

Teacher Support as Predictor of Student Engagement in College English Course in Selected HEIS in China

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Abstract: This study adopted quantitative method to investigate the predictive role of teacher support in student engagement in College English courses at selected universities in China. The study population consisted a sample size of 379 students and 124 teachers, and assessed the level of teacher support in terms of emotional, academic, and instrumental support, as well as behavioral, emotional, and cognitive aspects of student engagement. Through Mann-Whitney U test and multiple linear regression analysis, the study revealed the teacher-student differences in perceptions of teacher support and student engagement and also the predictive role of teacher support on student engagement, with implications for enhancing educational practices. The study revealed that both teachers and students rated teacher support positively in terms of emotional, academic, and instrumental support, with slight differences. There was no significant difference between teacher and student assessments of overall teacher support, though students rated emotional support higher. However, a significant difference was found in the assessment of student engagement, where students rated their engagement—especially emotional engagement—higher than teachers. Also, it was found that academic and instrumental support were significant predictors of student engagement, with academic support having the strongest impact. Based on these findings, a teacher support program is proposed to enhance student engagement in College English classes. The findings of this study have implications for teacher professional development in higher education. It highlights the importance of teacher support, especially academic and instrumental support, teachers towards boosting student engagement in College English class. Schools should prioritize ongoing training that helps teachers better understand and meet students' academic and emotional needs, while also improving their ability to provide practical instrumental support. Professional development programs that strengthen and improve these areas can enhance teaching effectiveness, reduce discrepancies in student engagement perceptions, and ultimately improve student academic performance in College English classes in China.

Keywords: Teacher Support; Student Engagement; College English.

1. Introduction

Student engagement, as has been discovered by a great number of scholars in the fields of education and psychology, is an important indicator for achieving academic success (Yang et al., 2021). As students encounter heightened levels of engagement in class, their English achievement improves accordingly (Liu, et al, 2023). Engagement can also increase students' cognitive abilities and learning skills (Zepke, 2021), academic achievement (Fuertes et al., 2023), and physical and psychological well-being of students (Jin & Wang, 2019). In terms of language acquisition, student engagement is particularly crucial as language learning is more of an intensified communicative process and student engagement can represent the quality and quantity demonstrated by students' active involvement and dedication to the mastery a language (Hiver et al., 2021). Mercer (2019) also stressed that student engagement is pivotal in achieving academic success in language learning. Being an English teacher, the researcher feels the need to further enhance Chinese students' performance in English. Therefore, educational organizations need to come up with strategies to enhance student engagement, such as establishing favorable learning environment, creating diversified in-class or out-of-class activities, and strengthening students' sense of belongings in class (Burke, 2019).

Researches have also been conducted on student engagement in China. For example, Guo et al. (2022) examines the components of affective engagement, Ren

(2019) proposes a theoretical framework of a multidimensional evaluation system for student engagement, and Dong (2021) compare differences and similarities of student engagement. Scholars in China have further enriched the definition of student engagement. Zhang (2018) expounded that student engagement is a state of mind and body where students actively engage intellectually and emotionally in learning activities. He also contended that student engagement is a unity of cognitive engagement, behavioral engagement and emotional engagement and these are mutually interconnected. Gao et al. (2022) defined student engagement as a state where students demonstrate continuous and positive emotion throughout the learning process. Guo & Liu (2016) defined student engagement in the context of Chinese EFL learning based on Fredrick's (2011) classification of three dimensions of student engagement: behavioral engagement, emotional engagement, and cognitive engagement. Liu et al. (2023) designed Questionnaire of Student Engagement Scale especially for measuring the level of engagement in College English class in China with the purpose to delve into the relationship between engagement and academic achievement. The questionnaire designed by Liu et al. (2023) measure the student engagement from behavioral, emotional and cognitive perspective, which best fits the scope of this study.

Chinese EFL learners have invested a considerable amount of time and energy in gaining proficiency in English, however, their academic performances are far from satisfactory (Xu & Fan, 2019). What's more, as observed by front-line English

teachers and scholars, a notable reason contributing to students' underachievement in College English class is their disengagement in the classroom (Liu, 2023). The existing issues observed of disengagement behaviors in College English classroom mainly include passive learning behaviors, such as keeping silent when questions are raised, low participation in classroom activities (Wu, 2021), or regarding College English course as boring, impractical or irrelevant to their majors (Liu & Yang, 2022). Therefore, it goes beyond saying that greater importance should be attached to enhance student engagement in the College English subject.

Given the prominent role of student engagement in language acquisition, scholars have examined the possible factors contributing to it, which involves personal factors, teacher factors, environmental factors, and educational technology factors. However, based on past literature works, teacher support, indicating positive interaction between teachers and students, has been widely recognized as highly influential in helping students getting rid of learning frustration, promoting engagement in study and maintaining students' academic achievement (Besser et al, 2022). And supportive teachers value and are interested in establishing personal relationships with their students, and they can provide help, assistance, and advice to their students in need (Liu & Guo, 2021). Timely help from the teacher is likely to make students feel safe and motivated (Wentzel et al., 2017), encourage them to put more effort into the learning process, become more engaged in learning activities and achieve better learning outcomes (Ma et al., 2021). Moreover, as have been demonstrated by Liu et al (2023), students who feel supported by teachers are prone to demonstrate positive academic attitudes, and resilience during the learning process and they are more likely to devote efforts in constantly making progress in the study.

Teacher support refers to the multidimensional assistance received by students from their teachers. Understanding the role of teacher support is crucial for creating a positive and supportive learning environment conducive to academic success and well-being. Over the past five years, both domestic and international research has extensively explored this topic, shedding light on its significance and implications in educational settings. There is no unified definition of teacher support. Viewed as a complex concept, teacher support has been defined in different ways across different theoretical frameworks. Although there are many scales for measuring teacher support, they are supposed to probe teacher support in general education and there is no scale in measuring perceived teacher support for English learning contexts (Liu & Li, 2023). Therefore, Liu & Li (2023) explored the inner structure of students' perceived EFL teacher support and re-conceptualized students' perceived EFL teacher support as a tri-factorial structure, entailing intellectual, instrumental, and emotional support.

Based on the previous literature works about teacher support, the studies mainly involve the correlation between teacher support and other aspects of students' psychological well-being, academic achievement, learning motivation etc.. Philip & Travis (2021) found that there is a striking relationship between perceived teacher support and students' level of burnout. Also scholar Banerjeeb & Haldera (2021) contended that perceived teacher support is essential not only in promoting motivation but also reducing amotivation. Besides, many studies focused on the effects of perceived teacher support on students' academic achievement. For

example, Liu & Li (2023) argued that the more perceived teachers' support, the better academic achievement. Apart from that, the various dimensions of perceived teacher support are also studied. For example, Martin et al (2015) argued that high levels of emotional support compensated for students' feelings of low math self-efficacy in contributing to student engagement. And Wang and Hu (2022) proposed that perceived teacher autonomy support is one of the most important factors in promoting academic achievement.

Some scholars across the world have also done some researches about the teacher support in the context of language learning class, which mainly focus on the effect of teacher support on academic motivation, academic emotion and academic achievement. For example, Filgona (2020) put forward that teachers' support can stimulate students' motivation to engage in learning activities voluntarily. Chen (2023) demonstrated that teachers' support was an indispensable environmental factor that effectively influence second language motivation. In terms of effects on student emotion, scholar Wu (2020) verified that the perceived cognitive support and emotional support can have substantial impact on students' positive emotion, while Jiang (2020) also explored the factors affected foreign language acquisition enjoyment. He found that factors like activity organization, teaching skills and teacher support have great impact on their sense of enjoyment in class.

Researches have reported a direct link between perceived teacher support and learning engagement. Huang & Wang (2023) discovered great impacts of teacher support on the academic success of university students, with academic self-efficacy and student engagement acting as mediating roles. According to Amerstorfer & Münster-Kistner (2021), the connections between students and teachers, as well as the perceptions students hold of their teachers, appear to significantly impact students' engagement in academic activities. And, it is also proved that student engagement can act as a mediator in the association between affective teacher-student relationships and students' achievement (Roorda et al., 2017). What's more, teacher support can also indirectly influence students' academic engagement through increasing their positive achievement emotions and buffering their negative achievement emotions (Ekatushabe et al., 2021). And also, teacher support can generate good teacher-student connections that can improve students' social interaction and intellectual skills within a classroom environment (Huang et al., 2022). As can be seen from these works, teacher support can definitely have an impact on student engagement in the class.

Given the significance of teacher support in fostering student engagement and academic outcomes, recent studies have predominantly focused on its impact within subjects like mathematics or science. It still remains unclear whether similar relationships exist in English as a Foreign Language (EFL) because the scale of perceived teacher support for English learning contexts in China was developed by Liu and Li in 2023 only.

Therefore, there is still room for exploring whether the findings observed in math and science classes can be extended to the realm of EFL education. Second, even though the overall situation of teacher support and student engagement have been studied, the relationship between the two is still not fully clarified, especially the predictive role of teacher support on their engagement in class. Moreover, the study has both English course students and teachers as

respondents.

2. Statement of the Problem

This study determined the predictive role of teacher support on the level of student engagement in their college English class. Specifically, it answered the following questions:

1. What is the assessment of the teacher and student respondents to the teacher support in terms of
 - 1.1 Perceived emotional support
 - 1.2 Perceived academic support
 - 1.3 Perceived instrumental support?
2. Is there a significant difference in the teacher and students' assessments of teacher support?
3. What is the assessment of the teacher and student respondents on the student engagement in terms of:
 - 3.1 Behavioral engagement
 - 3.2 Emotional engagement?
 - 3.3 Cognitive engagement
4. Is there a significant difference in the teacher and students' assessments of student engagement?
5. Do the sub-variables of teacher support as assessed by the student respondents predict significantly their level of engagement?

3. Research Design

The respondents of the study were English teachers, and college students enrolled in English course in the first semester of AY 2023-2024 in selected universities in Guangdong, China. A sample size of 379 students was selected randomly from the population of 28074 students taking English in the selected universities. Meanwhile, 124 English teachers were selected randomly also from the population of 181. The sample sizes were determined by the Raosoft Sample Size Calculator set at confidence level of 95% and a margin of error 5%.

The study used quantitative method in which numerical descriptions of the variables were generated. In the study, numerical description was used in probing the level of teacher support as well as the level of student engagement in College English class in China. The study also compared the assessments of the teacher and student respondents to see whether there is coherence in the assessments. The statistical tool used for the test of difference is Mann-Whitney U test. This is so, because the Shapiro-Wilk test of normality yielded a statistic of 0.898 and a sig value of .000. This means that the data is not distributed normally, and thus Mann-Whitney U test is the appropriate statistical tool for the test of difference. Meanwhile, the multiple linear regression analysis was used to determine whether the students' perceived teacher support predict significantly their level of engagement in the English course. In the study, the influence of teacher support on student engagement was examined using the data from the student respondents.

4. RESULTS AND DISCUSSIONS

As seen from the data in table 8, the overall assessment of teacher support is relatively consistent, with both teachers and students rating teacher support as Very Highly Support (VHS), and the overall mean values are 3.54 and 3.55 respectively. However, there are slight differences in the assessments of teachers and students in the three specific dimensions of support.

Emotional support is rated slightly higher by student

respondents (3.56) than by teacher respondents (3.50) and is ranked first by students and third by teachers. This indicates that students recognized teachers' efforts more in terms of caring for their emotional needs.

Table 1. Overall Assessment of Teacher Support

Domains	Teachers' Assessment				Students' Assessment			
	Mean	SD	INT	Rank	Mean	SD	INT	Rank
Emotional	3.50	0.37	HS	3	3.56	0.52	VHS	1
Intellectual	3.51	0.39	VHS	2	3.54	0.48	VHS	2.5
Instrumental	3.60	0.36	VHS	1	3.54	3.55	VHS	2.5
Overall	3.54	0.33	VHS		3.55	0.46	VHS	

Legend: VB (Verbal Description), INT (Interpretation): SA (Strongly Agree) /VHS (Very High Support) 3.51-4.00; A (Agree)/HS (High Support) 2.51-3.50; D (Disagree)/WS (Weak Support) 1.51-2.50, SD (Strongly Disagree)/VWS (Very Weak Support) 1.00-1.50

Academic support dimension is rated closer by teachers and students with 3.51 and 3.54 respectively and is ranked as second by both teachers and students. This indicates a general agreement on academic support. English teachers believe they have provided substantial academic support to their students, and students have also recognized and appreciated their teachers' dedication and efforts in this area. Instrumental support receives the highest score, with teachers rating themselves at 3.60, ranking first among three dimensions, and students giving a score of 3.54, tied for second. This indicates that teachers believe they excel in providing learning resources and technical support, and students hold a positive attitude towards this as well.

Overall, students' overall ratings of teacher support are slightly higher than teachers' self-assessment, especially in the case of emotional support, showing that teachers' efforts to meet the diverse needs of students are recognized by their students. As is shown in Table 8, students perceive very highly supportive level of teacher support (M=3.55, SD=0.46) in College English class which corresponds with Liu's (2023) findings, who measured the impact of students' perceived teacher support of four likert scale on their everyday academic resilience in English learning. This study reported an average mean score of 3.60. But there are also differences in the level of support in different dimensions. Liu's findings showed that, among three dimensions, emotional support (M=3.75, SD=0.59) was rated the highest by students, with academic support (M=3.68, SD=0.51) ranked second. The overall rankings of teacher support perceived by students are also similar to the result of research by Liu & Li (2023), which revealed that the students experienced higher levels of academic and emotional support and a moderate level of instrumental support (5.66, 5.40, and 4.74 respectively). The findings of the overall teacher support perceived by students is also consistent with Guo et al.'s (2023) study. With a likert scale of 5 levels, the researchers examined the perceived teacher support under the context of online teaching. In this study, approximately 53.8% reported a high level of perceived support overall. However, the rankings of the three dimensions are contradictory to what are shown in this study, as the mean scores for the three dimensions, from highest to lowest, were: academic support (4.21), instrumental support (4.16), emotional support (4.10). This may derive from the different learning context. In the virtual teaching platform, the emotional support perceived by students may be constrained because of the physical limitation.

Comparison of Teachers' and Students' Assessment of Support

Table 2. Mann-Whitney U Test Result-1

Domains	Teacher Mean Rank	Student Mean Rank	Mann-Whitney U	Sig	Interpretation
Emotional	223.99	261.16	20024.50	.011	Significant
Intellectual	230.44	259.05	20824.50	.050	Not Significant
Instrumental	254.23	251.27	23221.00	.838	Not Significant
Overall	233.50	258.10	21186.00	.096	Not Significant

Table 2 shows that the overall teacher support as assessed by the two groups of respondents have mean ranks of 233.50 and 258.50. These mean ranks, however, are not significantly different ($U=21186.00$, $Sig = .096$). It means that the teacher and student respondents have the same appreciation of teacher support in English class. The same is true with the domains of intellectual and instrumental support. The differences in the mean ranks of the teacher and student respondents are statistically similar with $U=20824.50$ and $.050$ for academic support, and $U=23221.00$ and $Sig = .838$ for instrumental support. On the other hand, the students' assessment of emotional support is significantly higher ($U=20024$, $Sig = .011$). It shows that the students feel more the emotional support they get from the teachers, than what the teachers think they provide.

Several recent studies reflect findings similar to those in Table 2 regarding differences in perceived teacher support. For instance, a study on teacher support and student engagement among Chinese EFL learners highlighted that student felt more emotionally supported by their teachers, which had a positive impact on their engagement in both online and traditional classrooms (He&Chen, 2024). Moreover, research on teacher-student relationships emphasizes that emotional support, such as care, trust, and encouragement, is perceived more strongly by students than teachers often realize, contributing to better academic outcomes and classroom interactions (Amerstorfer & von Münster-Kistner, 2021). These findings indicate a gap between teachers' perceptions of their own support and how students experience it, particularly in emotional domains.

Table 3. Overall Assessment of Student Engagement

Domains	Teachers' Assessment				Students' Assessment			
	Mean	SD	INT	Rank	Mean	SD	INT	Rank
Behavioral	3.15	0.51	HE	2	3.51	0.48	VHE	1
Emotional	3.18	0.51	HE	1	3.50	0.50	HE	2
Cognitive	2.98	0.58	HE	3	3.48	0.50	HE	3
Overall	3.10	0.50	HE		3.50	0.47	HE	

Legend: VB (Verbal Description), INT (Interpretation): SA (Strongly Agree) /VHS (Very High Engagement) 3.51-4.00; A (Agree)/HE (High Engagement) 2.51-3.50; D (Disagree)/WS (Weak Engagement) 1.51-2.50, SD (Strongly Disagree)/VWS (Very Weak Engagement) 1.00-1.50

Table 3 shows teacher respondents and student respondents' overall assessments of student engagement across the behavioral, emotional, and cognitive dimensions. Overall, the overall mean of teachers' rating is 3.10 and that of students' is 3.50, both falling under the High Engagement (HE) level. Behavioral engagement is rated at 3.15 by the teachers and 3.51 by the students. The student respondents rate themselves as very active in the classroom at the Very High Engagement (VHE) level, particularly in the areas of being on time and completing assignments. Teacher rating is slightly lower.

From the perspective of emotional engagement, teachers' assessment of 3.18 is the highest among the three dimensions, indicating that they perceive students to be more emotionally engaged in the course. Students' assessment of 3.50 is also at a high level, but slightly lower than behavioral engagement.

In terms of cognitive engagement, teachers rate the lowest, with a mean of 2.98, and hold the view that students are less engaged in setting learning goals and reflecting on their learning. The students' assessment of 3.48, while still the lowest of the three, is higher than the teachers', indicating that students have a more positive view of their cognitive engagement in their own learning process.

He and Zhou (2022) reported a mean of 3.63, 3.51 and 3.59 on behavioral engagement, emotional engagement and cognitive engagement respectively in terms of online English learning, and compared with the current study (3.51, 3.50, and 3.48 respectively), they are on a similar level. Also, in Tang's (2023) paper, it reports a mean score of behavioral engagement, emotional engagement and cognitive engagement (3.67, 3.69, and 3.55 respectively), which is very close to the result in this study. An et al. (2022) showed an overall mean score of 3.50 on student engagement among Chinese students, which is the same situation with that of the present study.

Comparison of Teachers' and Students' Assessment of Engagement

Table 4. Mann-Whitney U Test Result

Domains	Teacher Mean Rank	Student Mean Rank	Mann-Whitney U	Sig	Interpretation
Behavioral	175.95	276.88	14068.00	.000	Significant
Emotional	181.96	274.91	14813.50	.000	Significant
Cognitive	159.02	282.42	11969.00	.000	Significant
Overall	167.63	279.60	13036.50	.000	Significant

Table 4 shows the comparison of the teacher and students' assessment of engagement in the English classroom. It can be seen that the overall assessment of the students has a mean rank of 279.60, higher than the teachers' mean rank of 167.63. Based on the U value of 13036.50, and Sig of .000, the difference between the two assessments is significantly different. The students gave a significantly higher assessment of their engagement compared to the assessment of the teachers. This observation is also true in all the domains of student engagement. There is significant difference in the assessments of emotional engagement ($U=14068.00$, $Sig = .000$), intellectual engagement ($U=14813.50$, $sig = .000$), and instrumental ($U=11969.00$, $sig = .000$). This may derive from the fact that teachers assess engagement based on their own classroom observations and actual teaching effectiveness, while students are more likely to evaluate their class engagement based on their own feelings and experiences. And English teachers have more rigorous criteria for assessing student engagement. They may have higher expectations for student engagement or more detailed observations and requirements for students' participation in class.

Predictive Role of Teacher Support on Student Engagement

Table 5. Multiple Regression Model-2

Independent Variables	R Square	Beta	Sig	Interpretation
Academic	0.512	0.505	.000	Predictor
Instrumental		0.320	.000	Predictor

Table 5 shows the result of the multiple regression analysis which determined the set of teacher support sub-variables that predict student engagement in the English classroom. As seen in the table, only academic support and instrumental support are predictors of student engagement with 0.505 and 0.320 Betas respectively. Both have $Sig = .000$. The combination of intellectual and instrumental support has an R square of 0.512. It means that the predictors can explain 51.2% of the variance

in the student engagement. On the other hand, academic support has a beta of 0.505 which is significant (Sig =.000). It means that for every one quantity increase in academic support, the student engagement increases by 0.505. The same pattern can be observed between instrumental support and student engagement but on a lesser scale. For every unit increase of instrumental support, there is an increase of 0.320 in student engagement. The finding implies that teacher support can enhance student engagement in English class.

The findings above demonstrate the positive impact of teacher support on student engagement in English learning, confirming with previous research that underscores the importance of teacher support in student engagement. In other words, students who perceive greater support from their language teachers tend to show higher emotional, cognitive, and behavioral engagement in learning English as a foreign language (EFL). The result of this study also partly correspond to Xia's (2021) study, which probed into the effects of perceived teacher support on online learning engagement of college EFL learners. Based on his thesis, he found that in terms of the overall effects of perceived teacher support on online learning engagement of college EFL learners, the result revealed that perceived academic support was the most important predictor of online learning engagement of college EFL learners, followed by perceived instrumental support and perceived emotional support. Therefore, the predictive role of teacher support on student engagement is also applicable in the context of online learning. The result of this study also resonates with Tang's (2023) findings. His study examines the predictive impacts of Foreign Language Enjoyment, Student Engagement and Teacher Support among senior high EFL learners. Results have shown FLE, SE, and TS are positive predictors to each other. Jia et al. (2020) also claimed that Teacher Support can directly predict Student Engagement, despite its mediating role is self-efficacy.

The findings of this investigation have implications for creating a highly supportive environment for EFL learners since teacher support, especially intellectual and instrumental support plays a significant role in predicting student engagement in College English class. Teachers should adopt various teaching methods and strategies to provide intellectual assistance to their students, such as creating a favorable all-English environment, providing intensive tutoring in students' weak points etc.. In addition, offering intensive instrumental support is also of great value in fostering students' language learning skills. Though, based on this study, emotional support does not predict student engagement significantly. It is equally important for teachers to provide emotional support to students, as the student respondents rate emotional support on the top list. Teachers should show sincere concern for students' emotional well-being and provide timely encouragement to better engage in their classes.

In addition, the findings of this study also have implications for the great emphasis on student engagement in College English class. As can be concluded from the statistics above, cognitive engagement is rated the lowest by both teachers and students. Therefore, strategies should focus on improving students' learning methods and learn how to reflect on their learning process. Therefore, the intervening program should train the teachers to improve daily instruction, thus they can guide students to reflect on their English learning. Workshops on goal-setting, reflective learning techniques, and the use of

learning portfolios could enhance this dimension. In addition, though students rate their behavioral engagement high, there is gap between these two groups. The intervening program should also include workshops on classroom management for creating a more active classroom environment. For example, gamification strategies can be implemented and incentives and rewards can also be included to enhance students' active participation. Besides, both teachers and students recognize emotional engagement as significant factor in students' English learning. The intervening program can also include workshops to instruct teachers in providing positive feedback, showing empathy and creating a favorable environment.

5. Conclusion

Based on the above analysis of the findings in this study, the following major conclusions can be drawn:

1. The teacher support is very high. Both the student and teacher respondents give very high rating to teacher support. The teachers emotional, intellectual, and instrumental supports are greatly felt by the students.

2. There is no significant difference in the overall assessments of teacher support between teachers and students. The coherent assessments show that the very high degree of support provided by the teachers are experienced by the students at the same level. The teachers have effective practice of providing emotional, intellectual, and instrumental support to students.

3. There is a high student engagement in English classes. The students are behaviorally, emotionally, and cognitively engaged at a high level. Both the students and teachers attested to that. It shows that the English teachers are engaging their students in active learning.

4. There is a significant difference in the teacher and student assessment of engagement. The students gave a significantly higher rating on all the domains of engagement compared to the teachers' assessment. While the teachers felt they still have much to do in this area, the students' appreciation was evident already. The students were appreciative of the teachers' efforts to provide them a meaningful learning experience through behavioral, emotional, and cognitive engagement.

5. Intellectual and instrumental support have predictive influence on student engagement. Sustaining the very high level of intellectual and instrumental support will contribute to maintaining high student engagement. Entwining intellectual and instrumental support with teaching strategies that promote student engagement can have optimum results.

6. Recommendations

Based on the conclusions of the study, the following recommendations are presented:

1. Based on the room for improvement in the emotional, academic, and instrumental support provided by teachers in college English classrooms, a Program for Sustaining Teacher Support Enhancement can be initiated to address students' diverse needs sustainably. In this program, teachers can receive additional training on emotional support, particularly in enhancing sensitivity to students' emotional needs and techniques in giving encouragement to students to express themselves. In addition, the program should strengthen teachers' teaching skills in an all-English environment by providing more language immersion training.

To address students' expectations for teacher support in CET-4 and CET-6 exam preparation, the program should also include modules focused on relevant exams coaching techniques.

2. Based on the consistent high evaluations given by both teachers and students in academic and instrumental support, future teacher training programs should maintain high standards in these areas. This involves continuously providing students with rich knowledge expansion and diverse learning resources and personalized methods, ensuring that evaluations in these two domains remain consistent between teachers and students. Additionally, to address the discrepancies in emotional support, it is recommended that the program include training modules focused on emotional support. This will help teachers better understand and respond to students' emotional needs through regular reflection and student feedback.

3. As for the conclusion drawn from the level of student engagement assessed by teachers and students, it is recommended that the future classroom instruction and teacher training, the focus should be on the following areas: first, continue to maintain a focus on student behavioral engagement, especially in enhancing students' active participation in English class and students' independent learning. Future teacher training should incorporate modules focused on strategies to strengthen students' active learning and enhance students' study habits, with a particular emphasis methods for previewing and reviewing lessons. Second, for emotional engagement, it is recommended that teachers should strengthen their emotional interactions with students in the classroom and increase positive feedback in order to enhance students' sense of belonging. Finally, for cognitive engagement, teachers should pay attention to students' difficulties in goal setting and summarizing difficult points, and training can be provided to enhance teachers' competence in goal-setting skills and effective strategies to better support students' cognitive development.

4. Based on the finding that students' assessments of their own engagement are significantly higher than teachers' assessments, future teacher training should focus on improving teachers' knowledge and understanding of students' emotional, intellectual, and instrumental engagement, and should sustain effective practices in promoting students' behavioral engagement, but needs to increase its focus on students' emotional and intellectual engagement. Teacher training should focus on improving teachers' ability to emotionally support and cognitively motivate students, ensuring that teachers are able to accurately identify and meet students' real needs. In addition, training should include ways to enhance student engagement in college English classes through interaction and feedback to reduce assessment discrepancies between students and teachers.

5. Considering the strong predictive role of academic and instrumental support on student engagement, it is recommended that future teaching and training should focus specifically on enhancing intellectual and instrumental support to improve student engagement. First, training programs should focus on enhancing teachers' ability to provide academic support, including how to effectively impart knowledge, provide feedback, and develop learning strategies. Teachers should learn through training how to adapt their teaching methods to the needs of their students and ensure that every student receives the necessary support and guidance. Secondly, the training should also strengthen

teachers' competence in tool support, including how to effectively utilize teaching resources and technology tools to help students solve technological problems or resource shortages encountered in the learning process. It is recommended that a continuing teacher support enhancement program be established, including regular workshops and training sessions centered around academic support and instrumental support, and teachers should be encouraged to share practical experiences and success cases. In addition, teacher training should cover how to assess students' actual needs and develop individualized support strategies based on those needs. Through these measures, teachers' ability to support students can be significantly improved, thereby effectively enhancing overall student engagement and learning outcomes.

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