & Ghanizadeh, 2018).

4) The factor of teacher-student interaction affects the English self-efficacy of Hengzhou Senior High School students, with a beta value of 0.111 (p<0.05), which is the third most influential factor among five significant variables. In the current study, the surveyed students reported a general good satisfaction with the current teacher-student interaction. However, there were still some issues that remain unsolved. Approximately 65% of students reported that they do not necessarily feel engaged in English class, 40% reported that the current English class is not sufficiently instructive, and 35% reported their unwillingness to seek helps from their English teacher. In this case, English teachers should manage to improve the quality of teacher-student interaction, taking the initiative to be the icebreaker in teacher-student relationship. In a

dynamic and personalized teacher-student interaction environment, students have more opportunities to engage in discussions and express their opinions. When students are granted more voice and autonomy in the classroom, they will feel more valued and respected. This sense of self-worth enhances their self-esteem and confidence, leading to greater engagement in English class activities. Such interaction also encourages students to take ownership of their learning, using English to complete tasks independently, ultimately leading to the improvement of their English self-efficacy. Effective teacher-student interaction further necessitates mutual communication. Listening patiently and attentively to students' questions and concerns makes students to heartwarmingly feel being respected and understood. In return, positive feedback from teachers can boost students' confidence, while constructive feedback helps them identify potentials for the improvement of their language skills. Once an emotional bond and trust are established between teachers and students, the students are more likely to hold positive evaluations of their teachers and the subject, and believe that teaches can actually assist in improving their English proficiency. This trusting relationship attributed to teacher-student interaction can reduce the students' English learning anxiety, strengthen students' confidence and English self-efficacy, motivating them to work harder and excel in English language learning (Bandura, 1997; Mercer & Dörnyei, 2020). Previously, Li and Yang (2021) also investigated the influence of teacher-student interaction on self-efficacy of undergraduate students. Their research revealed that teacher-student interaction serves as a strong predictor, having a significant impact on students' self-efficacy. The students in the study exhibited a favorable attitude towards the adopted innovative teaching method compare to traditional teacher-centered teaching methods, which was attributed to the the dynamic, personalized teacher-student interaction that grants students more voice and agency implemented in the experimental courses.

5) The factor of parental educational involvement affects the English self-efficacy of Hengzhou Senior High School students, with a beta value of 0.100 (p< 0.05),

which is a less influential factor among five significant variables. In the current research, a majority of students reported that they seldom receive any expectations, nor do they receive any assistance or emotional support from their parents in their English learning. When parental educational involvement is inadequate, parents often fail to demonstrate necessary concern and expectations for children's English learning. This can lead children to feel unsupported, and they will undervalued the importance of English learning, ultimately resulting in a lack of confidence and determination in tackling English challenges. Without shared involvement in English learning activities or discussions on progress, parents also miss the opportunity to arouse children's interest and enthusiasm for the language. Such lack of engagement can discourage the children from actively putting effort on English learning, leading to a decline in their English self-efficacy. During the children's high school years, it is still important for parents to aware of their roles that they can still make a difference by actively participating and supporting their children's educational experiences and pursuits in English. Regardless of whether the parents are proficient in English, parental educational involvement brings in positive aspirations and encouragement, emotionally giving the children a sense of having a family backup. This, in turn, leads to more enjoyable academic experiences that positively influence students' academic performance, motivation, and self-efficacy in English learning (Baumrind, 1966; Yi & Ko, 2023). Despite the increasing independence that students exhibit during adolescence, the role of parents in shaping the children's self-efficacy remains significant. The established studies, also suggested that parental involvement, regarding as both parents' educational aspirations and home-school interaction, serves as a predictor of 10th-grade students' English self-efficacy. When parents set high expectations for their children's English academic achievements, it frequently fosters positive outcomes such as increased confidence, engagement, and interest in English learning among the teenagers (Fan & Williams, 2009; Lv et al., 2018).

6) The factor of language proficiency, although ranking as the least influential among five significant variables with a beta value of 0.007 ($p<0.001$), still had

an impact on the English self-efficacy of students at Hengzhou Senior High School. In the current study, students with excellent English proficiency reported that they strongly believe that they are capable of dealing with English audio, text, and other English-related tasks. Language proficiency is key to continuous English learning. Achieving and improving language skills serves as a source of personal growth and accomplishment, contributing to an individual's overall self-esteem and self-efficacy. English proficiency allows individuals to express their thoughts, emotions, and intentions in English effectively. When students are able to articulate their thoughts and feelings clearly in English, they are more likely to feel empowered and in control when exposed to the English speaking or learning environment, leading to higher English self-efficacy, bring them more confidence in using the language and to engage more actively in learning and practicing English (Bandura, 1986). Students who are proficient in the language tend to perform better academically and have higher confidence in their ability to succeed in language learning (Tilfarlioǧlu & Cinkara, 2009; Chen & Lin, 2009).

5.5 Suggestions for Educators

The research aimed to provide some advice for the improving the English self-efficacy among Hengzhou Senior high school students in China. The relevant suggestions are as following.

5.5.1 Reduce Students' Foreign Language Anxiety

Reducing students' foreign language anxiety helps improve their English self-efficacy. First, teachers should assist students in setting realistic English learning goals. For example, for Chinese high school students aiming to pass the Gaokao, teachers should help them break down English content into manageable parts: basic language knowledge needed for a passing score, key knowledge with varying difficulty levels, and more advanced knowledge required for higher scores. Teachers should also segment the teaching progress, planning the lessons reasonably and guiding students to master different levels of knowledge in the early, middle, and later stages of their study. This step-by-step approach prevents students from feeling overwhelmed by too

much content at once, making each phase of learning achievable and reducing anxiety related to unattainable goals. Additionally, teachers should strive to create a classroom environment that promotes effective language acquisition while stimulating students' enthusiasm and motivation for learning. For high school students, some younger-aged classroom games might no longer be suitable, but teachers can still design more engaging activities to enhance class participation and reduce students' boredom and resistance toward English classes. Since high school English classes often involve extensive test question reviewing, teachers can assign these reviewing tasks to students, positioning students as main instructors, whereas teachers themselves as supplementary explainers. The class setting not only guides students to independently understand the logic and grammar of the questions but also makes the class more engaging, as presentations by peers are often more relatable compared to those by the teacher. In this way, the classroom shifts from being teacher-centered to student-centered, increasing students' focus and making the class less monotonous. Moreover, in China, one class adviser generally pay close attention to all students' overall learning conditions, but English teachers, as subject specialists, should also take responsibility for engaging with students after class, providing targeted assistance for their English studies. English teachers should encourage students to focus on their progress rather than excessively comparing themselves with their peers, and promptly identify students' difficulties and emotional issues related to English learning, providing practical help or psychological support to alleviate their foreign language anxiety and enhance their English self-efficacy.

5.5.2 Improve Students' English Learning Motivation

Improving students' English learning motivation contributes to enhancing their English self-efficacy. Teachers should guide students to set clear and achievable English learning goals and establish reward systems associated with these goals. These rewards can be immediate, such as timely verbal praise from the teacher or positive comments written on students' assignments or exams, or they can be long-term, such as

personalized English reading materials or popular English movie tickets, which students can earn through sustained effort. Designing rewards that align with the practical needs of high school students can boost their extrinsic English learning motivation more effectively. Whereas to stimulate students' intrinsic English learning motivation, teachers can integrate English learning with their interests and real-life experiences, making the learning content more meaningful to students. For instance, incorporating topics related to students' favorite movies, music, or sports into lessons, or discussing social issues they care about in English can significantly engage them. Moreover, teachers should inform and educate students about the importance of English for further education and future career development, such as the English proficiency requirements in university studies, its role in enhancing job opportunities, beneficial policies provided by the government for English talents. By emphasizing the practical significance and benefits of English learning, students will perceive it as both enjoyable and useful, thereby increasing their English learning motivation. By considering the combined impact of internal and external motivators, English teachers can effectively stimulate students' English learning motivation. Furthermore, success stories can be highly inspiring. While distant or culturally different success stories may not resonate deeply with students, those from peers or alumni from the same school can bring a significantly motivating impact. Encouraging collaborative learning and experience sharing among students can harness the positive influence of role models, inspiring students' English learning motivation and consequently enhancing English self-efficacy.

5.5.3 Enhance Teacher-Student Interaction

Enhancing teacher-student interaction can boost students' English self-efficacy. The conventional lecturing approach in high school often leaves students in a passive learning state, hindering reciprocal interaction between both groups. English teachers should cultivate a classroom environment where students feel at ease and have more chances expressing themselves in English, prompting them to ask questions, share ideas, and actively engage in discussions, thus breaking the one-way interaction

between teachers and students. Moreover, given the limited time in English classes, teacher-student interaction should extend beyond the classroom. Teachers ought to pay attention to students' learning progress, providing ample opportunities for communication and record down these interactions to stay tracking on each student's English learning state. Through after class interactions, offering specific and constructive feedback on students' English skills, acknowledging their strengths, and guiding them towards improvement directions can greatly enhance their English self-efficacy. Particularly for introverted students hesitant to reach out to teachers, English teachers should proactively connect with them, showing patience and understanding, offering more encouragement and support to help rebuild their confidence on English learning.

5.5.4 Enhance Parental Educational Involvement

Parental educational involvement continues to have a significant impact on both high school students' English self-efficacy and general self-efficacy. In less developed regions of China, both economically and educationally, some parents may lack sufficient education themselves, making it challenging for them to personally tutor their children in English studies. Moreover, they may not recognize the importance of English learning and proficiency, these factors together leading to a insufficient parental educational involvement. To enhance the involvement, schools should foster open and regular communication between parents and teachers regarding students' English academic progress, through parent-teacher conferences, emails, or phone calls. Schools should also keep parents informed about upcoming English assessments, projects, or activities so they can provide appropriate support and encouragement to their child. Offer parents resources and guidance on how they can support their child's English learning at home. This may include recommending English language learning materials, online resources, or language learning apps. Additionally, it's also important for parents to enhance educational involvement by helping their children develop a

positive attitude towards English learning through acknowledging their efforts and progress, celebrating achievements, and maintaining realistic expectations, thus to boost the English self-efficacy among children.

5.5.5 Develop Students' Language Proficiency

Language proficiency serves as the cornerstone for students' English self-efficacy. Apart from ensuring students effectively enhance their English proficiency through classroom instruction and practice, schools should organize and encourage students to participate in various activities and academic competitions that contribute to enhancing their language skills. These events not only provide them with more opportunities to exercise their English listening, speaking, reading, and writing abilities but also diversify the assessment of their English proficiency. Consequently, students gain a more comprehensive understanding of their English abilities, fostering confidence and motivation for continuous improvement. Furthermore, in schools with a large student population, such as the one surveyed in this research, teachers should should be good at utilizing technology tools to manage students' academic performance. Efficient monitoring of students' language proficiency enables teachers to provide timely feedback, motivating students to strive for further improvement and reinforcing their English self-efficacy.

5.6 Suggestions for Further Research

This study explored seven factors that affect students' English self-efficacy. Among them, foreign language anxiety, English proficiency, English learning motivation, teacher-student interaction, and parental educational involvement demonstrated significant effects, while peer influence and cultural attitude showed correlation but did not significantly affect English self-efficacy. It is acknowledged that the study has certain limitations.

The sample of this study was drawn from a specific high school in China, potentially restricting the generalizability of findings to other demographics. Thus, the representativeness of the sample could be seen as a limitation, affecting the universality

of the conclusions. Gender differences were not accounted for this study, despite previous research indicating potential disparities in language processing between males and females. For instance, females often exhibit higher fluency and vocabulary in language tasks, while males may excel in spatial tasks, such differences may also result in disparities in their English self-efficacy. Additionally, the study relied on self-reported data from students, which introduces potential biases. Some students may overstate or underestimate their English self-efficacy, potentially impacting the accuracy of the research findings. Furthermore, although the study identified seven factors related to English self-efficacy, only five of these factors demonstrated significant regression effects on students' English self-efficacy. This discrepancy could be caused by the undetected interrelationships between these factors or the lack of sensitivity in measuring the non-significant factors.

To address these limitations and ensure progressive future studies, several considerations can be made. Firstly, The studies should aim to include a more diverse sample of students from various regions, schools, and grade levels to ensure that the findings are more widely applicable across different populations, addressing the limitation regarding the representativeness of the sample. Secondly, gender could be considered as a variable in future research, helping in understanding whether and how gender influences English self-efficacy. Thirdly, quantitative methods (such as the current questionnaire survey) can be combined with qualitative methods (such as interviews or focus groups) to reduce the potential biases of self-reported data. Qualitative data can deepen the exploration of students' perceptions and experiences on English self-efficacy, complementing the quantitative findings. Fourthly, the interrelationships among the identified factors is worth studying to understand how they interact and influence each other. Such as structural equation modeling (SEM) or other advanced statistical techniques can be employed to explore these complex relationships. Fifthly, the sensitivity of the measurement tools should be enhanced to

better capture the effects of the assuming factors on English self-efficacy, by developing or adopting more refined instruments that can detect subtle influences and interactions between factors. Last but not least, additional factors that might affect English self-efficacy as well but were not included in the current study can be Investigated. Factors such as students' educational beliefs, access to educational resources, language exposure, and English curriculum design could be investigated to comprehensively understand the influences on students' English self-efficacy from individual, social, and cultural perspectives.

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APPENDIX

APPENDIX 1

English Self-Efficacy And Factors Affecting

English Self-Efficacy Questionnaire (Index of Item-Objective Congruence)

Variable Scale	NO.	Item	N of Experts	IOC
\	1	Fill in your Gender(Male/ Female).		
\	2	Fill in your Age.		
English Self-Efficacy	1	I can understand stories told in English from my classmates.	3	1.00
	2	I can understand the English programs the English instructor playing in class.		1.00
	3	I can understand an audio-recorded English dialogue about everyday school matters from my English instructor.		1.00
	4	I often feel that I can't keep up with the listening part of the English test.		1.00
	5	It is difficult for me to comprehend what the English instructor saying if he/she teaches in English in class.		1.00
	6	I can answer my English instructor's questions in English.		1.00
	7	I can discuss subjects of general interest with my fellow students in English.		1.00
	8	I can tell a story in English.		1.00
	9	I can introduce myself in English.		1.00
	10	I can introduce my English instructor to someone else in English.		1.00
	11	I can do homework alone when it includes reading English texts.		1.00
	12	I can understand English articles on the textbooks.		1.00
	13	I can understand new reading materials (e.g., news from China Daily) selected by my English instructor.		1.00
	14	When I read English articles, I can guess the meaning of unknown words.		1.00
	15	I never have enough time to finish all the reading questions in the English test.		1.00
	16	I can write English compositions assigned by my English instructor.		1.00
	17	I can't memorize well the spelling of words.		1.00
	18	I can make new sentences with the words just learned.		1.00

	19	I can never write a complete composition in the English test.		1.00
	20	I can write a two-page essay about my English instructor in English.		1.00
Language Proficiency (Will be evaluated based on a professional exam score)	1	Fill in your English final test score of last term.		
Foreign Language Anxiety	1	I never feel quite sure of myself when I am speaking in my English class.	3	1.00
	2	I get nervous when the English teacher asks questions which I haven't prepared in advance.		1.00
	3	I am usually at ease during tests in my English class.		1.00
	4	The more I study for an English test, the more confused I get.		1.00
	5	I don't worry about making mistakes in English class.		1.00
	6	I am afraid that my English teacher is ready to correct every mistake I make.		1.00
	7	It frightens me when I don't understand what the teacher is saying in English.		1.00
	8	I get upset when I don't understand what the teacher is correcting.		1.00
	9	I am afraid that the other students will laugh at me when I speak English.		1.00
	10	English class moves so quickly I worry about getting left behind.		1.00
English Learning Motivation	1	I like learning English.	3	1.00
	2	I will persist when facing difficulties in English learning.		1.00
	3	I study English diligently for potential development in the future.		1.00
	4	It would be nice to be able to communicate fluently with foreign speakers in English.		1.00
	5	I study English hard for the praise from the teacher.		1.00
	6	I study English hard for my parents' expectation on me.		1.00
	7	The English achievement is a crucial factor in getting the scholarship or other awards, so I study English diligently.		1.00
	8	I study English for accessing to English media and pop culture (movies, music, etc.).		1.00
Peer Influence	1	I ask my peer for help whenever I face English problems.	3	1.00
	2	Whenever there is an English exam, I study hard like my		1.00

Involvement		academic achievement in English.		
	2	At home, my parents actively engage in discussions about the importance of succeeding in English studies.		1.00
	3	I receive assistance from my parents when facing challenges with English homework or assignments.		1.00
	4	My parents regularly check my English homework to ensure its completion and quality.		1.00
	5	My parents signed me up for extra-curricular English tutoring courses, and they track on my study on these courses.		0.67
	6	My parents attend parent-teacher conferences specifically focused on my English performance.		1.00
	7	My parents encourage me to participate in English-related extracurricular activities, such as English speech contest.		1.00
	8	My parents encourage me to explore English literature beyond what is covered in school.		1.00
	9	My parents celebrate my achievements in English, motivating me to excel further.		1.00
	10	My parents provide resources such as books, software, or online platforms to enhance my English learning.		1.00
Cultural Attitude	1	I think the popularization of English would reduce Chinese people's native language competence.	3	1.00
	2	Generally, I think Western culture is superior.		1.00
	3	I think part of the culture of English-speaking countries had already influenced Chinese culture.		1.00
	4	The popularization of English is a form of soft colonization.		1.00
	5	I think it's important to study and appreciate traditional aspects of English culture, such as historical customs and values.		1.00
	6	I consider studying modern, secular aspects of English culture, like technology, science, and education to be important.		1.00
	7	I find the study of practical aspects of English culture that relate to economic and social survival to be somewhat significant.		1.00
	8	I believe it is valuable to explore the expressive and creative aspects of English culture, such as art, music, and literature.		1.00

APPENDIX 2

English Self-Efficacy And Factors Affecting

English Self-Efficacy Questionnaire (Corrected Item-Total Correlation)

Variable Scale	NO.	Item	CITC
\	1	Fill in your Gender(Male/ Female).	
\	2	Fill in your Age.	
English Self-Efficacy	1	I can understand stories told in English from my classmates.	0.787
	2	I can understand the English programs the English instructor playing in class.	0.679
	3	I can understand an audio-recorded English dialogue about everyday school matters from my English instructor.	0.862
	4	I often feel that I can't keep up with the listening part of the English test.	0.689
	5	It is difficult for me to comprehend what the English instructor saying if he/she teaches in English in class.	0.709
	6	I can answer my English instructor's questions in English.	0.869
	7	I can discuss subjects of general interest with my fellow students in English.	0.829
	8	I can tell a story in English.	0.845
	9	I can introduce myself in English.	0.739
	10	I can introduce my English instructor to someone else in English.	0.782
	11	I can do homework alone when it includes reading English texts.	0.816
	12	I can understand English articles on the textbooks.	0.843
	13	I can understand new reading materials (e.g., news from China Daily) selected by my English instructor.	0.809
	14	When I read English articles, I can guess the meaning of unknown words.	0.788
	15	I never have enough time to finish all the reading questions in the English test.	0.452
	16	I can write English compositions assigned by my English instructor.	0.774
	17	I can't memorize well the spelling of words.	0.446
	18	I can make new sentences with the words just learned.	0.781
	19	I can never write a complete composition in the English test.	0.388
	20	I can write a two-page essay about my English instructor in English.	0.788
Language Proficiency (Will be evaluated based on a professional exam score)	1	Fill in your English final test score of last term.	
Foreign Language Anxiety	1	I never feel quite sure of myself when I am speaking in my English class.	0.798
	2	I get nervous when the English teacher asks questions which I haven't prepared in advance.	0.672
	3	I am usually at ease during tests in my English class.	0.727
	4	The more I study for an English test, the more confused I get.	0.670

	5	I don't worry about making mistakes in English class.	0.643
	6	I am afraid that my English teacher is ready to correct every mistake I make.	0.311
	7	It frightens me when I don't understand what the teacher is saying in English.	0.682
	8	I get upset when I don't understand what the teacher is correcting.	0.757
	9	I am afraid that the other students will laugh at me when I speak English.	0.678
	10	English class moves so quickly I worry about getting left behind.	0.718
English Learning Motivation	1	I like learning English.	0.536
	2	I will persist when facing difficulties in English learning.	0.585
	3	I study English diligently for potential development in the future.	0.568
	4	It would be nice to be able to communicate fluently with foreign speakers in English.	0.286
	5	I study English hard for the praise from the teacher.	0.580
	6	I study English hard for my parents' expectation on me.	0.346
	7	The English achievement is a crucial factor in getting the scholarship or other awards, so I study English diligently.	0.424
	8	I study English for accessing to English media and pop culture (movies, music, etc.).	0.529
Peer Influence	1	I ask my peer for help whenever I face English problems.	0.712
	2	Whenever there is an English exam, I study hard like my peer does to get good score.	0.649
	3	I try hard to reach my peer's level of English proficiency.	0.640
	4	My peer's attempts and motivation of English learning has made me study English more.	0.640
	5	I always wonder whether I will be able to speak and participate in English class activities as much as my peer does.	0.397
	6	My peer's success, English proficiency, and top marks make me jealous.	0.675
	7	Teachers' exclusive attention to my peer who goods at English bothers me.	0.466
	8	Sometimes my peer tells me that English homework is not important, it doesn't matter even if I don't finish it, so I muddle through.	0.635
	9	Some of my peers think that learning English is not important, and they do not work hard on English, so I follow them.	0.582
	10	I thought about cheating in English exam because my peer did so.	0.608
Teacher-Student Interaction	1	I am satisfied with my English teacher's communication style in class.	0.591
	2	My teacher effectively conveys the material in a way that is easy to understand and engaging.	0.660
	3	My English teacher is supportive in helping me when I face difficulties with the subject.	0.758
	4	I feel comfortable approaching my English teacher for assistance and guidance when needed.	0.884
	5	I feel engaged in my English class.	0.656
	6	The English teacher encourages active participation and discussion among students.	0.854
	7	The English class creates a positive and inclusive learning environment.	0.880
	8	I feel that classroom interactions and relationships between students and the	0.879

		teacher are harmonious and conducive to learning.	
	9	The quality of instruction in my English class is effective.	0.846
	10	My English teacher provides clear explanations, relevant examples, and helpful resources for learning English.	0.906
Parental Educational Involvement	1	My parents clearly express their expectations for my academic achievement in English.	0.634
	2	At home, my parents actively engage in discussions about the importance of succeeding in English studies.	0.930
	3	I receive assistance from my parents when facing challenges with English homework or assignments.	0.870
	4	My parents regularly check my English homework to ensure its completion and quality.	0.928
	5	My parents signed me up for extra-curricular English tutoring courses, and they track on my study on these courses.	0.786
	6	My parents attend parent-teacher conferences specifically focused on my English performance.	0.875
	7	My parents encourage me to participate in English-related extracurricular activities, such as English speech contest.	0.808
	8	My parents encourage me to explore English literature beyond what is covered in school.	0.867
	9	My parents celebrate my achievements in English, motivating me to excel further.	0.813
	10	My parents provide resources such as books, software, or online platforms to enhance my English learning.	0.845
Cultural Attitude	1	I think the popularization of English would reduce Chinese people's native language competence.	0.476
	2	Generally, I think Western culture is superior.	0.663
	3	I think part of the culture of English-speaking countries had already influenced Chinese culture.	0.379
	4	The popularization of English is a form of soft colonization.	0.575
	5	I think it's important to study and appreciate traditional aspects of English culture, such as historical customs and values.	0.370
	6	I consider studying modern, secular aspects of English culture, like technology, science, and education to be important.	0.251
	7	I find the study of practical aspects of English culture that relate to economic and social survival to be somewhat significant.	0.550
	8	I believe it is valuable to explore the expressive and creative aspects of English culture, such as art, music, and literature.	0.502

APPENDIX 3

English Self-Efficacy And Factors Affecting

English Self-Efficacy Questionnaire

This questionnaire will serve the research on the factors influencing self-efficacy in English language learning among Chinese high school students. It has obtained informed consent from relevant departments and will collect and process participant data anonymously. Thank you for taking the time to participate in this survey.

The questionnaire is divided into totally three sections. Please answer the questions according to the instructions provided for each section of the questionnaire. Please note that there are no right or wrong answers; you should simply provide your honest opinions or experiences. There is no need to discuss the questionnaire questions with others. After completing this questionnaire, please submit it directly to the research personnel. Your cooperation is greatly appreciated!

Before starting, please ticking the basic information that matches your personal situation.

1. Choose your gender.

A. Male   B. Female

2. Choose your age.

A. 15   B. 16   C. 17   D. 18

SECTION 1 English Self-Efficacy

This section aims to understand your perception of your own English self-efficacy. For the following descriptions, please choose the option according to your actual situation, and use "√" in the corresponding box to choose the option that meets your opinion. "Strongly Agree" means you very much agree with the description; "Agree" means you generally agree with the description, but you may reserve some other opinions of your own; "Disagree" means you disagree with the description; "Strongly Disagree" means you strongly disagree with the description and you have your other own related thoughts and opinions.

No.	Item	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I can understand stories told in English from my classmates.				
2	I can understand the English programs the English instructor playing in class.				

3	I can understand an audio-recorded English dialogue about everyday school matters from my English instructor.				
4	I often feel that I can't keep up with the listening part of the English test.				
5	It is difficult for me to comprehend what the English instructor saying if he/she teaches in English in class.				
6	I can answer my English instructor's questions in English.				
7	I can discuss subjects of general interest with my fellow students in English.				
8	I can tell a story in English.				
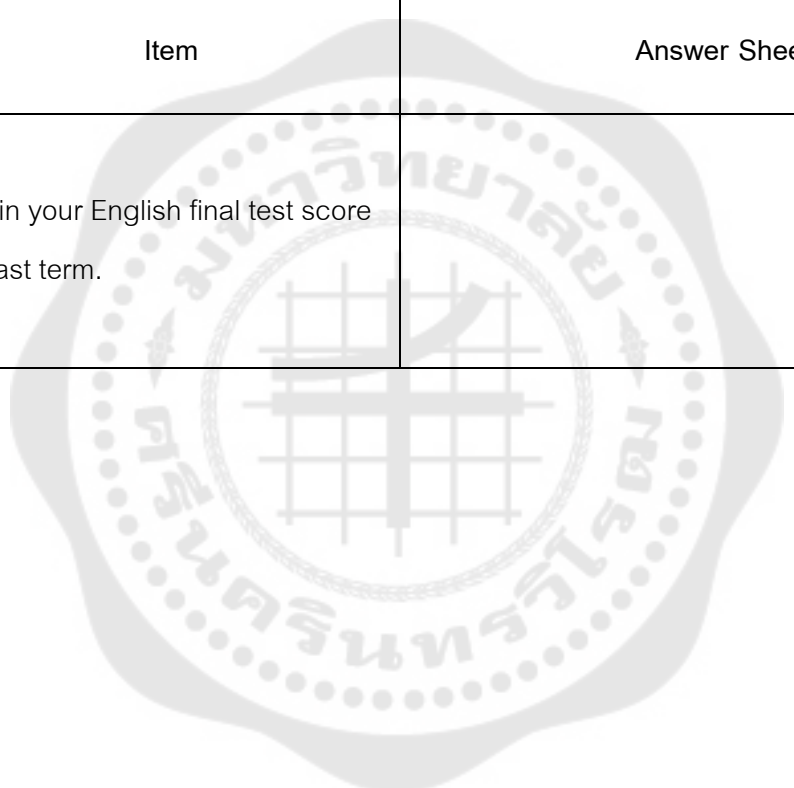
9	I can introduce myself in English.				
10	I can introduce my English instructor to someone else in English.				
11	I can do homework alone when it includes reading English texts.				
12	I can understand English articles on the textbooks.				
13	I can understand new reading materials (e.g., news from China Daily) selected by my English instructor.				
14	When I read English articles, I can guess the meaning of unknown words.				

15	I never have enough time to finish all the reading questions in the English test.				
16	I can write English compositions assigned by my English instructor.				
17	I can't memorize well the spelling of words.				
18	I can make new sentences with the words just learned.				
19	I can never write a complete composition in the English test.				
20	I can write a two-page essay about my English instructor in English.				

SECTION 2 English Proficiency

This section aims to understand your general English proficiency level. For the following descriptions, please choose the option according to your actual situation, and use "√" in the corresponding box to choose the option that meets your actual situation.

| No.	Item	Answer Sheet
1	Fill in your English final test score of last term.	

SECTION 3 Foreign Language Anxiety

This section aims to understand the degree of your foreign language anxiety. For the following descriptions, please choose the option according to your actual situation, and use "√" in the corresponding box to choose the option that meets your opinion. "Strongly Agree" means you very much agree with the description; "Agree" means you generally agree with the description, but you may reserve some other opinions of your own; "Disagree" means you disagree with the description; "Strongly Disagree" means you strongly disagree with the description and you have your other own related thoughts and opinions.

No.	Item	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I never feel quite sure of myself when I am speaking in my English class.				
2	I get nervous when the English teacher asks questions which I haven't prepared in advance.				

3	I am usually at ease during tests in my English class.				
4	The more I study for an English test, the more confused I get.				
5	I don't worry about making mistakes in English class.				
6	I am afraid that my English teacher is ready to correct every mistake I make.				
7	It frightens me when I don't understand what the teacher is saying in English.				
8	I get upset when I don't understand what the teacher is correcting.				

9	I am afraid that the other students will laugh at me when I speak English.				
10	English class moves so quickly I worry about getting left behind.				
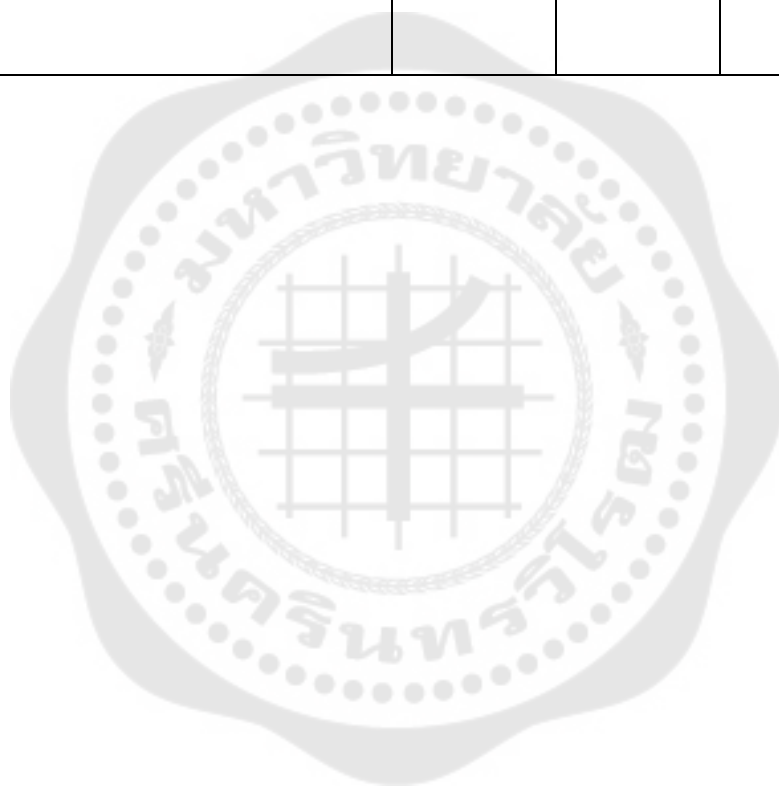
SECTION 4 English Learning Motivation

This section aims to understand the your English learning motivation. For the following descriptions, please choose the option according to your actual situation, and use "√" in the corresponding box to choose the option that meets your opinion. "Strongly Agree" means you very much agree with the description; "Agree" means you generally agree with the description, but you may reserve some other opinions of your own; "Disagree" means you disagree with the description; "Strongly Disagree" means you strongly disagree with the description and you have your other own related thoughts and opinions.

No.	Item	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I like learning English.				
2	I will persist when facing difficulties in English learning.				

|					
3	I study English diligently for potential development in the future.				
4	It would be nice to be able to communicate fluently with foreign speakers in English.				
5	I study English hard for the praise from the teacher.				
6	I study English hard for my parents' expectation on me.				
7	The English achievement is a crucial factor in getting the scholarship or other awards, so I study English diligently.				
8	I study English for accessing to English media and pop culture (movies, music, etc.).				

SECTION 5 Peer Influence

This section aims to understand the peer influence in your English learning. For the following descriptions, please choose the option according to your actual situation, and use "√" in the corresponding box to choose the option that meets your opinion. "Strongly Agree" means you very much agree with the description; "Agree" means you generally agree with the description, but you may reserve some other opinions of your own; "Disagree" means you disagree with the description; "Strongly Disagree" means you strongly disagree with the description and you have your other own related thoughts and opinions.

No.	Item	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I ask my peer for help whenever I face English problems.				
2	Whenever there is an English exam, I study hard like my peer does to get good score.				

3	I try hard to reach my peer's level of English proficiency.				
4	My peer's attempts and motivation of English learning has made me study English more.				
5	I always wonder whether I will be able to speak and participate in English class activities as much as my peer does.				
6	My peer's success, English proficiency, and top marks make me jealous.				
7	Teachers' exclusive attention to my peer who goods at English bothers me.				
8	Sometimes my peer tells me that English homework is not important, it doesn't matter even if I don't finish it, so I muddle through.				

| 9	Some of my peers think that learning English is not important, and they do not work hard on English, so I follow them.				
10	I thought about cheating in English exam because my peer did so.				
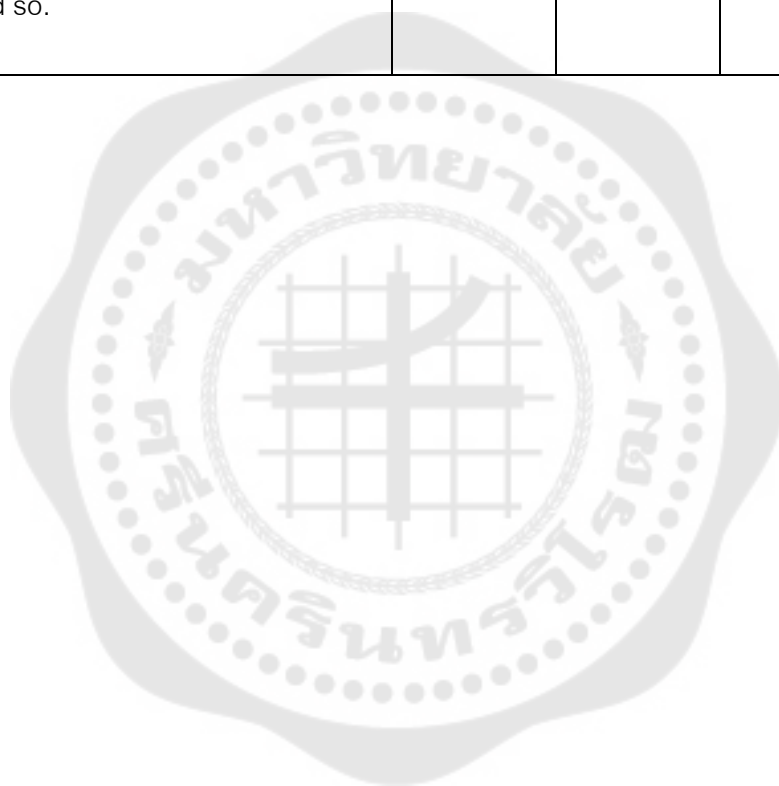
SECTION 6 Teacher-Student Interaction

This section aims to understand the interaction between the English teacher and you. For the following descriptions, please choose the option according to your actual situation, and use "√" in the corresponding box to choose the option that meets your opinion. "Strongly Agree" means you very much agree with the description; "Agree" means you generally agree with the description, but you may reserve some other opinions of your own; "Disagree" means you disagree with the description; "Strongly Disagree" means you strongly disagree with the description and you have your other own related thoughts and opinions.

No.	Item	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I am satisfied with my English teacher's communication style in class.				
2	My teacher effectively conveys the material in a way that is easy to understand and engaging.				

3	My English teacher is supportive in helping me when I face difficulties with the subject.				
4	I feel comfortable approaching my English teacher for assistance and guidance when needed.				
5	I feel engaged in my English class.				
6	The English teacher encourages active participation and discussion among students.				
7	The English class creates a positive and inclusive learning environment.				
8	I feel that classroom interactions and relationships between students and the teacher are harmonious and conducive to learning.				

9	The quality of instruction in my English class is effective.				
10	My English teacher provides clear explanations, relevant examples, and helpful resources for learning English.				
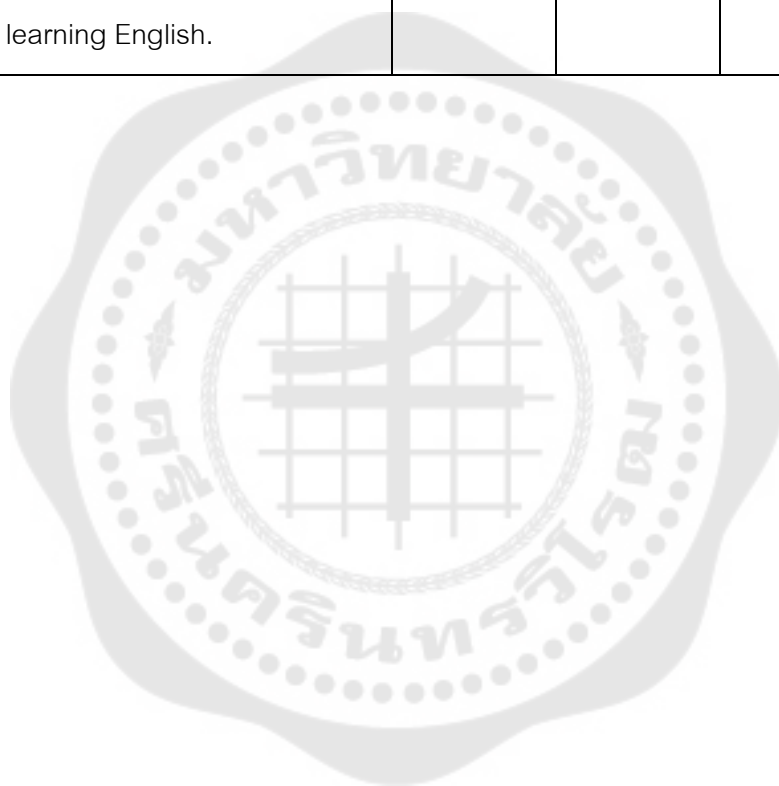
SECTION 7 Parental Educational Involvement

This section aims to understand the parental involvement in your English education. For the following descriptions, please choose the option according to your actual situation, and use "√" in the corresponding box to choose the option that meets your opinion. "Strongly Agree" means you very much agree with the description; "Agree" means you generally agree with the description, but you may reserve some other opinions of your own; "Disagree" means you disagree with the description; "Strongly Disagree" means you strongly disagree with the description and you have your other own related thoughts and opinions.

No.	Item	Strongly Agree	Agree	Disagree	Strongly Disagree
1	My parents clearly express their expectations for my academic achievement in English.				
2	At home, my parents actively engage in discussions about the importance of succeeding in English studies.				
3	I receive assistance from my parents when facing challenges with English homework or assignments.				

4	My parents regularly check my English homework to ensure its completion and quality.				
5	My parents signed me up for extra-curricular English tutoring courses, and they track on my study on these courses.				
6	My parents attend parent-teacher conferences specifically focused on my English performance.				
7	My parents encourage me to participate in English-related extracurricular activities, such as English speech contest.				
8	My parents encourage me to explore English literature beyond what is covered in school.				
9	My parents celebrate my achievements in English, motivating me to excel further.				

10	My parents provide resources such as books, software, or online platforms to enhance my English learning.				

SECTION 8 Cultural Attitude

This section aims to understand your attitude towards English culture. For the following descriptions, please choose the option according to your actual situation, and use "√" in the corresponding box to choose the option that meets your opinion. "Strongly Agree" means you very much agree with the description; "Agree" means you generally agree with the description, but you may reserve some other opinions of your own; "Disagree" means you disagree with the description; "Strongly Disagree" means you strongly disagree with the description and you have your other own related thoughts and opinions.

No.	Item	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I think the popularization of English would reduce Chinese people's native language competence.				
2	Generally, I think Western culture is superior.				
3	I think part of the culture of English-speaking countries had already influenced Chinese culture.				
4	The popularization of English is a form of soft colonization.				

5	I think it's important to study and appreciate traditional aspects of English culture, such as historical customs and values.				
6	I consider studying modern, secular aspects of English culture, like technology, science, and education to be important.				
7	I find the study of practical aspects of English culture that relate to economic and social survival to be somewhat significant.				
8	I believe it is valuable to explore the expressive and creative aspects of English culture, such as art, music, and literature.				

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