

# A Study on the Influence of Middle School Students' Classroom Participation on English Achievement: Based on the Data of a Middle School in Foshan

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**Abstract:** This paper takes 120 students of Grade 8 from a middle school in Foshan as the research object, and analyzes the correlation between classroom participation and English learning achievement. It is found that there are fewer active verbal activities in middle school students' classroom participation, mainly in the form of nonverbal participation. Pearson correlation analysis showed that 'classroom questioning', 'active answer' and 'taking notes' had significant positive correlation with English achievement, and 'taking notes' had the highest correlation coefficient with English achievement. There is a significant negative correlation between 'questioning students', 'listening but silence' and English achievement, and there is no significant correlation between students' entrance scores and English achievement. The results of multiple regression analysis show that 'taking notes' has the most significant effect on English achievement, and 'active answer' is the second important factor. In addition, 'classroom questioning', 'asking students', 'listening but silent' and 'entrance score' have no significant effect on English achievement. In view of this, teachers should improve the classroom teaching mode in middle school students' English teaching, so that students can participate in classroom verbal activities more actively.

**Keywords:** Middle school students; Classroom participation; English achievement; English education.

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## 1. Introduction

The occurrence of learning is inseparable from the participation of learners. How to make learners actively participate in learning and achieve the best learning achievement is a problem that educators pay attention to. Teaching quality has been regarded as the lifeline of education. An important indicator of teaching quality is students' academic performance during school. In addition, many scholars believe that the quality of a student's academic performance is not only directly related to his or her own efforts and teachers' teaching, but also cannot deny the indirect impact of students' foundation on academic performance. The direct and comprehensive reflection of this basic level is admission performance.

Early researchers mainly focus on the classification and description of students' classroom participation behavior. All right & Bailey divides students' classroom participation into observable and unobservable activities. Unobservable activities involve students' cognitive thinking activities, which are of great significance to the study of students' participation in classroom learning [1]. Luo divided students' in-class activities into "static learning behavior" and "dynamic learning behavior" [2], but it is difficult to find a clear boundary between the two. Zhang Ye and Zhou Dajun divided classroom participation into verbal activities and nonverbal activities [3]. In my opinion, this division is easier to operate. Apart from that, in China, quantitative studies on correlation between classroom participation and English achievement of middle school students are rarely found. Only Li Guo [4], Zhong Hongying [5], Wang Dongjiao [6] have carried out quantitative studies on correlation between them.

Their studies mainly referred to middle school students' classroom participation questionnaire in Kong Qiping's research, which includes behavior participation questionnaire,

cognitive participation questionnaire and emotional participation questionnaire [7]. The above mentioned three researchers all analyzed the data through SPSS, but the results were not the same. In addition, there are abundant studies on other factors affecting English achievement, such as academic self-efficacy, interactive mode, classroom multiple interactive evaluation, students' learning motivation, etc. However, there is no study on the correlation between middle school students' English entrance scores and English achievement.

In view of this, this paper discusses the relationship between middle school students' English classroom participation and academic performance, and puts students' entrance scores into the influencing factors, and analyzes its influence on academic performance.

## 2. Research methods

### 2.1. Survey objects

The subjects were randomly two parallel classes of Grade 8 in a middle school in Foshan, with a total of 120 people. The proportion of men and women in the two classes was roughly the same. Secondly, the two classes are taught by different teachers, but the teaching modes are similar. Furthermore, a harmonious and trustful relationship between students and teachers has been established. Students participating in the survey have completed English courses for two years. They are mainly from Foshan, Guangdong Province, with similar cultural background and learning experience.

### 2.2. Survey tools

#### 2.2.1. Classroom participation questionnaire

Based on Zhang Ye and Zhou Dajun's classification of students' classroom participation pattern, in this paper I have conducted a questionnaire survey on students. All questionnaire items were scored by 5 points of the Likert

Scale, and were divided into five grades from 1 (full nonconformity) to 5 (full conformity).

### 2.3. Data sources of scores

This study adopted the entrance examination scores of the whole school and the English scores of the second semester of grade 8 in Foshan City in July 2022, with a full score of 120. The test paper is corrected by sealing and flowing work, and the results are reliable.

### 2.4. Data collection and analysis

The questionnaire survey was conducted simultaneously on the morning of July 10, 2022. A total of 120 questionnaires were distributed and 120 valid questionnaires were issued, including 64 males and 56 females. After that I put the data into computer, using SPSS for data Pearson correlation coefficient analysis and multiple regression analysis.

## 3. Conclusion and discussion

### 3.1. Situation of students' classroom participation

I first analyzed the situation of students' classroom participation. And the result is shown in table 1. The

questionnaire options are divided into five levels, so if the average value is higher than 3, indicating that the corresponding classroom participation behavior is more frequent, otherwise less.

It can be seen from Table 1 that among the nine classroom participation modes, the average value of five items exceeds 3.0. Middle school students have less active verbal activities in English classroom, and the frequency of 'classroom questioning', 'classroom oppugning', 'after-school questioning' and 'active answering' is low. Most of them are passive in classroom speech activities, such as 'answering in chorus' and 'answering after being designated'. Less active verbal participation does not mean that students are passive in English class participation, because most of them take part in nonverbal activities, such as 'taking notes' and 'listening to others' answers. There may be the following reasons: 1) Middle school students' English classroom is still dominated by imparting language knowledge, students passively participate in classroom activities, recording the content of teaching can basically meet the requirements of the examination; 2) Teachers' classroom questioning design and classroom task design cannot stimulate students' enthusiasm to participate in classroom activities; 3) The impact of cultural traditions is another important factor.

**Table 1.** Middle school students' classroom participation, entrance scores and their correlation with English scores

participation pattern in classes		Mean	Std.deviation	The statistics of Person Correlation
Verbal activities	1 classroom questioning	2.58	1.001	.200*
	2 Classroom oppugning	2.28	1.267	.061
	3 After-class questioning	2.45	1.098	.097
	4 Active answering	2.52	1.348	.360**
	5 Answer in chorus	3.57	0.753	.162
	6 Answer after being designated	3.98	0.867	.136
	7 Asking other classmates	2.48	1.203	-.210*
Non-verbal activities	1 Take notes	3.52	1.088	.382**
	2 Listening but be silent	3.34	1.034	-.243*
	3 Listening to others' answers	3.21	1.120	.141
	4 Nod or shake head	2.72	1.163	.129
Students' entrance scores		90.15	9.127	.171

\* P < 0.05 (bilateral) \*\* P < 0.01 (bilateral) N = 120

### 3.2. Results of correlation analysis between students' classroom participation, entrance scores and English achievement

Table 1 shows that five of the 11 classroom participation models are significantly correlated with English achievement. The "classroom questioning", "active answering" and "taking notes" in verbal activities are significantly positively correlated with English achievement. Among them, "taking notes" has the highest correlation coefficient with English achievement. While 'asking students' and 'listening but silence' are negatively correlated with English achievement, indicating that active participation in classroom activities, whether verbal or nonverbal, has a positive role in promoting English learning, and negative participation mode will be not conducive to English learning. There is no significant correlation between students' entrance scores and their English achievements.

### 3.3. Regression analysis results of students' classroom participation and English achievement

The author uses multiple regression analysis to further explore the relationship between classroom participation and English achievement and the predictive power of classroom participation on English achievement. The regression analysis model is shown in table 2. The F value of the model was 15.478 (P = 0.026), which was statistically significant.

Table 2 shows that the proportion (R2) that English scores can be explained by classroom participation is 36.8 %, and the adjusted R2 is 31.7 %.

Beta value shows that 'taking notes' has the most significant impact on English achievement, and the learning concept of 'active answering' is the second important factor. It is also noted that 'classroom questioning', 'asking other classmates', 'listening but silent', and 'entrance scores' have little effect on English achievement.

**Table 2.** Model Summary (N = 120)

dependent variable	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std.Error of Estimate	F	Sig.
English achievement	0.529	0.368	0.317	12.786	15.478*	.026

**Table 3.** Coefficients

independent variable	B	Beta	t	Sig.
Active answering	2.650	0.182	2.097*	0.039
Asking other classmates	0.033	0.130	1.215	0.227
Taking notes	2.815	0.192	2.536*	0.014
Listening but be silent	0.116	0.120	1.121	0.265
classroom questioning	0.061	0.097	0.959	0.340
entrance scores	0.459	0.156	1.489	0.075

\* P<0.05   \* \* P<0.01   N=120

## 4. Conclusions and implications

Through the above survey, the following conclusions can be drawn:

1) Students are more inclined to participate in English classroom activities in non-verbal and passive ways, and are more willing to participate in classroom activities in positive cognitive ways, such as understanding, memory and judgment.

2) Teachers should make students more involved in classroom activities, especially increase their verbal participation. First of all, we should adjust the teaching objectives and examination methods, pay attention to the cultivation of oral expression ability. Secondly, we should improve the classroom teaching mode, carry out more classroom group activities, increase questions, and guide students to participate more in classroom activities.

3) Attention should be paid to students' extracurricular English learning as well as classroom teaching

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